COURSE DESCRIPTION:

This course is designed to help students prepare for a career in Early Care and Education. Students will learn practical ways to guide young children through a variety of daily experiences in safe, educational ways.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

OUTLINE:

I. Foundation Skills for Work with Young Children (Birth - 5 years)
A. Physical Characteristics
B. Intellectual Characteristics
C. Social Characteristics
D. Emotional Characteristics
E. Daily Routines
F. Specific Characteristics of Infant Care, Toddler Care and Preschool Care

II. Guiding Children
   A. Rules Based on Age
   B. Direct Guidance Techniques
   C. Indirect Guidance Techniques
   D. Special Needs
   E. Full Inclusion
   F. Guidance Problems

III. Preparing the Environment
   A. Safety Guidelines
   B. Safe Toys and Equipment
   C. Health Policies
   D. Special Needs
   F. Full Inclusion

IV. Planning
   A. Classroom Arrangement
   B. Theme with Activities
   C. Art Activities
   D. Math Activities
   E. Science Experiences
   F. Music Experiences
   G. Movement Experiences
   H. Meals and Snacks
   I. Storytelling Experiences
   J. Field Trips
   K. Transition Activities

V. Communication
   A. With Children
   B. With Parents
   C. With Co-Workers

VI. Professional Development
   A. Careers with Young Children
   B. Career Planning
   C. Job Hunting

EXPECTED LEARNER OUTCOMES:
A. The student will be able to demonstrate foundation skills for working with young children (Birth – 5 years)
B. The student will be able to select and use appropriate guidance techniques
C. The student will be able to prepare the environment for safe, healthy educational experiences for young children.
D. The student will be able to develop strategies for successful planning.
E. The student will be able to communicate effectively.
F. The student will be able to plan and participate in professional development.

COURSE COMPETENCIES:

The student will be able to demonstrate foundation skills for working with young children

1. The student will be able to create a chart for parents and caregivers showing key physical characteristics of children birth - 5.
2. The student will be able to create a chart for parents and caregivers showing key intellectual characteristics of children birth - 5.
3. The student will be able to create a chart for parents and caregivers showing key social characteristics of children birth - 5.
4. The student will be able to create a chart for parents and caregivers showing key emotional characteristics of children birth - 5.
5. The student will be able to set up daily routine schedule for infants, toddlers and preschoolers.
6. The student will be able to identify specific characteristics of infant care, toddler care and preschool care.

The student will be able to select and use appropriate guidance techniques.

7. The student will be able to document appropriate rules based on the age of the child.
8. The student will be able to demonstrate direct guidance techniques.
9. The student will be able to demonstrate indirect guidance techniques.
10. The student will be able to demonstrate guidance techniques suitable for special needs children.
11. The student will be able to demonstrate guidance techniques to support a full inclusion.
12. The student will be able to develop strategies for handling guidance problems.

The student will be able to prepare the environment for safe, healthy educational experiences for young children.

13. The student will be able to develop safety guidelines for children in group care.
14. The student will be able to develop guidelines for selecting safe toys and equipment for young children.
15. The student will be able to draft health policies for children in group care.
16. The student will be able to provide accommodations for young children with special needs.
17. The student will be able to provide opportunities for supporting full inclusion classroom.

The student will be able to develop strategies for successful planning.
18. The student will be able to plan classroom arrangements for various aged classrooms.
19. The student will be able to choose a theme and plan activities to support the theme.
20. The student will be able to plan art activities.
21. The student will be able to plan math activities.
22. The student will be able to plan science experiences.
23. The student will be able to plan music activities.
24. The student will be able to plan movement activities.
25. The student will be able to plan nutritious meals and snacks.
26. The student will be able to demonstrate storytelling experiences.
27. The student will be able to plan appropriate field trips.
28. The student will be able to demonstrate transition activities.

The student will be able to communicate effectively.
29. The student will be able to demonstrate strategies for communicating with young children.
30. The student will be able to demonstrate strategies for communicating with parents.
31. The student will be able to demonstrate strategies for communicating with co-workers.

The student will be able to plan and participate in professional development.
32. The student will be able to explore careers with young children.
33. The student will be able to develop a career plan.
34. The student will be able to prepare for job hunting.

ASSESSMENT OF LEARNER OUTCOMES:

Class Attendance and Participation
Quality and Creativity in Assigned Projects
Journal Writing
Organization for CDA Credentialing
Written Implementation Plan

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.
Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.