Course Syllabus

Course: **CDEC 2324.151 ~ Child Development Associate Training III**
Semester: Summer 2015 (June 1 – July 27)
Instructor: Stephanie Deering
Office: Reese Campus, Building #5, Room 512A
Office Hours: Monday & Tuesday   4:00-6:00
               And by appointment
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General Course Information

Course Description
This course is a continuation of the requirements for the Child Development Associate National Credential (CDA). Three of the 13 functional areas to be studied include family, program management and professionalism.
Prerequisite: There are 3 courses that must be taken to meet the educational component of the CDA. The 3 courses are CDEC 1317, CDEC 2322, and CDEC 2324. The courses may be taken in any order, with instructor or advisor approval.

Student Learning Outcomes
The purpose of this course is to promote competency in the 3 functional areas of family, program management, and professionalism, based on the Council for Professional Recognition's National Credentialing Program standards.

See attached NAEYC Associate Standards Students will:	NAEYC Standards	NAEYC Supportive Skills
Describe the Child Development Associate (CDA) process.	S6	
Describe methods to establish positive and productive relationships with families.	S2	
Explain strategies to ensure a well-run, purposeful program responsive to participant needs.	S1,S3,S5	
Demonstrate an on-going commitment to professionalism.	S6	
Utilize skills in technology, writing, speaking, problem-solving, time management and record-keeping.		SS3 SS5

Course Objectives:
1.   Describe the Child Development Associate (CDA) process.(F1,F2)
     a.   Define terms associated with the CDA process. (C7)
     b.   Outline stages and components of CDA assessment.(C6,C7,C8)
     c.   Summarize the 6 competency goals and the 13 corresponding functional areas.(C15)
2.   Describe methods to establish positive and productive relationships with families.(F2,F9,F,15)
     a.   Maintain open, friendly, and cooperative relationship with each child's family. (C9,C11)
     b.   Encourage family involvement in the program. (F13,C7,C15)
     c.   Support the child's relationship with his or her family. (C11,C13)
     d.   Respect each family's cultural background, religious belief, and childrearing practices. (C11,C14,F17)
     e.   Incorporate information about family diversity in classroom experiences. (F7,C3,C9,C13,C14)
     f.   Implement a variety of positive methods for parent-teacher communication. (F2,F5,F6,F13)
     g.   Provide families information about health/social services and other resources in the community. (C6,C7,C15)
     h.   Encourage learning at home by suggesting activities & materials that parents can share with children. (C3,C4,C10)
3.   Explain strategies to ensure a well-run, purposeful program responsive to participant needs. (C17,F8,F9,F13,F17)
     a.   Utilize all available resources to ensure an effective program operation. (C1,C2,C3,C4)
     b.   Plan, organize and maintain up-to-date records & documentation. (C6,C18,F2,F3,F10)
     c.   Demonstrate a variety of effective communications skills. (F1,F2,F5,F6)
     d.   Work cooperatively with colleagues and family members. (C9,C11,C13,F14,F15)

4. Demonstrate an on-going commitment to professionalism. (F11,F13,F16,F17)
   a. Make decisions based on knowledge of early childhood theories and practices. (F8,F9,F12)
   b. Act as an advocate for quality services and rights for children and families.(F13,F16,F17,C17)
   c. Increase competence by utilizing opportunities for personal and professional growth. (C1,F11,F14,F16)
   d. Maintain standards of the Code of Ethics, as outlined by the National Association for the Education of Young Children. (F13,F16,F17)
5. Utilize skills in technology, writing, speaking, problem-solving, time management and record-keeping to complete course requirements. (C1,C8,C18,C19, F1,F2,F5,F6,F9,F11,F13,F16)

Academic Integrity
It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. This includes copying information from the text materials and related websites. A student's written work MUST be in his/her own words.

Logging in to Course: Under no circumstances are you allowed to give your User ID and/or password to anyone. If someone, besides you, is logging into this course, you will be dropped immediately with an 'F', regardless of the reason.

Exams: In this course the instructor reserves the right to require exams in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework.

SCANS and Foundation Skills
See Course Competencies above. SCANS & Foundations Skills attached.

Resources	Interpersonal	Technology	Thinking Skills
Information	Systems	Basic Skills	Personal Qualities

Verification of Workplace Competencies
Upon successful completion of course requirements, students will include written Reflective Statements of Competence and Resource Collections for **Goals IV, V, and VI** in Professional Portfolio, for purposes of national CDA credentialing assessment.

Specific Course Requirements
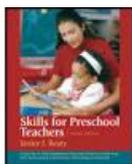
Textbook
Beaty, Janice J. (2011) **Skills for Preschool Teachers**, 9th edition.
Merrill Education/Prentice Hall
ISBN: 978-0130388407
Available at South Plains College Book Store, Reese Campus

CDA Materials

You will also need a CDA Competency Standards Book, available from The Council for Professional Recognition
http://www.cdacouncil.org

Choose the ONE that matches your work setting.
Preschool, Infant & Toddler, OR Family Child Care

Other Materials

Professional Portfolio: Large **notebook** w/ dividers, _or_ **file box** w/ hanging folders
Course Notebook: 3-ring binder suggested

Computer requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer, but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

Programs: **Microsoft Word** and **Adobe Reader** (free download at http://get.adobe.com/reader/)

Anti-virus Software: Please be sure that your computer has an up-to-date antivirus software program installed.

Attendance Policy

Students in this course attend class online. Attendance requirements will include logging on to the course a minimum of **3 times per week,** to be documented through the Blackboard system. For summer courses, logging on should be increased to 5 times per week.

Assignment Policy

All assignments will be completed and submitted through Blackboard. Assignments will be sent through Blackboard email, as attachments underlined in the designated manner, OR will be posted in the discussion area of the course.

Assignments are due on the dates specified in the course calendar, by 12:00 midnight. Late assignments will be docked 10% of the value per week, unless prior arrangements have been made with instructor. **Please do not wait until the last minute to turn in assignments, or you may have problems. Remember the saying, "Technology happens!"**

Note: Students in this course will be required to complete assignments working directly with young children. It is the student's responsibility to arrange on-site times and locations. Instructor will verify that setting is appropriate, and will assist with placement if necessary.

Instructor Response Time:

Students may expect instructor responses to e-mail messages within 48 hours, unless advance notice has been given.

Methods of Evaluation

Student performance will be assessed according to:

1. Attendance & participation in discussion
2. Completion of content related assignments
3. Written competency statements & resource collections
4. Unit Exams
5. Final conference with instructor required.

Note: If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to initiate a drop from the course. **Course withdrawals** are done through the registrar's office on the South Plains College/Reese Campus, Building #8. Last drop date for the college is **July 20, 2015.**

Grading Policy

900-1000 points	**90%**	**A**	3 X 100	300 points
800-899 points	**80%**	**B**	3 X 50	150 points
750-799 points	**75%**	**C**	3 X 100	300 points
700-749 points	**70%**	**D**	3 X 50	150 points
699 & below		**F**	1 X 100	100 points
Professional Philosophy				
			000 points	

A grade of C or above is required to apply course to degree or certificate in Child Development.

Communication Policy

- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.
- Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at https://www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

Student Conduct

All students are expected to abide by the standards of student conduct as defined in the SPC Student Guide. Please see signature section included at end of syllabus.

Course Outline

I. Introduction & Overview
   A. CDA Credentialing System Components
   B. Competency Goals & Functional Areas
   C. Professional Resource File
   D. Self Assessment
II. Promoting Family Involvement
   A. Parent Involvement in Children's Programs
   B. Recognition & Support of Family Diversity
   C. Building Relationships through Classroom Meetings
   D. Resource Collection
   E. Competency Statement

III. Providing Program Management
   A. Team Approach to a Flexible Curriculum
   B. Planning & Implementing Emergent Curriculum
   C. Evaluation of Curriculum Outcomes
   D. Resource Collection
   E. Competency Statement
IV. Promoting Professionalism
   A. Commitment to Early Childhood Profession
   B. Ethical Responsibilities
   C. Opportunities for Professional Growth
   D. Resource Collection
   E. Competency Statement

Accommodations

Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office in rooms 809 and 811, Reese Center Building 8, 806-716-4675.

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking–organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility–exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.

F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty–chooses ethical courses of action.

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

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

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

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

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

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

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy
Supportive Skill #2: Mastering and applying foundational concepts from general education
Supportive Skill #3: Written and verbal communication skills
Supportive Skill #4: Making connections between prior knowledge/experience and new learning
Supportive Skill #5: Identifying and using professional resources

☐ I have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

☐ I have reviewed this syllabus and understand the requirements for the course.

Signature _____ Date_____