**Course Description:** An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours of field experiences per semester with children from infancy through age 12 in a variety of settings with varied and diverse populations. (Formerly CDEC 1411) (3-3-1)

**Prerequisites:** DEVR 0300 and DEVW 0310 or satisfactory score on appropriate placement test.

**Co-Requisite:** DEVR 0310 and DEVW 0320 or satisfactory score on appropriate placement test.

**Required texts:**
- **In class:** Current edition of *Who Am I in the Lives of Children?* by Feeney, Christensen and Moravcik
- **Open Campus:** Current edition of *The Whole Child* by Hendrick

**Instructional methodology:**
- **In class:** Methods used include lecture, discussion, role-playing, small group exercises, reading and direct observation of children & teachers.
- **Open Campus:** Students enrolled in the ITV section of this course do not have regularly scheduled meeting times. Students are responsible for attending a scheduled orientation; reading the textbook; viewing a series of videotapes; working with the Instructor to establish an appropriate lab experience; completing lab assignments as well as the documented hours required; adhering to the course calendar to meet various due dates for tests and assignments.

**Course rationale:** CDEC/TECA 1311 is an introductory course providing an overview of concepts and practices related to the group care of preschool children, including guidance and curriculum.

<table>
<thead>
<tr>
<th>Child Development Program Level Student Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>STANDARD 1:</strong> The student will apply an understanding of child development and learning.</td>
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<td><strong>STANDARD 2:</strong> The student will explain how to build family and community relationships.</td>
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<tr>
<td><strong>STANDARD 3:</strong> The student will demonstrate how to observe, document and assess in order to support young children and families.</td>
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<tr>
<td><strong>STANDARD 4:</strong> The student will demonstrate skills in teaching and analyze young children’s learning.</td>
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<tr>
<td><strong>STANDARD 5:</strong> The student will demonstrate skills of a professional.</td>
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</table>
**Course objectives:**

1. Discuss contributions of historical and contemporary professionals and theorists to the field of early childhood education.  
   **Standard 5**

2. Define development and define each of the four basic developmental domains (physical, cognitive, emotional, and social)  
   **Standard 1**

3. Explain the features of and understand strategies for creating an organized and productive developmentally appropriate learning environment for young children.  
   a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts developmentally appropriate practices.  
   b. Analyze the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.  
   c. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children’s ability to collaborate with others.  
   d. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.  
   e. Knows the stages of play development (from solitary to cooperative) and the important role of play i.e. young children’s learning and development.  
   f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training  
   **Standard 4**

4. Describe and compare types of early childhood programs.  
   **Standard 4**

5. Enhances professional knowledge and skills by effectively interacting with others members of the educational community and participating in various types of professional activities.
a. Demonstrate an understanding of the characteristics and developmental stages of an early care and education professional.
b. List characteristics of an early childhood professional.
c. Discuss career opportunities for the early childhood professional.
d. Understands and uses professional development resources (e.g. Mentors, and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge pedagogical skills, and technological expertise.
e. Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.

**Standard 5**

6. Identify and analyze current trends and issues in the early childhood profession.

**Standard 5**

7. Participate and observe in 16 hours of field experiences in: programs serving children, birth through 12 years, with varying curricula models; and 1 professional experience.

**Standard 4**

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**Course and Lab Policies and Requirements:**

This course has 16 required hours of field experiences per semester of observing and interacting with young children.

Completing lab in the Children’s Lab School or another NAEYC accredited early childhood setting is recommended. A schedule which meets your needs will be established during the first 2 weeks.

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

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**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](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.

**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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Updated 10/2011
**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](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/](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/](http://www.austincc.edu/s4/)

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