

Brazosport College
DIVISION OF SOCIAL SCIENCES AND EDUCATION
EARLY CHILDHOOD DEVELOPMENT
CDEC 2380
FALL 2023

INSTRUCTORS INFORMATION:

- 1. Name of Instructor:** A. Montiel
2. Office Location: B-240
3. Office Telephone #: (979) 230-3536
4. FAX #: (979) 230-3465
5. E-mail Address: arlinda.montiel@brazosport.edu
6. Office Hours (on-campus & online): Monday & Wednesday 8:00 am-10:00 am (online);
10:00 am - 11:00 am; 12:00 pm – 1:15 pm; 3:00 pm – 3:45 pm;
7:00 pm – 8:00 pm
Tuesday & Thursday 8:00 am- 9:15 am; 1:00 pm – 3:45 pm;
7:00 pm – 8:00 pm (online)
and or by appointment.

CATALOG COURSE DESCRIPTION (WECM):

Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Included a lecture component.

Texts and Related Materials:

Bredekamp, S., & Copple, C. Ed. (2009) Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. 3ed. Washington, DC: National Association for the Education of Young Children.

“Required course materials are available at the Brazosport College bookstore, on campus or online at <http://www.brazosport.edu/bookstore>. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.”

Course Format:

Class:

- Work approximately 19 hours per week at your place of employment or approved COOP site.
- Turn in weekly log sheet.
- Make one journal entry each week about your experiences and what you are learning
- Complete portfolio with all required contents.
- Two site visits from College Coop Supervisor.
- One evaluation form completed at Mid-term by your on-site supervisor.
- One evaluation form completed at Mid-term by your college coop coordinator.
- One evaluation form completed at the end of the course by your on-site supervisor.
- One evaluation form completed at the end of the course by your college coop supervisor

Course Evaluation & Grading:

Overall grades for the course are based on class participation, project, quiz, and evaluations. A student **must pass each of the four objectives** of the course with a C or better and have at least 240 hours, or he/she **will not pass** the course even if there total points add up to a passing grade.

Assignment or Exam	Due Date	Points	Record Points Earned
Hours completed (240 total for semester, 19 hours per week) Weekly Training Log Weekly Experience Form	Weekly	350	
Midterm - Supervisors Evaluation (2)	October 9-13 2023	100	
Final - Coordinators Evaluation (will coordinate a time & date to visit) (2)	December 8, 2023	100	
Project (Overall including part 1 and 2)	December 3, 2023	300	
Discussion Questions	Weekly	150	
<i>Semester Grade >>></i>		900	

- **Grading Criteria:**

A = 900 B =899-800 C =799-700 D = 699-600 F = Below 599

Grading Attendance and Training Logs:

Training Logs must be turned in every week in the designated drop box, points are given for that week only, but you must still turn in a log to document hours even if late.

***Students must:** have a job in place and have started working by the second week of class or the instructor will drop you from the course.

Candidate Learning Objectives:

Candidate objectives correlate with the NAEYC Teacher Preparation Standards. NAEYC Standards can be found at www.naeyc.org.

CDEC 1380: Cooperative Education I		
NAEYC STANDARD	CANDIDATE LEARNING OUTCOMES	ARTIFACT / ASSESSMENT
I. Promoting child development and learning	1c) The candidate identifies developmentally appropriate practices and learning environments	Logs
	1d) The candidate uses constructed knowledge of developmentally appropriate practices to implement activities & lessons in practical application situations within the classroom.	Observation
	1e) The candidate identifies health, safety, and/or nutrition issues for children both indoors and outdoors in relation to child development.	Logs

	1f) The candidate uses constructed child development knowledge of health, safety, and/or nutrition practices in practical application situations within the classroom.	Observation
II. Building family and community relationships		
III. Observing, documenting, and assessing to support young children and families		
IV. Teaching and learning	4a) The candidate demonstrates the ability to plan activities, experiences, and/or learning centers for varying abilities regarding development, diversity, cultural, linguistic, gender and socioeconomic characteristics.	Project
	4b) The candidate creates a positive learning climate that meets the needs of diverse student populations.	Observation
	4h) The candidate designs and/or demonstrates instruction that is relevant and actively engages the learner in independent and cooperative learning.	Project
	4i) The candidate demonstrates the ability to create a safe and predictable environment.	Observation
	4j) The candidate lists and/or implements guidance strategies for students' inappropriate behavior.	Observation
V. Becoming a professional	5a) The candidate demonstrates appropriate dispositions (professional attire, manners, & diversity issues; and does not use language or actions that violates the ethical code of conduct) for the teaching profession during class activities and field experiences.	Logs / Observation

General Course Information:

Assignment Policy:

Assignments are to be completed individually, unless specified otherwise. **Late assignments will NOT be accepted.**

Assignment Deadline:

All assignments will be due on the designated due date typically on **Friday's at 11:59pm.**

Exams/Quizzes & make-up exams/quizzes:

Exams/quizzes are to be taken online unless otherwise specified. For D2L exams/quizzes the student will have to download the Lockdown Browser. D2L exams/quizzes will be timed, and students will be given one opportunity to take the exam. **There is no make-up exams/quizzes or retakes.**

Class attendance & Participation:

Many of the concepts presented require online active participation, therefore attendance is mandatory. Attendance will be taken at the beginning of each class meeting. Students are responsible for all lectures, assignments, handouts, quizzes, and exams. Students arriving more than 15 minutes late will be counted as absent. Students leaving before class is dismissed (unless prior arrangements have been made with the instructor) will also be counted as absent. Students may be withdrawn for excessive absences (3 or more).

Academic Honesty:

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://www.brazosport.edu>.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in getting dropped from the course or receiving a letter F -grade in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Title IX Statement: Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If students experience an incident of discrimination, sexual harassment, or sexual misconduct, they are encouraged to report it.

If a faculty or staff member "is informed of a student's pregnancy or related condition" by the student or "a person who has a legal right to act on behalf of the student," the employee must "promptly" tell the student or representative how to notify the Title IX Coordinator of the student's pregnancy or related conditions and must provide the Title IX Coordinator's contact information to the student or representative, unless the employee "reasonably believes" the Title IX Coordinator already knows.

While students may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what is told to them to college officials. Students can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at www.brazosport.edu/sexualmisconduct.

Alex Crouse, Director of Student Life and Deputy Title IX Coordinator
979-230-3355; alex.crouse@brazosport.edu

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator
979-230-3303; mareille.rolon@brazosport.edu

Student Conduct Statement:

Students are expected to be aware of and follow the Brazosport College Student Code of Conduct. Students have violated the Code if they "fail to comply with any lawful directions, verbal or written, of any official at BC." Lawful directions include precautions and requirements taken to prevent the spread of COVID-19 at Brazosport College. Students who do not follow safety requirements, including the wearing of a mask, may be removed from class by their instructor and referred to the Dean of Student Services.

Use of cell phones and computers:

Unless otherwise specified, cell phones and laptops are not to be used during class. Students are to leave the classroom to make or take a call to minimize distraction in class.

Student with Disabilities:

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor at (979)230-3236 for further information.

Emergencies:

Brazosport College is committed to the health and safety of all students, staff, and faculty and adheres to all federal and state guidelines. The College intends to stay open for the duration of the semester and provide access to classes and support services on campus in the safest way possible. The College will also comply with lawful orders given by applicable authorities, including the Governor of Texas, up to and including campus closure. It is possible that on campus activities may be moved online and/or postpone if such orders are given.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to change when required by revised course delivery, semester calendar or other circumstances. You should refer to D2L for any updates and campus information. Students are also encouraged to continue the readings and other assignments as outlined on this syllabus.

Student Support:

To help you on your educational pathway, Brazosport College provides all students with access to TimelyCare. If you're stressed, challenged, or need help, download the TimelyCare app today! It's your free virtual health and well-being service platform, available 24/7, 365 days of the year. Search "TimelyCare" in your app store. Then, register with your student email to access your health care services.

Student Responsibilities:

- Students are expected to fully participate in the course. The following criteria are intended to assist you in being successful in this course.
- Attend class, take notes, read the text, and use appropriate time management skills
- Communicate with the instructor and ask questions if information is unclear
- Understand and complete course work assigned and on time

PROJECT INFORMATION

AAS –IS PORTFOLIO CREATION & REQUIREMENTS

Creation

CDEC 2380 Cooperative Education III is where the ECD&E Teacher Candidate Portfolio is created. The final project for this course is the portfolio that is divided into two sections.

Requirements

- The portfolio has 2 sections;

Section A: Personal Information with:

- Resume
- Transcript
- Personal philosophy reflection piece

Section B: Five NAEYC Standard Sections with a minimum of one artifact & one reflection piece per section:

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting and Assessing to Support Young Children and Families
4. Teaching and Learning
5. Becoming a Professional.

Grading Information

- *Points* = maximum 25 pts; portfolio must be a C- or better to pass the course
- *Rubric*: used to grade the portfolio; student will be familiar with ahead of time
- *General Requirements*:
 - Professionally organized and bound
 - The personal information section and reflection pieces are to be free of grammatical, typographical and spelling errors.
 - Format = double spaced, one (1) inch margins, Times New Roman or Courier fonts, 11-12 inch font and black ink
 - Key Artifacts should be your better work, but portfolios should show progress which means that not every person or artifact will be A projects.

NAEYC Associate Degree Accreditation Portfolio – Grading Form

Sections:	Key Artifact each area
SECTION A: Personal Info	<input type="checkbox"/> Resume <input type="checkbox"/> Transcript <input type="checkbox"/> Philosophy reflection piece Points: /5pts
SECTION B: NAEYC Standards Standard 1. Promoting Child Development and Learning <i>Key Elements:</i> 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding plans that take into account children’s cultural and developmental characteristics and needs. 1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments	<input type="checkbox"/> Reflection Piece <input type="checkbox"/> Artifact 1: _____
Standard 2. Building Family and Community Relationships <i>Key Elements:</i> 2a. Knowing about and understanding family and community characteristics 2b. Supporting and empowering families and communities through respectful, reciprocal relationships 2c. Involving families and communities in their children’s development and learning	<input type="checkbox"/> Reflection Piece <input type="checkbox"/> Artifact 1: _____
Standard 3. Observing, Documenting and Assessing to Support Young Children and Families <i>Key Elements:</i> 3a. Understanding the goals, benefits and uses of assessment 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. 3c. Understanding and practicing responsible assessment 3d. Knowing about assessment partnerships with families and other professionals.	<input type="checkbox"/> Reflection Piece <input type="checkbox"/> Artifact 1: _____
Standard 4. Teaching and Learning Sub-Standard 4a: Connecting with children and families Sub-Standard 4b: Using developmentally effective approaches Sub-Standard 4c: Understanding content knowledge in early education Sub-Standard 4d: Building meaningful curriculum <i>Key Elements:</i> 4a. Knowing, understanding, and using positive relationships and supportive interactions 4b. Knowing, understanding, and using effective approaches, strategies and tools for early education 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	<input type="checkbox"/> Reflection Piece <input type="checkbox"/> Artifact 1: _____

Standard 5. Becoming a Professional Key Elements: 5a. Identifying and involving oneself with the early childhood field 5b. Knowing about and upholding ethical standards and other professional guidelines 5c. Engaging in continuous, collaborative learning to inform practice 5d. Integrating knowledgeable, reflective, and critical perspectives on early education 5e. Engaging in informed advocacy for children and the profession	<input type="checkbox"/> Reflection Piece <input type="checkbox"/> Artifact 1: _____
General: Y/N Organized; Y/N Bound; Y/N Professional; Y/N Format	Total Points