COURSE INFORMATION FORM

DISCIPLINE: Early Childhood Education and Development
COURSE TITLE: Fundamentals of Early Care and Education
CR.HR: 3 LECT HR: 3 LAB HR: CLOCK HR:

CATALOG DESCRIPTION
This introductory course focuses on an overview of the field of early childhood care and education. The wide variety of types of early childhood program is explored, as are the characteristics and needs of young children. The preparation of environment and curriculum are examined, as are instructional and guidance techniques. Strategies for observation, documentation, and assessment are discussed. Teacher certification, ethics, and communication skills are detailed. This course covers the eight (8) subject areas of the Child Development Associate (CDA) credential. The guidelines of Kansas and Missouri Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children (NAEYC) standards are followed in this course.

PREREQUISITES
ENGL 30/90 and READ 11/31 with a grade of C or better or appropriate placement test score or concurrent enrollment

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Identify types of early childhood programs.
2. Identify young children’s characteristics and needs.
3. Describe environmental, social, emotional, and physical influences on children’s development and learning.
4. State the benefits and use of observation and documentation.
5. Identify positive interaction and communication skills among children, families, and colleagues.
6. Describe and employ ethical standards and other professional guidelines.
7. Discuss appropriate guidance techniques.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Outcomes ESO
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Promote child development and learning.
2. Build family and community relationships.
3. Develop and maintain professionalism in the field of early education.
4. Make connections between prior knowledge/experience and new learning.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Periodic tests and quizzes (1-3, 5, 7)
2. Observation assignments utilizing the Francis Child Development Institute Lab School.
3. Community facilities or worksite (2, 4, 6)
4. Individual and group projects (2, 3, 5)
5. CDA Resource File Items: 8, 9, 12, 14, 16, 17, (2, 3, 4)
6. CDA Competency Statements 2 and 3 (2-3, 5-7)

Artifacts:
- Implementation Plan
- Autobiography
- Copy of the NAEYC Code of Ethics
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Types of Early Childhood Programs
   A. Family and Center Child Care
   B. Montessori
   C. Headstart
   D. Kindergarten
   E. School-Age Child Care
   F. Parent Cooperatives
   G. Laboratory Schools
   H. High School Child Care Programs
   I. Licensed and Accredited Centers
   J. Selecting A Child Care Program

II. Child Growth and Development
   A. Physical Development
   B. Cognitive Development
   C. Social/Emotional Development
   D. Motor Development
   E. Language Development
   F. Individual Personalities
   G. Cultural Differences
   H. Children’s Changing Needs
   I. Risk Factors, Delays, Disabilities and Needs for Special Services

III. Safe, Healthy Learning Environments
   A. Indoor Environment
   B. Outdoor Environment
   C. Toys, Equipment and Materials
   D. Regulations
   E. Environmental Safety
   F. Health Needs of Children
   G. Nutritious Meals and Snacks

IV. Observing and Documenting Children’s Behavior
   A. Collecting and Organizing Information
   B. Following Appropriate Procedures
C. Communicating Observations in Written and Oral Form

V. Interaction and Communication Skills
   A. Children
   B. Families
   C. Colleagues
   D. Community

VI. Commitment To Professionalism
   A. Professionalism in Practice
   B. Professional Growth
   C. Leadership and Advocacy

VII. Guiding Children
   A. Goals and Techniques
   B. Guidance Problems and Causes
   C. Classroom Limits
   D. Daily Routines, Schedules and Transition