SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Infants and Toddlers I
COURSE NUMBER: CHLD-0110
CREDIT HOURS: 3
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.”

PREREQUISITE (S): CHLD-0100 Fundamentals of Early Care Education

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 will expose students to a variety of ways to establish and maintain safe and healthy learning environments for infants and toddlers. Students will learn steps to take to advance physical and intellectual competence in infants and toddlers, as well as to support language development.

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. Safety Strategies
A. Indoor Safety
   B. Outdoor Safety
C. Planning
D. Accident and Injury Prevention

II. Health Policies
   A. Disease Prevention
   B. Hygiene Promotion
   C. Nutrition
   D. Child Abuse and Neglect

III. Cognitive Development
   A. Interaction and Confidence Development
      B. Problem solving
   C. Knowledge Construction and Children
   D. Exploration and Discovery

IV. Physical Development
   A. Equipment
   B. Materials
   C. Gross Motor Development
   D. Fine Motor Development
   E. Physical Fitness Promotion

V. Intra/Interpersonal Communication Skills
   A. Listening
   B. Speaking
   C. Language Use
   D. Literacy Materials
   E. Literacy Skills

VI. Guidelines for a Developmentally Appropriate Environment
   A. Indoor Activities and Materials
   B. Outdoor Activities and Materials
   C. Schedules and Routines
   D. Transitions

EXPECTED LEARNER OUTCOMES:

A. The student will be able to maintain safety for indoor and outdoor environments
B. The student will be able to maintain health policies that promote wellness
C. The student will be able to assist infants and toddlers to promote cognitive development
D. The student will be able to provide opportunities for physical development
E. The student will be able to encourage infants and toddlers to develop and use language in meaningful ways
F. The student will be able to organization of safe indoor and outdoor areas
COURSE COMPETENCIES:

The student will be able to maintain safety for indoor and outdoor environments.
1. The student will be able to create daily, weekly and monthly safety checklists for indoors.
2. The student will be able to create daily, weekly and monthly safety checklists for outdoors.
3. The student will be able to document ways to help children develop safe habits.
4. The student will be able to develop procedures for responding to accidents and emergencies.
5. The student will be able to identify how providers can support their own safety in infant toddler care.
6. The student will be able to identify necessary items for a well-stocked first-aid kit.

The student will be able to maintain health policies that promote wellness.
7. The student will be able to demonstrate how to reduce the spread of germs in infant toddler care.
8. The student will be able to document ways to help children develop healthy habits.
9. The student will be able to identify how providers can support their own health in infant toddler care.
10. The student will be able to create the food pyramid with suggested servings from each group for infants.
11. The student will be able to learn to recognize abuse and neglect.
12. The student will be able to identify the agency and telephone number to report suspected abuse or neglect.

The student will be able to assist infants and toddlers to promote cognitive development.
13. The student will be able to identify ways that the learning environment can promote interaction and confidence.
14. The student will be able to identify ways that the learning environment can promote problem solving.
15. The student will be able to identify ways that the learning environment can promote knowledge construction.
16. The student will be able to identify ways that the learning environment can promote exploration and discovery.

The student will be able to provide opportunities for physical development.
17. The student will be able to identify materials that support infants and toddlers gross motor skills.
18. The student will be able to identify equipment that supports infants and toddlers gross motor skills.
19. The student will be able to identify materials that support infants and toddlers fine motor skills.
20. The student will be able to identify equipment that supports infants and toddlers fine motor skills.
21. The student will be able to demonstrate how to reinforce and encourage children's physical fitness.

_The student will be able to encourage infants and toddlers to develop and use language in meaningful ways._

22. The student will be able to identify ways to encourage infants and toddlers to listen.
23. The student will be able to identify ways to encourage infants and toddlers to speak.
24. The student will be able to create a chart showing how infants and toddlers learn language.
25. The student will be able to explain how to encourage and support language development in infants and toddlers.
26. The student will be able to create materials to give infants and toddlers positive and clear messages.
27. The student will be able to identify materials and experiences that would support emerging literacy skills.

_The student will be able to organization of safe indoor and outdoor areas._

28. The student will be able to differentiate activities and materials, and spaces for indoor active play.
29. The student will be able to differentiate activities and materials, and spaces for indoor quiet play.
30. The student will be able to differentiate activities and materials, and spaces for outdoor active play.
31. The student will be able to differentiate activities and materials, and spaces for outdoor quiet play.
32. The student will be able to create a daily schedule that would be developmentally appropriate for infants and toddlers.
33. The student will be able to define five transition activities for infants and toddlers.

**ASSESSMENT OF LEARNER OUTCOMES:**
Assessment methods may include, but are not limited to, the following:

- Class Attendance and Participation
- Quality and Creativity in Assigned Projects
- Journal Writing
- Organization for CDA Credentialing
- Write an 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.