SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Family Child Care II
COURSE NUMBER: CHLD-0116
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.”
PREREQUISITES: CHLD-0115 Family Child Care 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 is designed to be used as a sequel to Family Child Care I for the more experienced 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 continues to address 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. Professionalism and Leadership
   A. Assessing Provider’s Own Strengths
   B. The Client Family
   C. Your Clients/Your Family
   D. Professional Organization Membership
   E. Continuing Education

II. Business Management
   A. Time Management
   B. Supervision
   C. Change Management

III. Individualizing Care for the Children in Your Program
   A. Child Development Theories
   B. Meeting the Needs of the Child with Special Needs
   C. The Child’s Behavior
   D. Assessing Children’s Temperament, and Enhancing Children’s Self-Esteem

IV. Learning Environments
   A. Observing, Assessing and Designing Family Child Care Environments
   B. Family Day Care Rating Scale
   C. Advanced Health, Safety, and Risk Management
   D. Anti-Bias Curriculum

V. Language Literacy and Creative Development
   A. Importance of Early Literacy
   B. Strategies to Support Emerging Literacy
   C. Involving Parents in Literacy Activities

EXPECTED LEARNER OUTCOMES:

A. The student will be able to name at least two child development theorists and their impact on the field of early education and, in particular, family child care.
B. The student will be able to identify some critical tasks in each stage of early childhood development.
C. The student will be able to describe how planning for individual children involves observation, input from the family and the child, application of knowledge of child development, and evaluation of the program.
D. The student will be able to describe how planning for groups of children involves understanding of group dynamics, setting policies that achieve balance between the individual and group, and fostering relationships among children.
E. The student will be able to explain that caring for children with special needs means careful planning and using community resources.
The student will be able to explain how building trust, setting appropriate expectations, rewarding successes, and responding to failures are important in guiding behavior.

The student will be able to discuss how developmental stage, personality, and a child’s prior experiences contribute to behavior.

The student will be able to discuss ways to build strong relationships with families taking into account diverse backgrounds, experiences, and values.

The student will be able to analyze current spaces for children and gain ideas for creating new and inviting spaces for children.

The student will be able to develop plans to ensure the safety of children especially during field trips and commuting.

The student will be able to articulate why a business plan is important for meeting program and financial goals.

The student will be able to identify marketing strategies based on need for service.

The student will be able to develop a contingency plan for unexpected changes.

The student will be able to discuss family child care as one aspect of the larger field of early education.

COURSE COMPETENCIES:

**The student will be able to name at least two child development theorists and their impact on the field of early education and, in particular, family child care.**

1. The student will be able to name at least two of the following as being child development theorists: John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vygotsky.

2. The student will be able to tell the impact of at least two of the above theorists on the field of early education and, in particular, family child care.

**The student will be able to identify some critical tasks in each stage of early childhood development.**

3. The student will be able to identify some critical tasks of early infancy development.

4. The student will be able to identify some critical tasks late infancy development.

5. The student will be able to identify some critical tasks of toddler development.

6. The student will be able to identify some critical tasks of preschool development.

**The student will be able to describe how planning for individual children involves observation, input from the family and the child, application of knowledge of child development, and evaluation of the program.**

7. The student will be able to describe how observation of individual children can aid in planning activities for a child.

8. The student will be able to describe how input from the child’s family can aid in planning activities for a child.

9. The student will be able to describe how input from the child can aid in planning activities for a child.

10. The student will be able to describe how knowledge of child development can aid in planning activities for a child.

11. The student will be able to describe how evaluating a program can aid in planning activities for a child.
The student will be able to describe how planning for groups of children involves understanding of group dynamics, setting policies that achieve balance between the individual and group, and fostering relationships among children.

12. The student will be able to describe how understanding group dynamics can aid in planning activities for groups of children.
13. The student will be able to describe how policies that address balance between individual and group will aid in planning activities for groups of children.
14. The student will be able to describe how fostering relationships among children will aid in planning activities for groups of children.

The student will be able to explain that caring for children with special needs means careful planning and using community resources.

15. The student will be able to list items that need to be addressed when considering care for a child with special needs (i.e. child’s needs, provider training & experience, parental expectations, resources).
16. The student will be able to name some community resources to help children and families with special needs.

The student will be able to explain how building trust, setting appropriate expectations, rewarding successes, and responding to failures are important in guiding behavior.

17. The student will be able to explain the importance of building trust with a child as an important first step in guiding behavior.
18. The student will be able to explain the importance of setting appropriate expectations for children as a step in guiding behavior.
19. The student will be able to explain the importance of rewarding children’s positive successes in guiding behavior.
20. The student will be able to name some appropriate measures to use with a child when responding to the child’s failures as a key to guiding behavior.

The student will be able to articulate how developmental stage, personality, and a child’s prior experiences contribute to behavior.

21. The student will be able to tell how a child’s developmental stage can contribute to a child’s behavior.
22. The student will be able to tell how a child’s personality can contribute to a child’s behavior.
23. The student will be able to tell how a child’s prior experiences can contribute to a child’s behavior.

The student will be able to discuss ways to build strong relationships with families taking into account diverse backgrounds, experiences, and values.

24. The student will be able to explain how taking into account diverse backgrounds of families can help build strong relationships with families.
25. The student will be able to explain how taking into account the experiences of a family can help build strong relationships with families.
26. The student will be able to explain how taking into account the values of a family can help build strong relationships with families.

The student will be able to analyze current spaces for children and gain ideas for creating new and inviting spaces for children.
27. The student will be able to analyze a space for children taking into account health & safety measures, traffic areas, play areas, quiet & noisy areas.
28. The student will be able to list ideas for creating inviting spaces for children including toys at children’s eye level, separation of quiet and noisy play areas.

The student will be able to develop plans to ensure the safety of children especially during field trips and transporting of children.
29. The student will be able to write and articulate a safety plan to implement in day-to-day operation of a family child care program.
30. The student will be able to write and articulate a safety plan to use on field trips for a family child care program.
31. The student will be able to write and articulate a safety plan to use when transporting children in a family child care program.

The student will be able to articulate why a business plan is important for meeting program and financial goals.
32. The student will be able to tell how a business plan can help meet programming goals.
33. The student will be able to tell how a business plan can help meet personal and program financial goals.

The student will be able to identify marketing strategies based on need for service.
34. The student will be able to name some marketing strategies based on the need for infant care in a particular service area.
35. The student will be able to name some marketing strategies based on the need for preschool-age care in a particular service area.
36. The student will be able to name some marketing strategies based on the need for school-age care in a particular service area.

The student will be able to develop a contingency plan for unexpected changes.
37. The student will develop a contingency plan for family emergencies.
38. The student will develop a contingency plan for provider illness.

The student will be able to discuss family child care as one aspect of the larger field of early education.
39. The student will be able to discuss the place of family child care in the field of early education.
40. The student will be able to name some local resources for family child care providers.
41. The student will be able to name some national resources for family child care providers.
ASSESSMENT OF LEARNER OUTCOMES:

Grading is based on:

- Child Development Theories & Family Child Care Reflection Paper 50 points
- Analyzing Development and Planning for Support Form 50 points
- Planning for a Newly Enrolled Child Form 50 points
- Challenging Client Family Paper 50 points
- Floor Plan Analysis 50 points
- ADA and Family Child Care Paper 50 points
- Challenging Behavior Paper 100 points
- Class Attendance & Participation 100 points

**TOTAL 500 POINTS**

The following scale determines grades:

- A
- B
- C
- D

299-below F

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.