Cisco College
Abilene Educational Center
Abilene, TX

Syllabus for Wellness of the Young Child
CDEC 1318/TECA 1318 (3 credit hrs)
Wednesday, 6:30 - 10:30 pm
Spring 2016

Instructor: Adam Stirling, M.Ed.
Phone: (325) 518-4597
Email: adam.stirling@cisco.edu

Course Description: Factors impacting the well-being of young children. Includes healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

End-of-Course Outcomes: Identify principles of nutrition, health, and safety; conduct a nutritional, health, and safety assessment; examine regulatory requirements for nutrition, health, and safety.

Field Experience:
You are required to do a minimum of 16 hours of field experience with children birth-12 years old. YOU WILL NOT PASS THIS COURSE IF YOU DO NOT COMPLETE THESE HOURS. You will need to complete a minimum of 6 hours of working with preschool children (birth-5) and a minimum of 6 hours working with school age children (5-12). The total must be at least 16 hours. These hours must be completed at an approved site. I will give you more information in regards to approved sites ASAP. These hours are due by April 27th. No late hours will be accepted.

Required Textbooks:

Exit Competencies:
1. Students will list several environmental factors that have a negative effect on health.
2. Students will describe how nutrition affects children.
3. Students will be able to identify growth and development characteristics of the infant, toddler, and preschool child.
4. Students will be able to identify physical signs of common nutritional deficiencies.
5. Students will be able to identify several conditions affecting children’s health.
6. Students will be able to describe signs/symptoms of communicable diseases and be able to name at least 4 ways to reduce communicable illnesses.
7. Students will be able to create a safe environment for children.
8. Students will be able to describe the purposes of the various nutrients.
9. Students will be able to plan and perform nutritious and economical meals.

**Evaluation Methods:**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (3)</td>
<td>50 points each (150)</td>
</tr>
<tr>
<td>Controversial Topic (CT)(2)</td>
<td>100 points total</td>
</tr>
<tr>
<td>Responses to CT’s (2)</td>
<td>50 points total</td>
</tr>
<tr>
<td>1 Food Diary</td>
<td>50 points</td>
</tr>
<tr>
<td>Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Health &amp; Safety Checklist</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Lesson Plan Presentation</td>
<td>100 points</td>
</tr>
<tr>
<td>Attendance/ Class Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussion Questions/Chapter Questions</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td></td>
<td>900 Points Possible</td>
</tr>
</tbody>
</table>

**Grading System:**

- 90 - 100% = A 800-900
- 80 - 89% = B 700-799
- 70 - 79% = C 600-699
- 60 - 69% = D 500-599
- 59% and less = F 499 points and less

**Exams:**

Exams will be given four times. Three exams will cover information given immediately prior to the exams; the final exam will be comprehensive.

**Policy on Missed Exams:**

If a test is missed the make-up will be on the student’s own time and must be made-up prior to the next class meeting. If the test is not taken in the time allowed you will be given a zero on that exam. If you miss an exam you will be given an alternate exam that will cover material in the assigned chapters but not necessarily on the study guide. The exam may also be in a short answer format.
Controversial Topics (CT)
These questions are worth 100 pts and your response to other people’s answers to these questions is worth 50 pts. Be sure to back up your opinion with related research and or your personal experience. There are no right or wrong answers to these questions; we are building critical thinking skills. As a class, we will decide on the topics to respond to. Once the topic is assigned, you will have 1 week to write a complete response to it. You will read your response aloud during the next scheduled class meeting. While listening to other’s responses, you will write a thorough response to one.

Chapter Questions:
Chapter questions will be completed at the beginning of each class meeting as a group. These questions often lend themselves to further discussion. Your participation in these discussions is critical to increasing your understanding of facts presented as well as other’s reactions.

Food Diary:
Keep a food diary for a week (must include 5 days) for what you eat. Be sure to include everything. At the end of the week total up each day. Total up how many servings you consumed of each group on the food pyramid (I will provide you this). Also, write down if you exercise (each day) and for how long. At the end of the week write a brief report detailing the procedure. Were you surprised by your totals? Do you feel you eat healthy? Are you going to change anything about your diet or exercise? I will have a completed one for you to see an example of my expectations.

Projects:
You will be given a project to turn in. Your project will be self-selected, and may coincide with the observation you complete during the semester. We will discuss the various options you have to complete this during the first class meeting date (January 20th)

Health & Safety Checklist:
You will be given a detailed health and safety checklist which you will need to complete at your school or child care center where you are doing your field experience. You will also need to include a 1-2 page report describing what you observed at your location related to each section (safety, all classrooms, outdoor interactions, infant and toddler classrooms (if applicable), and first aid kits). In the report you should put the strengths in each of these areas as well as concerns and how you would address the concerns if you were the center director. You must turn in both the checklist and 1-2 page paper in order to get a grade for this assignment.

Group Lesson Plan Presentation:
In groups of no more than 4 you will need to plan and teach a lesson related to nutrition, health, or safety. You will need to bring all the materials so that the students in the class can participate in the lesson. Be sure that your activity is a hands-on activity. You will need to complete a lesson plan form prior to completing your presentation. Your group will be graded based on your lesson plan and your presentation.
**Attendance/Class Participation:**

Attendance of all classes is considered necessary for satisfactory work. Students are responsible for all instructions, announcements and assignments given in class. Material to be covered in class should be read before coming to class. Students may be dropped after 4 absences in Monday /Wednesday classes and two absences in Wednesday classes. This will be enforced. You must plan on being in class the entire period. If you come to class late or you leave early this will be counted as a half absence. Remember attendance and participation are part of your grade. **If you miss class your assignments are still due. Five points will be deducted each day assignments are late and no assignments will be accepted that are more than 1 week late.**

**Library Resources:**

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**Students with Special Needs:**

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Technology Integration:
Child Development courses involve the use of technology in various forms including the use of board maker and the ability to surf the web for useful websites. Child Development students will learn about evaluating children’s software, creating PowerPoint’s, and making professional looking pamphlets, brochures and letters. All courses involve internet based research assignments. Various courses require at least one research paper using basic computer word processing skills such as Microsoft Word. (Refer to evaluation methods on syllabi to see if research papers are required.) Please see your instructor if you require assistance in the use of computers and the internet, or if you need special accommodations to aid you in using our computers.

Academic Integrity:
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

Changes to Syllabus:
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Inclement Weather:
Be sure to check the television (KTAB) or radio (KEAN) when the weather is bad to determine if classes are cancelled. Often times evening courses are not cancelled until during the afternoon hours.

Scans Competencies:
Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the working world.
**Semester Schedule:**  See Below

**Spring 2016 Class Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, January 20th</td>
<td>Introductions, Syllabus, Pre-test</td>
</tr>
<tr>
<td>Wednesday, January 27th</td>
<td>Activities related to chapters 1-2 (*ch questions)</td>
</tr>
<tr>
<td>Wednesday, February 3rd</td>
<td>Activities related to Chapters 3-4*</td>
</tr>
<tr>
<td>Wednesday, February 10th</td>
<td>Activities related to Chapter 5 and 6*, <strong>Food Diary Due</strong></td>
</tr>
<tr>
<td>Wednesday, February 17th</td>
<td>Activities related to Chapter 7 and 8*, <strong>Review for Exam 1-8</strong>, <strong>Controversial Topic 1 Presented</strong></td>
</tr>
<tr>
<td>Wednesday, February 24th</td>
<td>Response to CT  Exam 1-8</td>
</tr>
<tr>
<td>Wednesday, March 2nd</td>
<td>Activities related to Chapters 9 – 11*</td>
</tr>
<tr>
<td><strong>March 7-11</strong></td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Wednesday, March 16th</td>
<td>Activities related to Chapters 12 and 13*</td>
</tr>
<tr>
<td>Wednesday, March 23rd</td>
<td>Activities Related to 14 and 15*, <strong>Review for Exam</strong>, <strong>Controversial Topic 2 Presented</strong></td>
</tr>
<tr>
<td>Wednesday, March 30th</td>
<td><strong>CT 2 Response</strong>  Exam 9 – 13</td>
</tr>
<tr>
<td>Wednesday, April 6th</td>
<td>Activities related to Chapters 16 and 17*</td>
</tr>
<tr>
<td>Wednesday, April 13th</td>
<td>Activities related to Chapter 18*, <strong>Health and Safety Checklist Due</strong></td>
</tr>
<tr>
<td>Wednesday, April 20th</td>
<td><strong>Presentations</strong></td>
</tr>
<tr>
<td>Wednesday, April 27th</td>
<td><strong>In class group exam 14-18, Projects Due, Observation Hours are Due</strong></td>
</tr>
<tr>
<td>Wednesday, May 4th</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>Wednesday, May 11th</td>
<td><strong>Final Exam – 6:30 pm</strong></td>
</tr>
</tbody>
</table>
### Resources

**1.1 Manages time** following course schedule.

**1.2 Manages Money:** Uses or prepares budgets, keeps detailed records to track budget performance, and makes appropriate adjustments.

**1.3 Manages Materials and Facility Resources:** Uses course materials to present teaching techniques to the class.

### Technology

**5.1 Selects Technology:** Utilizes tools and machines including computers and their programs in order to complete assignments effectively.

**5.3 Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers or other technologies.

### Information

**3.1 Acquires and evaluates information** in class and through reading assignments.

**3.2 Organizes and Maintains Information:** Organizing of parent involvement paperwork including volunteer information and weekly newsletters.

### Systems

**4.2 Monitors and Corrects Performance:** Evaluate current family involvement policy and makes appropriate changes due to new knowledge.

### Interpersonal

**2.1 Participates as a Member of a Team:** Completes in class group activities cooperatively with others.

**2.2 Teachers Others:** Helps others to learn.

**2.4 Exercises Leadership:** Establishes the role of the lead classroom teacher and all of the responsibilities that it entails.

### Basic Skills

**6.1 Reading:** Carefully assimilates materials including all reading assignments and prioritizes and interprets information.

**6.2 Writing:** Communicates thoughts, ideas and messages through the completion of written assignments.

**6.3 Arithmetic:** becomes familiar with basic mathematical concepts and their function in relation to working young children.

**6.4 Mathematics:** understands how to teach mathematical concepts to children in authentic learning situations.

### Thinking Skills

**7.2 Decision Making:** Considers risks in communication channels and determines most appropriate alternatives.

**7.3 Problem Solving:** Through hands on experiences; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.

**7.4 Mental Visualization:** Organizes and processes symbols, pictures, graphs, or other information.

### Personal Qualities

**8.1 Responsibility:** Displays high standards of attendance and punctuality in class.

**8.2 Self Esteem:** Leaves course with confidence in the ability to communicate with coworkers.

**8.4 Self-Management:** Sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement.

**8.5 Integrity/Honesty:** Accepting of personal/societal values that may be conflicting with one’s own values, chooses on ethical course of action.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.2 Comprehend various types of written and spoken information.</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose and audience.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.3 Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Select information to be communicated; identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.4 Evaluate the oral and written communication of others.</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Section 3.1 Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Organize and process symbols, picturing, graphs, objects or other information to visualize social representation; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem-solving strategies to address an identified task.</td>
<td>Section 3.2 Use problem-solving strategies to address an identified task.</td>
<td>Recognize a problem situation; identify possible reasons for the problem; devise and implement a plan of action to resolve the problem; monitor the progress; revise plans; select and apply problem-solving methods.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, retrieve, store, and output files.</td>
<td>Section 3.3 Use computers to create, modify, retrieve, store, and output files.</td>
<td>Communicate information using email, list serves, word processor, or other computer based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 4.1 Interpret other cultures based on a broader world view.</td>
<td>Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one's own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 4.2 Display an openness to different viewpoints.</td>
<td>Base impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 4.3 Develop an appreciation for diversity and intercultural relationships.</td>
<td>Understand concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting</td>
<td>Section 5.1 Utilize student services available at college setting</td>
<td>Understand the processes associated with educational matriculation.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success</td>
<td>Section 5.2 Promote his or her educational success</td>
<td>Manage time, finances and other resources for educational pursuit effectively.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Enhance his or her quality of life</td>
<td>Section 5.3 Enhance his or her quality of life</td>
<td>Persist toward goal attainment with high level of effort; maintain a positive attitude of self and behaves in own self worth.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for lifelong learning</td>
<td>Section 5.4 Develop the capacity for lifelong learning</td>
<td>Apply and adapt existing and new knowledge and skills; using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>
Instructor: Amy Callan  
Phone: (325) 794-4409  
E-mail address: amy.callan@cisco.edu  
Office Hours: By appointment only  
Office Number: Room #3

Course Description: An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences.

End-of-Course Outcomes: Describe theories related to child guidance; explain how guidance promotes autonomy, self-discipline, and pro-social skills; identify familial and cultural influences on child guidance; and apply guidance techniques.

Required Textbook:  
Guidance of Young Children, Marion, 9th edit. ISBN: 9780133427226

Evaluation Methods:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>3 Tests</td>
<td>50 each</td>
</tr>
<tr>
<td>Article Critique – written/share with class</td>
<td>50 points</td>
</tr>
<tr>
<td>Chapter questions</td>
<td>100</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Presentation/Paper</td>
<td>100</td>
</tr>
<tr>
<td>Attendance/ Class Participation</td>
<td>50 points</td>
</tr>
</tbody>
</table>

600 points possible
Grading System:

- 90 – 100% = A  
- 80 - 89% = B  
- 70 - 79% = C  
- 60 - 69% = D

Exit Competencies:

1. Students will know what behaviors are typical as children grow from birth-12 years old.
2. Students will understand several reasons for problem behaviors.
3. Students will know how to plan a pro-social environment and how to use positive communication.
4. Students will know how to address persistent, unproductive patterns of behavior.
5. Students will know how to work with diverse children and families related to child guidance.
6. Students will understand the importance of building a strong, positive relationship with the students in their class and some ways that they can achieve this.

Attendance:

Attendance at all classes is considered necessary for satisfactory work. Students are responsible for all instructions, announcements and assignments given in class. Material to be covered in class should be read before coming to class. Students may be dropped after 2 absences in Monday only classes. This will be enforced. Plan on being in class the entire time every night. If you come to class late or leave early this will be counted as a half absence. Remember attendance and participation are part of your grade. If you miss class your assignment is still due. Five points will be deducted each day assignments are late and no assignments will be accepted that are more than 1 week late.

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allowed you will be given a zero on that exam. If you miss an exam you will be given an alternate exam that will cover material in the assigned chapters but not necessarily on the study guide. The exam may also be in a short answer format.

**Article Critique:**
The articles can come from the newspaper, magazines, or the Internet. Articles must be current (2010-Present). They must be related to child guidance/discipline. The critiques will be 1 to 2 pages typed. They will include a summary of the article, as well as your reaction to the article. Your reaction should be at least two paragraphs and should give some specific examples of how you are or will implement ideas from the article. Also, if you tried a suggestion from the article what were the results. See the attached schedule as to when they are due. You must turn in a copy of the article you used in order to receive a grade. You will present this to the class.

**Case Presentations:**
You will complete a case presentation form. You will briefly describe to the class a behavior problem you are having with a child you are working with. The class will then give you ideas to try and you will report back to the class if anything was helpful. If you do not have a child that you interact with frequently you will be given 5 case studies to read and answer questions about.

**Class presentation:**
You will need to get into teams of 2 or 3 people and complete a fun, hands-on presentation about a pre-approved child guidance topic. These presentations should be from 15-20 minutes and must include at least 3 resources which you must turn in at the time you give your presentation.

**Research Papers:**
All students are expected to communicate well in writing. Your work will be judged for the writing quality as well as for content. Papers must be typed and are to be submitted on time. Five (5) points will be deducted for each week day the paper is late. Ample time has been given for the completion of papers. **Assignments turned in over one week late will NOT be accepted.** Papers must be written on an issue related to material covered in the course. You should include magazine or internet resources used in order to receive a grade. Your paper should be 3 to 5 pages, double-spaced with 3-5 sources in MLA style. A list of approved topics is included.
Chapter Questions:
You will be given questions to answer related to the chapters you are reading these will require you to use the book; most of the time the answers to the questions will occur in the order they appear in the text book. Be sure to list when appropriate and to describe when you are asked to. Be sure to correct any false answers if given a true/false question to answer. Be sure to answer all parts of the questions. You can either open your chapter questions assignment and type in the answers and email your attachment to me on Canvas or you can print out the questions and write in your answers and bring them to me in class on or before the due date. These are due on Mondays, please check the schedule for exact dates. I will not accept Chapter Questions assignments late. If you miss class it is your responsibility to email them to me by the assignment due date before 6:30 pm.

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**Child Guidance**
**Semester Schedule:** Below- Spring 2016

<table>
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<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 25th</td>
<td>Introductions, Syllabus, Pre-test</td>
</tr>
<tr>
<td>Monday, February 1st</td>
<td>Activities related to Chapter 1 &amp;2</td>
</tr>
<tr>
<td>Monday, February 8th</td>
<td>Activities related to Chapter 3</td>
</tr>
<tr>
<td>Monday, February 15th</td>
<td>Activities related to Chapter 4, Review for Exam 1-4, <strong>Article Critique due</strong></td>
</tr>
<tr>
<td>Monday, February 22nd</td>
<td>Exam 1-4</td>
</tr>
<tr>
<td>Monday, February 29th</td>
<td>Activities related to Chapters 5&amp;6</td>
</tr>
<tr>
<td><strong>March 7-11</strong></td>
<td>Spring Break – No School</td>
</tr>
<tr>
<td>Monday, March 14th</td>
<td>Activities related to Chapter 7&amp;8, Review for Exam 5-8</td>
</tr>
<tr>
<td>Monday, March 21st</td>
<td>Exam 5-8</td>
</tr>
<tr>
<td>Monday, March 28th</td>
<td>Activities related to Chapter 9&amp;10</td>
</tr>
<tr>
<td>Monday, April 4th</td>
<td>Activities related to Chapter 11</td>
</tr>
<tr>
<td>Monday, April 11th</td>
<td>Activities related to Chapter 12</td>
</tr>
<tr>
<td>Monday, April 18th</td>
<td><strong>Presentations/Paper due</strong></td>
</tr>
<tr>
<td>Monday, April 25th</td>
<td>Activities related to Chapter 13, <strong>Case presentations due</strong></td>
</tr>
<tr>
<td>Monday, May 2nd</td>
<td><strong>In class group exam 9-13, Review for Final Exam</strong></td>
</tr>
<tr>
<td>Monday, May 9th</td>
<td><strong>Final Exam - 5 pm</strong></td>
</tr>
</tbody>
</table>
Chapter Questions Due Dates –

Chapters 1 & 2 Questions – Feb 8th
Chapter 3 Questions – Feb 15th
Chapter 4 Questions – Feb 22nd
Chapters 5 & 6 Questions – March 14th
Chapters 7 & 8 Questions – March 21st
Chapters 9 & 10 Questions – April 4th
Chapter 11 Questions – April 11th
Chapter 12 Questions – April 18th
Chapter 13 Questions – May 2nd
**SCANS Competencies:** A description of all SCANS Competencies is attached.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Technology</th>
<th>Information</th>
<th>Systems</th>
</tr>
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<tbody>
<tr>
<td>1.1 Manages time following course schedule.</td>
<td>5.1 Selects Technology: Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td>3.3 Uses Computers to Process Information by organizing and communicating course assignments to instructor.</td>
<td>4.1 Understands Systems Knows how to use technology to enhance teaching abilities.</td>
</tr>
<tr>
<td>1.4 Manages Human Resources: improves their abilities to evaluate themselves their coworkers and parents and provide positive feedback.</td>
<td></td>
<td></td>
<td>4.3 Improves and Designs Systems: Makes suggestions for improving current teaching environment/curriculum.</td>
</tr>
</tbody>
</table>

**Interpersonal**

| 2.1 Participates as a Member of a Team: Completes in class group activities cooperatively with others. |
| 2.4 Exercises Leadership: Establishes the role of the lead classroom teacher and all of the responsibilities that it entails. |
| 2.5 Negotiates: Uses these skills when completing group assignments. |

**Basic Skills**

| 6.1 Reading: Carefully assimilates materials including all reading assignments and prioritizes and interprets information. |
| 6.2 Writing: Communicates thoughts, ideas and messages through the completion of written assignments. |
| 6.5 Listening: Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy. |
| 6.6 Speaking: Organizes ideas for presentation and communicates thoughts orally. |

**Thinking Skills**

| 7.1 Creative Thinking: Connects theory with practice and formulates new personal goals. |
| 7.2 Decision Making: Considers risks in communication channels and determines most appropriate alternatives. |
| 7.3 Problem Solving: Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem. |

**Personal Qualities**

<p>| 8.1 Responsibility: Displays high standards of attendance and punctuality in class. |
| 8.2 Self Esteem: Leaves course with confidence in the ability to communicate with coworkers. |
| 8.4 Self-Management: Sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement. |</p>
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.5: Negotiate to arrive at a decision. Section 6.2: Communicate thoughts, ideas, information, and messages in writing. Section 6.5: Listen and react appropriately to listeners.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.2: Teach others. Section 2.3: Serve clients/customers. Section 2.4: Exercise leadership. Section 3.3: Interpret and communicate information. Section 6.6: Deliver oral messages appropriately to listeners.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.1: Participate as a member of a team. Contribute to group with ideas, suggestions, and efforts.</td>
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<td>2</td>
<td>Critical Thinking</td>
<td>Develop problem-solving strategies to address an unidentified task.</td>
<td>Section 2.2: Teach others. Section 2.3: Serve clients/customers. Section 2.4: Exercise leadership. Section 3.3: Interpret and communicate information. Section 6.6: Deliver oral messages appropriately to listeners.</td>
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<td>2</td>
<td>Critical Thinking</td>
<td>Use problem-solving strategies to address an unidentified task.</td>
<td>Recognize a problem exists, identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, select and apply problem-solving methods.</td>
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<td>2</td>
<td>Critical Thinking</td>
<td>Evaluate arguments and construct alternative strategies.</td>
<td>Section 3.2: Organize and maintain information. Section 3.5: Select appropriate technology. Section 5.2: Apply technology to task.</td>
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<td>Computer Literacy</td>
<td>Use computers to create, modify, remove, store, and output files.</td>
<td>Section 3.2: Organize and maintain information. Section 3.5: Select appropriate technology. Section 5.2: Apply technology to task. Section 5.3: Maintain and troubleshoot technology.</td>
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<td>3</td>
<td>Computer Literacy</td>
<td>Use the Internet to send or receive information.</td>
<td>Section 3.2: Organize and maintain information. Section 3.5: Select appropriate technology. Section 5.2: Apply technology to task. Section 5.3: Maintain and troubleshoot technology.</td>
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<td>4</td>
<td>Cultural Awareness</td>
<td>Integrate cultural perspectives based on a broader world view.</td>
<td>Section 2.6: Work with cultural diversity. Work with man and women, and a variety of ethnic, social, and educational backgrounds; compare one's own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary.</td>
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<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 2.6: Work with cultural diversity. Base impression upon individual performance, not stereotypes.</td>
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<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and multicultural relationships.</td>
<td>Section 2.6: Work with cultural diversity. Understand concerns of members of other ethnic and gender groups.</td>
</tr>
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<td>5</td>
<td>Educational Self Reliance</td>
<td>Use student services available at college setting.</td>
<td>Section 3.3: Manage material and facility resources effectively. Understand the processes associated with educational systems; utilize the necessary offices, and resources for educational/institutional needs.</td>
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<td>5</td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success.</td>
<td>Section 3.3: Manage material and facility resources effectively. Manage time, finances and other resources for educational purposes effectively.</td>
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<td>Enhance his or her quality of life.</td>
<td>Section 3.3: Manage material and facility resources effectively. Manage time, finances and other resources for educational purposes effectively.</td>
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<td>5</td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for life-long learning.</td>
<td>Section 3.3: Manage material and facility resources effectively. Manage time, finances and other resources for educational purposes effectively.</td>
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Cisco College  
Abilene Educational Center  
Abilene, TX  
Syllabus for Observation & Assessment  
CDEC 1323 (3 credit hrs)  
Spring 2016 - online

Instructor: Amy Callan  
Phone: (325) 794-4409  
E-Mail: amy.callan@cisco.edu  
Office Information: Room #3  
Office Hours: By appointment only

Course Description: A study of observation skills, assessment techniques, and documentation of children's development.

End-of-Course Outcomes: Describe the components of assessment; compare assessment tools; demonstrate "authentic assessment"; and develop individual plans based on "authentic assessment".

Transferability:  
See attached sheet


Exit Competencies:  
- Reflect on theories of early childhood development and the meaning of children’s behavior.  
- Learn to write objective observations  
- Develop the ability to make distinction between objective observations and subjective interpretations.  
- Recognize bias and its relationship to observation  
- Experience the use of several different observation tools  
- Apply the use of observational information to connect curriculum with an individual child’s develop  
- Recognize how observation and assessment can be used to facilitate learning for both children and teachers  
- Discuss and explore various methods to document children’s development and learning  
- Co-create and implement ideas for the use of observation for documentation, assessment, emergent curriculum, reflection, parent communication and teacher training.
• Explore the goals, benefits and uses of appropriate observation and assessment

**Evaluation Methods:**

- Pre – Post Test: 50 pts each
- Controversial Topics (CT): 100 pts total
- Quizzes (5): 10 pt each: 50 pts total
- Projects (2): 100 pts each
- Chapter Checklists (10 out of 11): 100 pts total
- Developmental Checklist & Report: 100 pts total
- Chapter Questions: 100 pts total

**Grading System:**

- 90 – 100% = A: 675-750
- 80 - 89% = B: 600-674
- 70 - 79% = C: 525-559
- 60 - 69% = D: 450-524
- 59% and less=F: 0-449

**Scans Competencies:**
See attached.

**Course Structure/Communication:**
This is a 3 credit hour course. All course work is to be completed online.

The best way to contact me with questions/concerns is via the e-mail section in Canvas. Please do not send questions or assignments related to this course to my general Cisco College e-mail address. I expect students to check in every day or two to check for new emails from me or information pertaining to the class. If you fall behind two assignments you will be dropped from this course. I will reply to your questions sent Monday-Friday within 48 hours with the exception of a holiday or Spring Break.

**Late Assignments:**
Assignments will be due every Monday (with the exception of Spring Break); you will lose 2 points per day that assignments are late. **I will not accept assignments more than 1 week late.** If you have some type of personal/family emergency please contact me.

**Chapter Questions:**
This category is worth 100 points (12 assignments). You will be given questions to answer related to the chapters you are reading, these will require you to use the book; most of the time the answers to the questions will occur in the order they appear in the textbook. Please be sure when a question says to describe that you give detailed answers. If you simply list on one of these questions that say to describe your answer will be
marked incorrect. On True/False Questions when the answer is false be sure to write (or type) after the question what is needed to make the statement true. There are two options to submit chapter questions: (1) If you have me in a face-to-face class you can print the questions and write in your answers then bring them to class on the Monday they are due or (2) You can complete your questions in Microsoft Word and then turn them in at the designated spot on Canvas. Please see the “Instructions for Submitting Chapter Questions” guide posted on Canvas under the Assignments tab. Please make sure you type your name on the top of any assignments turned in electronically.

Each chapter questions assignment is worth 10 points and then averaged for your total grade

**Controversial Topics:**
This category is worth 100 points (5 CT’s). You will be required to answer a controversial topic. Please make sure your answers to the topic are detailed and at least a few paragraphs. You will then need to read two other classmates’ responses and agree or disagree with what they said and state why. You must support what you say with research or personal experiences. Your responses should be a couple of paragraphs. You will receive a low grade if you do not meet the assignment requirements.

Your initial CT response is worth 10 points
Each response to classmate is worth 5 points each = 10 points for 2 responses
**Total points = 20**

**Quizzes:**
This category is worth 50 points (5 quizzes). Each quiz is 10 True/False questions and you will have fifteen minutes to complete the quiz. **Please make sure you complete the quizzes on or before the due date because I will not reset quizzes if you miss the deadline.** I recommend that you do not wait until the last minute to complete the quiz in case you have a problem with your technology. Quizzes are based on chapters you have read in the book. No textbooks, notes, or chapter questions sheets are allowed during quizzes.
Each quiz is worth 10 points

**Projects:**
This category is worth 200 points (2 projects). You will be given a total of 3 projects throughout the semester. I expect you to use your textbook and outside resources. Please be sure that you are citing your sources. I will give you detailed descriptions along with information on how to submit each project. If you have a question please ask me via Canvas email.
Each project is worth 100 points

**Chapter Checklists:**
This category is worth 100 points. You will need to complete all of the checklists I will hand these out and post them on Canvas. You must include evidence, NOT JUST X’s. See the schedule of Chapter Checklists assignments included with this syllabus. There is
a completed checklist on page 316 in your textbook use this to model your chapter checklist. These should be completed based on information gathered at your observation site and are based on children 3-5 years old only.

**Developmental Checklist & Report:**
You may use the same information you collected in your chapter checklist above to do part of this assignment. You must have evidence if you mark X saying that the child performs the item regularly. You must also include a report with the checklist. The report will include such items as: student’s areas of strength and areas of weakness, you will also need to include recommendations. There is a completed checklist on page 316 in your textbook use this to model your chapter checklist for your report. I will give you a copy of a completed report based on this information to use as a sample. You must turn in the completed check list (like the one on pages 316) **AND the** written summary report. An example of my expectations for this assignment will be handed out as well as posted on Canvas. This assignment is worth 100 points.

**Technology Integration:**
Child Development courses involve the use of technology in various forms including the use of board maker and the ability to surf the web for useful websites. Child Development students will learn about evaluating children’s software, creating PowerPoint’s, and making professional looking pamphlets, brochures and letters. All courses involve internet based research assignments. Various courses require at least one research paper using basic computer word processing skills such as Microsoft Word. *(Refer to evaluation methods on syllabi to see if research papers are required.)* Please see your instructor if you require assistance in the use of computers and the internet, or if you need special accommodations to aid you in using our computers.

**Course Content:**
College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

**Library Resources:**
The Abilene campus has a virtual library. You can access this site through the Cisco College website at: [http://www.cisco.edu/](http://www.cisco.edu/); click on library. The library in Abilene hours are: Sunday- Closed; Mon-Thu. - 7:30 am-9:00 pm; Friday- 8:00 am-2:00 pm, Saturday - Closed.
The library has many reference materials available, including related magazines. Also, your instructor and the program have a variety of resources available for you to check out.

**Students with Special Needs:**
*Students who qualify for special accommodations under the American with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.*
**Anti-Harassment Policy:**
Harassment of any nature occurring on the premises of Cisco College will not be tolerated. Should a student be subjected to any form of harassment, the matter may be reported to the Title IX Director (254-442-5022 or 325-794-4503), Dean of Students (254-442-5173), Provost (325-794-4401), or any counselor (See Directory).

**Academic Integrity:**
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

**Changes to Syllabus:**
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

**Scans Competencies:**
Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the working world.

**Semester Schedule:** Below- Due dates – Spring 2016 *(See Below for dates your Checklists are due)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Wednesday, January 27th</td>
<td>Introduction, Pre-Test, Syllabus Quiz</td>
</tr>
<tr>
<td>Wednesday, February 3rd</td>
<td>Chapter 1 Questions</td>
</tr>
<tr>
<td>Wednesday, February 10th</td>
<td>Chapter 2 Questions, CT #1 and two responses to classmates</td>
</tr>
<tr>
<td>Wednesday, February 17th</td>
<td>Chapter 3 Questions, Quiz #1 (Chs. 1-3)</td>
</tr>
<tr>
<td>Wednesday, February 24th</td>
<td>Chapter 4 Questions, <strong>Project 1</strong></td>
</tr>
<tr>
<td>Wednesday, March 2nd</td>
<td>Chapter 5 Questions, Quiz #2 (Chs. 4 &amp; 5)</td>
</tr>
<tr>
<td>March 7-11</td>
<td><strong>Spring Break – No School</strong></td>
</tr>
<tr>
<td>Wednesday, March 16th</td>
<td>Chapter 6 Questions, CT #2 and two responses to classmates</td>
</tr>
<tr>
<td>Wednesday, March 23rd</td>
<td>Chapter 7 Questions, Quiz #3 (Chs. 6 &amp; 7)</td>
</tr>
<tr>
<td>Wednesday, March 30th</td>
<td>Chapter 8 Questions, <strong>Project 2</strong></td>
</tr>
<tr>
<td>Wednesday, April 6th</td>
<td>Chapter 9 Questions, CT #3 and two responses to classmates</td>
</tr>
</tbody>
</table>

Continued on the next page............
<table>
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<tr>
<th>Date</th>
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</tr>
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<tbody>
<tr>
<td>Wednesday, April 13th</td>
<td>Chapter 10 Questions, Quiz #4 (Chs. 8-10)</td>
</tr>
<tr>
<td>Wednesday, April 20th</td>
<td>Chapter 11 Questions, CT #4 and two responses to classmates</td>
</tr>
<tr>
<td>Wednesday, April 27th</td>
<td>Chapter 12 Questions, Quiz #5 (Chs. 11 &amp; 12), Developmental Checklist and Report</td>
</tr>
<tr>
<td>Wednesday, May 4th</td>
<td>Post Test opens, CT #5 and two responses to classmates</td>
</tr>
<tr>
<td>Tuesday, May 10th</td>
<td>Post Test Due</td>
</tr>
</tbody>
</table>

**Chapter Checklists with Evidence - Due Dates**

- *Self-Esteem Checklist – February 17th*
- *Emotional Development Checklist – February 24th*
- *Social Play Checklist – March 2nd*
- *Prosocial Checklist – March 2nd*
- *Large Motor Development Checklist – March 16th*
- *Small Motor Development Checklist – March 16th*
- *Cognitive Development Checklist – March 23rd*
- *Spoken Language Checklist – March 30th*
- *Emergent Writing and Reading Checklist – April 6th*
- *Art, Music, and Dance Skills – April 13th*
- *Dramatic Play Skills Checklist – April 20th*

You must complete 10 of these if you do all 11 (on time). I will give you extra credit.
**SCANS Competencies:** A description of all SCANS Competencies is attached.

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<tr>
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<td>5.1 Selects Technology: Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td>3.1 Acquires and evaluates information in class and through reading assignments.</td>
</tr>
<tr>
<td>1.3 Manages Materials and Facility Resources Uses course materials to present teaching techniques to the class.</td>
<td>5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Knows how to assess information on the web to acquire teaching materials. Able to use computers.</td>
<td>3.3 Uses Computers to Process Information by organizing and communicating course assignments to instructor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1 Understands Systems Knows how to use technology to enhance teaching abilities.</td>
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<tr>
<td>Interpersonal</td>
<td>Basic Skills</td>
<td>Thinking Skills</td>
</tr>
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<td>---------------</td>
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<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals.</td>
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<td><strong>2.2 Teachers Others:</strong> Helps others to learn.</td>
<td><strong>6.2 Writing:</strong> Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td><strong>7.2 Decision Making:</strong> Considers risks in communication channels and determines most appropriate alternatives.</td>
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<td><strong>2.3 Serves Clients/Customers:</strong> Works and communicates with children and families.</td>
<td><strong>6.5 Listening:</strong> Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy.</td>
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<td>Evaluate oral and written communication of others.</td>
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<td>Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
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Emergent Literacy for Early Childhood
Syllabus
Cisco College
Abilene Education Center
CDEC 1356 (3 credit hrs)
Spring 2016-Thursday
6:30 pm – 9:30 pm

Instructor: Vicki Hayhurst
Contact Information: 325-733-3005 (cell)
Email: Vicki.hayhurst@cisco.edu
Phone Contact Hours: Tuesday-Friday, 5:00 p.m.-8:30 p.m. (The best way to contact me any other time is through email or text.)

Credit: 3 semester hours

Prerequisites: none transferable: Depends on college’s transfer policy

Course Description:
An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum.

End of Course Outcomes:
Define literacy and emergent literacy; analyze various theories of language development; and describe the teacher’s role in promoting emergent literacy; create literacy environments for children; and select and share appropriate literature with children.

Required Textbook:
Early Childhood Language Arts
6th edition: Mary Renck Jalongo

Exit Competencies:
1. The student will be able to describe the differences between emergent and conventional reading methods.
2. The student will be able to explain different ways to promote early literacy.
3. The student will be able to discuss the early language learning environment.
4. The student will recognize preschool stages of language production.
5. The student will be able to discuss how reading emerges.
Evaluation Methods:
Unit Test (4 test) 100 points (25 points each)
Final Exam 100 points
Bookpack Family Connection 100 points
Literacy Resource File 100 points
Observation: Print Awareness 100 points
Class Book 100 points
Case Studies (5) 50 points
Participation/Attendance 50 points
700 points

Grading System:
A=90%-100% 630-700
B=80%-89% 560-629
C=70%-79% 490-559
D=60%-69% 420-489
F=59% and less 419 or less

Attendance:
Students are expected to attend punctually to all scheduled classes. Students are responsible for all instructions, announcements and assignments given in class. Please read the assigned material before coming to class. Students may be dropped after 3 absences during the semester.

Make-up Policy:
If you miss any class work, it is due on the day you return to class. This work will however be late and you will loose points. So that your work is not late, you can turn in work early, with a friend, or by e-mail if you have to miss class.

Inclement Weather:
Be sure to check the television (KTAB) or radio (KEAN 105) when the weather is bad to determine if classes are cancelled. Often times the evening courses are not cancelled until during the afternoon hours. If you are unsure please contact me.

Exams:
A Pre-test will be given on the first class meeting. Four unit tests are given on the scheduled dates. A final exam will be given at the end of the semester.

Policy on Missed Exams:
If a test is missed, the make-up will be on the student’s own time and must be made-up prior to the next class meeting. If the test is not taken in the time allowed you will be given a zero on that exam.
**Academic Integrity:**
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

**Participation:**
Participation in class discussion is essential for the learning experience of all. We learn from listening to others expressing their opinions and from the expression of our own opinions. It is important that we all respect each other's opinions and perspectives so that we all can grow in our knowledge.

**Technology Integration:**
Child development courses involve the use of technology in various forms including the use of board maker and the ability to surf the web for useful websites. Child development students will learn about evaluating children’s software, creating Power Points, and making professional quality pamphlets, brochures and letters. All courses involve internet based research assignments. Various courses require at least one research assignment using basic computer word processing skills such as Microsoft Word. Please see your instructor if you require assistance in the use of computers and the internet, or if you need special accommodations to aid you in using our computers.

**Course Content:**
College level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

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The Abilene campus has a virtual library. You can assess this site through the CISCO COLLEGE website at: http://www.CiscoCollege.edu/; click on library. The library in Abilene hours are: Sunday- Closed; Mon-Thur. -7:30 am-9:00 pm; Friday- 7:30 am- 2pm, Saturday 10:00am-1:00pm. The library has many reference materials available, including related magazines. Also the program has a variety of resources available for you to check out.

Students with Special Needs
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

Changes to Syllabus
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Harassment:
Harassment of any nature occurring on the premises of Cisco College will not be tolerated. Should a student be subjected to any form of harassment, the matter may be reported to the Title IX Director (254-442-5022 or 325-794-4503), Dean of Students (254-442-5173), Provost (325-794-4401), or any counselor (See Directory).
Transferability:
Cisco College- Child Development/Early Childhood Program
Courses which transfer to 4 year schools
Must take all 4

Tarleton State University
Cisco Course                  Tarleton equivalent
CDEC 1303 Families, School & Community  SOC 3013
CDEC 1311 Educating Young Children  HS 2043
CDEC 1318 Wellness of the Young Child  HS 2113
CDEC 1354 Child Growth and Development  HS 3003

University of Texas at Arlington
All five courses MUST be taken at a community college
CDEC 1311 Educating Young Children
CDEC 1318 Wellness of the Young Child
CDEC 1303 Families, School & Community
CDEC 1319 Child Guidance
CDEC 1321 Infant and Toddle

Mc Murry University
Cisco course                  Mc Murry equivalent
CDEC 2315 Multicultural Education  3334 Reading and Language Arts
In the Classroom               in the Multicultural Classroom
CDEC 1358 Creative Arts        Art 3370 or CI 3399 The Arts in
Elementary                    Schools

Must Take a Combination of any 3 of the 7 following courses to get the
ECED 3300 Credit (If more than 3 courses listed below are completed, the
additional courses will transfer to McMurry as elective credit)

CDEC 1311 Educating Young Children
ECED 3300 Theories and Foundations of Early Childhood Education
CDEC 1359 Children with Special Needs
CDEC 1366 Practicum
CDEC 2341 The School Age Child
CDEC 1313 Curriculum Resources
CDEC 1319 Child Guidance
CDEC 2307 Math and Science for Early Childhood
**Scans Competencies**
This class includes the following competencies: reading, writing, arithmetic, speaking, listening, thinking skills, personal qualities, workplace competencies, and basic use of computers.

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<td>Systems</td>
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Cisco College  
Abilene Educational Center  
Abilene, TX  
Children with Special Needs Syllabus  
CDEC 1359-Spring 2016  
Thursday 6:30-10:30 p.m.

Instructor: Vicki Hayhurst  
Contact Information: 325-733-3005 (cell)  
Email: Vicki.hayhurst@cisco.edu  
Phone Contact Hours: Tuesday-Friday, 5:00 p.m.-8:30 p.m. (The best way to contact me any other time is through email or text.)

Course Description:  
A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, interaction strategies, available resources, referral processes, the advocacy role and legislative issues.

Learning Objectives:  
The student will:  
• summarize causes, incidences and characteristics of exceptionalities related to the domains of development.  
• discuss current terminology and practices for intervention strategies.  
• identify appropriate community resources and referrals for individual children and families.  
• review legislation and legal mandates and their impact on practices and environments.  
• explain the role of advocacy for children with special needs and their families.  
• use various types of materials and resources, including current technology, to support learning in all domains for all children.

Purpose and Goal:  
This course will introduce students to a wide variety of information pertaining to children with disabilities. Students will learn about different exceptionalities, types of interventions, red flags of development, community and national resources as well as Internet sources of information which will provide students with a foundation to work with children with disabilities.

Required Textbook:  

Evaluation Method:  
Chapter Questions 200 points  
Exams (2 @ 100 pts. Each) 200 points  
Activities/Quizzes 200 points
Class Participation/Attendance  
Disabilities Research Paper  
Reflection on Practicum Paper  
Poster Presentation  
Resource File  

Grading System
90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Below 60% = Failing  

Practicum: 16 hours of observations outside of class, are required for this course. The observations must include children with disabilities. The practicum MUST be completed no later than May 3rd. More information will be provided.

Attendance:
Students are expected to attend punctually to all scheduled classes. Students are responsible for all instructions, announcements and assignments given in class. Please read the assigned material before coming to class. Students may be dropped after 3 absences during the semester. It is the student’s responsibility to read material to be covered in class before attending class. Students may be dropped after 2 absences and the student is earning a failing grade. If you miss a class your assignment is still due.

Technology Integration:
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Exams:
A Pre-test will be given on the first class meeting. There will be four unit quizzes, a mid-term exam and a final exam. The mid-term exam will be a take home exam and the comprehensive final exam will be given at the end of the semester.

Policy on Missed Exams:
If a test is missed, the make-up will be on the student’s own time and must be made-up prior to the next class meeting. If the test is not taken in the time allowed you will be given a zero on that exam.

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Transferability:

Cisco College- Child Development/Early Childhood Program

Courses which transfer to 4 year schools

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Cisco Course  
Tarleton equivalent
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Practicum I  
CDEC 1366 (3 credit hours)  
Wednesday 5:30-6:30 pm  
Instructor: Debra Slaton  
Phone: 325-794-4505  
E-Mail: debra.slaton@cisco.edu  

Course Structure: 1 hour lecture per week, 20 hours field experience a week (320 for the semester)  

Prerequisites: You must have completed at least 12 hours in Child Development to enroll in this class.  

Course Description: Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.  

End-of-Course Outcomes:  
As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.  

Required textbook: None  

Evaluation Methods:  

<table>
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<tr>
<td>Goal &amp; Action Plan (submitted in Canvas)</td>
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</tr>
<tr>
<td>Journal</td>
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</tr>
<tr>
<td>Future Goal (submitted in Canvas)</td>
<td>10%</td>
</tr>
<tr>
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</tr>
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<td>Workplace Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
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Exit Competencies:  
1. Displays interpersonal and team work skills.  
2. Familiar with interagency policies and regulations.  
4. Beginning to write and implement developmentally appropriate lesson plans.  
5. Learn child management skills and improve on these.  

Grading System:  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 0-59
Attendance: Attendance at all classes is considered necessary for satisfactory work. Students are responsible for all instructions, announcements and assignments given in class. **Students may be dropped after two absences in this class.**

Your attendance at your practicum placement is essential as well. This could be your opportunity to get your start in your career.

Make-up Policy:
If you miss any assignments when you are absent you can turn them in on the day you return to class. This work will be late and you will lose points. You can turn in work early, with a friend or by e-mail if you have to miss class so that your work is not late. If you miss a test you MUST make it up before the next scheduled class day.

Technology Integration
Child development courses involve the use of technology in various forms including the use of board maker and the ability to surf the web for useful websites. Child development students will learn about evaluating children's software, creating PowerPoints, and making professional looking pamphlets, brochures and letters.

All courses involve internet based research assignments. Various courses require at least one research paper using basic computer word processing skills such as Microsoft Word.
(Refer to evaluation methods on syllabi to see if research papers are required.)
Please see your instructor if you require assistance in the use of computers and the internet, or if you need special accommodations to aid you in using our computers.

Participation: Participation in class discussion is essential for the learning experience of all. We learn from listening to others expressing their opinions and from the expression of our own opinions.

Practicum goal/action plan: This is a personal growth plan. You will need to discuss this with your supervisor because both your supervisor and I will be determining at the end of the semester if you have made progress on this goal. Your supervisor will need to approve your practicum goal.

It is always helpful if you have something concrete to show us that you are working toward (a resource file, training certificates).
Your presentation will be based on this goal. This is a goal that you should be able to accomplish or make significant progress towards in one semester.

Examples:
- improve communication with families
- learn & implement child guidance techniques
- improve ability to work with a child with autism, ADHD (be specific)

Journal:
You will need to choose a student whom you are concerned about because of either developmental delays or behavioral issues. You will need to state the child’s age and your concern at the beginning of the journal. Then you need to write at least 1 page a week describing the child’s behavior and/or how you are working with them to work on
any developmental delays. You need to be VERY specific about these interactions. Bring this to class as we will be discussing these EVERY week. Your journal must include at least 10 entries.

Future Goal:
This statement will be about ½ to 1 pages long. It should include both long term and short term professional goals and how you plan to achieve these.
Example
–get Associates Degree and teach in a Head Start classroom.

Lesson Plans:
You will be asked to turn in 2 week’s worth of lesson plans. I will be checking to see if they include at least 1 nutrition lesson, multicultural lesson, cognitive skills, motor skills, social emotional, and individualization.

Interview Questions: You will be asked to write 5 questions that you would ask someone if you were the director of a center and you were interviewing them for a job at your child care center.

Workplace attendance:
This is a big part of your grade and several people have dropped a letter grade because of poor workplace attendance. If you are volunteering your time I still expect you to set a schedule with your supervisor and if you miss on your scheduled days you will lose attendance points.

Class Attendance: You will lose points for each time you miss class. You can only miss two classes or you may be dropped from this class.

Presentation: You must complete a presentation based on your practicum goal or action plan. This presentation will show the class what you have learned about your selected topic that will make you a more effective teacher. Your presentation should be 5-10 minutes long. A rubric will be handed out in class.

Library Resources: The Abilene campus now has a virtual library as a resource for their students. This library has many reference materials as well as Child Development magazines. Also, your instructor and the program have a variety of resources available for check out.

Guests in Class: Students may not bring anyone to class with them. The only exception to this rule is if a guest speaker comes to class and this must be pre-arranged and
approved by the instructor. Children are not allowed to be brought to class, left in the hall by themselves, or to be left alone in any other part of the building (examples: library or computer lab).

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Technology use in the classroom: Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty. No Texting in class or you will be asked to leave.

Academic Integrity:
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

Changes to Syllabus
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Students with Special Needs
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations
Coordinator.

Scan Competencies:
Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the work world.

Inclement Weather: Be sure to check the television (KTAB) or radio (KEAN) when the weather is bad to determine if classes are cancelled. Often, evening courses are not cancelled until during the afternoon hours.

Semester Schedule:
Practicum 1 Class will meet every Wednesday from 5:30 – 6:30. Be sure to bring your journals to class so we can discuss your questions/concerns. The following is a list of when assignments and hours are due. I WILL BE MARKING THINGS LATE (5 POINTS A DAY).
Jan 19 Complete first part of practicum goal/action plan.
March 15 Future goal is due
Feb 9 1st journal check – This is for a grade.
Feb 16 Interview Questions are due (5)
March 29 Lesson Plans are due (2 weeks of plans)
April 26 Practicum goal, Journals, Hours and Evaluations are due.

SCANS Competencies: A description of all SCANS Competencies is attached.

Resources
1.1 Manages time by following course schedule.
1.3 Manages Materials and Facility Resources Uses course materials to present teaching techniques to the class.
Interpersonal
2.1 Participates as a Member of a Team: Completes in class group activities cooperatively with others.
2.3 Serves Clients/Customers: Works and communicates with children and families.
2.5 Negotiates: Uses these skills when completing group assignments.
2.6 Works with Cultural Diversity: Works well with men/women and children with a variety of ethnic, social, or educational backgrounds and is able to incorporate multicultural activities into their curriculum.
Information
3.2 Organizes and Maintains Information: Organizing of parent involvement paperwork including volunteer information and weekly newsletters.
Systems
4.1 Understands Systems Knows how to use technology to enhance teaching abilities.
Outcome # Institutional Goals
Compency Outcome
SCANS Competency Strategies
Communication
Comprehend various types of written and spoken information.
Section 2.5 Negotiate to arrive at a decision
Section 6.2 Communicate thoughts, ideas, information, and messages in writing
Section 6.5 Listen and react appropriately to listeners
Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose, and audience
Communication
Create oral and written works that utilize research, organization, and proper editing.
Section 2.2 Teach others
Sections 2.3 Serve clients/customers
Section 2.4 Exercise leadership
Section 3.3 Interpret and communicate information
Section 6.6 Deliver oral messages appropriately to listeners Select information to be communicated; identify best methods for research, organization, and delivery; communicate results to others in desired format
Communication
Evaluate the oral and written communication of others.
Section 2.1 Participate as a member of a team
Contribute to group with ideas, suggestions, and efforts
Critical Thinking
Embrace methods for applying both qualitative and quantitative skills for analytical purposes.
Section 3.2 Organize and maintain information
Section 6.3 Perform arithmetic computations and concepts with appropriate technology and/or paper and pencil to solve simple work problems
Section 6.4 Perform mathematics in a variety of techniques to approach practical problems appropriately
Section 7.1 Generate new ideas using creative thinking
Section 7.2 Make decisions
Section 7.4 See things in the mind’s eye
Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation; evaluate qualitative and quantitative data for implementation.
Critical Thinking
Use problem solving strategies to address an identified task.
Section 1.4 Manage human resources efficiently
Section 4.2 Monitor and correct performance of a system
Section 4.3 Improve and design systems
Section 7.3 Apply problem solving skills appropriate to situation
Recognize a problem exists; identify possible reason for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, select and apply problem solving methods
Critical Thinking
Evaluate arguments and construct alternative strategies.
Section 3.1 Acquire and evaluate information
Section 4.1 Apply appropriate techniques to function within social, organizational, and technological systems to attain goals effectively and ethically
Section 7.6 Apply reasoning to finding solutions or draw conclusions
Discover a rule or principle underlying the relationship between two or more objects; extract rules or principles from a set objects or a written text

3Computer Literacy
Use computers to create, modify, retrieve, store, and output files

Section 5.1 Select appropriate technology
Section 5.2 Apply technology to task
Section 5.3 Maintain and troubleshoot technology
Determine the desired results or outcomes and applicable restrictions of technology; visualize the necessary methods and applicable technology

3Computer Literacy
Use the Internet to send or receive information

Section 3.4 Process information using computer
Section 5.1 Select appropriate technology
Communicate information using email, list serves, word processor, or other computer-based communication functions

4Cultural Awareness
Interpret other cultures based on a broader world view.

Section 2.6 Work with cultural diversity
Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one's own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary

4Cultural Awareness
Display an openness to different viewpoints.

Section 2.6 Work with cultural diversity
Base impression upon individual performance, not stereotypes.

4Cultural Awareness
Develop an appreciation for diversity and intercultural relationships.

Section 2.6 Work with cultural diversity
Understand concerns of members of other ethnic and gender groups.

5Educational Self Reliance
Utilize student services available at college setting

Section 1.3 Manage material and facility resources effectively
Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational matriculation

5Educational Self Reliance
Promote his or her educational success

Section 1.1 Manage time effectively
Section 1.2 Manage money effectively

Section 6.1 Read written information in prose and documents, such as manuals, graphs, and schedules with understanding
Manage time, finances and other resources for educational pursuit effectively.

5Educational Self Reliance
Enhance his or her quality of life
Section 8.1 Act responsibly
Section 8.2 Exhibit effective self-esteem
Section 8.3 Employ appropriate social skills
Section 8.4 Manage self
Section 8.5 Apply integrity and honesty to all matters
Persevere toward goal attainment with high level of effort;
maintain a positive attitude of self and believes in own self-worth

Educational Self Reliance
Develop the capacity for life-long learning
Section 7.5 Apply learning strategies to support life-long learning
Apply and adapt existing and new knowledge and s
Cisco College
Abilene Educational Center

Syllabus for Practicum I
CDEC 1366 (3 credit hrs)
Spring 2016- (selected Saturdays-listed in syllabus)
Region 14 location – S. Treadaway

Instructor: Adam Stirling
Phone: 518-4597
E-Mail: adam.stirling@cisco.edu

Course Structure:
4 hours lecture per month, 20 hours field experience a week (320 for the semester).

Prerequisites:
You must have completed at least 12 hours in Child Development to enroll in this class.

Course Description: Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Required textbook: None

Evaluation Methods:
- Practicum Goal and Action Plan 25 points
- Journal 100 points
- Future Goal 25 points
- Lesson plans 100 points
- Interview Questions (5) 25 points
- Attendance & Participation (class) 50 points
- Attendance (workplace) 75 points
- Presentation 100 points

Exit Competencies:
1. Displays interpersonal and team work skills.
2. Familiar with interagency policies and regulations.
4. Beginning to write and implement developmentally appropriate lesson plans.
5. Learn child management skills and improve on these.

Grading System:

450-500 = A
400-449 = B
350-399 = C
349 and less = D

Attendance:
Attendance at all classes is considered necessary for satisfactory work. Students are responsible for all instructions, announcements and assignments given in class. Students may be dropped after two absences in this class. Your attendance at your practicum placement is essential as well. This could be your opportunity to get your start in your career, let’s make it a positive start.

Make-up Policy:
If you miss any assignments when you are absent you can turn them in on the day you return to class. This work will however be late and you will lose points. You can turn in work early, with a friend or by e-mail if you have to miss class so that your work is not late. If you miss a test you MUST make it up by the next scheduled class day.

Technology Integration
Child development courses involve the use of technology in various forms including the use of board maker and the ability to surf the web for useful websites. Child development students will learn about evaluating children’s software, creating PowerPoints, and making professional looking pamphlets, brochures and letters. All courses involve internet based research assignments. Various courses require at least one research paper using basic computer word processing skills such as Microsoft Word. (Refer to evaluation methods on syllabi to see if research papers are required.) Please see your instructor if you require assistance in the use of computers and the internet, or if you need special accommodations to aid you in using our computers.

Participation:
Participation in class discussion is essential for the learning experience of all. We learn from listening to others expressing their opinions and from the expression of our own opinions.

Practicum goal/action plan:
This is a personal growth plan. You will need to discuss this with your supervisor because both your supervisor and I will be determining at the end of the semester if you have made progress on this goal. Your supervisor will need to approve your practicum goal. It is always helpful if you have something concrete to show us that you are working toward (a resource file, training certificates). Your presentation will be based on this goal. This is a goal that you should be able to accomplish or make significant progress towards in one semester.
Examples:
- improve communication with families
- learn & implement child guidance techniques
- improve ability to work with a child with autism, ADHD (be specific)

Journal:
You will need to choose a student who you are concerned about because of either developmental delays or behavioral issues. You will need to state the child’s age and your concern at the beginning of the journal. Then you need to write at least 1 page a week describing the child’s behavior and/or how you are working with them to work on any developmental delays. You need to be VERY specific about these interactions. Bring this to class as we will be discussing these EVERY week. Your journal must include at least 10 entries.

Future Goal:
This statement will be about ½ to 1 pages long. It should include both long term and short term professional goals and how you plan to achieve these. Example – get Associates Degree and teach in a Head Start classroom.

Lesson Plans:
You will be asked to turn in 5 week’s worth of lesson plans. I will be checking to see if they include at least 1 nutrition lesson, multicultural lesson, cognitive skills, motor skills, social emotional, and individualization.

Interview Questions:
You will be asked to write 5 questions that you would ask someone if you were the director of a center and you were interviewing them for a job at your child care center.

Workplace attendance:
This is a big part of your grade and several people have dropped a letter grade because of poor workplace attendance. If you are volunteering your time I still expect you to set a schedule with your supervisor and if you miss on your scheduled days you will lose attendance points.

Class Attendance:
Attendance is required in order to gain additional understanding, as well as to engage in meaningful dialogue with the instructor and fellow students.

Presentation:
You must complete a presentation based on your practicum goal or action plan. This presentation will show the class what you have learned about your selected topic that will make you a more effective teacher. Your presentation should be 5-10 minutes long. Be sure that your presentation is hands-on and interactive.
Library Resources:
The Abilene campus now has a virtual library as a resource for their students. This library has many reference materials as well as Child Development magazines. Also, your instructor and the program have a variety of resources available for check out.

Course Content:
College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Guests in Class:
Students may not bring anyone to class with them. The only exception to this rule is if a guest speaker comes to class and this must be pre-arranged and approved by the instructor. Children are not allowed to be brought to class, left in the hall by themselves, or to be left alone in any other part of the building (examples: library or computer lab).

Student Conduct:
Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain form their time spent in class, students are prohibited from using cell phones, making offensive remarks, reading material not related to class, sleeping in class, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, at a minimum, a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook.

Technology use in the classroom:
Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty. No Texting in class or you will be asked to leave.

Academic Integrity:
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.
Changes to Syllabus
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Students with Special Needs
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

Scan Competencies:
Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the work world.

Inclement Weather:
Be sure to check the television (KTAB) or radio (KEAN) when the weather is bad to determine if classes are cancelled. Often times evening courses are not cancelled until during the afternoon hours.

Anti-Harassment Policy:
Harassment of any nature occurring on the premises of Cisco College will not be tolerated. Should a student be subjected to any form of harassment, the matter may be reported to the Title IX Director (254-442-5022 or 325-794-4503), Dean of Students (254-442-5173), Provost (325-794-4401), or any counselor (See Directory).

Semester Schedule: Below

Practicum 1
Class will meet on selected Saturdays throughout the semester. Some of these meeting times are optional, however, they are highly encouraged to make the most of your Practicum experience. Be sure to bring your journals to class so we can discuss your questions/concerns. The following is a list of when assignments and hours are due. I WILL BE MARKING THINGS LATE (5 POINTS A DAY).

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>9:00 A.M.</td>
<td>First class meeting date. Complete first part of practicum goal/action plan. <strong>Contract must be signed quickly</strong></td>
</tr>
<tr>
<td>Feb 6</td>
<td>9:00-11:00</td>
<td>Progress report</td>
</tr>
<tr>
<td>Mar 19</td>
<td>9:00-11:00</td>
<td>Journal check – This is for a grade, Interview questions, goals</td>
</tr>
<tr>
<td>May 7</td>
<td>9:00-12:00</td>
<td>Hours due, Presentations, Capstone Test</td>
</tr>
</tbody>
</table>

*** I am available to meet/talk at other times as needed. Communication will be the key to your success in this course ***
**SCANS Competencies**: A description of all SCANS Competencies is attached.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
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<tr>
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<td><strong>2.1 Participates as a Member of a Team</strong>: Completes in class group activities cooperatively with others.</td>
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<td></td>
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</tr>
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<td>Outcome #</td>
<td>Institutional Goals</td>
<td>Competency Outcome</td>
</tr>
<tr>
<td>-----------</td>
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<td>--------------------</td>
</tr>
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</tr>
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<td>Educational Self Reliance</td>
<td>Enhance his or her quality of life</td>
</tr>
<tr>
<td>8</td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for lifelong learning</td>
</tr>
</tbody>
</table>
Cisco College  
Abilene Education Center  
Syllabus for CDEC 2307.50  
Math and Science  
Spring 2016 – Sat – Hybrid (R14)  
3 Credit hours

Instructor: Amy Callan  
Phone: (325) 794-4409  
E-Mail: amy.callan@cisco.edu  
Office Information: Room #3  
Office Hours: By appointment only

**Course Description:** Exploration of principles, methods, and materials for teaching children math and science concepts and process skills through discovery and play.

**End-of-Course Outcomes:** Align the sequence of cognitive development to the acquisition of math and science concepts; explain the scientific process and its application to early care and education environments; develop strategies which promote critical thinking and problem-solving skills in children; plan discovery experiences using observation and assessment; and evaluate developmentally appropriate materials, equipment, and environments to support the attainment of math and science concepts and skills.

**Purpose and Goal:**  
To prepare the student with the skills and resources needed to help young children construct fundamental concepts in math and science in various environments.

**Required Textbook:**  
ISBN: 9781305088955

**Course Objectives:**  
1. Students will recognize and be able to facilitate student’s use of the inquiry process.  
2. Students will understand the constructivist approach to learning.  
3. Students will be familiar with authentic assessment and the use of documentation, portfolios, and the technology to achieve this.  
4. Student will know the way to facilitate learning through play.  
5. Student will discuss the disposition of supporting children’s thinking in groups.  
6. Student will have knowledge of developmentally appropriate math and science skills for children birth-8.
7. Students will explore how technology can be used in classrooms to reinforce math/science concepts.

**Evaluation Methods:**

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (3)</td>
<td>50 pts each (150)</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>100 pts</td>
</tr>
<tr>
<td>Presentations (2)</td>
<td>25 pts each (50)</td>
</tr>
<tr>
<td>Chapter Questions/chapter sheets</td>
<td>100 pts</td>
</tr>
<tr>
<td>Discovery Center</td>
<td>100 pts</td>
</tr>
<tr>
<td>Class participation*</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

700 total possible points

* Class participation grade is based on group activities done in class and attendance.

**Grading System:**

- 90 - 100% = A 630-700
- 80 - 89% = B 560-629
- 70 - 79% = C 490-559
- 60 - 69% = D 420-489
- 59% and less= F 419 pts and less

**Exit Competencies:**

- Demonstrating the ability to support children’s language through parallel talk, language expansion, and pondering questions.
- Explain brain development in relation to teaching young children math and science.
- Describe ways the young children use the basic math skills of: Classifying, comparing, contrasting, seriating, and creating sets.
- Develop appropriate math and science lessons related to number sense in math and exploring the 4 kinds of science.

**Technology Integration:**

Child Development courses involve the use of technology in various forms including the use of board maker and the ability to surf the web for useful websites. Child Development students will learn about evaluating children’s software, creating PowerPoint’s, and making professional looking pamphlets, brochures and letters. All courses involve internet based research assignments. Various courses require at least one research paper using basic computer word processing skills such as Microsoft Word. *(Refer to evaluation methods on syllabi to see if research papers are required.)* Please see your instructor if you require assistance in the use of computers and the internet, or if you need special accommodations to aid you in using our computers.
Lesson Plans:
Each student will develop 20 Math/Science lesson Plans (You must have a minimum of 8 Science lessons). Each lesson plan should include:
- Subject: (Whether it is a Math or a Science lesson)
- Grade Level/Age:
- Objectives: (minimum of 3 objectives; 1 of these objectives must be related to Math or Science)
- Education Standards Addressed: (You must include TEKS appropriate for your age group here that you are addressing in your lesson).
- Procedure: please be very specific
- Follow up: (activities that you could do; minimum of two)

Presentations:
Each student will choose two lessons/activities to be demonstrated in class. One MUST be a Science lesson/activity and the other must be a Math lesson/activity. You will be asked to lead the class as if you were teaching a group of children. Be sure to have fun, hands on activities and to bring enough materials so all “children” can participate. We will sign up for these lessons on September 8th. I will give you more details on how I will be grading this assignment.

Discovery Center: (Group Project)
You will get into groups of 3-5 people and choose a math or science discovery center which will be set up for all students in the class to explore. Your group must include with the center a lesson plan with Math/Science objectives. You must get your center pre-approved.

Chapter Questions:
You will be given questions to answer related to the chapters you are reading these will require you to use the book; most of the time the answers to the questions will occur in the order they appear in the text book. Be sure to list when appropriate and to describe when you are asked to. Be sure to correct any false answers if given a true/false question to answer. Be sure to answer all parts of the questions. You can either open your chapter questions assignment and type in the answers and email your attachment to me on Canvas or you can print out the questions and write in your answers and bring them to me in class on or before the due date. These are due on Saturdays, please check the schedule for exact dates. I will not accept Chapter Questions assignments late. If you miss class it is your responsibility to email them to me by the assignment due date before 5 pm.

Make-up Policy:
If you miss any assignments when you are absent you can turn them in on the day you return to class. This work will however be late and you will loss points. You can turn in work early, with a friend or by e-mail if you have to miss class so that your work is not late. If you miss a test you MUST make it up by the next scheduled class day.
Library Resources:
The Abilene campus has a virtual library. You can access this site through the Cisco College website at: http://www.cisco.edu/; click on library. The library in Abilene hours are: Sunday- Closed; Mon-Thur. -7:30 am-9:00 pm; Friday- 7:30 am-2pm, Saturday 10:00am-1:00pm.
The library has many reference materials available, including related magazines. Also, your instructor and the program have a variety of resources available for you to check out.

Course Content:
College-level courses may include controversial, sensitive, and/or adult material.
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Changes to Syllabus:
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Inclement Weather:
Be sure to check the television (KTAB) or radio (KEAN) when the weather is bad to determine if classes are cancelled. Often, evening courses are not cancelled until during the afternoon hours.

### Semester Schedule:

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<th>Monday</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Intro, Pre-test</td>
</tr>
<tr>
<td>Sept 1</td>
<td><strong>No Classes Today- Labor Day</strong></td>
</tr>
<tr>
<td>Sept 8</td>
<td>Unit 1-4 activities, <strong>Chapter questions due</strong></td>
</tr>
<tr>
<td>Sept 15</td>
<td>Unit 5-7 activities, <strong>Chapter questions due</strong></td>
</tr>
<tr>
<td>Sept 22</td>
<td><strong>In class group exam Units 1-7</strong></td>
</tr>
<tr>
<td>Sept 29</td>
<td><strong>Group Presentations</strong></td>
</tr>
<tr>
<td>October 6</td>
<td>Unit 8-10, <strong>Lesson Plans 1-10 due, Chapter questions due</strong></td>
</tr>
<tr>
<td>October 13</td>
<td>Unit 11-14 activities, take home exam (exam #2), <strong>Chapter questions due</strong></td>
</tr>
<tr>
<td>October 20</td>
<td>Submit take home( exam #2), Presentations</td>
</tr>
<tr>
<td>October 27</td>
<td>Over view of sections 33-38( no assignment for these chapters)</td>
</tr>
<tr>
<td>November 3</td>
<td>Unit 17-20 activities, <strong>Chapter questions due</strong></td>
</tr>
<tr>
<td>November 10</td>
<td>Unit 27-29 activities, review for exam #3, <strong>Lesson Plans 11-20 due, Chapter questions due</strong></td>
</tr>
<tr>
<td>November 17</td>
<td><strong>In class individual exam #3</strong></td>
</tr>
<tr>
<td>November 24</td>
<td><strong>Discovery Centers</strong></td>
</tr>
<tr>
<td>December 3</td>
<td><strong>Presentations/Review for Final Exam</strong></td>
</tr>
<tr>
<td>December 8 or 10</td>
<td><strong>Final Exam-5:00 pm</strong></td>
</tr>
</tbody>
</table>
Scans Competencies:
Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the working world.

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<th>Information</th>
</tr>
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<td><strong>5.1 Selects Technology:</strong> Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments.</td>
</tr>
<tr>
<td><strong>1.3 Manages Materials and Facility Resources</strong> Uses course materials to present teaching techniques to the class.</td>
<td><strong>5.2 Applies Technology to Task:</strong> Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Knows how to assess information on the web to acquire teaching materials.</td>
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<tr>
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<th>Thinking Skills</th>
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<tr>
<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals.</td>
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<td><strong>2.2 Teaches Others:</strong> Helps others to learn by presenting lesson plans to the class.</td>
<td><strong>6.2 Writing:</strong> Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td><strong>7.2 Decision Making:</strong> Considers risks in communication channels and determines most appropriate alternatives.</td>
</tr>
<tr>
<td><strong>2.5 Negotiates:</strong> Uses these skills when completing group assignments.</td>
<td><strong>6.3 Arithmetic:</strong> becomes familiar with basic mathematical concepts and their function in relation to working young children.</td>
<td><strong>7.3 Problem Solving:</strong> Through hands on experiences; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
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<td></td>
<td><strong>6.4 Mathematics:</strong> understands how to teach mathematical concepts to children in authentic learning situations.</td>
<td><strong>7.6 Reasoning:</strong> Uses logic to draw conclusions from available information.</td>
</tr>
</tbody>
</table>
6.5 **Listening**: Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy.

6.6 **Speaking**: Organizes ideas for presentation and communicates thoughts orally.

<table>
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<tr>
<th>Personal Qualities 8.1 <strong>Responsibility</strong>: Displays high standards of attendance and punctuality in class.</th>
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</table>
Cisco College  
Abilene Educational Center  
Abilene, TX  
Syllabus for Multicultural Education in the Classroom  
CDEC 2315 (3 credit hrs)  
Hybrid—Mon. 5:00-6:25pm  
Spring 2016

Instructor: Amy Callan
Phone: (325) 794-4409
Email: amy.callan@cisco.edu
Office Hours: By Appointment only
Office Number: Room #3

Course Description: An overview of diverse cultural and multilingual education including familial relationships, community awareness, diversity, and the needs of each and every child.

End-of-Course Outcomes: Compare models of multicultural/multilingual education; identify personal and institutional bias; and plan and evaluate multicultural environments and activities.

Required Textbook:

Exit Competencies:
1. Students will know and be able to use vocabulary related to multicultural learning.
2. Students will learn about the importance of getting families involved in their children’s education and many ways which they can do this.
3. Students will know the history of multicultural education.
4. Students will know about a variety of models/approaches to teach multicultural education.
5. Students will be able to plan developmentally appropriate, multicultural activities to use with young children.

Evaluation Methods:
Exams (3) 50 pts. each
Culture study Presentation 100 pts.
Multicultural activities 100 pts.
Current events (2) 50 pts. each
Class Participation 50 pts.
Chapter Questions 100 pts.
Final Exam 100 pts.
Resource File 100 pts.

Total= 800

Grading System:
90-100%=A 720-800
80-89%=B 640-719
70-79%=C 560-639
60-69%=D 480-559
59% and less 479 and less

Exams:
Three exams will be given during the semester. They will all be essay exams; you will be given specific information when the exams are given. The final exam will be multiple choice and cumulative.

Culture Study Presentation/ Paper:
Presentation: If you choose to do a presentation it will be a group project (up to 4 people in a group). Each group will choose one ethnic group to research. Be sure to choose a specific ethnic group (IE: choose Mexican culture or Puerto Rican culture not Hispanic culture- do not choose Asian culture choose Korean culture or Japanese culture). I will need a reference page citing where all of the information was found or you will not receive a grade. You must use at least 3 reliable sources. You will receive more information about this project later in the semester.

Paper: If you choose to do this individually you must turn in a MLA style research paper. The paper should be 3-5 pages long. Each person will choose one ethnic group to research. Be sure to choose a specific ethnic group (IE: choose Mexican culture or Puerto Rican culture not Hispanic culture- do not choose Asian culture choose Korean culture or Japanese culture). I will need a MLA style reference page citing where all of the information was found or you will not receive a grade. You must use at least 3 reliable sources. You will receive more information about this project later in the semester.

Resource Activities:
Each student will be asked to share multicultural activities with the class related to the different academic or developmental areas. These are lessons which would be appropriate for children of a variety of backgrounds that could be used in your classroom more information about a specific ethnic group. YOU MUST INCLUDE ALL OF THE INFORMATION IN THE EXAMPLE BELOW.

Example:
Category: Social
Age: Preschool
Materials: None
Objectives ONE MUST BE MULTICUTURAL
ie. children will be able to identify at least 3 body parts in Spanish
children will improve their interaction skills with peers
children can follow basic commands

Current Events:
You will be asked to bring 2 of these to class and to lead the class discussion about your MULTICULTURAL article.

Resource File:
You will need to create a folder of multicultural activities with 20 multicultural lessons in it; you need to follow the format of the resource activities above (you can use the 10 that you have already created for the other assignment). These activities should be arranged by topic (math) and by the children’s age.

Chapter Questions:
You will be given questions to answer related to the chapters you are reading these will require you to use the book; most of the time the answers to the questions will occur in the order they appear in the text book. Be sure to list when appropriate and to describe when you are asked to. Be sure to correct any false answers if given a true/false question to answer. Be sure to answer all parts of the questions. You can either open your chapter questions assignment and type in the answers and email your attachment to me on Canvas or you can print out the questions and write in your answers and bring them to me in class on or before the due date. These are due on Mondays, please check the schedule for exact dates. I will not accept Chapter Questions assignments late. If you miss class it is your responsibility to email them to me by the assignment due date before 5 pm.

Attendance:
Attendance at all classes is considered necessary for satisfactory work. Students are responsible for all instructions, announcements and assignments given in class. Material to be covered in class should be read before coming to class. Students may be dropped after 2 absences in Monday classes. This will be enforced. Plan on being in class the entire time every night. If you come to class late or leave early this will be counted as a half absence. Remember attendance and participation are part of your grade. If you miss class your assignment is still due. Five points will be deducted each day assignments are late and no assignments will be accepted that are more than 1 week late.

Policy on Missed Exams:
If a test is missed the make-up will be on the student’s own time and must be made-up prior to the next class meeting. If the test is not taken in the time allowed you will be given a zero on that exam. If you miss an exam you will be given an alternate exam that will cover material in the assigned chapters but not necessarily on the study guide. The exam may also be in a short answer format.

Course Content:
College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.
Guests in Class:
Students may not bring anyone to class with them. The only exception to this rule is if a
guest speaker comes to class and this must be pre-arranged and approved by the
instructor. Children are not allowed to be brought to class, left in the hall by themselves,
or to be left alone in any other part of the building (examples: library or computer lab).

Student Conduct:
Students are expected to take responsibility in helping to maintain a classroom
environment that is conducive to learning. In order to assure that all students have the
opportunity to gain form their time spent in class, students are prohibited from using
cell phones, beepers, making offensive remarks, reading material not related to class,
sleeping in class, or engaging in any other form of distraction. In appropriate behavior in
the classroom shall result in, at a minimum, in a request to leave class. A more detailed
list of inappropriate behaviors is found in the current student handbook. NO texting in
class.

Technology Integration
Child Development courses involve the use of technology in various forms including the
use of board maker and the ability to surf the web for useful websites. Child
Development students will learn about evaluating children’s software, creating
PowerPoint’s, and making professional looking pamphlets, brochures and letters. All
courses involve internet based research assignments. Various courses require at least one
research paper using basic computer word processing skills such as Microsoft Word.
(Refer to evaluation methods on syllabi to see if research papers are required.) Please
see your instructor if you require assistance in the use of computers and the internet, or if
you need special accommodations to aid you in using our computers.

Academic Integrity:
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard
of integrity. The attempt of students to present as their own any work they have not
honestly performed is regarded by the faculty and administration as a serious offense and
renders the offender liable to serious consequences, possibly suspension.

Changes to Syllabus
The schedule and procedures in this syllabus are subject to change if deemed appropriate
by the instructor.

Library Resources:
The Abilene campus has a virtual library. You can access this site through the Cisco
College website at: http://www.cisco.edu/; click on library. The library in Abilene hours
are: Sunday- Closed; Mon-Thur. - 7:30 am-9:00 pm; Friday- 8:00 am-2:00 pm, Saturday
- Closed.
The library has many reference materials available, including related magazines. Also,
your instructor and the program have a variety of resources available for you to check out.
**Students with Special Needs:**
*Students who qualify for special accommodations under the American with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.*

**Anti-Harassment Policy:**
Harassment of any nature occurring on the premises of Cisco College will not be tolerated. Should a student be subjected to any form of harassment, the matter may be reported to the Title IX Director (254-442-5022 or 325-794-4503), Dean of Students (254-442-5173), Provost (325-794-4401), or any counselor (See Directory).

**Inclement Weather:**
Be sure to check the television (KTAB) or radio (KEAN) when the weather is bad to determine if classes are cancelled. Often times evening courses are not cancelled until during the afternoon hours.

**Scans Competencies:**
Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the working world.

**Semester Schedule:** Below- Spring 2016 - Multiculturalism

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Monday, January 25th</td>
<td>Intro. Pre-test</td>
</tr>
<tr>
<td>Monday, February 1st</td>
<td>Chapter 1 –Living in Diversity</td>
</tr>
<tr>
<td>Monday, February 8th</td>
<td>Chapter 2- Culture and people</td>
</tr>
<tr>
<td>Monday, February 15th</td>
<td>Chapter 3 Families in the classroom, <strong>Take home exam 1-3</strong></td>
</tr>
<tr>
<td>Monday, February 22nd</td>
<td>Chapter 4- Who is the child? <strong>Take home exam 1-3 is due</strong></td>
</tr>
<tr>
<td>Monday, February 29th</td>
<td>Chapter 5- Beginnings of Multicultural education</td>
</tr>
<tr>
<td>March 7-11</td>
<td><strong>Spring Break – No Classes</strong></td>
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<tr>
<td>Monday, March 14th</td>
<td>Chapter 6 – Approaches</td>
</tr>
<tr>
<td>Monday, March 21st</td>
<td>Chapter 7- The classroom</td>
</tr>
<tr>
<td>Monday, March 28th</td>
<td><strong>In-class group exam 4-7</strong></td>
</tr>
<tr>
<td>Monday, April 4th</td>
<td>Chapter 8- Language diversity in the classroom</td>
</tr>
<tr>
<td>Monday, April 11th</td>
<td>Chapters 9&amp;10- Activities/resources- <strong>Resource file is due</strong></td>
</tr>
<tr>
<td>Monday, April 18th</td>
<td><strong>In-class exam 8-10</strong></td>
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<td>Monday, April 25th</td>
<td><strong>Cultural study presentations</strong></td>
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<tr>
<td>Monday, May 2nd</td>
<td><strong>Review for final exam</strong></td>
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<tr>
<td>Monday, May 9th</td>
<td><strong>Final Exam-5:00 pm</strong></td>
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</table>
Lesson Plans:

You must follow the format given in your syllabus and EACH lesson must have a multicultural objective and an objective from the assigned curriculum area (ie.math, social studies). We will practice writing these in class.

Lesson based on a multicultural book   February 15th
Music lesson                           February 22nd
Math                                   February 22nd
Science                                February 29th
Holiday                                February 29th
Social studies                         March 14th
Health/ Cooking                        March 14th
Art                                     March 28th
Game                                    March 28th
Student’s choice(any area)              April 4th

Chapter Questions Due Dates –

Chapter 1 Questions – Feb 8th  
Chapter 2 Questions – Feb 15th  
Chapter 3 Questions – Feb 22nd  
Chapter 4 Questions – Feb 29th  
Chapter 5 Questions – March 14th  
Chapter 6 Questions – March 21st  
Chapter 7 Questions – March 28th  
Chapter 8 Questions – April 11th  
Chapters 9 & 10 Questions – April 18th
**SCANS Competencies:** A description of all SCANS Competencies is attached.

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<td>Systems</td>
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<td>4.1 Understands Systems</td>
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<td>Knows how to use technology to enhance teaching abilities.</td>
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<td>4.2 Monitors and Corrects Performance: Evaluate current family involvement policy and makes appropriate changes</td>
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<td>Interpersonal</td>
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<td>Thinking Skills</td>
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<td><strong>2.2 Teachers Others</strong>: Helps others to learn.</td>
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<td><strong>2.4 Exercises Leadership</strong>: Establishes the role of the lead classroom teacher and all of the responsibilities that it entails.</td>
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<td><strong>2.5 Negotiates</strong>: Uses these skills when completing group assignments.</td>
<td><strong>7.6 Reasoning</strong>: Uses logic to draw conclusions from available information.</td>
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<td><strong>2.6 Works with Cultural Diversity</strong>: Works well with men/women and children with a variety of ethnic, social, or educational backgrounds and is able to incorporate multicultural activities into their curriculum.</td>
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<td>Computer Literacy</td>
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<td>Educational Self Reliance</td>
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School Age Child / CDEC 2341 (3 credit hours)
Spring 2016 / online
Instructor: Debra Slaton
E-mail: debra.slaton@cisco.edu

COURSE DESCRIPTION: A study of programs for the school age child (5-13 years), including an overview of development, learning environments, materials, and activities teaching guidance techniques.

LEARNING OUTCOMES: The student will:
- outline growth and development of the school age child
- analyze components of school age programs and elements of appropriate indoor and outdoor environments
- understand developmentally appropriate materials and activities and use appropriate teaching and guidance techniques.

EXIT COMPETENCIES:
Students will be able to describe the characteristics of an effective caregiver, know the education and experience requirements and develop a plan for self-improvement.
Students will learn the developmental theories for middle childhood.
Students will be able to plan and implement age-appropriate strategies and curriculum.

REQUIRED TEXT:
Working With School Age Children / Marlene Bumgarner /2011
Publisher: Pearson

EVALUATION METHODS:
Discussions 15%
Quizzes (12) 15%
Resource File 15%
Theorist paper 10%
Exams(3) 20%
Post-Test/Final Exam 25%

GRADING SYSTEM:
90-100% = A
80-89% = B
70-79% = C
60-69% = D

PRE-TEST / POST-TEST:
There will be a pre-test during the first week of class. The post-test score will be available during the last two weeks of class.

DISCUSSIONS:
Throughout the semester, the class will discuss a wide variety of current events and topics related to the field of education. This will require more than just a sentence or two. I expect your opinion to be planned and to extend the discussion. You should also include an additional article or book for further reading. Failure to include this will result in a failing grade.

QUizzes:
There will be quizzes for each chapter. Careful attention paid during reading, along with taking notes, will lead to success. Do not attempt to take the quizzes/exams before you have prepared—they are timed. You will
NOT have time to look questions up in the book. A window of several days has been given for quizzes/exams; therefore, no extensions on due dates will be provided.

EXAMS:
There are 3 exams during the semester. These exams will cover the chapters previously covered in the quizzes. They are timed. Be sure to prepare before taking the exam.

RESOURCE FILE: posted in “Discussions”
The resource file will be a collection of at least twenty activities for school-age children. The activities will be graded based on the following criteria:
   The file should be neat and organized by both activity type and age range
   Each activity should include an objective (from the TEA website) and a detailed description of how to carry out the activity.
   A variety of activities should be present, to include:
(4) indoor and outdoor activities, (2) arts/crafts, (4) math-based, (4) science-based and (6) literature.
All activities should be submitted in one post.

The resource file is due in Canvas by April 27th

EDUCATIONAL THEORIST PAPER: posted in “Discussions”
You will choose one educational theorist and write a 2-page (double-spaced, APA format) paper. You will need 2 sources for this. The paper should include information related to the theorist’s formal education and his/her contributions to the field of education. Due March 23rd

ATTENDANCE / CLASS PARTICIPATION:
Productive class participation is vital to the student gaining from this course. Your opinions and answers are valuable to fellow students, and lend direction to this class. In the online class, you are required to work in the course at least two times per week.
Five (5) points will be deducted per day for assignments turned in late, and NO assignment will be accepted that is more than 1 week late.

Library Resources:
The Abilene campus has a virtual library. You can access this site through the Cisco website at: http://www.cisco.edu/; click on library.
The library has many reference materials available, including related magazines. Also, your instructor and the program have a variety of resources available for you to check out.

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College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

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**Inclement Weather:**
Be sure to check the television (KTAB) or radio (KEAN) when the weather is bad to determine if classes are cancelled. Evening courses are often not cancelled until the afternoon hours.

**Semester Schedule / spring 2015 / CDEC 2341**
January 26th: Post first discussion (due dates are in “discussions”)
Jan. 29th: Chapter 1 quiz due
February 5th: Chapter 2 quiz due
February 12th: Chapter 3 quiz due
February 19th: Chapter 4 quiz due
Feb. 26 Exam 1 due
March 5th: Chapter 5 quiz due
March 9th-13th: Spring Break
March 15th: Chapter 6 quiz due
March 19th: Chapter 7 quiz due/ Theorist paper due
March 24th: Chapter 8 quiz due
March 30 Exam 2 due
April 4th: Chapter 9 quiz due
April 9th: Chapter 10 quiz due
April 13th: Chapter 14 quiz due
April 15th: Chapter 15 / 16 quiz due/ Resource File due
April 29th Exam 3 due
May 9th: Final Exam
SCANS Competencies: A description of all SCANS Competencies is attached.

Resources

1.1 Manages time following course schedule.

1.4 Manages Human Resources: improves their abilities to evaluate themselves their coworkers and parents and provide positive feedback.

Participates as a Member of a Team: Completes in class group activities cooperatively with others.

2.4 Exercises Leadership: Establishes the role of the lead classroom teacher and all of the responsibilities that it entails.

2.5 Negotiates: Uses these skills when completing group assignments.

Basic Skills

6.1 Reading: Carefully assimilates materials including all reading assignments and prioritizes and interprets information.

6.2 Writing: Communicates thoughts, ideas and messages through the completion of written assignments.

6.5 Listening: Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy.

6.6 Speaking: Organizes ideas for presentation and communicates thoughts orally.

Technology

5.1 Selects Technology: Utilizes tools and machines including computers and their programs in order to complete assignments effectively.

Information

3.3 Uses Computers to Process Information by organizing and communicating course assignments to instructor.

Systems

4.1 Understands Systems Knows how to use technology to enhance teaching abilities.

4.3 Improves and Designs Systems: Makes suggestions for improving current teaching environment/curriculum.

Thinking Skills

7.1 Creative Thinking: Connects theory with practice and formulates new personal goals.

7.2 Decision Making: Considers risks in communication channels and determines most appropriate alternatives.

7.3 Problem Solving: Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.

Personal Qualities

8.1 Responsibility: Displays high standards of attendance and punctuality in class.

8.2 Self Esteem: Leaves course with confidence in the ability to communicate with coworkers.

8.4 Self-Management: sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement.
Practicum II
CDEC 2366 (3 credit hours)
Wednesday 5:30-6:30 pm
Instructor: Debra Slaton
Phone: 325-794-4505
E-Mail: debra.slaton@cisco.edu
Course Structure: 1 hour lecture per week, 20 hours field experience a week (320 for the semester)
Prerequisites: You must have completed at least 12 hours in Child Development to enroll in this class.
Course Description: Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.
End-of-Course Outcomes:
As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.
Required textbook: None
Evaluation Methods:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal &amp; Action Plan (submitted in Canvas)</td>
<td>20%</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Future Goal (submitted in Canvas)</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Plan (submitted in Canvas)</td>
<td>10%</td>
</tr>
<tr>
<td>Interview (submitted in Canvas)</td>
<td>10%</td>
</tr>
<tr>
<td>Workplace Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Exit Competencies:
1. Displays interpersonal and teamwork skills.
2. Familiar with interagency policies and regulations.
4. Beginning to write and implement developmentally appropriate lesson plans.
5. Learn child management skills and improve on these.
Grading System:
A=90-100
B=80-89
C=70-79
D=60-69
F=0-59
Attendance: Attendance at all classes is considered necessary for satisfactory work. Students are responsible for all instructions, announcements and assignments given in class. **Students may be dropped after two absences in this class.** Your attendance at your practicum placement is essential as well. This could be your opportunity to get your start in your career.

Make-up Policy: If you miss any assignments when you are absent you can turn them in on the day you return to class. This work will be late and you will lose points. You can turn in work early, with a friend or by e-mail if you have to miss class so that your work is not late. If you miss a test you MUST make it up before the next scheduled class day.

Technology Integration
Child development courses involve the use of technology in various forms including the use of board maker and the ability to surf the web for useful websites. Child development students will learn about evaluating children’s software, creating PowerPoints, and making professional looking pamphlets, brochures and letters. All courses involve internet based research assignments. Various courses require at least one research paper using basic computer word processing skills such as Microsoft Word. (Refer to evaluation methods on syllabi to see if research papers are required.) Please see your instructor if you require assistance in the use of computers and the internet, or if you need special accommodations to aid you in using our computers.

Participation: Participation in class discussion is essential for the learning experience of all. We learn from listening to others expressing their opinions and from the expression of our own opinions.
Practicum goal/action plan: This is a personal growth plan. You will need to discuss this with your supervisor because both your supervisor and I will be determining at the end of the semester if you have made progress on this goal. Your supervisor will need to approve your practicum goal. It is always helpful if you have something concrete to show us that you are working toward (a resource file, training certificates). Your presentation will be based on this goal. This is a goal that you should be able to accomplish or make significant progress towards in one semester. Examples:
- improve communication with families
- learn & implement child guidance techniques
- improve ability to work with a child with autism, ADHD (be specific)

Journal: You will need to choose a student whom you are concerned about because of either developmental delays or behavioral issues. You will need to state the child’s age and your concern at the beginning of the journal. Then you need to write at least 1 page a week describing the child’s behavior and/or how you are working with them to work on
any developmental delays. You need to be VERY specific about these interactions. Bring this to class as we will be discussing these EVERY week. Your journal must include at least 10 entries.

Resume and certificates: Turn in a current copy of your resume. Be sure there are no typos and that you are using an appropriate format. You also need to turn in all training certificates you have related to child care/ early childhood education. If you do not have any certificates you need to write a ½ to 1 page paper telling what topics you are interested in learning more about and where you can receive continuing training.

Mock Interview: Approximately halfway through the semester you will schedule a time to come and meet with me in this classroom, and we will have a mock interview where I will act like I am a Child Development director and I am interviewing you for a position in my center. **You should arrive on time and dress professionally.**

Future Goal:
This statement will be about ½ to 1 pages long. It should include both long term and short term professional goals and how you plan to achieve these.
Example
–get Associates Degree and teach in a Head Start classroom.

Lesson Plans:
You will be asked to turn in 2 week’s worth of lesson plans. I will be checking to see if they include at least 1 nutrition lesson, multicultural lesson, cognitive skills, motor skills, social emotional, and individualization.

Interview Questions: You will be asked to write 5 questions that you would ask someone if you were the director of a center and you were interviewing them for a job at your child care center.

Workplace attendance:
This is a big part of your grade and several people have dropped a letter grade because of poor workplace attendance. If you are volunteering your time I still expect you to set a schedule with your supervisor and if you miss on your scheduled days you will lose attendance points.

Class Attendance: You will lose points for each time you miss class. You can only miss two classes or you may be dropped from this class.

Presentation: You must complete a presentation based on your practicum goal or action plan. This presentation will show the class what you have learned about your selected topic that will make you a more effective teacher. Your presentation should be
5-10 minutes long. A rubric will be handed out in class.

Library Resources: The Abilene campus now has a virtual library as a resource for their students. This library has many reference materials as well as Child Development magazines. Also, your instructor and the program have a variety of resources available for check out.

Course Content: College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Guests in Class: Students may not bring anyone to class with them. The only exception to this rule is if a guest speaker comes to class and this must be pre-arranged and approved by the instructor. Children are not allowed to be brought to class, left in the hall by themselves, or to be left alone in any other part of the building (examples: library or computer lab).

Student Conduct: Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain form their time spent in class, students are prohibited from using cell phones, making offensive remarks, reading material not related to class, sleeping in class, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, at a minimum, a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook.

Harassment of any nature occurring on the premises of Cisco College will not be tolerated. Should a student be subjected to any form of harassment, the matter may be reported to the Title IX Director (254-442-5022 or 325-794-4503), Dean of Students (254-442-5173), Provost (325-794-4401), or any counselor (See Directory).

Technology use in the classroom: Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty. No Texting in class or you will be asked to leave.

Academic Integrity:
It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

Changes to Syllabus
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Students with Special Needs
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

Scan Competencies:
Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the work world.

Inclement Weather: Be sure to check the television (KTAB) or radio (KEAN) when the weather is bad to determine if classes are cancelled. Often, evening courses are not cancelled until during the afternoon hours.

**Semester Schedule:**
Practicum 1: Class will meet every Wednesday from 5:30 –6:30. Be sure to bring your journals to class so we can discuss your questions/concerns. The following is a list of when assignments and hours are due. I WILL BE MARKING THINGS LATE (5 POINTS A DAY).

- Jan 19: Complete first part of practicum goal/action plan.
- March 15: Future goal is due
- Feb 9: 1st journal check—This is for a grade.
- Feb 16: Interview Questions are due. (5)
- March 22: Resume & certificates due—schedule mock interview
- March 29: Lesson Plans are due. (2 weeks of plans)
- April 26: Practicum goal, Journals, Hours and Evaluations are due.

SCANS Competencies: A description of all SCANS Competencies is attached.

Resources:
1.1 Manages time by following course schedule.
1.3 Manages Materials and Facility Resources Uses course materials to present teaching techniques to the class.

Interpersonal:
2.1 Participates as a Member of a Team:
Completes in class group activities cooperatively with others.
2.3 Serves Clients/Customers:
Works and communicates with children and families.
2.5 Negotiates: Uses these skills when completing group assignments.
2.6 Works with Cultural Diversity:
Works well with men/women and children with a variety of ethnic, social, or educational backgrounds and is able to incorporate multicultural activities into their curriculum.
Information

Organizes and Maintains Information:
Organizing of parent involvement paperwork including volunteer information and weekly newsletters.

Systems

4.1 Understands Systems
Knows how to use technology to enhance teaching abilities.

Outcome # Institutional Goals

Competency Outcome

SCANS Competency

Strategies

Communication

Comprehend various types of written and spoken information.

Section 2.5 Negotiate to arrive at a decision
Section 6.2 Communicate thoughts, ideas, information, and messages in writing
Section 6.5 Listen and react appropriately to listeners

Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose, and audience

Communication

Create oral and written works that utilize research, organization, and proper editing.

Section 2.2 Teach others
Sections 2.3 Serve clients/customers
Section 2.4 Exercise leadership
Section 3.3 Interpret and communicate information
Section 6.6 Deliver oral messages appropriately to listeners
Select information to be communicated; identify best methods for research, organization, and delivery;
communicate results to others in desired format

Communication

Evaluate the oral and written communication of others.

Section 2.1 Participate as a member of a team
Contribute to group with ideas, suggestions, and efforts

2 Critical Thinking

Embrace methods for applying both qualitative and quantitative skills for analytical purposes.

Section 3.2 Organize and maintain information
Section 6.3 Perform arithmetic computations and concepts with appropriate technology and/or paper and pencil to solve simple work problems
Section 6.4 Perform mathematics in a variety of techniques to approach practical problems appropriately
Section 7.1 Generate new ideas using creative thinking
Section 7.2 Make decisions
Section 7.4 See things in the mind’s eye
Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation; evaluate qualitative and quantitative data for implementation.

2 Critical Thinking
Use problem solving strategies to address an identified task.
Section 1.4 Manage human resources efficiently
Section 4.2 Monitor and correct performance of a system
Section 4.3 Improve and design systems
Section 7.3 Apply problem solving skills appropriate to situation
Recognize a problem exists; identify possible reason for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, select and apply problem solving methods
2Critical Thinking
Evaluate arguments and construct alternative strategies.
Section 3.1 Acquire and evaluate information
Section 4.1 Apply appropriate techniques to function within social, organizational, and technological systems to attain goals effectively and ethically
Section 7.6 Apply reasoning to finding solutions or draw conclusions
Discover a rule or principle underlying the relationship between two or more objects; extract rules or principles from a set objects or a written text
3Computer Literacy
Use computers to create, modify, retrieve, store, and output files
Section 5.1 Select appropriate technology
Section 5.2 Apply technology to task
Section 5.3 Maintain and troubleshoot technology
Determine the desired results or outcomes and applicable restraints of technology; visualize the necessary methods and applicable technology
3Computer Literacy
Use the Internet to send or receive information
Section 3.4 Process information using computer
Section 5.1 Select appropriate technology
Communicate information using email, list serves, word processor, or other computer based communication functions
4Cultural Awareness
Interpret other cultures based on a broader world view.
Section 2.6 Work with cultural diversity
Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one's own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary
4Cultural Awareness
Display an openness to different viewpoints.
Section 2.6 Work with cultural diversity
Base impression upon individual performance, not stereotypes.
4Cultural Awareness
Develop an appreciation for diversity and intercultural relationships.
Section 2.6 Work with cultural diversity
Understand concerns of members of other ethnic and gender groups.
Educational Self Reliance
Utilize student services available at college setting
Section 1.3 Manage material and facility resources effectively
Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational matriculation
Educational Self Reliance
Promote his or her educational success
Section 1.1 Manage time effectively
Section 1.2 Manage money effectively
Section 6.1 Read written information in prose and documents, such as manuals, graphs, and schedules with understanding
Manage time, finances and other resources for educational pursuit effectively.
Educational Self Reliance
Enhance his or her quality of life
Section 8.1 Act responsibly
Section 8.2 Exhibit effective self-esteem
Section 8.3 Employ appropriate social skills
Section 8.4 Manage self
Section 8.5 Apply integrity and honesty to all matters
Persevere toward goal attainment with high level of effort; maintain a positive attitude of self and believes in own self-worth
Educational Self Reliance
Develop the capacity for life-long learning
Section 7.5 Apply learning strategies to support life-long learning
Apply and adapt existing and new knowledge and s
Course Description: Factors impacting the well-being of young children. Includes healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

End-of-Course Outcomes: Identify principles of nutrition, health, and safety; conduct a nutritional, health, and safety assessment; examine regulatory requirements for nutrition, health, and safety.

Field Experience:
You are required to do a minimum of 16 hours of field experience with children birth-12 years old. YOU WILL NOT PASS THIS COURSE IF YOU DO NOT COMPLETE THESE HOURS. You will need to complete a minimum of 6 hours of working with preschool children (birth-5) and a minimum of 6 hours working with school age children (5-12). The total must be at least 16 hours. These hours must be completed at an approved site. I will give you more information in regards to approved sites ASAP. These hours are due by April 27th. No late hours will be accepted.

Required Textbooks:


Exit Competencies:
1. Students will list several environmental factors that have a negative effect on health.
2. Students will describe how nutrition affects children.
3. Students will be able to identify growth and development characteristics of the infant, toddler, and preschool child.
4. Students will be able to identify physical signs of common nutritional deficiencies.
5. Students will be able to identify several conditions affecting children’s health.
6. Students will be able to describe signs/symptoms of communicable diseases and be able to name at least 4 ways to reduce communicable illnesses.
7. Students will be able to create a safe environment for children
8. Students will be able to describe the purposes of the various nutrients
9. Students will be able to plan and perform nutritious and economical meals.

**Evaluation Methods:**

Tests (3) 50 points each (150)
Controversial Topic (CT) (2) 100 points total
Responses to CT's (2) 50 points total
1 Food Diary 50 points
Project 100 points
Health & Safety Checklist 50 points
Group Lesson Plan Presentation 100 points
Attendance/ Class Participation 100 points
Discussion Questions/Chapter Questions 100 points
Final Exam 100 points

900 Points Possible

**Grading System:**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
<td>800-900</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
<td>700-799</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C</td>
<td>600-699</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D</td>
<td>500-599</td>
</tr>
<tr>
<td>59% and less</td>
<td>F</td>
<td>499 points and less</td>
</tr>
</tbody>
</table>

**Exams:**

Exams will be given four times. Three exams will cover information given immediately prior to the exams; the final exam will be comprehensive.

**Policy on Missed Exams:**

If a test is missed the make-up will be on the student’s own time and must be made-up prior to the next class meeting. If the test is not taken in the time allowed you will be given a zero on that exam. If you miss an exam you will be given an alternate exam that will cover material in the assigned chapters but not necessarily on the study guide. The exam may also be in a short answer format.
Controversial Topics (CT)

These questions are worth 100 pts and your response to other people’s answers to these questions is worth 50 pts. Be sure to back up your opinion with related research and or your personal experience. There are no right or wrong answers to these questions; we are building critical thinking skills. As a class, we will decide on the topics to respond to. Once the topic is assigned, you will have 1 week to write a complete response to it. You will read your response aloud during the next scheduled class meeting. While listening to other’s responses, you will write a thorough response to one.

Chapter Questions:

Chapter questions will be completed at the beginning of each class meeting as a group. These questions often lend themselves to further discussion. Your participation in these discussions is critical to increasing your understanding of facts presented as well as other’s reactions.

Food Diary:

Keep a food diary for a week (must include 5 days) for what you eat. Be sure to include everything. At the end of the week total up each day. Total up how many servings you consumed of each group on the food pyramid (I will provide you this). Also, write down if you exercise (each day) and for how long. At the end of the week write a brief report detailing the procedure. Were you surprised by your totals? Do you feel you eat healthy? Are you going to change anything about your diet or exercise? I will have a completed one for you to see an example of my expectations.

Projects:

You will be given a project to turn in. Your project will be self-selected, and may coincide with the observation you complete during the semester. We will discuss the various options you have to complete this during the first class meeting date (January 20th).

Health & Safety Checklist:

You will be given a detailed health and safety checklist which you will need to complete at your school or child care center where you are doing your field experience. You will also need to include a 1-2 page report describing what you observed at your location related to each section (safety, all classrooms, outdoor interactions, infant and toddler classrooms (if applicable), and first aid kits). In the report you should put the strengths in each of these areas as well as concerns and how you would address the concerns if you were the center director. You must turn in both the checklist and 1-2 page paper in order to get a grade for this assignment.

Group Lesson Plan Presentation:

In groups of no more than 4 you will need to plan and teach a lesson related to nutrition, health, or safety. You will need to bring all the materials so that the students in the class can participate in the lesson. Be sure that your activity is a hands-on activity. You will need to complete a lesson plan form prior to completing your presentation. Your group will be graded based on your lesson plan and your presentation.
Attendance/Class Participation:
Attendance of all classes is considered necessary for satisfactory work. Students are responsible for all instructions, announcements and assignments given in class. Material to be covered in class should be read before coming to class. Students may be dropped after 4 absences in Monday/Wednesday classes and two absences in Wednesday classes. This will be enforced. You must plan on being in class the entire period. If you come to class late or you leave early this will be counted as a half absence. Remember attendance and participation are part of your grade. **If you miss class your assignments are still due. Five points will be deducted each day assignments are late and no assignments will be accepted that are more than 1 week late.**

Library Resources:
The Abilene campus has a virtual library. You can access this site through the Cisco College website at: [http://www.cisco.edu/](http://www.cisco.edu/); click on library. The library in Abilene hours are: Sunday- Closed; Mon-Thur. - 7:30 am-9:00 pm; Friday- 8:00 am-2:00 pm, Saturday - Closed.
The library has many reference materials available, including related magazines. Also, your instructor and the program have a variety of resources available for you to check out.

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**Scans Competencies:**

Attached is a sheet with specific skills that each student will learn in this course as the skill relates to the working world.
### Semester Schedule:  See Below

#### Spring 2016 Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, January 20th</td>
<td>Introductions, Syllabus, Pre-test</td>
</tr>
<tr>
<td>Wednesday, January 27th</td>
<td>Activities related to chapters 1-2 (*ch questions)</td>
</tr>
<tr>
<td>Wednesday, February 3rd</td>
<td>Activities related to Chapters 3-4*</td>
</tr>
<tr>
<td>Wednesday, February 10th</td>
<td>Activities related to Chapter 5 and 6*, <strong>Food Diary Due</strong></td>
</tr>
<tr>
<td>Wednesday, February 17th</td>
<td>Activities related to Chapter 7 and 8*, <strong>Review for Exam 1-8, Controversial Topic 1 Presented</strong></td>
</tr>
<tr>
<td>Wednesday, February 24th</td>
<td><strong>Response to CT</strong> Exam 1-8</td>
</tr>
<tr>
<td>Wednesday, March 2nd</td>
<td>Activities related to Chapters 9 – 11*</td>
</tr>
<tr>
<td>March 7-11</td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Wednesday, March 16th</td>
<td>Activities related to Chapters 12 and 13*</td>
</tr>
<tr>
<td>Wednesday, March 23rd</td>
<td>Activities Related to 14 and 15*, <strong>Review for Exam, Controversial Topic 2 Presented</strong></td>
</tr>
<tr>
<td>Wednesday, March 30th</td>
<td><strong>CT 2 Response</strong> Exam 9 – 13</td>
</tr>
<tr>
<td>Wednesday, April 6th</td>
<td>Activities related to Chapters 16 and 17*</td>
</tr>
<tr>
<td>Wednesday, April 13th</td>
<td>Activities related to Chapter 18*, <strong>Health and Safety Checklist Due</strong></td>
</tr>
<tr>
<td>Wednesday, April 20th</td>
<td><strong>Presentations</strong></td>
</tr>
<tr>
<td>Wednesday, April 27th</td>
<td><strong>In class group exam 14-18, Projects Due, Observation Hours are Due</strong></td>
</tr>
<tr>
<td>Wednesday, May 4th</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>Wednesday, May 11th</td>
<td><strong>Final Exam – 6:30 pm</strong></td>
</tr>
</tbody>
</table>
SCANS Competencies: A description of all SCANS Competencies is attached.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Technology</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Manages time</strong> following course schedule.</td>
<td><strong>5.1 Selects Technology</strong>: Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments.</td>
</tr>
<tr>
<td><strong>1.2 Manages Money</strong>: Uses or prepares budgets, keeps detailed records to track budget performance, and makes appropriate adjustments.</td>
<td><strong>5.3 Maintains and Troubleshoots Technology</strong>: Prevents, identifies, or solves problems in machines, computers or other technologies.</td>
<td><strong>3.2 Organizes and Maintains Information</strong>: Organizing of parent involvement paperwork including volunteer information and weekly newsletters.</td>
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<tr>
<td><strong>1.3 Manages Materials and Facility Resources</strong>: Uses course materials to present teaching techniques to the class.</td>
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</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td><strong>Basic Skills</strong></td>
<td><strong>Thinking Skills</strong></td>
</tr>
<tr>
<td><strong>2.1 Participates as a Member of a Team</strong>: Completes in class group activities cooperatively with others.</td>
<td><strong>6.1 Reading</strong>: Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td><strong>7.2 Decision Making</strong>: Considers risks in communication channels and determines most appropriate alternatives.</td>
</tr>
<tr>
<td><strong>2.2 Teachers Others</strong>: Helps others to learn.</td>
<td><strong>6.2 Writing</strong>: Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td><strong>7.3 Problem Solving</strong>: Through hands on experiences; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
</tr>
<tr>
<td><strong>2.4 Exercises Leadership</strong>: Establishes the role of the lead classroom teacher and all of the responsibilities that it entails.</td>
<td><strong>6.3 Arithmetic</strong>: becomes familiar with basic mathematical concepts and their function in relation to working young children.</td>
<td><strong>7.4 Mental Visualization</strong>: Organizes and processes symbols, pictures, graphs, or other information.</td>
</tr>
<tr>
<td><strong>6.4 Mathematics</strong>: understands how to teach mathematical concepts to children in authentic learning situations.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Qualities</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1 Responsibility</strong>: Displays high standards of attendance and punctuality in class.</td>
<td><strong>8.4 Self-Management</strong>: Sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement.</td>
<td><strong>8.5 Integrity/Honesty</strong>: Accepting of personal/societal values that may be conflicting with one’s own values, chooses on ethical course of action.</td>
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<tr>
<td><strong>8.2 Self Esteem</strong>: Leaves course with confidence in the ability to communicate with coworkers.</td>
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<tr>
<td>Outcome</td>
<td>Institutional Goals</td>
<td>Competency Outcome</td>
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<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
</tr>
<tr>
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<td>Create oral and written works that utilize research, organization, and proper editing.</td>
</tr>
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<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
</tr>
<tr>
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<td>Educational Self Reliance</td>
<td>Develop the capacity for life-long learning</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem solving strategies to address an identified task.</td>
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<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
</tr>
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<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting</td>
</tr>
<tr>
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<td>Perform various life activities</td>
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