Please check one:  
- New course
- Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number:  FCS 3810
2. Title:  Child Care Issues
3. Long title, if any:  Child Care Issues
4. Class hours per week, lab hours per week, and credit:  1-0-1
5. Term(s) to be offered:  
- Fall
- Spring  
- Summer  
- X On demand
6. Initial term of offering:  
- X Fall
- Spring
- Summer
- Year:  2009
7. Course description:  Introductory exploration of the need for child care, emotional reactions to child care, developmental perspectives in child care, what to look for in a provider, agencies and programs to assist with child care, and facts about abuse and neglect in child care settings.
8. Registration restrictions:
   a. Identify any equivalent courses:  None
   b. Prerequisite(s):  None
   c. Who can waive the prerequisite(s)?
      - No one
      - Chair
      - X Instructor
      - Advisor
      - Other (Please specify)
   d. Co-requisites:  None
   e. Repeat status:  X Course may not be repeated
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      This course is restricted to students majoring in the B.S. in Family and Consumer Sciences, ABC (Associate’s to Bachelor’s in Child Care) Program, and B.S. in Career and Technical Education-Family and Consumer Sciences; minoring in Family and Consumer Sciences; and to students in the Lumpkin College of Business & Applied Sciences (or, student from another College who is pursuing a Minor in Family and Consumer Sciences).
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  see preceding point (f.)
9. Special course attributes  N/A
10. Grading methods (check all that apply):  
- X Standard letter
- C/NC
- Audit
- ABC/NC
11. Instructional delivery method:  
- lecture
- lab
- lecture/lab combined
- independent study/research
- internship
- performance
- practicum or clinical
- study abroad
- X other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students enrolled in this course will:
1. discuss society’s need for child care,
2. differentiate between childhood developmental stages and recognize the unique needs of children in each stage and ways in which child care must meet these needs,
3. recognize the emotional aspects of placing a child in day care and the effects this could have on the expectations of everyone involved,
4. identify the types of child care available and help others identify quality of child care through specific questions, techniques, and interviews,
5. interpret the role of the state in regulating child care,
6. explain aspects of abuse by child care providers and learn techniques to best protect a child from harm, and
7. discuss agencies and programs designed to assist parents and providers with child care issues.

   a. This is not a general education course.
   b. This course is not graduate-level.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

   • Students will engage in group and independent discussions (using discussion rubric), and publish reports. In addition, students may be required to write very brief response papers to subjects of discussions, films, or application instructions. (Objectives 1-7)
   • Students will compile a Resource List consisting of ten resources in which to obtain information about any aspect of child care. Each resource must be annotated. (Objectives 2, 3, 5, 7)
   • Students will apply the knowledge learned in this class to develop a checklist for families being introduced to a child care program. The checklist should include the basic services provided, discipline and guidance practices, and all other aspects of the program deemed important and should be developed as a capstone assignment using overall course information. (Objective 4, incorporating objectives 1-7)

3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion questions and group work</td>
<td>50</td>
</tr>
<tr>
<td>Annotated Resource List</td>
<td>25</td>
</tr>
<tr>
<td>Child Care Information Checklist</td>
<td>35</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>110</td>
</tr>
</tbody>
</table>

   Grading Scale:  
   99-110 points (90- 100%) = A 
   88-98 points (80-89%) = B 
   77-89 points (70-79%) = C 
   66-78 points (60-69%) = D 
   66 or fewer points (59% or less) = F
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion.

The course will be divided into four weekly modules with a specific topic of focus for each module.  
**Module/Week 1:** History/overview and demographic information  
**Module/Week 2:** Emotional aspects and choosing a program  
**Module/Week 3:** Licensing standards and assessing a program  
**Module/Week 4:** Trends and resources for families

Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and work on brief written assignments; some of which will be completed in small groups. Each weekly writing assignment (whether completed individually or in small groups) will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. To engage the students in effective interaction, projects, discussion and reflective sessions will be utilized as well as quantitative testing.

b. Describe how the integrity of student work will be assured: The instructor will correspond with each student and the assigned student leadership groups on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student’s name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCT will allow for a structured open-book testing format.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): Each student will be interacting directly with the instructor and one another via WebCT. Discussion boards, email, chat rooms, whiteboards, blog and assignment boxes will be used for direct communication. In-service assignments will be made available on Powerpoint for each student to peruse and evaluate. Students will also have the opportunity to correspond through telephone and/or in person if they so desire.

5. N/A

6. N/A
PART III: OUTLINE OF THE COURSE

Students enrolled in this online course will be required to read assigned readings, view (and listen to audio) PowerPoint presentations (with supplementary video clips), read additional course materials from supplementary sources, complete topic-related assignments, participate in discussions each week. The final project will be a synthesis of research/theory and practice into an educational presentation.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment/Activity</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| #1   | Course introduction, objectives, evaluation of course. History/overview and demographic data. | • Each student posts biography as first discussion question  
• View Data and Issues Power Point Presentation  
• Video clip: Every Child Matters  
• Read DHS Child Care report                                                                                                                                  | End of week 1|
| #2   | Emotional aspects and how to choose the right child care program.     | • Discussion 2 posting by each student.  
• Annotative resource list due.  
• View: Choosing quality child care Power Point  
• Visit: [http://www.inccrra.org](http://www.inccrra.org)  
• Video clip: Choosing quality child care                                                                                                                    | End of wk 2  |
| #3   | DCFS licensing standards, other regulatory issue, how to assess a program. | • Discussion 3 posting by each student.  
• Reflection due.  
• Visit: [http://ilstate.us.gov/dcfs](http://ilstate.us.gov/dcfs)  
• Reading: DCFS licensing standards                                                                                                                          | End of wk 3  |
| #4   | Trends. Online and other resources for families.                     | • Discussion 4 posting by each student.  
• Child Care Checklist due.  
• View Who’s caring for the kids Power Point.  
• Visit weblinks on WebCT course homepage  
• Reading Quality Rating System                                                                                                                               | End of wk 4  |
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

a. This course is one of 22 Family & Consumer Sciences Special Topic courses written specifically for the Certification of Learning on an Alternative Schedule (CLAS) program that has since been renamed the Alternative Bachelor’s for Childcare (ABC) education program and approved as such between 1999-2000. This course has been part of a series of modules scheduled in a two-year rotation and offered repeatedly. The ABC modules consist of 60 hours of coursework, both of existing FCS courses and the courses written specifically for the program.

The ABC program was designed to meet current Illinois legislation requiring bachelor’s degrees for child care providers by the year 2011. Completion of the ABC program prepares students to seek the Illinois Director Credential as the program has been deemed an “Entitled Program” which means that coursework offered covers each area of competency deemed necessary for the credential.

Note: Admission to the ABC program is limited to those students with a two-year degree in early childhood education (or a related discipline) and currently working in the field who are seeking a Bachelors of General Studies degree with the Childcare Education option through the School of Continuing Education.

b. The course is currently taught off campus in a traditional face-to-face format and is an introductory course for the ABC program. The proposal is to offer the course online.

The material covered in the course lends itself well to the online format as it involves perusing a large amount of materials related to the legal requirements of a child care program (including Illinois Department of Children and Family Services, Food Service and Sanitation, Americans with Disabilities Act, No Child Left Behind and the American Red Cross). In addition, the course requires students to develop a family checklist for families searching for child care and develop a familiarity with local, state and federal resources that are available to families in their search for child care.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course reflects upper-level work and requires a level of experience in, and/or familiarity with, the field of early childhood education; therefore enrollment in the ABC program is required. In unique circumstances, the instructor may determine that a student has the knowledge base to allow enrollment in the course based upon a combination of prior coursework and life experience.

3. If the course is similar to an existing course or courses, justify its development and offering.

a. This course is specific to the field of child care with a focus only provided by the discipline of FCS. The course does not duplicate any other FCS undergraduate course or courses in the College of Education and Professional Studies.

b. N/A
4. Impact on Program(s):

a. This course is required for completion of the Bachelor’s of Arts in General Studies, option in Childcare Education (ABC program).

b. This course is not a graduate-level course.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Mikki Meadows, PhD has primary oversight of the ABC program and will teach this course or delegate a qualified FCS faculty member in consultation with FCS administration.

2. Additional costs to students: None

3. Text and supplementary materials to be used (Include publication dates): none, supplemental readings will be provided

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROvals

Date approved by the department or school: March 23, 2009

Date approved by the college curriculum committee: April 13, 2009

Date approved by the Honors Council (if this is an honors course): 

Date approved by CAA: April 30, 2009