Eastern Illinois University
Revised Course Proposal
FCS 4240, Child Advocacy

Please check one: □ New course   X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: FCS 4240
2. Title: Child Advocacy
3. Long title, if any: Child Advocacy
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: Overview of the legislative process and public policy affecting young children aged birth to eight years with specific focus on how advocacy relates to the child care industry.

8. Registration restrictions:
   a. Identify any equivalent courses: None
   b. Prerequisite(s): A grade of “C” or better in FCS 1800 or FCS 2800 or permission of the instructor.
   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, 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 (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
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. explore child care advocacy and develop a personal/professional plan of action,
2. apply child advocacy leadership characteristics and strategies,
3. explore social issues affecting children and families,
4. determine which professional organizations advocate for young children and critique techniques,
5. interpret current legislation in the area of early childhood, and
6. compare resources for early childhood advocates.

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

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

   • Students will engage in group discussions and provide written and oral reports by evaluating and responding to topics of discussion, videos, and guest speakers. (Objectives 1-6)
   • Students will analyze 5 advocacy websites for early childhood professionals. (Objectives 4 & 6)
   • Students will investigate and orally report on current legislation affecting children. (Objectives 4 & 5)
   • Students will devise an advocacy plan which will incorporate every aspect of the course and serve as a capstone assignment. (Objectives 1 & 2)

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

   Discussion questions and group work 50 points
   Advocacy websites 10 points
   Legislation research/report 20 points
   Advocacy Plan 30 points
   TOTAL POINTS 110 points

   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:** Defining advocacy, researching legislation, getting involved.  
**Module/Week 2:** Leadership characteristics, strategies and social issues.  
**Module/Week 3:** The state legislative process, the federal legislative process.  
**Module/Week 4:** Online and other resources for early childhood advocates.

Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and work on brief written assignments. Each weekly writing assignment 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 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.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment/Activity</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>#1</td>
<td>Course introduction, objectives, evaluation of course. Define advocacy, researching legislation, Why get involved?</td>
<td>Each student posts biography as first discussion question.</td>
<td>End of week 1</td>
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<td>View Data and Issues Power Point Presentation.</td>
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<td>Visit: <a href="http://www.cwla.org/advocacy/.htm">http://www.cwla.org/advocacy/.htm</a></td>
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<td><a href="http://www.voices4kids.org/">http://www.voices4kids.org/</a></td>
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<td>Video clips: Every Child Matters</td>
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<td>Children See-Children do</td>
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<td>Read Homeland Insecurity</td>
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<td>#2</td>
<td>Leadership characteristics, strategies and social issues.</td>
<td>Discussion posting by each student. Ways to advocate on behalf of children and families.</td>
<td>End of wk 2</td>
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<td></td>
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<td>Visit: <a href="http://www.voicesforamericaschildren.org/">http://www.voicesforamericaschildren.org/</a></td>
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<td><a href="http://www.nationalpartnership.org/site/PageServer">http://www.nationalpartnership.org/site/PageServer</a></td>
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<td>Video clip: The Drugging of our Children</td>
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<td>Reading-Head Start Cuts</td>
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<td>#3</td>
<td>State legislative process, the federal legislative process, following a bill.</td>
<td>Discussion posting by each student. Reflection.</td>
<td>End of wk 3</td>
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<td>Visit: <a href="http://thomas.loc.gov/">http://thomas.loc.gov/</a></td>
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<td>Reading-How laws are made</td>
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<td>#4</td>
<td>Online and other resources for child advocates.</td>
<td>Discussion posting by each student. Identify a current piece of legislation effecting children.</td>
<td>End of wk 4</td>
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<td>View Who’s caring for the kids Power Point.</td>
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<td>Video clip: CCAC Informal Video</td>
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<td>Reading Quality Rating System</td>
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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, of both existing FCS courses and 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 now offered under the FCS 4230/5230 Special Topics designation covers each area of competency deemed necessary for the credential. FCS is now seeking to transfer those Special Topics courses to traditional course numbers as they have been offered for almost eight years. In conjunction with this move, an option area within the Bachelor’s of General Studies has been proposed.

   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 proposed Childcare Education option through the School of Continuing Education.

   b. This course has previously been offered in an online format as FCS 4230/5230 and is part of the ABC curriculum.

   The material covered in the course lends itself well to the online format as it involves perusing current federal and state legislation concerning children and families. In addition, students are required to visit advocacy websites including Voices for Illinois Kids, Child Welfare League, and The Children’s Defense Fund. Links to other online resources are available to students to introduce or enhance their development of a full understanding of the field.

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 graduate-level.

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 to students in order to maintain relevance in a changing legislative climate. The National Association for the Education of Young Children (NAEYC) maintains an online database of current legislation and issues of import and it will be utilized for this class.

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