

ACC Child Care & Development Dept.
CDEC 2424-Child Development Associate Training III
Master Syllabus

Course Description: is based on the requirements for the Child Development Associate Credential (CDA). Three of the 13 functional areas of study include family, program management, and professionalism. Additional topics include an overview of the CDA process, general observation skills, and child growth and development overview. Students must be working with a group of children 0-5 years in range. (Formally CDEC 1114) (4-3-4)

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 Caregiver; 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 III is the third 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 2: *Building Family and Community Relationships*

2a: Knowing about and understanding family and community characteristics

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

2c: Involving families and communities in their children's development and learning

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: In this course you will develop knowledge and skills to be able to:

1. Maintain a commitment to professionalism
 - Be aware of the CDA Assessment process
 - Use knowledge of early childhood theories and practices to make decisions.
 - Promote quality care servicesParticipate in opportunities to develop competence both personal and professional growth and for the benefit of children and families.
Explain the impact on children of current regulatory, legislative and workforce issues.

2. Establish a positive and productive relationship with families.
 - Maintain an open, friendly and cooperative relationship with each child's family.
 - Encourage family involvement in the program.
 - Support the child's relationship with his or her family.
 - Incorporate information about the families' culture, religion, and child-rearing practices in classroom experiences.
 - Provide opportunities for parents to understand their child's development and point of view.
 - Provide resources to help parents meet their child's needs.
 - Use all available resources to ensure and effective program
3. Ensure a well-run, purposeful program responsive to participant needs.
 - Organize, plan, and maintain up-to-date records.
 - Utilize effective communication skills
 - Demonstrate teamwork skills when working with colleagues and families.
4. Develop skills in objective observation
 - Be aware of different methods for observation and the information each provides
 - Observe and record observations objectively
 - Use systematic observation in the classroom
5. Be familiar with principles of development
 - Apply principles to motor development

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 4 required hours of field experiences per week. 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.

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 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.