Eastern Illinois University
 Revised Course Proposal
 FCS 4246, Curriculum for Child Care Homes/Centers

Please check one:  □ New course  X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number:  FCS 4246
2. Title:  Curr for Child Care Home/Centers
3. Long title:  Curriculum for Child Care Homes/Centers
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
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:  Examination of early childhood program curriculum models, including curriculum development, implementation, and evaluation appropriate for family child care homes and centers. Focus on the components of the early childhood program base, importance of determining or selecting a program base, and the use of the program base to develop a program rationale and the program goals.

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 (course(s) which MUST be taken concurrently with this one):  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; minorin 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  None
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. compare and contrast early childhood curriculum models,
2. develop, implement and evaluate a curriculum model,
3. develop and implement a trainer’s workshop on quality curriculum,
4. relate curriculum models to psychological theories,
5. explain three psychological theories related to determining or selecting a program base,
6. correlate administrative and pedagogical components to the program bases,
7. analyze and evaluate existing early childhood program bases, and
8. develop a program base including a program rationale and goals.

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 and individual discussions by evaluating and responding to topics of discussion, video and audio assignments. (Objectives 1-8)
- Students will critique various early childhood curriculum models. (Objectives 1, 3, 4)
- Students will develop and present a curriculum workshop. (Objectives 2, 3, 4)
- Students will critique an early childhood program base and publish on WebCT. This assignment will serve as a capstone to the first ½ of the course. (Objectives 5, 6, 7)
- Students will apply knowledge and write a proposed early childhood program base, including rationale, and publish on WebCT. This assignment will serve as a capstone to the course. (Objectives 5-8)

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>150</td>
</tr>
<tr>
<td>Critique of Curriculum Models</td>
<td>75</td>
</tr>
<tr>
<td>Curriculum Workshop</td>
<td>100</td>
</tr>
<tr>
<td>Program Base Critique</td>
<td>75</td>
</tr>
<tr>
<td>Development of Program Base</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>500</td>
</tr>
</tbody>
</table>

Grading Scale:  
- 450-500 points (90-100%) = A  
- 399-449 points (80-89%) = B  
- 348-389 points (70-79%) = C  
- 279-347 points (60-69%) = D  
- 296 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 ten weekly modules with a specific topic of focus for each module.
   Module/Week 1: Definition of early childhood curriculum, program base and philosophy.
   Module/Week 2: Guidelines to construct developmentally appropriate curriculum.
   Module/Week 3: Curriculum models, Illinois Early Learning Standards, ISBE.
   Module/Week 4: Role of families.
   Module/Week 5: Workshop development and implementation.
   Module/Week 6: Define Program Base, Psychological theories and philosophy.
   Module/Week 7: Perspectives and theoretical overview of curriculum models.
   Module/Week 8: Historical overview of early childhood bases.
   Module/Week 9: Evaluate sources to determine program base.
   Module/Week 10: Writing a program base.

   Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and respond to a discussion question weekly. 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. A discussion rubric will be utilized to evaluate discussion content. 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment/Activity</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| #1   | **Definition of early childhood curriculum, program base and philosophy.** | • Each student posts biography (DQ 1).  
• View Family Overview Power Point.  
• Visit: [www.naeyc.org](http://www.naeyc.org)  
• Video clip: Classic Sesame Street | End of week 1                         |
| #2   | **Guidelines to construct developmentally appropriate curriculum.**   | • Each student posts DQ 2  
• Read Chapter 1 *Developmentally Appropriate Practice*  
• Video clip: Jingle at the window | End of wk 2                           |
| #3   | **Curriculum models, Illinois Early Learning Standards, ISBE.**        | • Each student posts DQ 3  
• Reflection 1 due  
• View Types of Curriculum Power Point  
• Visit: [www.illinoisearlylearning.org](http://www.illinoisearlylearning.org)  
• Critique Curriculum Models due | End of wk 3                           |
| #4   | **Role of families.**                                                 | • Each student posts DQ 4  
• Read Chapter 17 *Developmentally Appropriate Practice*  
• View Power Point Working with Families  
• Video clip: Mommie’s minute | End of wk 4                           |
| #5   | **Workshop development and implementation.**                         | • Each student posts DQ 5  
• View Curriculum Power Point  
• Publish workshop on WebCT | End of wk 5                           |
| #6   | **Define Program Base, Psychological theories and philosophy.**       | • Each student posts DQ 6  
• Read Chapter 5 *Developmentally Appropriate Practice*  
• View Program Base Power Point  
• Visit: [www.teachingstategies.com](http://www.teachingstategies.com) | End of wk 6                           |
| #7   | **Perspectives**                                                      | • Each student posts DQ 7 | End of wk 7                           |
### 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.

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| #8 | **Historical overview of early childhood bases.** | • Each student posts DQ 8.  
• View Historical Overview Power Point  
• Reflection 2 due | End of wk 8 |
| --- | --- | --- | --- |
| #9 | **Evaluate sources to determine program base.** | • Each student posts DQ 9  
• Read Chapter 3 Developmentally Appropriate Practice  
• Visit www.ccei.com/library  
• Visit: www.inccrra.org/provider | End of wk 9 |
| #10 | **Writing a program base.** | • Each student posts DQ 10  
• Program Base due. | End of wk 10 |
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 careful examination of online resources available to child care professionals including websites for the National Association for the Education of Young Children (NAEYC) and the Illinois Early Learning Standards. In addition, students are required to review and research various early childhood curriculum models and program bases. 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 degree 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 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

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