

CDEC 1241: CDA Preparation for Assessment Master Syllabus	
Synonym Number	Semester, Year

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Course Prerequisite

CDEC 1241: Completion of or concurrent enrollment in 9 or more hours of other courses in the Academic CDA Training Program required for departmental approval. This course is reading and writing intensive. Although there are no reading and writing requirements for the course, it is highly recommended that students have successfully completed Reading Fundamentals (DEVR 0300) and the Writing Skills I (DEVW 0310) or obtained a satisfactory score on an appropriate placement test.

Child Development Program Level Student Learning Outcomes and NAEYC Early Childhood Associate Degree Accreditation Standards

The Child Development Department Program Level Student Learning Outcomes equate to the NAEYC Standards for Early Childhood Associate Degree Program Accreditation. The NAEYC Standards are noted in the syllabus for the purpose of departmental accreditation. The Standard noted is interchangeable with the similarly numbered Child Development Department Program Level Student Learning Outcome.

The Standards intentionally cover areas of professional preparation that are required to ensure 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:

OUTCOME 1: The student will apply an understanding of child development and learning.

NAEYC 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

OUTCOME 2: The student will explain how to build family and community relationships.

NAEYC STANDARD 2: Building Family And Community Relationships

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

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

NAEYC 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 and approaches
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
- 3d: Knowing about assessment partnerships with families and with professional colleagues

OUTCOME 4: The student will use effective approaches to connect with children and families.

NAEYC STANDARD 4: Using Developmentally Effective Approaches To Connect With Children And Families

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b: Knowing and understanding effective strategies and tools for early education
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning techniques
- 4d: Reflecting on their own practice to promote positive outcomes for each child

OUTCOME 5: The student will use content knowledge to build meaningful curriculum for young children.

NAEYC STANDARD 5: Using Content Knowledge To Build Meaningful Curriculum

- 5a: Understanding content knowledge and resources in academic disciplines
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for children

OUTCOME 6: The student will demonstrate professionalism.

NAEYC STANDARD 6: Becoming A Professional

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for children and the profession

Although Child Development courses may cover many of these Standards, each course emphasizes specific Standards. This course emphasizes the student learning outcomes described in the **Standards 1, 2c, 3b, 3c, 4, 5, 6a, 6b, 6d, 6e.**

Course Outcomes

Upon successful completion of CDEC 1241, the student will:

1. Demonstrate ability to implement CDA standards.
NAEYC Standards 4 & 5
2. List minimum standards of child care centers.
 - a. Discuss the relationship of minimum standards to the functional areas in the CDA program.
NAEYC Standard 6
3. Demonstrate knowledge of National Association for the Education of Young Children (NAEYC) Accreditation Standards for child care centers.
 - a. Compare the requirements for Minimum Standards to the NAEYC Accreditation Standards for child care centers.
 - b. Discuss NAEYC Accreditation for child care centers and how it relates to Developmentally Appropriate Practice (DAP) **NAEYC Standard 6**

4. Demonstrate ways to advocate for young children within the local, state and national political systems.
 - a. Define advocacy and ways to advocate for the children and families in your care.
 - b. Identify early care and education professional organizations that advocate for children, families and professionals.

NAEYC Standard 6

5. Write statements explaining competencies for working with young children as required by CDA standards.
 - a. Discuss the six Competency Standards as outlined by CDA.
 - b. Describe ways that show how teaching practices meet the six Competency Standards.
 - c. Utilize the related resource collection items in writing the six Competency Standards.

NAEYC Standards 1, 2, 3, 4, 5, 6

6. Develop a professional resource file as outlined by CDA.
 - a. Demonstrate an understanding of the requirements for the CDA resource file (Professional Portfolio): training documentation, family questionnaires, competency statements, resource collection items and professional philosophy statement.
 - b. Gather resources available in the community and on the internet to meet the requirements of the Professional Portfolio.

NAEYC Standards 1, 2, 3, 4, 5, 6

7. Practice mock interview questions
 - a. Discuss the process of reflective dialogue.
 - b. Practice responding in a reflective dialogue situation related to your teaching practices with young children.

NAEYC Standard 4 & 6

SCANS Competencies

The Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) identified competencies necessary to be successful in work. In addition to studying about how young children learn and develop, child development courses provide skills to prepare students for the workforce. The following SCANS competencies are covered in CDEC 1241. 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 Grading and Evaluation

Grade Requirements for Child Development Majors: Students majoring in Child Development must receive a "C" or above in this course to receive credit for this course in the Child Development Certificate or AAS degree. The course may be retaken for a higher grade. See the ACC Catalog for more information.

Course: Lab/Field Work Policies

There are no required lab hours for this course. Although there are no lab/field work course requirements for CDEC 1241, it is highly recommended that you be working with young children in order to meet the outcomes for this course.

Course: Class Policies

1. ***Classroom Climate:*** Learning takes place best in a setting where there is respect, positive regard, and freedom from distraction. It is my responsibility and intention to provide these conditions during the semester, and I will need your help to do so. Make every effort to arrive on time for class and if you are delayed, please enter quietly and take the seat closest to the door to avoid disrupting the class. Treat others in the class with the respect and courtesy that you would want for yourself. Refrain from engaging in work for other courses or reading that is not course-related while in class. All cell phones or other electronic devices should be turned off during class unless otherwise directed by the instructor. Please do not leave your phones on vibrate or engage in text messaging while class is in session since that can become a distraction not only to you, but to me and others as well. Keep side conversations to a minimum and focused on the topics and tasks at hand during the class session. Creating a safe, focused, and positive classroom climate will make our time together more effective and rewarding for all of us and I appreciate your assistance in making this happen.
2. ***Participation:*** Participation is an important part of the overall learning for the course. It is expected for students to read the assigned reading(s) or other materials each week and before completing the assignments. Please be prepared to actively participate in class discussions. I believe very strongly in collegial learning with peers. This may include group work, peer feedback, and shared activities. All of these require that you be prepared to share based on required readings.
3. ***Blackboard:*** I maintain a Blackboard site for this class. You will be able to log onto the Blackboard site <http://aconline.austincc.edu> to gain access to:
 - Course announcements
 - Syllabus
 - Grade book
 - Other course information, including assignments

Your user name for Blackboard is your ACC eID. This is your 7 digit ACC student ID, preceded by the first initial of your official first name. During the activation of your ACC eID, you will select your password. If you do not know your ACC eID, you may retrieve it via the Blackboard home page. To use Blackboard at home, you must have Internet access. However, Blackboard access is available at any ACC computer lab.

4. ***Reading and Writing Recommendations:*** This course is reading and writing intensive. Although there are no reading and writing requirements for the course, it is highly recommended that students have successfully completed Reading Fundamentals (DEVR 0300) and the Writing Skills I (DEVW 0310) or obtained a satisfactory score on an appropriate placement test. If you are an AAS major, you must stay enrolled in any TSI required courses to obtain a grade in this course. Please talk with an ACC advisor for more information.

5. **Quality of Assignments:** I expect your assignments to be written in complete sentences, and to contain understandable paragraphs. Work that does not reflect these expectations may be returned to you for correction. ACC's Learning Labs <http://www.austincc.edu/tutor/> are wonderful resources. The Lab tutors will help you be sure that your assignments meet these expectations.
6. **Assignment due dates:** Assignments are due on the due dates listed on the course calendar. The only way to get full credit for the assignment is to be sure it's submitted before or by the due date. Five percent of the total grade point of each assignment will be deducted for late assignments received within one week after the due date. If you submit the assignment, more than one week late, 10% of the total grade point will be deducted.
7. **Attendance:** Regular attendance is expected. This class examines many of our core beliefs through open and honest discussion. To do this, a learning community based on trust must be developed. This requires regular attendance. If you miss more than 3 class meetings, you may be withdrawn by instructor. The course is designed for you to actively participate in discussions, small group work and other in-class activities. Arriving on time and remaining the whole class session are also important to a group working well together.
8. **Withdrawals:** Students may withdraw any time prior to the "last day to withdraw", which is XXXX. However, you may withdraw from a course without receiving a "W" or a grade, if you do this before the census/official reporting date of XXXXXX. You may be withdrawn by me if coursework due by XXXX has not been submitted for grading by XXXX.

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 who enrolled for the first time in Fall 2007 or later 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. 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.

9. **Incompletes:** An incomplete may be assigned only if you are making satisfactory progress ("C" or above) and have completed at least half of the assignments and fieldwork. The completion date is typically the final deadline for withdrawal in the subsequent semester.
10. **Electronic Technology:** During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

College Policies

1. **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/handbook>
2. **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.
3. **Disability Services and Assistive Technology Accommodations:** Students who have received approval for accommodations from the office for [Student Accessibility Services](#) for this course must provide the instructor with the ‘Notice of Approved Accommodations’ from [Student Accessibility Services](#) before accommodations can be provided. 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 [Student Accessibility Services](#) can be viewed at <http://www.austincc.edu/sas>
4. **Safety Statement:** Austin Community College is committed to providing a safe and healthy environment for study and work. We ask that you become familiar and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. 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 review the Emergency Procedures Poster and Campus Safety Plan Map in each classroom.

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.

5. **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/acceid>. Additionally, a learning lab technician at any ACC

Learning Lab can assist in setting up your ACC email or obtaining an ACC eID,

6. **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

Please, 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/support-and-services/services-for-students/testing-services/instructional-testing>

College Supports for Student Success

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/support-and-services>

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/support-and-services/tutoring-and-academic-help>

Student Skills Workshops : Explore ACC's free online workshops using the tabs below. These workshops will give advice about common topics like note-taking, testing, and managing your time and stress to support you on your path to success in college.

<http://www.austincc.edu/degrees-and-certificates/find-classes/student-skills-workshops>

Disability Services and Assistive Technology: There is a [Student Accessibility Services](#) office at each campus. If you have a disability, contact Accessibility Services at the campus that's most convenient for you. Once you qualify for services, Accessibility Services staff meets with you to determine reasonable, appropriate, and effective accommodations based on the courses in which are enrolled and your disability. If you need classroom, academic or other accommodations, you must request them through the Office for Student Accessibility Services. 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.