SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Early Childhood Substitute Teacher Training
COURSE NUMBER: CHLD-0101
CREDIT HOURS: 1
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS

EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PRE-REQUISITES: TB Skin test

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course is designed to prepare students to become substitute teachers with infants, toddlers, and preschoolers in early childhood education settings. Students will be trained in basic first aid, abuse/neglect identification and reporting, recognizing signs and symptoms of illness, universal precautions, and basic early childhood curriculum. Students will learn practical ways to guide young children through a variety of developmentally appropriate experiences. Students will learn how to market themselves to enter the field of early childhood education as a substitute teacher. A Kansas Bureau of Investigation check will be conducted at the beginning of the session for a substitute career in Early Care and Education.

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’s needs.

**OUTLINE:**

I. What is a Substitute Teacher Certificate?
   A. What it is
   B. What it isn’t
   C. Laws and Regulations
      1. State
      2. Local

II. Characteristics of a Substitute in Early Childhood Education
   A. Temporary Position
      1. Policy
      2. Confidentiality
         a. NAEYC Code of Ethical Conduct
   B. Professionalism
      1. Reliability/Dependability
      2. Punctuality
      3. Flexibility
      4. Preparedness/Organization
   C. Communication
      1. Verbal
      2. Written
   D. Kansas Bureau of Investigation Check

III. Basic First Aid
   A. What Is First Aid?
   B. Finding out What’s Wrong
   C. Basic Life Support
   D. Wounds
   E. Burns
   F. Poisons
   G. Bites and Stings
   H. Injuries from Cold and Heat
   I. Sudden Illness
   J. Medical Conditions

IV. Abuse/Neglect – Identify & Report
   A. Definitions and Signs of Abuse & Neglect
      1. Physical
      2. Verbal
      3. Emotional
4. Sexual
5. Neglect

B. Mandated Reporting
   1. When
   2. How

C. Documentation

V. Universal Precautions
   A. Definition
   B. Preparedness
   C. Implementation
   D. Documentation

VI. Recognizing Signs/Symptoms of Illness in Young Children
   A. Common Childhood Illnesses
   B. “Sick Child” Policy
   C. Communication
      1. Child
      2. Staff
      3. Parent(s)
   D. Document incident or accident
      1. Written documentation
      2. Photos

VII. Hand washing
   A. Importance
   B. Techniques
   C. Hand washing Curriculum

VIII. Defining the Child
   A. Ages & Stages of Development
   B. Diversity
      1. Gender
      2. Culture
      3. Family
      4. Abilities

IX. Guidance Techniques – Infant and Toddler, Preschooler
   A. Discipline
      1. Definition
      2. Age appropriateness
      3. Goal of self-control
   B. Specific techniques
      1. Alternatives to time-out
      2. Teacher behavior
      3. Environment’s influence
X. Safety Management – Infant and Toddler, Preschooler
   A. Indoor Equipment
   B. Choking Prevention
   C. Toy Safety
   D. Outdoor & Playground

XI. Curriculum – Infant and Toddler, Preschooler
   A. Outline of Curriculum Components
   B. Following a Lesson Plan
      1. What if there is no lesson plan?
   C. Simulated Activity
   D. Developmentally Appropriate Practices
   E. Curriculum Kit
      1. Books
      2. Finger plays
      3. Activity ideas
      4. Snack ideas
      5. Latex gloves
      6. Paper, pencil, crayons, markers, scissors, tape

XII. Marketing Your Substitute Skills
   A. Portfolio
   B. Contacts
      1. Director’s list
   C. Resume – Vita
   D. Record Keeping
   E. Professionalism

EXPECTED LEARNER OUTCOMES:

A. The student will be able to describe a Substitute Teacher Certificate.
B. The student will be able to explain the characteristics of a substitute teacher.
C. The student will be able to communicate basic first aid techniques.
D. The student will be able to explain identification of, and the procedures for, reporting abuse and neglect of young children.
E. The student will be able to describe universal precautions.
F. The students will be able to describe the signs and symptoms of childhood illness.
G. The student will be able to demonstrate the good hand-washing techniques.
H. The student will be able to identify characteristics that make each child a unique individual.
I. The student will be able to identify and simulate developmentally appropriate guidance techniques.
J. The student will be able to identify safety issues present in environments for young children.
K. The student will be able to identify, describe, and simulate appropriate curricular activities for young children.
The student will be able to develop a personal marketing plan.

COURSE COMPETENCIES:

The student will be able to describe a Substitute Teacher Certificate.
1. The student will be able to discuss the qualities of, and reasons for, a Substitute Teacher Certificate.
2. The student will be able to describe the Kansas regulations for early childhood substitute teachers.
3. The student will be able to describe the temporary position of a substitute teacher.
4. The student will be able to discuss the importance of the NAEYC Code of Ethical Conduct.

The student will be able to explain the characteristics of a substitute teacher.
5. The student will be able to explain the characteristics of professionalism in an early childhood education substitute teacher.
6. The student will be able to discuss the role of the substitute teacher when basic first aid techniques are needed in an early childhood setting.

The student will be able to communicate basic first aid techniques.
7. The student will demonstrate basic first aid techniques.

The student will be able to explain identification of, and the procedures for, reporting abuse and neglect of young children.
8. The student will be able to define child abuse and neglect.
9. The student will be able to describe the signs of abuse and neglect.
10. The student will be able to describe the procedures for reporting abuse and neglect of young children.

The student will be able to describe universal precautions.
11. The student will be able to define universal precautions.
12. The student will be able to demonstrate implementation of universal precautions.

The students will be able to describe the signs and symptoms of childhood illness.
13. The student will be able to describe the signs and symptoms of childhood illness.
14. The student will be able to demonstrate communication techniques when dealing with sick children and their families.
15. The student will be able to document incident and accident reports.

The student will be able to demonstrate the good hand-washing techniques.
16. The student will be able to discuss the significance of good hand washing techniques.
17. The student will be able to demonstrate good hand washing techniques by using the hand washing curriculum.
The student will be able to identify characteristics that make each child a unique individual.
18. The student will be able to identify characteristics of children’s ages and stages of development.
19. The student will discuss the many aspects of diversity of children and families.

The student will be able to identify and simulate developmentally appropriate guidance techniques.
20. The student will be able to define discipline.
21. The student will be able to discuss age appropriate child guidance techniques.
22. The student will be able to simulate appropriate child guidance techniques.

The student will be able to identify safety issues present in environments for young children.
23. The student will be able to identify safety issues present in outdoor and indoor environments for young children.
24. The student will be able to demonstrate choking prevention strategies with young children.

The student will be able to identify, describe, and simulate appropriate curricular activities for young children.
25. The student will be able to identify developmentally appropriate curricular activities for young children.
26. The student will be able to simulate developmentally appropriate curricular activities.
27. The student will be able to create a curriculum kit.

The student will be able to develop a personal marketing plan.
28. The student will be able to develop a personal marketing plan and portfolio.
29. The student will create a list of contacts for substitute teaching jobs.

ASSESSMENT OF LEARNER OUTCOMES:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation (10x15)</td>
<td>150</td>
</tr>
<tr>
<td>Characteristics of a Substitute Section</td>
<td>50</td>
</tr>
<tr>
<td>First Aid Section</td>
<td>50</td>
</tr>
<tr>
<td>Child Abuse and Neglect Section</td>
<td>50</td>
</tr>
<tr>
<td>Signs and Symptoms of Illness Section</td>
<td>50</td>
</tr>
<tr>
<td>Guidance and Safety Section</td>
<td>50</td>
</tr>
<tr>
<td>Curriculum Kit</td>
<td>50</td>
</tr>
<tr>
<td>Portfolio</td>
<td>50</td>
</tr>
</tbody>
</table>

The student must earn at least 75% of the points in each category to earn a (P) Pass.
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.
Kansas City Kansas Community College
21st Century General Education Learning Outcomes

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.