

Course Syllabus

Course: **CDEC 2324-151 ~ Child Development Associate Training III**
Semester: Summer 2022 (10 weeks) June 6 – August 11
Instructor: Stephanie Deering
Class Times: Online ~ Blackboard
Office: Reese Campus, Building #5, Room 512A
Office Hours: By appointment
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South Plains College improves each student's life.

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**. 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	NAEYC Standards
Describe the Child Development Associate (CDA) process.	Standard 6: Professionalism
Describe methods to establish positive and productive relationships with families.	Standard 2: Family & Community
Explain strategies to ensure a well-run, purposeful program responsive to participant needs.	Standard 1: Child Development & Learning
Demonstrate an on-going commitment to professionalism.	Standard 6: Professionalism
Utilize skills in technology, writing, speaking, problem-solving, time management and record-keeping.	Supportive Skills

Course Objectives:

- Describe the Child Development Associate (CDA) process.** (F1, F2)
 - Define terms associated with the CDA process. (C7)
 - Outline stages and components of CDA assessment.(C6,C7,C8)
 - Summarize the 6 competency goals and the 13 corresponding functional areas.(C15)
- Describe methods to establish positive and productive relationships with families.** (F2,F9,F,15)
 - Maintain open, friendly, and cooperative relationship with each child's family. (C9,C11)
 - Encourage family involvement in the program. (F13,C7,C15)
 - Support the child's relationship with his or her family. (C11,C13)
 - Respect each family's cultural background, religious belief, and childrearing practices. (C11,C14,F17)
 - Incorporate information about family diversity in classroom experiences. (F7,C3,C9,C13,C14)
 - Implement a variety of positive methods for parent-teacher communication. (F2,F5,F6,F13)
 - Provide families information about health/social services and other resources in the community. (C6,C7,C15)
 - Encourage learning at home by suggesting activities & materials that parents can share with children. (C3)
- Explain strategies to ensure a well-run, purposeful program responsive to participant needs.** (C17,F8,F9,F13,F17)
 - Utilize all available resources to ensure an effective program operation. (C1,C2,C3,C4)
 - Plan, organize and maintain up-to-date records & documentation. (C6,C18,F2,F3,F10)
 - Demonstrate a variety of effective communications skills. (F1,F2,F5,F6)
 - Work cooperatively with colleagues and family members. (C9,C11,C13,F14,F15)
- Demonstrate an on-going commitment to professionalism.** (F11,F13,F16,F17)
 - Make decisions based on knowledge of early childhood theories and practices. (F8,F9,F12)
 - Act as an advocate for quality services and rights for children and families.(F13,F16,F17,C17)
 - Increase competence by utilizing opportunities for personal and professional growth. (C1,F11,F14,F16)

- d. Maintain standards of 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)

Evaluation Methods

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.

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.

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.

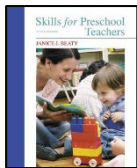
Resources	Interpersonal	Technology	Thinking Skills
Information	Systems	Basic Skills	Personal Qualities

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 CDA credentialing assessment.

Specific Course Requirements

Textbook



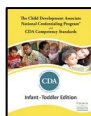
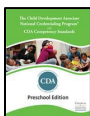
Beaty, Janice J. (2017) **Skills for Preschool Teachers**, 10th edition.
Pearson Publishing, ISBN-13: 978-0133766349
Available at South Plains College Book Store, Reese Campus

CDA Materials

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

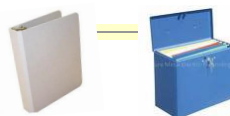
Choose the ONE that matches your work setting.

Preschool, Infant & Toddler, OR Family Child Care



Other Materials

Professional Portfolio: Notebook w/ dividers, or file box w/folders



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.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>

Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

Students in this course attend class online. Attendance includes logging into the course **2-3 times per week**, to be documented through the Blackboard system.

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. All drops require the student to submit a **Student Initiated Drop Form**. There is no fee to drop a course. The **Student Initiated Drop Form** can be found on the Admissions and Records section of Student Services under Drops and Withdrawals. Last drop date for the college is **August 3, 2022**.

Assignment Policy

All assignments will be completed and/or submitted in Blackboard. Some assignments will be sent through Blackboard **Course Messages**, as attachments, and some will be posted in the **DISCUSSION** topics.



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.

Communication Policy

- Primary communication between instructor and students in this course should take place through **Blackboard in Course Messages**.
- Outside the Blackboard system, electronic communication will be through the South Plains College email. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

Student Conduct

All students are expected to abide by the standards of student conduct as defined in the SPC Student Guide.

Grading Policy

Participation ~ Activities & Discussion	3 X 100	300 points	900-1000 points 90% A
Unit exams	3 X 50	150 points	800-899 points 80% B
CDA Competency Statements	3 X 100	300 points	750-799 points 75% C
Resource Collections	3 X 50	150 points	700-749 points 70% D
Professional Philosophy	1 X 100	100 points	699 & below F
	Total	1000 points	

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

CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396.

Course Outline

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| <ul style="list-style-type: none">I. Introduction & Overview<ul style="list-style-type: none">A. CDA Credentialing System ComponentsB. Competency Goals & Functional AreasC. Professional Resource FileD. Self AssessmentII. Promoting Family Involvement<ul style="list-style-type: none">A. Parent Involvement in Children's ProgramsB. Recognition & Support of Family DiversityC. Building Relationships through Classroom MeetingsD. Resource CollectionE. Competency Statement | <ul style="list-style-type: none">III. Providing Program Management<ul style="list-style-type: none">A. Team Approach to a Flexible CurriculumB. Planning & Implementing Emergent CurriculumC. Evaluation of Curriculum OutcomesD. Resource CollectionE. Competency StatementIV. Promoting Professionalism<ul style="list-style-type: none">A. Commitment to Early Childhood ProfessionB. Ethical ResponsibilitiesC. Opportunities for Professional GrowthD. Resource CollectionE. Competency StatementF. Professional Philosophy |
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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.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Director of Health and Wellness at 806-716-2362.

SCANS COMPETENCIES

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.

National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.