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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**CHD 1134 MANAGEMENT OF EARLY CHILDHOOD LEARNING (3 CREDITS)**

This course focuses on optimal coordination of home and child-rearing practices and expectations at a childcare facility. Carrying out supplementary responsibilities related to children’s programs will be stressed. This course is designed primarily for those seeking a Child Development Associate (CDA) credential or other childcare training.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Family communication

• Parent education

• Parent involvement

• Scheduling

• Planning

• Record-keeping

• Laws and regulations relating to early childhood programs

• Managing resources

• Developing professionalism

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

  General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will collaborate with parents and teachers to identify the strengths and needs of each child.
* The students will access resources to enhance the **inclusive** child care experience for families and children.
* The students will encourage family involvement in the child care setting, specifically around cultural traditions and customs.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

 General Education Competency: **Evaluate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will analyze and evaluate the elements of a child care setting that promote family involvement.
* Students will practice assessing children’s development through observation.
* Students will develop professional goals for themselves based on knowledge gained.
1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Modified Childcare Handbook**

Students will create a modified childcare handbook that at a minimum depicts strategies to promote family involvement, cites evidence of professionalism, and includes an evaluation for a childcare classroom.

**Reference Manual for Record Keeping**

Students will construct a reference manual for record keeping to ensure daycare compliance. Students may create or modify existing records to create the reference manual.

**Formative Child Development Evaluation**

Students will select an appropriate diagnostic tool to determine the developmental stage of a child during a routine observation.

**Professional Development Plan**

Students will create a professional development that includes a personal education philosophy and realistic and measurable goals and objectives. Students must also include an action plan for completing the goals and a reflective statement about their progress to date.

**Parent Resource Packet**

Students will create a parent resource packet that depicts strategies to help promote a productive relationship with the daycare personnel to meet the needs of their child. The packet must encourage family involvement and establish an environment that capitalizes on the cultural traditions and customs of individual families.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)