

**Kaskaskia College Course Syllabus
CHCA 101**

I. COURSE LOCATION

X **ON CAMPUS** CCC

II. COURSE IDENTIFICATION

PREFIX: **CHCA** NUMBER: **101** NAME: **Principle and Practice of Child**

| | | | |
|----------|-------------------------|-------------------|-----------------------------|
| 3 | LECTURE HOURS | CHCA 0550 | CURRICULUM & NO. |
| 0 | LABORATORY HOURS | 1.2/200202 | PCS-CIPS NUMBER |
| 3 | CREDIT HOURS | N | VARIABLE (Y/N) |
| 0 | CLINICAL HOURS | N | REPEATABLE (Y/N) |
| 0 | SOE HOURS | 0 | TIMES |

III. DIVISION TO WHICH COURSE IS ASSIGNED

BACCALAUREATE/TRANSFER
X **CAREER EDUCATION**
CONTINUING COMMUNITY EDUCATION
ASE/ABE
OTHER

IV. CATALOG DESCRIPTION OF COURSE

To provide an overview of the history and philosophy of the different types of child care centers including past, present and future programs for children and their families. To identify the role of the childcare professional in assessing and planning developmentally appropriate practices to serve children. To demonstrate guidance and observational skills through field experiences.

V. PREREQUISITES FOR THE COURSE

None

VI. METHODS OF INSTRUCTION

| | | |
|----------|-------------------|-------------------------|
| X | DISCUSSION | SEMINAR |
| | LABORATORY | TELE-LECTURE (FILM-TV) |
| | CORRESPONDENCE | LABORATORY-DISCUSSION |
| | TELECOURSE | X LECTURE |
| | RADIO | LECTURE-LABORATORY |
| | INDEPENDENT | OTHER (IDENTIFY): |
| | CO-OP | |

VII.OBJECTIVES OF THE COURSE

- A. Observe, discuss, assess and evaluate a variety of early childhood programs and models.
- B. Write observations of children in a child care facility or group care program.
- C. Discuss the complex role and responsibilities of a teacher in a child care facility.
- D. Elaborate on the different career opportunities in the field of early childhood education and child care.
- E. Discuss program schedules, curriculum and classroom environment based on developmentally appropriate practices for infants/toddlers, preschool and after school centers.
- G. Demonstrate a working knowledge of the various principles, theories of history and philosophy of early childhood education.
- H. Demonstrate evidence of understanding the impact of significant adults on infants/toddlers, preschoolers and school-age children.
- I. Discuss the major issues facing early childhood education today and its impact on early childhood programs.
- J. Identify the state and federal rules and regulations governing early childhood programs.

III. A. REQUIRED TEXTBOOK(S)

TITLE: Early Childhood Programs: Human Relationships and Learning
AUTHOR: Read, Gardner, Mahler
COPYRIGHT DATE: 1993 EDITION: Ninth
PUBLISHING COMPANY: HBJ
ISBN#: 0-03-074166-1

TITLE:
AUTHOR:
COPYRIGHT DATE: EDITION:
PUBLISHING COMPANY:
ISBN#:

B. REQUIRED WORKBOOK (S)

TITLE:
AUTHOR(S):
COPYRIGHT DATE: EDITION:
PUBLISHING COMPANY:
ISBN#:

IX. SUPPLEMENTARY INSTRUCTIONAL MATERIALS IDENTIFY GENERAL SOURCES:

IF EXTENSIVE COLLATERAL READINGS ARE REQUIRED FROM SPECIFIC BOOKS, PROVIDE INFORMATION.

X. METHODS OF EVALUATION OF STUDENTS ENROLLED IN THE COURSE

Abstracts of current professional literature, written observations in child care facilities, tests/examinations.

Resource File

XI. COURSE OUTLINE

A. The Setting

1. Introduction to the Human Relations Laboratory
2. The Center
3. The People in the Center
4. The Physical Environment of the Center

B. Basic Teaching Skills

1. Observing and Assessing Children
2. Initial Support through Guides to Speech and Action
3. Using Discipline: Letting Limits
4. Teaching Strategies Need a Theoretical Base

C. Guidance in Experiences Common to Everyone

1. Helping Children Adjust to New Experiences
2. Helping Children in Routine Situations

D. Understanding Behavior

1. The Early Childhood Education Movement
2. The Role of the Teacher
3. The Role of Play
4. Feelings of Security and Confidence
5. Feelings of Hostility and Aggression

E. The Program Evolves from Experiences

1. The Process of Learning in Early Childhood
2. Areas of Learning in the Program
 - a. Motor and Sensory Development
 - b. Language and Literature
 - c. The Arts
 - d. The Sciences
 - e. Educational Technology

F. Concerns of Parents and Teachers

1. Teachers and Parents Work Together
2. Becoming a Professional Person
3. Accepting Our Common Responsibilities

PREPARED BY: Tina Suarez

REVIEW/REVISION DATE: 2004

REVIEWED BY:

Learning Outcomes

CHCA 101

- I. The students will observe and assess a variety of early childhood programs and models.
 - A. Each student will be required to do two one-hour observations in the following settings: licensed child care center, licensed family home provider and licensed group home.
 - B. The observations will consist of observing the whole child watching for the five selves of the child. These are: cognitive, physical, social, emotional, and creative.
 - C. The observations will be used as both an assessment tool and class discussion.

- II. The students will be required to discuss the roles and responsibilities of a teacher.
 - A. Each student will be required to job shadow both a teacher and teacher's assistant in the natural setting to gain knowledge on the everyday skills of a teacher.
 - B. Each student will be required to write a report fully documenting the role of the teacher. This report will be part of their final professional portfolio.

- III. The students will be given the opportunity to gain knowledge of all of the career opportunities that a qualified child care professional can be hired for.
 - A. Students will be required to get on the Internet and locate a web site with job opportunities in their respective field. The student will write a comprehensive report on their findings.
 - B. The student will gain valuable insight to job opportunities through a class guest speaker from Project CHILD, our local resource and referral agency.

- IV. The students will gain knowledge of program schedules, curriculum and classroom environments.
 - A. Each student will be required to write up a daily educational schedule that can be used effectively in a child care facility.
 - B. Each student will design a daily curriculum plan using both morning and afternoon lesson planning.
 - C. Each student will design both an indoor and outdoor educational environment to better understand the physical environment of a working facility.

- V. The students will gain knowledge about the foremost early childhood educational theorists.
 - A. The students will gain Internet and textbook knowledge through a report writing activity about the following theorists:
 - 1. Jean Piaget
 - 2. Sigmund Freud
 - 3. Erik Erikson

- VI. The students will gain knowledge of both adult impact on children and the major issues and requirements of the federal government.

- A. Each student will be required of obtain a copy of the Department of Children and Family Services licensing standards.
- B. The students will disseminate the information of each standard in class.
- C. The students will take an exam over the current licensing standards.