

Department:

Early Childhood

Course Description:

Students will acquire the skills and knowledge associated with safe, healthy learning environments for infants, toddlers and/or preschoolers. Individuals will also acquire the skills and knowledge associated with advancing physical and intellectual competence for those age groups. Creativity and communication are also explored. Students will learn how to ensure well-run programs. Students will achieve first aid/CPR certification. Student will conduct observations in an approved Early Care and Education Program in Northeast Kansas. Students will complete additional steps involved in preparing their Child Development Associate (CDA) professional Portfolio.

****Student must hold/earn First Aid CPR Certification prior to allocation of final grade*

Course Competencies:

Upon completion of the course, the student should be able to:

1. Document and complete at least 10 hours of observation in a licensed childcare or public preschool facility in Kansas.
2. Write Competency Statements for the CDA credential for Goals I, II, III, and V.
3. Complete the Resource Collection for the CDA for Goals I, II, III, and V.
4. Describe specific strategies for a full inclusion classroom.
5. List and explain ten items found in a developmentally appropriate child portfolio.
6. Describe the process for reporting child abuse and neglect, and head trauma in Kansas.

Course Content:

- A. Competency Goal I: Establish and maintain a safe, healthy learning environment
 1. Safe and Healthy considerations
 2. Learning Environment
- B. Competency Goal II: Promote physical and intellectual competence
 1. Physical Development
 2. Cognitive Development
 3. Communication and Creative
- C. Competency Goal III: Promote social and emotional development and to provide positive guidance
 1. Self and Social
 2. Guidance
- D. Competency Goal V: To ensure a well-run, purposeful program that is responsive to participant needs
 1. Paperwork, attendance, food program
 2. Development of child portfolio and contents

Learning Assessments:

CDA portfolio organization, Resources for Goals I, II, III and V, Competency Statements Goals I, II, III, and V, Participation

Instructional Methods:

Instruction methods used in this course include, but not limited to, lectures, textbook, videos, observations, discussions, group work, demonstrations, handouts, notes, and related articles.

Instructional Materials:

Students pay an additional fee for these consumable books.

These materials are used for both this course and ECH 115 Functions of Child Development II

Council for Professional Recognition, (2023). Essentials for Working with Young Children. The Council for Professional Recognition, Washington, DC, ISBN: 978-0-9889650-8-9

Council for Professional Recognition, (2023), Essentials for Working with Young Children Workbook. The Council for Professional Recognition, Washington, DC, ISBN: 978-0-9889650-9-6

AND

Council for Professional Recognition, (2013). The Child Development Associate National Credentialing Program and CDA Competency Standards Book, *Infant/Toddler Edition*, The Council for Professional Recognition, Washington, DC ISBN: 978-0-9889650-1-0

OR

Council for Professional Recognition, (2013). The Child Development Associate National Credentialing Program and CDA Competency Standards Book, *Preschool Edition*. The Council for Professional Recognition, Washington, DC ISBN: 978-0-9889650-0-3

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland

Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).