SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Infants and Toddlers II
COURSE NUMBER: CHLD-0111
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
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EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): CHLD-0100 Fundamentals of Early Care Education and CHLD-0110 Infants and Toddlers I

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 support social and emotional development of infants and toddlers. Students will learn to establish positive and productive relationships with families in infant toddlers settings, and steps to ensure a well-run, purposeful program responsive to infants and toddler's needs. Students will also learn how to maintain a commitment to their professionalism.

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.
COURSE OUTLINE:

I. To Support Social and Emotional Development in Infants and Toddlers
   A. Arrange the environment to encourage exploration and experimentation
   B. Helping infants and toddlers accept and appreciate themselves and others
   C. Fostering self-esteem in infants and toddlers

II. Establish Positive and Productive Relationships with Families
   A. Communication with parents
   B. Varieties of ways for parents of infants and toddlers to participate in their child's life at the program
   C. Providing support to families with infants and toddlers

III. Ensure a Well-Run, Purposeful Program Responsive to Participant Needs
   A. Learning about diverse families, needs and interests
   B. Learning to work as a team member in infant and toddler settings
   C. Policy and procedures and regulations specific to infants and toddlers

IV. Maintain a commitment to professionalism
   A. Develop a professional development plan
   B. Continuing to learn about caring for infants and toddlers
   C. Applying ethics at all times

EXPECTED LEARNER OUTCOMES:

A. The student will be able to help infants and toddlers accept and appreciate themselves and others
B. The student will be able to arrange the infant toddlers environment to encourage exploration and experimentation, and foster self-esteem
C. The student will be able to develop positive and supportive relationships with infants and toddlers
D. The student will be able to develop positive and supportive relationships with families
E. The student will be able to understand all of the elements involved in ensuring a well-run, purposeful program responsive to the needs of infants and toddlers
F. The student will be able to how to develop a professional Credentialing plan and maintain a commitment to the profession of Early Care Education

COURSE COMPETENCIES

The student will be able to help infants and toddlers accept and appreciate themselves and Others

I. The student will be able to see an observation instrument to learn about individual needs, skills, abilities, interests and family experiences.
2. The student will be able to describe a variety of verbal and nonverbal contacts that would be appropriate to use with infants and toddlers.
3. The student will be able to explain the importance of spending individual time with each child every day.
4. The student will be able to list verbal and nonverbal ways to guide the behavior of infants and toddlers.
5. The student will be able to list a variety of materials and activities that encourage all infants and toddlers to participate.
6. The student will be able to demonstrate appropriate ways to acknowledge the efforts and accomplishments of infants and toddlers.
7. The student will be able to create a chart showing how to encourage infants and toddlers to do as much as possible for them.

**The student will be able to arrange the infant toddler’s environment to encourage exploration and experimentation, and foster self-esteem**

8. The student will be able to provide 5 activities appropriate for infants and toddlers to foster their self-esteem.
9. The student will be able to create a prop box for an interest area for infants and toddlers.
10. The student will be able to explain how to use the prop box.
11. The student will be able to document strategies on helping infants and toddlers separate from their families.

**The student will be able to develop positive and supportive relationships with infants and toddlers**

12. The student will be able to list five redirection ideas for infants and toddlers.
13. The student will be able to model acceptable ways to express feelings.
14. The student will be able to describe how to soothe an infant or toddler.
15. The student will be able to rework the daily schedule, making sure it allows for infants and toddlers to initiate their own activities for most of the day.
16. The student will be able to show how to interact with infants and toddlers in ways that build their sense of competence.

**The student will be able to develop positive and supportive relationships with families**

17. The student will be able to explain the concepts of teamwork between parents and caregivers.
18. The student will be able to plan an appropriate function for infants and toddlers and their families.
19. The student will be able to develop a workshop for parents of infants and toddlers.
20. The student will be able to write a parent newsletter.
21. The student will be able to recognize when families are under stress by listing the signs.
22. The student will be able to respect the cultural backgrounds of children by planning two activities.
The student will be able to understand all of the elements involved in ensuring a well-run, purposeful program responsive to the needs of infants and toddlers

23. The student will be able to plan an appropriate program by using information about each child.
24. The student will be able to identify an observation system to use on each child that is objective, accurate, and avoids labeling.
25. The student will be able to conduct a staff meeting for providers involved in infant/toddler care.
26. The student will be able to understand the importance of following administrative policies and procedures.
27. The student will be able to name the national, state and local governing bodies for the Early Care and Education Profession.

The student will be able to how to develop a professional Credentialing plan and maintain a commitment to the profession of Early Care Education

28. The student will be able to provide all the necessary documentation for CDA Credentialing.
29. The student will be able to request a date for CDA Credentialing.
30. The student will be able to explain how they will continue to learn about caring for children.
31. The student will be able to paraphrase the NAEYC Code of Ethical Conduct.
32. The student will be able to learn strategies to become a child advocate.

ASSESSMENT OF LEARNER OUTCOMES:
Class Attendance and Participation
Quality and Creativity in Assigned Projects
Journal Writing
Organization for CDA Credentialing

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.