



CCC 215 Intro to Early Child Syllabus

Course Information

Credits	2
Campus	Washburn Institute of Technology
Address	5724 SW Huntoon
City/State/Zip	Topeka, Kansas 66604
Office Fax	785-273-7080

Description

This course introduces students to the fundamentals of early child care. Topics include program orientation, types of early childhood programs, observation and assessment of children, and child development principles and theories. Assessment of the course includes written and assigned activities.

Textbooks

none

Student Learning Outcomes:

- A. Communicate effectively
- B. Integrate technology
- C. Learn effectively
- D. Demonstrate cooperative teamwork skills
- E. Apply safety in the workplace
- F. Think critically and creatively
- G. Demonstrate responsible work ethics

Competencies

1. Recognizes children's different personalities.
2. Accepts cultural differences and the effects those differences may have on behavior and development.
3. Demonstrates an awareness of the impact that societal changes have on the early childhood field.
4. Identifies potential career paths in the early childhood field.
5. Demonstrates an understanding of the responsibilities of early childhood educators.
6. Compares and contrasts different early childhood program models.
7. Demonstrates an understanding of different assessment tools.
8. Demonstrates an understanding of the principles of development.
9. Identifies skills within each developmental domain.
10. Demonstrates a basic understanding of brain development.

11. Identifies factors that affect brain development.
12. Explains the concept of windows of opportunity.
13. Identifies the age of window of opportunity for basic developmental areas.
14. Compares and contrasts developmental concepts proposed by major theorists.
15. Identifies newborn reflexes.
16. Explains the motor sequence of children.
17. Contrasts receptive and expressive language.
18. Describes the physical development of children from newborn through middle childhood.
19. Describes the cognitive development of children from newborn through middle childhood.
20. Describes the social/emotional development of children from newborn through middle childhood.
21. Identifies methods of promoting healthy development of children from newborn through middle childhood.

Guidelines for Success

Assessment Plan

Assessment is an integral part of the educational process at Washburn Tech and accurate feedback is an important tool in continuously improving the institution's technical programs. Students can expect to participate in assessment activities prior to entry into programs, within specific courses and following program completion for specific fields of study.

GRADING CRITERIA

Grades are earned using a point system. Grade percentage is determined by calculating number of points earned divided by the number of points available. Points are earned daily for attendance and participation as well as through assignments and exams.

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59%-Below	F

Attendance

If a student will be absent, he or she must call the instructor before class begins in order for the absence to be excused. If a student knows in advance of an absence, he or she may tell the instructor at that time. Any other absence is considered unexcused.

Excused lab time is made up by substituting in the lab for another student or observing at another child care facility. Unexcused absences result in a loss of daily points as well as points available for that day in the lab.

Disability

The Special Support Services (SSS) Office is responsible for assisting in arranging accommodations and for identifying resources at Washburn Institute of Technology for persons with disabilities. Qualified students with disabilities MUST register and provide documentation with the office to be eligible for services. New requests for accommodations should be submitted two months or more prior to the date services should begin; however, contact the SSS Office as soon as a need may arise. Depending on the accommodation request, four to eight week lead time may be needed for timely and effective provision of services. SSS coordinates and assist in arranging services it deems appropriate of eligible students on a case-by-case basis.

If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

Special Support Services Coordinator

Phone: 785-228-6356

E-Mail: ssscoordinator@washburn.edu

