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Course Outline for ECD 70
FAMILY CHILD CARE PROFESSION
Effective: Fall 2014

I. CATALOG DESCRIPTION:

ECD 70 — FAMILY CHILD CARE PROFESSION — 2.00 units

Focus of this course is on aspects of setting up and operating a family childcare business including regulations, contracts and menu planning. The course explores creation of an optimum childcare environment and curriculum for multiple age groups, relationships with families in a "home environment" and health and safety practices.

2.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	36.00
Total Hours:	36.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. using provided business plans and contracts, modify to meet the needs of individual Family Childcare business;
- B. list and evaluate licensing requirements for family childcare homes and providers
- C. plan age appropriate snack and meal menus that meet the required nutritional needs of children;
- D. establish a health and safety policy for a family childcare environment;
- E. describe developmentally and age-appropriate curriculum that meets the needs of both individual children and the group;
- F. Create curriculum that that can be adapted for multiple age groups;
- G. identify community resources that provide support to both a caregiver and/or families.
- H. develop strategies to work in partnership with families around the needs of the children;

V. CONTENT:

- A. Business at home
 - 1. Licensing rules and regulations
 - 2. Current legislation and trends relating to family childcare
 - 3. Record keeping, budgets and taxes
 - 4. Purchasing
 - 5. Marketing and enrollment
 - a. Establishing fees, policies and family handbooks
 - b. Creating the contract
 - 6. Nutrition and food programs
 - a. Purchasing, preparation and costs
 - b. Menu planning
 - 7. Health and safety practices
 - a. Illnesses, accidents and other emergencies
 - b. Recognizing symptoms of child abuse
- B. Environments and curriculum
 - 1. Space planning and use for multiple purposes
 - 2. Curriculum planning and development that is developmentally and age appropriate
 - 3. Observation and planning cycle for curriculum development
 - 4. Routines, curriculum and transitions
 - a. Infants and toddlers:
 - b. Preschool years:
 - c. Unique needs of school-age children in after school care
 - d. Inclusion of children with exceptional developmental needs
 - 5. Understanding children's typical behavior and appropriate strategies for helping children manage strong feelings
- C. Provider/Family relationships
 - 1. Understanding and implementing the contract
 - 2. Communication
 - a. Cultural and linguistic sensitivity to families

- b. Problem solving techniques
- 3. Community resources for provider and families

VI. METHODS OF INSTRUCTION:

- A. **Student Presentations** -
- B. **Lecture** -
- C. **Projects** -
- D. **Guest Lecturers** -
- E. **Audio-visual Activity** -
- F. **Discussion** -

VII. TYPICAL ASSIGNMENTS:

- A. Reading:
 - 1. Read Family Childcare contracts and policies provided by the instructor. Critique for strengths and "what is missing". Draft or revise a contract based on "best practices" of family childcare.
 - 2. In Young Children magazine find three articles on Family Childcare. Read, analyze, and summarize the articles in three paragraphs each.
- B. Writing and problem solving
 - 1. Describe two different models for family childcare: the parenting model and the educator model.
 - 2. Select and/or design 2 curriculum activities that can be adapted for at least two age groups.
 - 3. Using graph paper plan your home arrangement to accommodate the needs of multiple ages of children, adults and your own family.
 - 4. Budget: Draft a mock budget allowing for 6 children ages 0-5. Include all essential parts needed for a valid budget including realistic income and expenses.

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Papers
- 4. Oral Presentation
- 5. Projects
- 6. Group Projects
- 7. Class Participation

B. **Frequency**

- 1. Weekly assignments
- 2. 2-3 quizzes or tests
- 3. 2-3 curriculum projects developed for multiple age groups
- 4. 1 midterm or project
- 5. 1 final or final project
- 6. Presentations by students

IX. TYPICAL TEXTS:

- 1. Copeland, Tom *Family Childcare Record Keeping Guide.*, Redleaf Press, 2010.
- 2. Armstrong, L *Family Childcare Homes: Creative Spaces for Children to Learn.*, Red Leaf, 2011.
- 3. The Center for Human Services. *Family Childcare at It's Best.* UC Davis Extension, University of California , 2002.

X. OTHER MATERIALS REQUIRED OF STUDENTS: