

ACC Child Care & Development Department
CDEC 1392 – Special Topics in Child Development
Master Syllabus

Course Description: A study of the attitudes and behaviors pertinent to child development and to the student's professional development. Emphasis is placed on observing and recording children's behaviors and utilizing this information in an applied setting, professional ethics and the workplace. Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. Students who have taken 15-25 hours of CDEC must enroll in this course before completing additional CDEC hours. Only offered in Spring Semesters. (CDEC 1392 and CDEC 1166 replace CDP 1634) (3-3-0)

Prerequisites: Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or satisfactory score on appropriate placement test and completion of 15 – 25 hours of CDEC courses.

Co-requisite: CDEC 1166 Practicum I; Reading Skills Improvement (DEVR 0310), Writing Skills I (DEVW 0320) or satisfactory score on appropriate placement test. You must complete the requirements of CDEC 1166 to obtain a passing grade in this course.

Required Texts: Current edition of *Week by Week: Plans for Observing and Recording Young Children*. Nilsen, Barbara; Cengage-Delmar publishing

Instructional Methodology: This is a lecture course in which the student learns through class lectures, discussions, case studies, small group activities, self-reflection and course assignments.

Course Rationale: This course is designed as a capstone course for the certificate and AAS Child Development program. It provides a supportive environment for students to learn about and discuss the teaching techniques and strategies needed to be a successful assistant teacher of young children. To be an effective member of an early childhood education team, students need the opportunity to learn and practice a wide range of observation, assessment, planning and guidance techniques in a collaborative early childhood classroom environment. They also need to learn the skills of working with other team members and parents and the key elements of professionalism in the classroom.

Child Development Program Level Student Learning Outcomes
STANDARD 1: The student will apply an understanding of child development and learning.
STANDARD 2: The student will explain how to build family and community relationships.
STANDARD 3: The student will demonstrate how to observe, document and assess in order to support young children and families.
STANDARD 4: The student will demonstrate skills in teaching and analyze young children's learning.
STANDARD 5: The student will demonstrate skills of a professional.

NAEYC Standards and Program Level Outcomes:

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: The student will apply an understanding of child development and learning by:

- 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: The student will explain how to build family and community relationships by:

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

STANDARD 3: The student will demonstrate how to observe, document and assess in order to support young children and families by:

- 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: The student will demonstrate skills in teaching and analyze young children's learning by:

- 4b: Describing, formulating, and using effective approaches, strategies, and tools for early education

STANDARD 5: The student will demonstrate skills of a professional by:

- 5a: Identifying and involving oneself with the early childhood field
- 5b: Listing and upholding ethical standards and other professional guidelines

Course Objectives: The student will:

1. Discuss developmental theory and analyze the connections between establishing a theoretical perspective and carrying out observations:
 - a. Compare maturational, behavioral and interactionist perspectives on development.
 - b. Recognize differing views regarding characteristics of development
 - c. Discuss the ways in which theory provides the basis for observation.
 - d. Describe the relationship between one's theoretical perspective and how one proceeds with observations
 - e. Develop and articulate a statement of how children grow and develop

Standard 1 & 3

2. Discuss developmentally appropriate practice and its application to teaching methods, curriculum and classroom planning.

Standard 4

3. Explain individual and group guidance and problem solving techniques, which develop

positive and supportive relationships with children, encourage pro-social behaviors, promote positive conflict resolution, and develop self-control, motivation and esteem in children.

Standard 1

4. Discuss the components of physically and psychologically safe and healthy environments for children:
 - a. Explain the appropriate use of emergency medical procedures
 - b. Describe the indicators of child neglect and abuse and responsibility and procedures for reporting known or suspected abuse.

Standard 1 & 3

5. Summarize the importance of maintaining positive relationships with families.

Standard 2

6. Define the observation process and analyze various observation techniques:
 - a. Compare and contrast various observation techniques, including narrative descriptions, diaries, time sampling, event sampling, anecdotal records, duration records and checklists.

Standard 3

7. Discuss professional and ethical behavior for a teacher of young children by:
 - a. Explain applicable local, state and national regulations and laws.
 - b. Describe professional organizations for early childhood professionals and the importance of professional growth opportunities.
 - c. Discuss the Early Care and Education Code of Ethics.

Standard 5

SCANS Competencies: All key SCANS workplace competencies are addressed in this course as preparation to serve as an assistant teacher in the classroom working with young children. The course is designed to assist students with the knowledge and skills they need to productively use resources and technology needed to work with young children. The students learn needed interpersonal skills for working with the lead teacher, other professionals and families. Students learn to evaluate, organize and interpret data related to observation of young children as well as understanding the basic systems that are critical in working with children in a child care or preschool setting. The course also addresses basic skills of reading and writing as well as thinking skills and personal qualities as identified in SCANS.

Course Policies and Requirements:

Lab Experiences: **CDEC 1166 must be taken concurrently with this course.** As described above under course objectives, your fieldwork experiences form the basis for discussion in this course. You must, therefore, complete the requirements of CDEC 1166 to obtain a passing grade in this course.

Reading and Writing Requirements: This course requires that students have successfully completed Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills Improvement (DEVR 0310) and Writing Skills I (DEVW 0320) or satisfactory score on an appropriate placement test.

Legible Assignments: All assignments are expected 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.

College Policies

Attendance/Class Participation:

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Incompletes

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Statement on Scholastic Dishonesty

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to

accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Statement on Students with Disabilities

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at <http://www.austincc.edu/support/osd/>

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

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Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Testing Center Policy

Under certain circumstances, an instructor may have students take an examination in a testing

center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

Student And Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.