

EDU 113
FAMILY/EARLY CHILDHOOD CREDENTIAL

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED and EDU 111

Corequisites: None

This course covers business and professional practices for family early childhood providers, developmentally appropriate practices, positive guidance, and methods of providing a safe and healthy environment. Topics include developmentally appropriate practices; health, safety, and nutrition; and business and professionalism. Upon completion, students should be able to develop a handbook of policies, procedures, and practices for a family child care home. Course Hours Per Week: Class, 2. Semester Hours Credit, 2.

COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

- a. Identify elements in the learning environment that encourage independence, security, and a sense of belonging.
- b. List four principles to follow in planning a daily schedule and developmentally appropriate activities.
- c. Recognize the need to adapt the learning environment for a child with special needs.
- d. Identify elements which facilitate guidance of the group.
- e. Identify ways to create an environment which will allow children to experience their full range of feelings and express them in appropriate ways.
- f. Identify and describe ways to assist children in accepting their own feelings and developing empathy and respect for the feelings of others.
- g. Identify adult-child interactions which encourage social and emotional development.
- h. Describe ways children can express ideas and feelings through language, use of materials and play.
- i. Describe activities which promote problem-solving and creative thinking.
- j. List activities which fit the individual learning styles of the children.
- k. Develop questions which encourage children to talk and promote thinking skills.
- l. Identify and explain examples of positive guidance.
- m. Identify and demonstrate the effective communication skills needed for positive guidance.
- n. Identify and demonstrate effective methods of group guidance which result in positive behavior.
- o. Describe the basic steps used in guiding individual children from misbehavior to more acceptable behavior.
- p. Identify health and sanitation standards that promote a healthful environment for children.
- q. Describe the "Basic Four Plus 1" USDA nutritional standards for meals/snacks.
- r. List food service objectives related to nutrition in the child care setting.

- s. Know the necessary steps to become registered and accredited.
- t. Develop a budget and establish enrollment policies for family day care.
- u. Describe options for professional development in the early childhood field.
- v. Identify potential safety hazards in the indoor/outdoor environment(s) of a child care setting.
- w. List circumstances which are often associated with children's accidents.

OUTLINE OF INSTRUCTION:

- I. Developmentally appropriate practices
 - A. Physical environment
 - 1) Principles of room arrangement
 - (a.) Interest centers
 - (b.) Materials and equipment
 - 2) Principles of an effective daily schedule
 - (a.) Routines
 - (b.) Transitions
 - (c.) Balance of activities
 - 3) Components of activity planning
 - (a.) Developmentally appropriate
 - (b.) Development goals
 - (1) Social/emotional
 - (2) Cognitive/language
 - (3) Physical/motor
 - B. Social/emotional environment
 - 1) Identify and accept feelings
 - 2) Expression of feelings
 - 3) Developing respect for others
 - 4) Adult-child interaction styles
 - (a.) With individual children
 - (b.) With groups
 - C. Cognitive/creative environment
 - 1) Expressing ideas through language
 - 2) Expressing ideas through play and use of materials
 - 3) Promoting problem solving
 - 4) Promoting creative thinking
 - 5) Recognizing individual learning styles
 - 6) Expanding verbal expression and thinking styles
- II. Positive guidance methods
 - A. Problem solving
 - B. Appropriate techniques
 - C. Influence of role model
 - D. Individual differences that affect behavior
 - E. Communication skills
 - 1) Characteristics of good communication skills

- 2) Active listening skills
- 3) Accepting and flexible communication
- F. Group management
 - 1) Group size
 - 2) Positive methods
- G. Establishing limits
 - 1) Clear expectations
 - 2) Consequences of behavior
 - 3) Involvement of children
 - 4) Steps to guide from misbehavior toward acceptable behavior
 - 5) Sense of positive identity

III. Health, safety and nutrition

- A. Health
 - 1) Guidelines
 - 2) Infectious, contagious diseases
 - 3) Life needs
 - 4) Record keeping
- B. Safety
 - 1) Indoor safety measures
 - (a.) Recognize and identify hazards
 - (b.) Transportation
 - (c.) Grouping according to age and type of activity
 - 2) Outdoor safety measures
 - (a.) Recognize and identify hazards
 - (b.) Transportation
 - (c.) Grouping according to age and type of activity
- C. Nutrition
 - 1) Components of nutritious meals and snacks
 - (a.) Parent involvement
 - (b.) Special diets
 - (c.) Daily nutritional standards
 - 2) Food service
 - (a.) Learning objectives
 - (b.) Seating and serving

IV. Business and professionalism

- A. Registration and accreditation
 - 1) State registration requirements reviewed
 - 2) National accreditation requirements reviewed
- B. Budgeting and enrollment policies
 - 1) Operating cost and expenditures
 - 2) Setting fee schedules
 - 3) Establishing enrollment procedures
 - 4) Creating parent contracts
 - 5) Recordkeeping procedures

- C. Professional development
 - 1) Formal education options
 - 2) Professional organizations and memberships
 - 3) Professional development plans

REQUIRED TEXTBOOK AND MATERIALS:

Cherry, Clare and Harkness, Barbara. (1991). Family Day Care Providers Management Guide. Belmont, California: Pearson Teachers Aids.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.