

ACC Child Care & Development Dept.
CDEC 1393 -Special Topics in Early Childhood
Master Syllabus

Course Description: An in-depth study of the attitudes and behaviors pertinent to early childhood and to the student's professional development. Emphasis is placed on using developmentally appropriate practices in the workplace, professional ethics and workplace behaviors. (*This course and CDEC 2166 replace CDP 2664.*) (3-3-0)

Prerequisites: CDEC 1392, CDA credit, or department approval and DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

Co-requisites: CDEC 2166 and DEVR 1303 and DEVW 1403 or satisfactory score on appropriate placement test.

C or above in CDEC 2166 and CDEC 1393: A student must successfully complete the requirements of this course, CDEC 2166, with a "C" or above to obtain credit for CDEC 1393. A student must also complete the requirements of CDEC 1393 with a "C" or above to obtain credit for CDEC 2166.

Required Textbooks: Current edition of *Student Teaching: Early Childhood Practicum Guide* by Machado and Botnarescue

Instructional Methodology: CDEC 1393 includes active class discussions, collaborative work in small groups and the use of case studies as well as assigned readings and lectures.

Course Rationale: This course is the second capstone course in the Child Development Department. As such, it provides many opportunities for a student to refine his or her teaching practices and to gain a deeper understanding of child development theories.

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 1: Promoting Child Development And Learning

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 2: Building Family And Community Relationships

- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships

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

STANDARD 5: Becoming A Professional

- 5a: Identifying and involving oneself with the early childhood field
- 5b: Knowing about and upholding ethical standards and other professional guidelines
- 5c: Engaging in continuous, collaborative learning to inform practice
- 5d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e: Engaging in informed advocacy for children and the profession

Course Objectives: As one of the last courses in the Child Development Program, CDEC 1393, Topics in Early Childhood Education is designed to support the intensive work experience of CDEC 2166, Practicum II. Topics in Early Childhood Education utilize the lab experiences of CDEC 2166 as the basis for course discussions. In this course, the student will:

1. Understand the importance of being a reflective practitioner;
2. Describe the process of child growth and development and its impact on developmentally appropriate practice;
3. Discuss developmentally appropriate practice and its application to teaching methods, curriculum and classroom planning;
4. Explain individual and group guidance and problem-solving techniques which develop positive and supportive relationships with children, encourage prosocial behaviors, promote conflict resolution, and develop self-control, motivation and esteem in children;
5. Identify the components of physically and psychologically safe and healthy environments for children;
6. Summarize the importance of establishing and maintaining positive, collaborative relationships with families;
7. Understand the use of various observation and assessment strategies to monitor the progress of children in planning and achieving developmental outcomes;
8. Summarize professional and ethical behavior for a teacher of young children.

SCANS Competencies: CDEC 1393 addresses all eight SCANS competencies. Students will have multiple opportunities to: identify, organize, plan and allocate resources (**Resources**); acquire and use information (**Information**); work with others (**Interpersonal**); understand complex interrelationships (**Systems**); work with a variety of technologies (**Technology**); read, write, perform mathematical operations, listen and speak to groups (**Basic Skills**); think creatively, make decisions, solve problems, visualize, use varied learning techniques, analyze underlying principles of relationships and ethics (**Thinking Skills**); display responsibility, self-esteem, sociability, self-management, integrity and honesty (**Personal Qualities**).

Course Policies and Requirements:

Lab Policy: This course has 0 required hours of field experiences.

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.

Incompletes:

An incomplete means that there are extenuating circumstances which have prevented you from completing the class within the semester time-frame.

An "I" will be given upon the request of the student only if at least 60% of course and lab work has been completed in a satisfactory manner. You will then have a limited amount of time to complete the course requirements. An automatic F results when the course is not completed as agreed upon.

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. 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.