

Course Syllabus

Course: **CDEC 1292-151 ~ Special Topics in Child Development: Portfolio Design**
 Semester: Fall 2023
 Instructor: Stephanie Deering
 Office: Lubbock Career and Technical Center, **Office 125 I**
 Office Hours: Monday through Thursday 1:00-4:00 pm
 Friday By appointment
 Phone: 806-716-4645 (office) 806-786-5489 (cell)
 Email: sdeering@southplainscollege.edu

South Plains College Improves Each Student's Life

General Course Information

Course Description

Topics address recently identified current events, skills, knowledge and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.

**This course is Portfolio Design, and will serve as the capstone course for the Associate of Applied Science (AAS) in Child Development. It should be taken in the last semester of Child Development coursework.*

Learning Outcomes	NAEYC Standards attached	NAEYC Standards
Develop professional portfolio using National Association for the Education of Young Children standards.		S6
Use reflective process to analyze artifacts.		
Present professional portfolio to small group of early childhood professionals.		

Course Objectives [SCANS and Foundations attached]

- Develop professional portfolio using NAEYC standards. [C6,7,8, F2]
 - Define professional portfolio.
 - Describe uses and benefits of a professional portfolio.
 - Choose artifacts from college coursework, according to standards.
- Use reflective process to analyze artifacts. [F12,13, C15]
 - Describe each artifact and its development
 - Connect work to professional competence and standards
 - Predict how learning will affect future practice
- Present portfolio to small group of early childhood professionals. [C8,18,19 and F6]
 - Explain process of portfolio design
 - Show organization according to NAEYC Standards
 - Articulate connections between artifacts, competence, and standards.

Methods of Evaluation

- Participation in online learning activities
- Artifacts & written reflections, per NAEYC Standards
- Small group presentation

SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

Verification of Workplace Competencies

In this capstone course for Child Development students will design and present a professional portfolio which highlights competence in each of the NAEYC Standards.

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, 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, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, 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 themes, reports or other writings of a fellow student, is guilty of plagiarism.

Specific Course Requirements

Textbook

No textbook required for this course.

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 centers.

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

Attendance will be documented by students logging into Blackboard and completing weekly assignments. In the case of excessive absences, student should contact instructor to discuss withdrawal from the course to protect overall GPA.

Final drop date for the college is **November 30, 2023**.

Assignment Policy

All assignments will be completed and submitted through Blackboard. Assignments are due on the dates specified in the course calendar, by midnight. Late assignments will be docked 10% of the total value for each week, unless prior arrangements have been made with the instructor.

Grading Policy

Attendance/Participation	100 points
Artifacts and Reflections	
✓ 6 standards @ 100 points	600 points
Professional documents	100 points
Portfolio Design	100 points
Presentation	100 points
	1000 points

900 – 1000	90%	A
800 – 899	80%	B
750 – 799	75%	C
700 – 749	70%	D
699 & below		F

A grade of **C** or better is required for course to be applied to degree plan in Child Development.

Communication Policy

Primary communication between instructor and students in this course should take place through **Blackboard**. Outside Blackboard, electronic communication will be through the South Plains College email. Students are encouraged to check SPC email regularly.

Student Conduct

Students are expected to abide by standards of conduct as defined in the SPC Student Guide. Signature page attached.

Course Outline

- I. What is a portfolio?
 - A. Purpose of portfolio
 - B. Types of portfolios
- II. Using NAEYC Standards to organize
 - A. Standard 1: Child Development and Learning in Context
 - B. Standard 2: Family-Teacher Partnerships and Community Connections
 - C. Standard 3: Child Observation, Documentation and Assessment
 - D. Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
 - E. Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
 - F. Standard 6: Professionalism as an Early Childhood Educator
- III. Selecting Artifacts
 - A. Identifying work/projects
 - B. Matching to standard
- IV. Reflective Statements
 - A. Examples
 - B. Writing for artifacts 1-6
- V. Professional documents
 - A. Resume
 - B. Courses Taken
 - C. Philosophy
- VI. Completed portfolio
 - A. Organization
 - B. Aesthetics
 - C. PRESENTATION



Syllabus Statements

For current syllabus statements, please refer to: <https://www.southplainscollege.edu/syllabusstatements/>



Complete signature page in Blackboard Discussion

- ☐ I have reviewed the syllabus and understand the requirements for this course.
- ☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____

SCANS Competencies

RESOURCES

C-1 **TIME** - Selects goal - 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—understands 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 & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & 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.