

ACC Child Care & Development Dept.  
CDEC 2422-Child Development Associate Training II  
Master Syllabus

**Course Description:** A continuation of the study of the requirements for the Child Development Associate National Credential (CDA). The six functional areas of study include safe, healthy, learning environment, self, social, and guidance. Students must be working with a group of children in 0-5 years range. Instructor visits will be scheduled. (Formally CDP 1124) (4-3-4)

**Prerequisite:** C or above in CDP 1114 or CDEC 1417 and departmental approval.

**Required Texts:** *Essentials for Child Development Associates Working with Young Children*, Carol Brunson Day, Editor; Council for Professional Recognition  
*Child Development Associate Assessment System and Competency Standards* Packets for either: Preschool Caregivers, Infant Toddler Caregivers, Family Day Home Providers or Home Visitor

**Instructional Methodology:** A variety of instructional methods will be used including lecture, small group work, videos, role-playing, and focused listing.

**Course Rationale:** CDA II is the second of three courses designed to prepare the Early Childhood teacher to receive his or her CDA. The Child Development Associate Certificate (CDA) is a nationally awarded certificate, recognized in the licensing standards of 48 states.

**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 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

**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: The CDA Candidate will:

1. Explain methods to establish and maintain a safe, healthy, learning environment
  - a. Provide a safe environment and reduce injuries
  - b. Provide safe toys and materials for use by children.
  - c. Supervise appropriately for developmental level of children
  - d. Plan and organize emergency procedures in advance.
  - e. Implement hygiene practices consistently to eliminate the spread of infectious disease
  - f. Encourage health maintenance habits in children.
  - g. Organize diapering/toileting procedures to maintain health.
  - h. Plan meals/snacks to meet the developmental needs of children.
  - i. Provide a pleasant and appropriate environment conducive to rest
  - j. Provide well-arranged space which meets the developmental needs of children during routines and play
  - k. Provide a variety of developmental appropriate materials
  - l. Organize materials for play
  - m. Provide a schedule that meets the children's needs for routine and play
  - n. Identify signs indicating possible child abuse and neglect
  - o. Describe required reporting requirements for abuse and neglect
2. Describe techniques to support social and emotional development
  - a. Give the children the message that each is important, respected, and valued.
  - b. Help individual children develop a sense of security
  - c. Establish developmentally appropriate diapering/toileting procedures to encourage self help skills
  - d. Establish developmentally appropriate feeding/mealtime procedures to encourage self help skills
  - e. Encourage each child to be accepted in the group
  - f. Encourage feelings of empathy and respect for others
  - g. Implement a non-biased curriculum
  - h. Encourage children to respect the environment.
3. Describe techniques used to provide positive guidance
  - a. Implement methods for avoiding problems
  - b. Demonstrate positive guidance techniques
  - c. Relate guidance practices to knowledge of each child's personality and developmental level.
4. Utilize skills in writing, speaking, problem-solving, time management and record keeping.

Scans Competencies: Students have experiences in identifying and using resources (**Resources**); acquiring, using and organizing new information (**Information**); working with others to plan and implement curriculum (**Interpersonal**); evaluating and improving plans as they are implemented (**Systems**); using basic skills (**Basic Skills**); thinking creatively and problem-solving as they develop and carry out new curriculum ideas (**Thinking Skills**); assuming responsible, ethical roles in the classroom (**Personal Qualities**).

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

**Lab Policy:** This course has \_\_\_\_\_ required hours of field experiences. 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

**Class Attendance:** CDA Candidates must document 120 clock hours of formal child care education, with no fewer than 10 hours in each of 8 subject matter areas. Class attendance is essential to document the number of hours needed for the CDA.

**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](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 including, 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 “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.