

ACC Child Care & Development Department
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 planning and teaching; professional ethics; building collaborative relationships with colleagues and families; and being a reflective teacher. 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. (*This course and CDEC 2166 replace CDP 2664.*) (3-3-0)

Prerequisites: CDEC 1392, CDA credit, or department approval and DEVR 0300 and DEVV 0310 or satisfactory score on appropriate placement test.

Co-requisites: CDEC 2166 and DEVR 0310 and DEVV 0320 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 editions of *Powerful Interactions: How to Connect with Children to Extend Their Learning* by Dombro, Jablon, and Stetson and *Developmentally Appropriate Practice* by Copple.

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.

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 Outcome:

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 - **Standard 5.**
2. Describe the process of child growth and development and its impact on developmentally appropriate practice - **Standard 1.**
3. Discuss developmentally appropriate practice and demonstrate its application to teaching methods, curriculum and classroom planning - **Standard 4.**
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 - **Standard 4.**
5. Identify the components of physically and psychologically safe and healthy environments for children - **Standard 1.**
6. Summarize the importance of establishing and maintaining positive, collaborative relationships with families - **Standard 2.**
7. Understand the use of various observation and assessment strategies to monitor the progress of children in planning and achieving developmental outcomes and demonstrate the ability to write developmentally appropriate lesson plans based on assessments of young children; - **Standards 1 & 3.**
8. Summarize the principles of professional and ethical behavior for a teacher of young children. **Standard 5.**

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: **CDEC 2166 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 2166 to obtain a passing grade in this course.

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.

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 immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

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.