COURSE OUTLINE

ECHD 285 – Issues and Policies in Early Care & Education

PREPARED BY: Maureen P. Maiocco, Ed.D.

SCHOOL OF BUSINESS & LIBERAL ARTS
EARLY CHILDHOOD
February 2006
Reviewed: Spring 2015
A. **TITLE:** Issues and Policies in Early Care & Education

B. **COURSE NUMBER:** ECHD 285

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** Yes

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Spring

G. **HOURS OF LECTURE:** 3 lecture hours per week

H. **CATALOG DESCRIPTION:**

Students will draw from academic, life and student teaching experiences to explore current issues and policies in the field of early education and care. Social issues impacting the well-being of children, families, and the community will be explored. Students will research issues and investigate approaches to resolving some of these challenges.

I. **PRE-REQUISITES:**
ECHD 101 or SOCI 101 or PSYC 101 and have earned more than 30 credit hours.

J. **GOALS** (student learning outcomes):
By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tbody>
<tr>
<td>a. Identify social and political barriers children and families encounter and the cumulative effect of risk factors on short and long-term outcomes for young children.</td>
<td>1-Communication 2-Crit. Thinking</td>
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<td>b. Use resources (print, database, media, online) that provide current and accurate information on issues related to the well-being of children, families, early care and education.</td>
<td>1-Communication 2-Crit. Thinking</td>
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<td>c. Examine issues involving children, families and educators through research and analysis.</td>
<td>1-Communication 2-Crit. Thinking</td>
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<td>d. Identify ways to advocate on behalf of children and families within the context of both personal and professional experiences.</td>
<td>1-Communication 2-Crit. Thinking 3-Prof. Competence 4-Inter-Intrapersonal</td>
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K. **TEXTS:**

L. REFERENCES:


Video Documentaries:

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:
Class participation, discussion, various course relevant assignments, reflective writing assignments based on class discussions, class presentations, presentations and readings; research paper, exams, quizzes

P. DETAILED TOPICAL OUTLINE:

I. The Context in Which Children Live
   a. The ecology of the child
   b. Subsets and relationships within the ecology
   c. Family systems theory
   d. The significance of the “community”
   e. Attitudes, beliefs, and values as forces for change

II. The Basic Needs of Children
   a. Ongoing nurturing relationships
   b. Physical protection, health, safety, regulation
   c. Respect for individual differences
   d. Richard Lavoie: How Difficult Can This Be? Workshop
   e. Developmentally appropriate experiences
   f. Expectations, structure, limit-setting
   g. Stable supportive communities
   h. Cultural relevance

III. Exploring Controversial Issues in Early Childhood Education
   a. Maternal Employment
   b. Children and Computers
   c. Time-Out and Discipline
d. Televisin Viewing and Violence  
e. Spanking and Paddling  
f. Parent Participation in Schools  
g. Kindergarten Screening and Age  
h. Full Day vs. Part Day Kindergarten  
i. Class Size  
j. Grade Retention  
k. Multi-Age Classrooms

IV. Concerns in Early Care & Education  
a. Curriculum shove down & expectations  
b. Child care needs, options, cost & quality  
c. Liability & risk  
d. Case Studies: The McMartin & Amirault Child Care Trials  
e. Children & families at risk  
f. No Child Left Behind  
g. Advocacy & professional responsibility

V. Challenges Families and Children Face in Today’s Society  
a. The changing face of American society  
b. Documentary: The Children Are Watching  
c. Stressors on families  
d. Stressors on children  
e. Documentary: Listening to Children  
f. Implications on teachers

VI. Shaping a Better Future for Children  
a. Policies and initiatives  
b. Resources and support for children and families  
c. Early Childhood Educators: Respect, Support & Compensation  
d. How can we have an impact as individuals?  
e. Defining our moral and ethical responsibility

MM  
04/12/2015