SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Family Child Care I
COURSE NUMBER: CHLD-0115
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): None

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

COURSE DESCRIPTION:
Designed for family child care providers who offer early care and education within their own homes for children from birth through school age. This comprehensive and practical course addresses the full range of information and competencies that are the components of quality child care.

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. Introduction to Course
   A. Your Own Family and Personal Issues
   B. Health, Safety, and Risk Management

II. Parent Relations, Contracts, Policies
   A. Caring for Children of Different Ages
   B. Planning & Setting Up the Environment
   C. Parent relationships
   D. Contracts
   E. Policies

III. Observing Children
   A. Child Development
   B. Play

IV. Positive Child Management
   A.. Guidance
   B. Scheduling
   C. Routines
   D. Transitions

V. Maintaining Records & Taxes
   A. Strategies
   B. Tools

VI. Being a Professional Family Child Care Provider
   A. Marketing Your Family Child Care
   B. Professionalism
   C. Advocacy

EXPECTED LEARNER OUTCOMES:

A. The student will be able to list positives and negatives of operating a family child care business in a home setting.
B. The student will be able to write a plan to help prevent accidents and prepare for emergencies in a family child care business.
C. The student will be able to explain why developing a positive relationship with families of the children in care is a key element of the job of a family child care provider.
D. The student will be able to list communication techniques that can help in developing positive relationships with families.
E. The student will be able to explain the influence of individual and cultural differences of children and families in care.
F. The student will be able to take one activity and adapt it to different age groups to make it developmentally appropriate for each group
G. The student will be able to analyze a floor plan of a family child care environment to
determine how the environment fosters positive health and safety practices, family
friendliness, and positive discipline of children.
H. The student will be able to observe a child at play and tell what developmental level the
child is at and what learning is taking place during a play scenario.
I. The student will be able to explain why positive ways of guiding children are more
effective than punishment.
J. The student will be able to explain why positive ways of guiding children are more
beneficial to children in the long term.
K. The student will be able to set up simple income/expense records for tax and financial
purposes.
L. The student will be able to list some effective marketing tools to use for a family child
care business.
M. The student will be able to list responsibilities of professional family child care providers.
N. The student will be able to name resources to support the professional development of
family child care providers.

COURSE COMPETENCIES:

The student will be able to list positives and negatives of operating a family child care business
in a home setting.

1. The student will be able to list positive and negative impact of operating a family child
care business for the owner/provider.
2. The student will be able to list positive and negative impact of operating a family child
care business for a family.

The student will be able to write a plan to help prevent accidents and prepare for emergencies
in a family child care business.

3. The student will be able to names areas to consider in managing risks and preventing
accidents in a family child care program.
4. The student will be able to write a policies and procedures regarding emergency
situations such as fire, tornado, loss of power, loss of water.

The student will be able to explain why developing a positive relationship with families of the
children in care is a key element of the job of a family child care provider.

5. The student will be able to explain the impact for children in a provider developing a
positive relationship with families of children in care.
6. The student will be able to explain the impact for families in a provider developing a
positive relationship with families of children in care.
7. The student will be able to explain the impact for the provider in developing a positive
relationship with families of children in care.

The student will be able to list communication techniques that can help in developing positive
relationships with families.
8. The student will be able to list informal techniques of developing positive relationships with families such as greeting, open-door policy, informal conversations at drop-off and pick-up.
9. The student will be able to list formal techniques of developing positive relationships with families such as parent handbook, interview, daily reports, and conferences.

The student will be able to explain the influence of individual and cultural differences of children and families in care.

10. The student will be able to explain how individual differences in children (i.e. developmental level, temperament) will influence the care for a child.
11. The student will be able to explain how cultural differences in children and families can influence a child’s development.
12. The student will be able to explain how cultural differences in children and families can influence families’ expectations regarding care.

The student will be able to take one activity and adapt it to different age groups to make it developmentally appropriate for each group.

13. The student will be able to adapt an activity for an infant.
14. The student will be able to adapt an activity for a toddler.
15. The student will be able to adapt an activity for a preschooler.
16. The student will be able to adapt an activity for a school age child.

The student will be able to analyze a floor plan of a family child care environment to determine how the environment fosters positive health and safety practices, family friendliness, and positive discipline of children.

17. The student will be able to use a health and safety checklist to analyze a family child care environment.
18. The student will be able to analyze a family child care environment for family friendliness.
19. The student will be able to analyze a family child care environment for positive discipline for children.

The student will be able to observe a child at play and tell what developmental level the child is at and what learning is taking place during a play scenario.

20. The student will be able to tell the developmental level of a child while watching a play scenario.
21. The student will be able to name what learning is taking place while watching a child during a play scenario.

The student will be able to explain why positive ways of guidance children are more effective than punishment.

22. The student will be able to distinguish between positive guidance and punishment.
23. The student will be able to list positive guidance techniques.
24. The student will be able to give examples of punishment.
The student will be able to explain why positive ways of guiding children are more beneficial to children in the long term.

25. The student will be able to explain the immediate goals of punishment.
26. The student will be able to explain the long term goals of positive guidance.

The student will be able to set up simple income/expense records for tax and financial purposes.

27. The student will be able to list sources of income for a family child care business.
28. The student will be able to list expenses of a family child care business.
29. The student will be able to explain the importance of keeping receipts and records for financial and tax purposes.

The student will be able to list some effective marketing tools to use for a family child care business.

30. The student will be able to name the best marketing tool for a family child care business.
31. The student will be able to name some concrete ideas to use in marketing a family child care business.

The student will be able to list responsibilities of professional family child care providers.

32. The student will be able to articulate responsibilities to children enrolled in a family child care program.
33. The student will be able to articulate responsibilities to families whose children are enrolled in a family child care program.
34. The student will be able to articulate responsibilities to own family in the operation of a family child care business.
35. The student will be able to articulate responsibilities to colleagues in the early childhood profession.

The student will be able to name resources to support the professional development of family child care providers.

36. The student will be able to name local resources which support the professional development of family child care providers.
37. The student will be able to name state resources which support the professional development of family child care providers.
38. The student will be able to name national resources which support the professional development of family child care providers.

ASSESSMENT OF LEARNER OUTCOMES:

Grading is based on:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Health &amp; Safety Checklist</td>
<td>100</td>
</tr>
<tr>
<td>Infant Observation</td>
<td>50</td>
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</tbody>
</table>

The following scale determines grades:

- 500-450          A
Preschool Observation   50 points  499-400   B
Environmental Photo Analysis  100 points  399-350   C
Parent Interview   100 points  349-300   D
                     299-below   F

TOTAL   500 points

SPECIAL NOTES:
The 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.