

**SUMMER INSTRUCTION  
ON CAMPUS**

**2003**

**STUDY GUIDE**

**THE PROFESSION AND PUBLIC POLICY IN  
EARLY CHILDHOOD EDUCATION  
ADMINISTRATION  
MODULE**

**POLE 510 (PROFESSION)  
AND  
POLE 565 (PUBLIC POLICY) MODULE**

**Jacqueline Thompson, Ed.D.**

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## WELCOME TO SUMMER INSTRUCTION ON CAMPUS

Welcome to the Profession and Public Policy in Early Childhood Education Module. The Module begins on **July 5, and ends on September 26, 2003**. The module is divided into three phases:

### **Phase 1: July 5 - July 16, 2003**                      **Reading Period**

- This phase begins with an introductory telephone conference call on **July 5, at 8:30p.m.** Eastern Daylight Savings Time.

During the conference call, the module will be introduced, and the timeline, summer instruction phase, and assignments will be described and discussed.

Read the information in this syllabus in preparation for the discussion on **July 5** on:

- ✓ goals and objectives of the module
- ✓ overview of the assigned readings and major themes, concepts and issues addressed during the module
- ✓ timeline for instruction, readings and assignments, and
- ✓ format and expectations of Summer Instruction week.

Phase 1 continues as an intensive reading period during which students read all of the required readings for POLE 510 and POLE 565. During Phase 1, students also must complete specified Preparations to bring with them for Summer Instruction in North Miami Beach, Florida.

**Phase 2: July 17 - July 21, 2003**

**Summer Instruction in North Miami Beach, Florida**

- Summer Instruction is the formal instructional component of the module. Students discuss assigned readings, key concepts and theoretical constructs. Classroom-based discussions, activities, and presentations are incorporated.

**Phase 3: July 22 - September 26, 2003**

**Completion of Assignments**

- During this phase, students complete readings, reports and final exams.
- A conference call is scheduled for **8:30 p.m.** Eastern Daylight Savings Time, **September 15, 2003**, to further review assignments and answer questions associated with the assignments.

This Study Guide provides an overview of The Profession and Public Policy in Early Childhood Education module.

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## **NOVA SOUTHEASTERN UNIVERSITY**

Founded in 1964, Nova Southeastern University is an independent nonsectarian, nonprofit and racially non-discriminatory institution. Unique among institutions of higher education, Nova Southeastern is a university for all ages. Nova College provides undergraduate education. Numerous graduate programs in a variety of fields provide master's, doctoral and post-doctoral education. Nondegree continuing education programs are also offered. The University School, a demonstration school, serves children from preschool through high school. The Family Center offers a broad array of educational programs that support the needs of preschool children and the needs of the family.

Since its beginning, Nova Southeastern University has been distinguished by its innovative outlook, its unique programs, which provide nontraditional choices in educational programs, and its important research that is aimed at solutions to problems of immediate concern to mankind.

### Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of College and Schools to award bachelor's, master's, educational specialist and doctoral degrees. Nova Southeastern University admits students of any race, color, and national or ethnic origin.

## **FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES**

The Fischler Graduate School of Education and Human Services is dedicated to the training and continuing support of teachers, administrators, trainers, and other workers in education and related helping professionals. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The school hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the school offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographical areas in which there are few resources for the training and for the professional support of practitioners in education and social service.

Because of its commitment to the working professional, the school offers alternative delivery systems that are adaptable to practitioner's work schedules and locations. School programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the educational field, and to be ready to accept changing responsibilities within their own organizations. The school also aids professional educators in achieving personal goals, including certification requirements.

## **MASTER'S SPECIALIZATION IN EARLY CHILDHOOD EDUCATION ADMINISTRATION**

This study guide is but one part of a comprehensive master's degree specialization for Early Childhood Education Administrators. This guide, the module for which it provides direction, and all other segments of the program represent one dimension of Nova Southeastern University's response to the need to improve the field of administration of early childhood education programs.

This program has been developed in recognition of two generalizations about early childhood education that seem to be incontestable. The first generalization is that the skill and leadership of early childhood education administrators are the central ingredients in creating and maintaining quality early childhood programs. Strategies for improving these programs must include solid provisions for improving the skill and leadership of these practitioners.

The second generalization underlying the development of this academic program is that administrators of early childhood education programs have few options when they seek advanced training. They must either take an advanced degree in a related field or settle for inservice, nondegree programs. Moreover, the time demands and responsibility of most early childhood administrators make it exceedingly difficult for them to attend conventional university programs. These early childhood education administrators require a specialized curriculum, emphasizing management skills, but conceived broadly enough to include understanding of policy, evaluation, profession, resources, program development, and child growth and development. They also require an academic program that is complementary to their ongoing early childhood education administration responsibilities. Finally, they require a flexible program which they can pursue on their own turf.

In brief, Nova Southeastern University has recognized an opportunity to make a responsible contribution to the field of administration of early childhood education programs by providing a distinctive program, in a distinctive format, for an exclusive and important group: administrators of early childhood education programs.

## **ABOUT THE AUTHOR**

Dr. Jacqueline Thompson is currently employed as an Educator with the Mental Health Association of Broward County. She formerly served as a Family Support Specialist at Family Central, Inc., in North Lauderdale, Florida, a Case Manager at Outreach Broward, Social Services Specialist at Covenant House, Case Manager at Village South, Inc., and Public Assistance Specialist at Health and Rehabilitative Services.

She teaches the Human Growth and Development Module for the Family Support Studies Specialization, the Foundations for Early Childhood Development and Profession and Public Policy Modules for the Early Childhood Education Administration Specialization.

Dr. Thompson is involved in numerous professional affiliations, and has received several honors and awards. She earned her bachelor's degree at Mercer University, the master's degree in Family Support Studies, and doctorate in Child and Youth Studies at Nova Southeastern University.

## **ACADEMIC EXPECTATIONS**

### Degree Completion Requirements

In order to graduate with a master's degree in Early Childhood Education Administration, a student must successfully complete three nine-credit modules and one six-credit module, a total of thirty-three credits, and a seven-credit practicum. In addition, students are required to attend and actively participate in every session of summer instruction on campus during their first year in the program. Students must assume the expenses for the travel, lodging and meals to summer instruction.

Six months prior to the ending date of your cohort, you will receive a degree application for graduation. This form is to be filled out and returned to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The University diploma will be mailed approximately three months after the date on which the degree is conferred officially by the Board of Trustees.

The University holds its annual commencement in Fort Lauderdale. The main office for the program should be contacted for the locations, date, and time of the ceremonies.

### Incomplete Course Work

Each student is expected to complete all assignments and other course work according to the due dates and schedules established by the course instructor. If a student is faced with some

work-related or personal problem that precludes the timely completion of course requirements, a request for an incomplete can be submitted to the program office.

Please note that the incomplete approval will be contingent on the fact that the student has demonstrated that he/she has completed a significant portion of the course work. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline then, the student is not eligible to receive approval for the incomplete.

Upon approval, this incomplete will provide the student with additional time to complete all outstanding course work. The procedures for the incomplete are the following:

1. An Incomplete Request Form will be included with the registration material sent to each student at the beginning of this module.
2. When you find it necessary to request an incomplete, you are to first discuss it with your instructor and obtain his/her approval.
3. After receiving the instructor's approval, you are to fill out and mail the Incomplete Request Form to the program office.
4. The request for an incomplete is to be made one month prior to the ending date of the module.
5. Upon approval, the student will have four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of F will be given for the courses in the module that have not been completed.
6. If the request for an incomplete is not made one month prior to the module ending

date, a final grade will be given based on the amount of work completed at that time.

Please note that the student is responsible for requesting the incomplete and mailing in the Incomplete Request Form.

### Extension Policy

Students are required to complete all course work and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student with a major personal or job-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a nine-month extension.

The procedures for the program extension are as follows:

1. The student is to make the request in writing thirty (30) days prior to the cohort ending date. The letter should include the major reasons for the request and a proposed timeline and schedule for completing the unfinished program requirements.
2. Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within two weeks to 30 days.
3. If the request is approved, the student is to forward the extension fee to the program office.
4. Assuming approval, the student will have nine months to complete the practicum and all outstanding program requirements.

Note: This is a **one-time** nine-month extension.

### Time Limit for Completion of Program

All students are required to complete their graduate program within the established time limit for their respective cohort specialization, unless they have been granted a one-time extension or a one-time withdrawal from the program.

### Temporary Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort, may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to reenter the program, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that are in effect at the time of re-admission.

## SCHEDULE FOR PHASES 1, 2, and 3

### THE PROFESSION AND PUBLIC POLICY IN EARLY CHILDHOOD EDUCATION

#### PHASE 1: PREPARATION FOR SUMMER INSTRUCTION

**July 5.** Introductory Phone Conference  
8:30p.m.  
Eastern Daylight  
Savings Time

#### PHASE 2: SUMMER INSTRUCTION IN NORTH MIAMI BEACH, FLORIDA

##### THE PROFESSION

**July 19**

8:30 a.m.-12:00p.m. Overview

The Roots of Early Childhood Education: Historical Development of the Profession

Complete Student Preparation #1

Characteristics and Parameters of a Profession

Complete Student Preparation #2

Competencies of Early Childhood Education Administration

Complete Student Preparation #3

1:00p.m. - 4:30p.m. Early Childhood Career Ladders/Lattices

Complete Student Preparation #4

Current Professional Issues

Complete Student Preparation #5

Discussion and Preparation for Roundtable

Complete Student Preparation #6

## THE PROFESSION

### July 20

8:30 a.m.-12:00 p.m. Future Trends and Challenges for the Field of Early Childhood Education  
Complete Student Preparation #7

## PUBLIC POLICY

Early Childhood and the Public Policy Arena  
Complete Student Preparation #8

The Legislative Process  
Complete Student Preparation #9

1:00p.m. - 4:30p.m. Policy Analysis  
Complete Student Preparation #10

Construction and Implementation of Effective Policy Initiatives and Legislation  
Complete Student Preparation #11

### July 21

8:30a.m. – 12:00p.m. Knowledge Base, Political Skills and Advocacy Techniques

The Legislative Process in Action

Discussion and Preparation for Roundtable  
Complete Student Preparation #6

1:00p.m.-3:30p.m. Advocacy Campaigns  
Complete Student Preparation #12

3:30 – 4:30p.m. Conclusion of Summer Instruction and Roundtable Reports

### **PHASE 3: FINAL CONFERENCE CALL AND COMPLETION OF ASSIGNMENTS**

#### **September 15, 2003**

8:30 p.m. Final Conference Call  
Eastern Daylight  
Savings Time

See dates for completion of assignments.

## **INTRODUCTION TO THE MODULE**

**SUMMER INSTRUCTION, 2002**

### **THE PROFESSION AND PUBLIC POLICY IN EARLY CHILDHOOD EDUCATION**

**(Two courses, six credits)**

The module, The Profession and Public Policy in Early Childhood Education, examines the profession of early childhood education, provides an overview of major policy and funding issues affecting children and families, facilitates understanding of the role of local, state/provincial and federal governments in policies affecting child care funding and regulation, and promotes the role of the early childhood education professional in the positive development of children. Skills and techniques used by early childhood education professionals to develop and impact policies are explored.

The module is divided into two courses: POLE 510 -- The Profession in the Field of Early Childhood Education and POLE 565 -- Public Policy in the Field of Early Childhood Education. The first course, POLE 510 -- The Profession in the Field of Early Childhood Education, reviews early childhood educational philosophy and the status of early childhood education as an occupation and a human service. Recognizing that the profession of early childhood education is one of little recognition and low pay, the course focuses on acknowledging early childhood education workers as professionals, identifies ways to improve early childhood education programming, and encourages collaboration and an understanding of systems as ways to solve early childhood education issues.

The second course, POLE 565 -- Public Policy in the Field of Early Childhood Education,

studies the policy making process as it relates to children and families and covers the principles of child advocacy and how early childhood educators, through the advocacy process, can influence policies affecting children. Students are expected to develop competencies in policy analysis and advocacy activities. The course focuses on the necessity for change and specific methods, skills and techniques that individuals and the groups they represent can use.

### Method of Instruction

The format of instruction is nontraditional and varied. Telephone conferencing and summer instruction are employed. Students attend one week of summer instruction, of which 3½ days are devoted to POLE 510 and POLE 565, and participate in two telephone conference sessions with the instructor.

### Expectations of Students

Telephone Conference Sessions. Students are required to be available for two scheduled telephone conferences: one on **July 5, 2003, at 8:30p.m.** Eastern Daylight Savings Time, and the second on **September 15, 2003,** at 8:30p.m. Eastern Daylight Savings Time. If a student cannot be available for a scheduled telephone session due to an emergency, it is his/her responsibility to contact the instructor as soon as possible. In order to make up the missed session, students must review a recording of the missed session and write a 3- to 5-page synopsis of it.

The telephone conference sessions complement Summer Instruction. They incorporate an introduction to the module, formal discussion of selected issues, question-and-answer periods, and a

review of assignments and exams.

Summer Instruction. The student is required to attend and participate in every session in the Summer Instruction schedule.

Reading Assignments. Students are expected to complete all reading assignments prior to Summer Instruction.

Written Assignments. Written assignments are designed to encourage the processing of information and to offer students an opportunity to approach various topics from multiple points of view. Assignments call for students to analyze and synthesize the material read and examined, and to apply this knowledge to professional and personal experiences.

Students are required to complete and submit one report and one take-home final exam for EACH of the two courses.

Students are expected to send their completed assignments to the instructor at the instructor's address by the date indicated by the instructor. All assignments must be typed with a cover page identifying the student's name and cohort number, the assignment number and the date that the assignment is being mailed to the instructor. Students **must** use APA style.

## **Course Readings for POLE 510 -- The Profession in the Field of Early Childhood Education**

Isenberg, J.P., & Jalongo, M.R. (Eds.) (1997). Major trends in early childhood education. New York: Teachers College Press.

Johnson, J., & McCracken, J.B., Eds. (1994). The early childhood career lattice: Perspectives on professional development. Washington, D.C.: The National Association for the Education of Young Children.

## **Additional Readings of Interest (Not Required Reading)**

Carnegie Corporation of New York (1994). Starting points: Meeting the needs of our youngest children. New York: Author.

Center for the Future of Children (Winter 1995). Longterm outcomes of early childhood programs (Vol. 5, No. 3), pp. 94-133, 145-161, 175-192. Information available online at <http://www.futureofchildren.org>.

Cost, Quality and Outcomes in Child Care Centers (1995, April). Public report. Denver, CO: University of Colorado at Denver.

Jensen, M.A., & Chevalier, Z.W. (1990). Issues and advocacy in early education. (pp. 1-45). Boston: Allyn and Bacon.

## **Course Readings for POLE 565 -- Public Policy and the Field for Early Childhood Education**

Besharov, D.J. (1996). Enhancing early childhood programs: Burdens and opportunities. Washington, DC: CWLA Press & American Enterprise Institute.

Groginsky, Culkin & Christian (1997). Building blocks: A legislator's guide to child care policy. Denver, CO: National Conference of State Legislatures.

Isenberg, J.P., & Jalongo, M.R. (Eds.) (1997). Major trends in early childhood education. New York: Teachers College Press.

Smith, Fairchild & Groginsky (1997). Early childhood care and education: An investment that works. Denver, CO: National Conference of State Legislatures

**Additional Readings of Interest (Not Required Reading)**

Carnegie Corporation of New York (1994). Starting points: Meeting the needs of our youngest children. New York: Author.

Center for the Future of Children (Winter 1995). Longterm outcomes of early childhood programs (Vol. 5, No. 3). Information available online at <http://www.futureofchildren.org>.

Cost, Quality and Outcomes in Child Care Centers (1995, April). Public report. Denver, CO: University of Colorado at Denver.

Goffin, S.G., & Lombardi, J. (1988). Speaking out: Early childhood advocacy. Washington, D.C.: The National Association for the Education of Young Children.

Jensen, M.A., & Chevalier, Z.W. (1990). Issues and advocacy in early education. (pp. 17-44, 355-385). Boston: Allyn and Bacon.

## **POLE 510**

### **THE PROFESSION FOR EARLY CHILDHOOD EDUCATION ADMINISTRATORS**

#### Course Description

This course reviews historical highlights and contemporary issues in the field of early childhood education.

#### Overview

Throughout history, the young child has been described in a variety of ways depending upon societal issues, parental perspectives and commonly-held beliefs and values. Always, popular theories were developed which influenced how the child was viewed and, by association, the way in which those who work with children were viewed. No matter what the time or place, it generally was and is possible to characterize the child in several dimensions, including spiritual, aesthetic, physical, mental, social, and emotional.

Those who studied children's behavior developed theories around these dimensions. Depending upon which theory one chose to adopt or believe, the approaches used to work with young children varied considerably. Over time, the body of knowledge regarding young children has evolved and strengthened, so that it is now possible to describe quality early childhood education more universally. Consequently, describing the competencies of the early childhood education professional has become easier and more common to a wide variety of early childhood workers.

Unfortunately, as the profession has evolved, the compensation for those who work closely with children has not. Workers within the field of early childhood education have traditionally been poorly paid, while demands for higher quality care have increased. Many believe that the profession will never become better paid until it is no longer dominated by women, who historically make less

money than men. Few dispute the intangible rewards offered by educating and working with very young children.

The course begins with an examination of the historical development of the field and its relationship to the philosophies and principles of early childhood education. Students then study the characteristics commonly attributed to professional fields and discuss the professional status of early childhood education. The course also examines the range and depth of competencies employed by early childhood education professionals, and the role that credentialing plays in developing the profession.

The course culminates with an examination of issues related to future directions and the professional development of the field. The challenges that lie ahead for the field of early childhood education are considered.

The selection of readings and assignments is intended to encourage students to begin a lifelong, ongoing process of exploring issues that need to be resolved as early childhood education continues to be a topic of public interest, if not public support. The readings provide extensive opportunities for students to examine the definitions of the profession and its characteristics, the competencies of early childhood education professionals and the status of the early childhood education field.

### Course Objectives

1. To describe the profession of early childhood education and acknowledge early childhood educators as professionals.
2. To identify the competencies of early childhood education professionals according to the type of program and the level of responsibility.
3. To facilitate understanding of the current status of the early childhood education profession.
4. To describe current professional issues and future trends and challenges of the early childhood education field.

### Assignments for POLE 510

Students are expected to submit one report and a take-home final exam. Each is worth 50% of the final grade. The formula for the final grade is: Exam (50%) + Paper (50%).

The formula for converting the numerical Final Grade to a letter grade is:

A = 90-100 points      B = 80-89 points      F = less than 60 points

C = 70-79 points      D = 60-69 points

Final Exam. The take-home final exam will be distributed during the week of Summer Instruction and must be returned to the instructor by first class mail, postmarked no later than **the date designated by the instructor.**

No extension will be given for completion of the final exam. If an emergency occurs which prevents the student from completing the final exam, a new exam will be administered and a 20-day period for completion of this exam will be allotted.

Report: A Proposal for Change in Professional Climate of Agency, Center or Program. Write a 10- to 12-page proposal of a project you would like to offer in your agency/center, which offers promise of improving and/or enhancing the professional climate in your center or agency. (Professional climate generally refers to the *atmosphere* or *feeling* of professionalism experienced by those who work for the agency or in the program. For example, the professional climate may be one of low educational levels and little interest in the field of early childhood as a lifelong career. (This assignment cannot be completed by discussing a curriculum change or a topic unrelated to how one's staff or co-workers feel about their profession). This assignment must be mailed to the instructor, postmarked no later than **the date designated by the instructor**.

Include the following in your proposal:

- ✓ A discussion of the problem the project intends to address and evidence (concrete documentation) of the problem.
- ✓ A literature review, including Internet resources, that examines theories that help explain the presence of this problem or a similar one.
- ✓ A literature review, including Internet resources, that examines other programs and theories that address the same or similar problems.
- ✓ At least one goal and two objectives (directional, measurable and specific) of the project.
- ✓ A clear discussion of the project and the means by which it is intended to reach the goal and objectives.

Evaluation of Exam and Final Report. The instructor will review the report and final exam, and provide each student written comments and a grade. Written comments for the final exam

will be noted on an attached Exam Evaluation Form; written comments for the report will be recorded on a Report Evaluation Form.

Graded papers accompanied by the Exam Evaluation Form and Report Evaluation Form will be sent to the student within about 10 working days from the date on which the paper is received by the instructor. A sample of these evaluation forms is provided on the following pages.

Rewrite Policy. The report may be rewritten once but a rewritten paper may not receive a grade higher than a "B." The final exam may not be rewritten.

**STUDENT ACTIVITY EVALUATION FORM**

**Date:** \_\_\_\_\_ **Faculty Name: Dr. Jacqueline Thompson**

**Student:** \_\_\_\_\_ **Cohort Number:** \_\_\_\_\_

**Course: Profession for Early Childhood Educ.** **Grade:** \_\_\_\_\_

**Course Number: POLE 510** **Additions Required:** \_\_\_\_\_

**Activity: Formal Paper** **Rewrite Required:** \_\_\_\_\_

**Date Received:** \_\_\_\_\_ **Date Mailed to Student:** \_\_\_\_\_

<b>Contents of Paper</b>	<b>Possible Points</b>	<b>Student Score</b>
Format of paper (editing, grammar, spelling, organization, length, format/use of APA style for references and citations)	10	
Discussion of problem the project intends to address and evidence of the problem	20	
Literature review, including Internet resources, that examines other programs and theories that address the same or similar problems	20	
At least one goal and two objectives (measurable, directional and specific) of project	25	
Clear discussion of the project and the means by which it is intended to reach the goal and objectives	25	

**Comments:**

**STUDENT ACTIVITY EVALUATION FORM**

**Date:** \_\_\_\_\_ **Faculty Name: Dr. Jacqueline Thompson.**

**Student:** \_\_\_\_\_ **Cohort Number:** \_\_\_\_\_

**Course: Profession for Early Childhood Educ.** **Grade:** \_\_\_\_\_

**Course Number: POLE 510** **Additions Required:** \_\_\_\_\_

**Activity: Final Exam** **Rewrite Required:** \_\_\_\_\_

**Date Received:** \_\_\_\_\_ **Date Mailed to Student:** \_\_\_\_\_

<b>Format of Paper</b>	<b>Yes</b>	<b>No</b>
Careful editing		
Grammar and spelling		
Organization and length		
<b>Paper Responds to the Assignment</b>	<b>Yes</b>	<b>No</b>
Addresses the questions		
Answers are logical		
Answers reflect an understanding of reading material		
Factors or conclusions are supported (assigned readings, explicit reasoning and examples)		

**Comments:**

## Student Preparations for POLE 510

Student Preparation #1. Early childhood education reflects a base of practice rooted in a variety of philosophies and principles.

- Study the principles and philosophies that are core to early childhood education. Note five goals, values and/or processes that form the foundation and guiding principles of the field of early childhood education.
  - Note three ways in which philosophies underlying early childhood education are different and three ways in which they are similar (e.g., are there philosophies that disagree on the best approach to use with young children, and philosophies, if any, that are compatible?)
- 

Student Preparation #2. The purpose of this assignment is to develop a perspective on the status of early childhood education as a field of professional practice. Take some time to consider the characteristics of a profession and the progress that has been made toward becoming a professional field. Consider the status of early childhood education, and compare and contrast it with another group of professionals or semi-professionals.

To this end, in Chart I, list at least five characteristics of a profession and note the extent to which early childhood education has attained these features. Prior to completing the chart, review the relevant readings and engage in conversations with professional contacts.

Chart I: Early Childhood Education As a Field of Professional Practice

What are the features of a profession?	What function(s) is(are) served by this feature?	Has early childhood education accomplished this feature?
1.		
2.		
3.		
4.		
5.		
6.		

Student Preparation #3. It is a fair assumption that there are core competencies that all early childhood education workers must acquire and utilize, regardless of their center setting or professional affiliation. To a certain extent, credentialing has defined these core competencies. Workers within early childhood education come from diverse educational backgrounds and with a range of experience, with skills and training that often are useful and applicable to early childhood education. Traditionally, workers with the field of early childhood education are poorly compensated. This assignment asks each student to identify the competencies that are central to early childhood education workers.

Part I -- Study the core features of early childhood education programs described in the reading assignments and, coupled with your own work experience, identify and describe at least 10 competencies that all early childhood education workers should have. You may use your local licensing requirements and/or credentialing requirements as a starting point.

Part II -- Study the core features of early childhood education programs described in the reading assignments and, coupled with your own work experience, identify and describe at least 10 competencies that all early childhood education **administrators** should have.

Part III -- Early childhood education workers often are employed in a variety of settings, such as schools, corporate child care, federally-funded programs, subsidized child care agencies, and for-profit centers. Each student should be prepared to discuss:

1. the knowledge base, skills, qualities and competencies they need in their work setting;  
and
2. the types of organizational structures that they think would allow them to be most effective in their work setting as early childhood education administrators.

To this end, each student should be prepared to discuss the tasks s/he performs and the competencies that s/he must demonstrate in order to accomplish work effectively. In Chart II, at least five tasks students must perform and the competencies needed to successfully accomplish these tasks should be noted. Also, ways in which these tasks and the associated competencies demonstrate and reflect (or do not) early childhood education tenets should be described.

Chart II: Outline of Competency Areas

---

Student's Job Title:

Student's Work Setting:

---

Tasks	Competencies	Early Childhood Education Principles
-------	--------------	---

---

- 1.
- 2.
- 3.
- 4.

Student Preparation #4. A key issue regarding early childhood professional development is the outcome of that development. Will ECE professionals be able to earn more money? Advance to a higher level? Achieve public recognition? Determine in your own setting the correlation between staff development activities, increased pay and opportunities for promotions. Consider your own professional development as well.

Student Preparation #5: Despite differences in settings, there are issues common to the profession of early childhood education that face all who work in the field. Students should consider what some of these issues are, and rank them in order of importance in their own setting. Bring to class.

Student Preparation #6 – Roundtable Presentation: During the wrap-up on **Monday**,

**July 21**, each specialty area, **as a group**, will give a presentation on the following:

Identify one major public policy issue confronting your field today. What are the features and parameters of this issue? What implications does it have for your profession, the clients/service consumers in your field, and the agencies providing services in your field? What strategies would you suggest be used to correct this issue? Briefly describe the steps that you would take to have this issue resolved by local or national legislation.

Students will discover that issues surrounding the professional of early childhood are closely linked with public policy issues. Time will be allotted in class to discuss and plan for the roundtable presentation.

Student Preparation #7: Students should be prepared to discuss the roadblocks and straight-aways to early childhood education achieving and/or maintaining professional status. Students are encouraged to search the Internet for relevant sites of professional early childhood education organizations and to determine the extent to which these organizations support increased professional status for colleagues.

## **POLE 565**

### **PUBLIC POLICY AND THE FIELD FOR**

### **EARLY CHILDHOOD EDUCATION ADMINISTRATORS**

#### Course Description

This course examines the policy-making process as it relates to children and families and provides a review of current agencies and organizations involved in developing and implementing child and family policy programs. It also covers the principles of child advocacy and how individuals, through the advocacy process, can influence the policies that affect children.

#### Overview

The profession of early childhood education is notable for its focus on the very young children. But it is equally noted for its system fragmentation, multiple funding sources, occasionally widely disparate needs, and a generally low-paid, sometimes poorly educated work force. So when it comes to the development of early childhood policies and programs, and changing existing ones, it is first necessary to find commonalities before proceeding. The urgency of speaking with one voice is underscored by the rapidly changing nature of today's families. Change on the policy level becomes not only desirable but also necessary.

This course provides an understanding of the need for policy changes regarding very young children, and the role that those within the field can play in advocating for children. Efforts to change individual and societal attitudes about early childhood education and the professional's role in bring about changes are reviewed. Societal priorities are examined and recommendations to create a national climate conducive to children growing strong and flourishing are developed.

Professionals who work with very young children often think they should not get involved with public policy because they are powerless to do anything about it, or not sophisticated enough to manage advocacy effectively. Unfortunately, this kind of attitude leads to negative outcomes. When people who know the most about young children do not become involved in policy-making, less informed people step in. (Often, the people who step in to influence public policy do not have children as their primary agenda!)

This course, therefore, studies ways in which individuals and the groups they represent can assume advocacy roles. Students become familiar with the political process and the type of knowledge and kinds of skills needed to advocate for children. Issues currently under public debate are identified and each student is called upon to map out a personal advocacy agenda and, in a group, design an advocacy campaign. The intent of this effort is to offset the pessimism that comes when students think, "I am just one person. Even if I had the time, the strength, and the motivation, how can one person even hope to make a difference?"

### Course Objectives

1. To demonstrate knowledge of the processes and procedures that guide the development and implementation of policies at the state and national level, and of how they impact and are impacted by early childhood issues.
2. To demonstrate knowledge of the issues related to young children that are being debated in the public arena, and develop a personal action agenda.
3. To describe and understand the knowledge base, political skills, and techniques germane to advocacy for children and families.

4. To develop an analysis of the action agenda of governmental bodies, and national commissions and organizations charged with identifying needs of children and recommending policy initiatives.

#### Assignments for POLE 565

For this course, the student must submit one report and a take-home final exam. Each is worth 50% of the final grade. The formula for the final grade is: Exam (50%) + Paper (50%).

The formula for converting the numerical Final Grade to a letter grade is:

A = 90-100 points            B = 80-89 points            F = less than 60 points

C = 70-79 points            D = 60-69 points

Final Exam. The take-home final exam will be distributed during the week of Summer Instruction and must be returned to the instructor by first class mail, postmarked no later than the **date designated by the instructor.**

No extension will be given for completion of the final exam. If an emergency occurs which prevents the student from completing the final exam, a new exam will be administered and a 20-day period for completion of this exam will be allotted.

Report: Analysis of Legislation. Write a 10-15 page paper which incorporates and integrates the material requested below. This assignment must be mailed to the instructor, postmarked no later than **the date designated by the instructor.**

- Locate, examine and discuss a bill that is currently being deliberated by local, state, provincial or national legislature, or that has been deliberated in the past year. The bill need not be identified as an early childhood education bill, but it must be concerned with early childhood issues.

- Discuss the early childhood issue that the bill addresses. Describe the features of the issue and the ways in which the bill is intended to impact the issue. Use at least three professional resources and two Internet resources to document and describe the issue. Also incorporate newspaper articles referring to the issue at the local, state or national level.
- Describe the contents of the bill. Write an overview and critique of the bill and its current status. What impact would the bill likely have on your early childhood education center's or agency's policies and practices, and on children? What are its strengths and weaknesses? Include an assessment of the values underpinning the policy discussed in the bill. Are there additional problems and/or benefits that may result subsequent to passage of the bill? If the bill was not passed, discuss problems and/or benefits related to its non-passage, and issues that caused the bill not to be passed.
- Attach a copy of the bill as an appendix and refer to the appendix in the text of your paper.
- Find out how your legislators will likely vote (or voted) on this bill and why they are taking (or took) this position. Contact the offices of your local, state or national legislators and talk to the appropriate staff. Examine the previous voting record of the legislators on other similar issues related to early childhood. Discuss your findings in your paper. If a record is not available (e.g., your legislator is in his/her first term), call the legislator's office and ask the legislator or his/her aide about his/her philosophy on these issues.
- Incorporate, in the body of the paper, a methodology section, noting how information was obtained. Indicate any difficulties you encountered in gathering information and creative, innovative strategies you might have used.

Evaluation of Exam and Report. The instructor will review the report and final exam and provide each student written comments and a grade. Written comments for the final exams will be noted on an attached Exam Evaluation Form; written comments for the report will be recorded on a Report Evaluation Form.

Graded papers, Exam Evaluation Form, and Report Evaluation Form will be sent to the student about ten working days from the date on which the paper is received by the instructor. A sample of these evaluation forms are provided on the following pages.

Rewrite Policy. The report may be rewritten once, but a rewritten paper may not receive a grade higher than a "B." The final exam may not be rewritten.

**STUDENT ACTIVITY EVALUATION FORM**

**Date:** \_\_\_\_\_ **Faculty Name: Dr. Jacqueline Thompson**

**Student:** \_\_\_\_\_ **Cohort Number:** \_\_\_\_\_

**Module Title: Public Policy and the Field** **Grade:** \_\_\_\_\_

**Course Number: POLE 565** **Additions Required:** \_\_\_\_\_

**Activity: Formal Paper** **Rewrite Required:** \_\_\_\_\_

**Date Postmarked:** \_\_\_\_\_ **Date Mailed to Student:** \_\_\_\_\_

<b>Contents of Paper</b>	<b>Possible Points</b>	<b>Student Score</b>
Format of paper (editing, grammar, spelling, organization, length, format/use of APA style for references and citations)	10	
Discussion of early childhood issue bill addressed and way bill intends to impact the issue	25	
Overview and critique of bill, current status, impact on centers/agencies, children, strengths and weaknesses	35	
Discussion of how legislators will likely vote (or voted) and why	15	
Methodology section notes how information was obtained and difficulties encountered	15	

**Comments:**

**STUDENT ACTIVITY EVALUATION FORM**

**Date:** \_\_\_\_\_ **Faculty Name:** Willie Epps, Ph.D.  
**Student:** \_\_\_\_\_ **Cohort Number:** \_\_\_\_\_  
**Course:** Policy for Early Childhood Educ. **Grade:** \_\_\_\_\_  
**Course Number:** POLE 510 **Additions Required:** \_\_\_\_\_  
**Activity:** Final Exam **Rewrite Required:** \_\_\_\_\_  
**Date Postmarked:** \_\_\_\_\_ **Date Mailed to Student:** \_\_\_\_\_

<b>Format of Paper</b>	<b>Yes</b>	<b>No</b>
Careful editing		
Grammar and spelling		
Organization and length		
<b>Paper Responds to the Assignment</b>	<b>Yes</b>	<b>No</b>
Addresses the questions		
Answers are logical		
Answers reflect an understanding of reading material		
Factors or conclusions are supported (assigned readings, explicit reasoning and examples)		

**Comments:**

### Student Preparations for POLE 565

Student Preparation #8. Early childhood education has demonstrated its effectiveness in providing children with a "healthy start" on life and with being "ready to learn" by the time they enter school. With increasing numbers of women in the workforce, single-parent families and alternative working arrangements, child care and early childhood education have become necessities for many families. Yet despite a strong research base and strong demand, early childhood education suffers from fragmented funding and haphazard attention in public debate. While there has been movement in some areas to integrate policy, funding and programs, a comprehensive system of early childhood education services has yet to be developed.

Each student must consider his or her work setting, and the incentives and/or obstacles to developing and participating in a system of early childhood services. The student should consider the funding sources that impact his/her program, the public policies that encourage or discourage integration of services, and how his or her agency/center might encourage a comprehensive system of early childhood services. What would have to happen for the concept of service integration to occur?

Student Preparation #9. The role of the political advocate, whatever the cause, requires an understanding of the political system. Whether attempting to affect policy on the national, regional, provincial, state or local level, early childhood education workers need to know how policy is made, and at what point in the policy-making process advocacy makes a difference.

Draw a flow chart (graphically present basic information) describing the steps that legislation must pass through before it can become a law. Begin with the initiation of a bill and record the steps the legislation must pass through before it becomes law.

Be sure to consider all of the "players" and steps in the legislative process. For example, once a bill has made its way through the house and senate, and it passed on to the governor or president for approval, what options does the president have? What role does the judiciary play in the legislative process? Once a bill has been passed, what roles do regulatory agencies play in its implementation?

Student Preparation #10: Read Appendix A, which contains Florida House Bill 1927. Prepare to discuss the following:

- What issues do you think the bill intends to impact?
- Will the bill result in the intended impact?
- What groups of people are most likely to be affected by this legislation? In what ways will they be affected?
- Who do you think would be key supporters of the bill, and key detractors?
- What are the strengths and weaknesses of the bill?

Are there additional problems and/or benefits that may result subsequent to passage of the bill?

Student Preparation #11: In preparation for Summer Instruction and for the Policy report, each student must locate a piece of legislation that is currently being deliberated by his or her local, state, provincial or national legislature, or that has been deliberated in the past year. The bill need not be identified as an early childhood education bill, but it must be concerned with early childhood issues.

Bring the legislation to Summer Instruction.

Each student should analyze the legislation according to the questions listed in Student Preparation #9. Each student should be prepared to present a 5-minute summary of his/her analysis.

Student Preparation #12: Using the same legislation located for Student Preparation #10, each student must design an advocacy agenda and campaign in support or opposition to the legislation she/he brings to Summer Instruction.

Part 1. Prepare a written content outline of the advocacy campaign. Include at least three advocacy activities. (Be prepared to report to the class as a whole.)

- Do not limit advocacy efforts to lobbying legislators.
- Specify the players involved and their roles. Be inclusive of others who might be affected.
- Deliberate the key considerations of the advocacy campaign.
- Discuss the feasibility and consequences of each aspect of the plan being designed.
- Delineate the rationale for each advocacy strategy, clearly indicating its appropriateness and expected outcomes.

Part 2. Each student should prepare a 5- to 10-minute presentation in which she or he showcases his/her advocacy campaign, noting its components, process, rationale and outcomes hoped for. (Feel free to use visual and experiential supports during the presentation.) Remember that members of the class may be unfamiliar with the legislation selected; a brief introduction will be needed. Your presentation should be **about** your campaign, not presented to students as if they were the intended campaign audience.

# **APPENDIX A**

## **Florida House Bill 1927**

Florida House of Representatives - 2000 HB 1927

By Representative R. Diaz de la Portilla

1                   A bill to be entitled  
2     An act relating to school attendance; amending  
3     s. 232.01, F.S.; revising provisions relating  
4     to eligibility for enrollment in public  
5     kindergartens; authorizing the enrollment of  
6     certain children who are determined to be ready  
7     for entrance into kindergarten; providing  
8     eligibility requirements; providing school  
9     district requirements; requiring the Department  
10    of Education to adopt rules; providing an  
11    effective date.

12

13 Be It Enacted by the Legislature of the State of Florida:

14

15     Section 1. Paragraphs (a) and (b) of subsection (1) of  
16     section 232.01, Florida Statutes, are amended to read:  
17     232.01 School attendance.--

18     (1)(a)1. All children who have attained the age of 6  
19     years or who will have attained the age of 6 years by February  
20     1 of any school year or who are older than 6 years of age but  
21     who have not attained the age of 16 years, except as  
22     hereinafter provided, are required to attend school regularly  
23     during the entire school term.

24     2.a. Children who will have attained the age of 5  
25     years on or before September 1 of the school year are eligible  
26     for admission to public kindergartens during that school year  
27     under rules prescribed by the school board.

28     b. Beginning in the 2001-2002 school year, children  
29     who will have attained the age of 5 years after September 1  
30     but before October 1 of the school year are eligible to  
31     participate in the school readiness uniform screening  
1     developed by the Florida Partnership for School Readiness.  
2     Beginning in the 2002-2003 school year, children who will have  
3     attained the age of 5 years after September 1 but before  
4     November 1 of the school year are eligible to participate in  
5     the school readiness uniform screening. Beginning in the

6 2003-2004 school year, children who will have attained the age  
7 of 5 years after September 1 but before December 1 of the  
8 school year are eligible to participate in the school  
9 readiness uniform screening. Beginning in the 2004-2005  
10 school year, children who will have attained the age of 5  
11 years after September 1 but before January 1 of the school  
12 year are eligible to participate in the school readiness  
13 uniform screening. Upon the written request of an eligible  
14 child's parent or guardian, the school district must provide  
15 one opportunity for the child to participate in the school  
16 readiness uniform screening at a time convenient to the parent  
17 or guardian. The Department of Education shall adopt rules to  
18 allow any child who is assessed under this sub-subparagraph by  
19 the school district as ready for entrance into kindergarten to  
20 be eligible for admission to public kindergartens during that  
21 school year. Any child who is assessed under this  
22 sub-subparagraph by the school district as not ready for  
23 entrance into kindergarten is subject to the admission  
24 requirements of sub-subparagraph a.

25 3. Children who will have attained the age of 3 years  
26 on or before September 1 of the school year are eligible for  
27 admission to prekindergarten early intervention programs  
28 during that school year as provided in s. 230.2305 or a  
29 preschool program as provided in s. 228.061. All children from  
30 birth to the age of kindergarten eligibility who meet the  
31 eligibility criteria in s. 411.01(6) are eligible for

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**CODING:** Words ~~stricken~~ are deletions; words underlined are additions.

1 admission to the school readiness program of their choice  
2 pursuant to s. 411.01.

3 (b) Any child who:

4     1. Has attained the age of 6 years on or before  
5 September 1 of the school year and who has been enrolled in a  
6 public school or who has attained the age of 6 years on or  
7 before September 1 and;

8     2. Has satisfactorily completed the requirements for  
9 kindergarten in a nonpublic school from which the district  
10 school board accepts transfer of academic credit;

11     3. Has been enrolled in a public kindergarten under  
12 the provisions of sub-subparagraph (a)2.b.i or who

13     4. Otherwise meets the criteria for admission or  
14 transfer in a manner similar to that applicable to other  
15 grades,

16  
17 shall progress according to the district's pupil progression  
18 plan. However, nothing in this section shall authorize the  
19 state or any school district to oversee or control  
20 over the curricula or academic programs of nonpublic schools  
21 or home education programs.

22 Section 2. This act shall take effect July 1, 2000.

23

24 \*\*\*\*\*

25 HOUSE SUMMARY

26 Revises provisions relating to eligibility for enrollment  
27 in public kindergarten to authorize the enrollment of  
28 certain children who are determined to be ready for  
29 entrance into kindergarten. Requires the Department of  
30 Education to adopt rules.

29

30

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