

ACC Child Care & Development Dept.  
CDEC/TECA 1311 – Educating Young Children  
Master Syllabus

**Course Description:** An introduction to the education of the young child, birth through age 12, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities and current issues. Students are required to participate in a minimum of 15 hours of field experience with children, infants through 12 year olds, in a variety of educational settings with varied and diverse populations. (Formally CDEC 1411) (3-3-1)

**Prerequisites:** DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

**Co-Requisite:** DEVR 1303 and DEVW 1403 or satisfactory score on appropriate placement test.

**Required texts:**

- **In class:** Current edition of Who Am I in the Lives of Children? by Feeney, Christensen and Moravcik
- **Open Campus:** Current edition of The Whole Child by Hendrick

**Instructional methodology:**

- **In class:** Methods used include lecture, discussion, role-playing, small group exercises, reading and direct observation of children & teachers.
- **Open Campus:** Students enrolled in the ITV section of this course do not have regularly scheduled meeting times. Students are responsible for attending a scheduled orientation; reading the textbook; viewing a series of videotapes; working with the Instructor to establish an appropriate lab experience; completing lab assignments as well as the documented hours required; adhering to the course calendar to meet various due dates for tests and assignments.

**Course rationale:** TECA 1311 is an introductory course providing an overview of concepts and practices related to the group care of preschool children, including guidance and curriculum.

**NAEYC Standards:**

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

***STANDARD 3: Observing, Documenting, And Assessing To Support Young Children And Families***

**3a:** Understanding the goals, benefits, and uses of assessment

**3b:** Knowing about and using observation, documentation, and other appropriate assessment tools

**3c:** Understanding and practicing responsible assessment

***STANDARD 4: Teaching And Learning***

**4a:** Knowing, understanding, and using positive relationships and supportive interactions

**4b:** Knowing, understanding, and using effective approaches, strategies, and tools for early education

**4c:** Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

**4d:** Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

*Course objectives:*

1. Discuss contributions of historical and contemporary professionals and theorists to the field of early childhood education.
2. Understand strategies for creating an organized and productive developmentally appropriate learning environment.
  - a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts developmentally appropriate practices.
  - b. Analyze the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
  - c. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
  - d. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
  - e. Knows the stages of play development (from solitary to cooperative) and the important role of play i.e. young children's learning and development).
  - f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training
3. Describe and compare types of early childhood programs.
4. Enhances professional knowledge and skills by effectively interacting with others members of the educational community and participating in various types of professional activities.
  - a. Explain characteristics and developmental stages of an early childhood professional.
  - b. List characteristics of an early childhood professional.
  - c. Discuss career opportunities for the early childhood professional.
  - d. Understands and uses professional development resources (e.g. Mentors, and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge pedagogical skills, and technological expertise.
  - e. Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.
5. Identify current trends and issues in the early childhood profession.
6. Participate and observe in 15 hours of field experiences in: programs serving children, birth through 12 years, with varying curricula models; and 1 professional experience.

## **Course and Lab Policies and Requirements:**

This course has 16 required hours of field experiences, approximately 1 hour/week in the 16 wk. session; 1.5-2 hours/week in the 12 week session, observing and interacting with young children.

Completing lab in the Children's Lab School or another NAEYC accredited early childhood setting is recommended. A schedule which meets your needs will be established during the first 2 weeks; a minimum of 10 hours of supervised field work is required to pass the course.

To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

### **You must complete all required hours to receive credit for this course.**

**Course Grading Lab Pass Statement:** To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

**To successfully complete the lab portion of this course, you are expected to:**

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

**Attendance:** Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

**Withdrawals:** Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

**Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.**

***'Third attempt' course tuition:*** Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an *additional* \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

***Students affected by this new policy should note the following:***

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

***Reading and Writing Requirements:*** This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVW 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

***Legible Assignments:*** I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

***Professional Ethics:*** You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at [www.naeyc.org](http://www.naeyc.org). In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

**Scholastic Dishonesty:** ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

**Electronic Technology:**

During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

**Students with Disabilities:** The Student Handbook states that: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

**Student Freedom of Expression:** Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.