Course Syllabus

Course: **CDEC 1317-151** ~ **Child Development Associate Training I**
Semester: Fall 2023
Instructor: Stephanie Deering
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South Plains College improves each student's life.

Course Description

This course is based on the requirements for the Child Development Associate credential (CDA). Topics include CDA overview, observation skills, and child growth and development. The four functional areas of study are **creative, cognitive, physical, and communication.**

Student Learning Outcomes

See attached NAEYC Associate Standards	NAEYC Standards
Identify methods to advance physical and intellectual competence	
Describe the CDA process	S1
Develop observation skills	S3
Summarize basic child growth and development	S4
Utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem solving.	S5

Course Objectives

1. Describe the Child Development Associate (CDA) process.(F1,F2)
    a. Define terms associated with the CDA process. (C5,C7)
    b. Outline stages and components of CDA assessment.(C6,C7,C8)
    c. Summarize the 6 competency goals and the 13 corresponding functional areas.(F11,C15)

2. Promote the physical development of young children.
    a. Assess children's large motor skills, and provide appropriate equipment & activities. (C3,C4,C5)
    b. Assess children's small motor skills, and provide appropriate equipment & activities. (C3,C4,C5)
    c. Provide opportunities for children to develop their senses.(F7,F8,C3)
    d. Provide opportunities for children to engage in creative movement.(F7,F8,C10)
    e. Plan for variety of indoor/outdoor, active/quiet, and free play/organized activities.(C1,C3)
    f. Provide variety of activities from children's cultures.(C14,C15,F17)
    g. Communicate to children and families the importance of physical activity for healthy growth and development.(C7,C12,C14, F2, F6)

3. Promote the cognitive development of young children.
    a. Observe and document developmental levels and learning styles of young children.(C4,C5,C6,C7)
    b. Provide activities and opportunities that encourage curiosity, exploration and problem-solving, according to individual needs.(F7,F8,C4,C3)
    c. Plan for opportunities to develop concepts through sensory exploration, hands-on experiences, and manipulation of a variety of materials.(F7,F8,F12,C3)
    d. Utilize open-ended questioning to extend children's thinking.(F5,F6,F15)
    e. Understand the importance of play, and frequently act as play partner and facilitator.(C9,F12,F15)

4. Promote communication skills of young children.
   a. Talk with children to encourage listening and speaking.(F5,F6,F15)
   b. Use books and stories to promote listening, speaking, and emergent reading. (F1,F6)
   c. Provide developmentally appropriate materials and opportunities to support emergent writing.(C4,F2, F8)
   d. Provide support for children to verbally communicate thoughts and feelings. (F5,F6,F15)
   e. Promote children's understanding and use of nonverbal communication. (C7,F2,F5,F15)
   f. Recognize importance of home language/culture in development of communication skills.(C12,C13,C14, F17)

5. Promote the creativity of young children.
   a. Incorporate opportunities for children's play and individual choices, within the daily schedule.(C1,F8)
   b. Provide opportunities and materials for children to engage in fantasy and dramatic play.(C1,C3)
   c. Provide a variety of art materials and activities for children to explore freely.(C3,F7)
   d. Encourage children to play with sound, rhythm, language, and movement through music. (F10,C18,F7)
   e. Become an active partner in children's creative play.(C9,F15)
   f. Recognize and support children's individual expressions of creativity.(C4,F5,F6,F10,F17)

6. Utilize skills in technology, writing, speaking, problem-solving, creative thinking time management and teamwork to complete course requirements. (C18, C19, C20, F7, F9, F15, 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.

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 |

Methods of Evaluation
Student performance will be assessed according to:
1. Attendance and participation in discussion
2. Completion of content related assignments
3. Written competency statements
4. Resource Collections
5. Unit Exams
6. Final conference with instructor.

Verification of Workplace Competencies- Capstone Experience
Students will complete statement of competence and resource collection for Goal II to be included in CDA Portfolio.
Copies may also be included in Professional Portfolio completed during CDEC 1292 Capstone course.
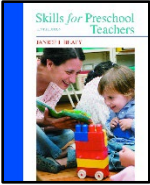
Textbook
Beaty, Janice J. (2017) <u>Skills for Preschool Teachers</u>, 10th edition.
Pearson
ISBN-13: 978-0133766349
Available at South Plains College Book Store, Reese Campus.

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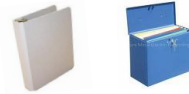http://www.cdacouncil.org

Choose the ONE that matches your work setting.
Preschool, Infant & Toddler, OR Family Child Care
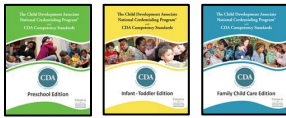
Other Materials
Professional Portfolio: Large **notebook** w/ dividers, <u>or</u> **file box** w/ hanging folders

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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. Check with instructor for buildings and times.

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/

Communication Policy
- Communication in this class will take place primarily in the Blackboard system.
- Outside the Blackboard system, any electronic communication between instructor and students will utilize **SPC email** accounts. Instructor will not initiate communication using private emails, and students are encouraged to check SPC email on a regular basis.

Attendance Policy
- Students in this course attend class online, setting individual schedules, within the weekly course schedule.
- Attendance requirements include logging into the course **2- 3 times per week**, to be documented in Blackboard.
- Students who cannot successfully complete the requirements of the course should first communicate with instructor, and then follow through with the drop process, in order to protect their GPA.
- The last drop date for the college is **November 30, 2023**.

Assignment Policy

➡ 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. (For most students this is their place of employment.)

➡ Assignments will be submitted 1) as an attachment to course message to instructor, OR 2) posted in Discussion.

➡ Due dates are according to course schedule, by midnight. Late work will be docked 10% per week and will not be accepted late in the semester.

> Please do not wait until the last minute to turn in assignments,
> or you may have problems.
> Remember the saying, **"Technology happens!"**

Student Conduct

Students are expected to abide by the standards of student conduct as defined in the **Student Guide**, available on the South Plains College website and in Course Information of this Bb class.

Grading Policy ~

Unit Activities & Discussion	5 X 100	500
Unit exams	5 X 60	300
Competency Statement (Goal II)	100	100
Resource Collection	100	100
Total Points		1000

900-1000	90 - 100%	A
800-899	80 - 89%	B
750-799	75 - 79%	C
700-749	70 - 74%	D
699	69%	F

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

Course Outline

I. **Child Development Associate (CDA) Credentialing System**
   a. CDA Credentialing System Components
   b. Competency Goals & Functional Areas
   c. Professional Resource File
   d. Self-Assessment

II. **Physical Development**
   a. Large Motor Skills
   b. Small Motor Skills
   c. Sensory Development
   d. Creative Opportunities
   e. Cultural Activities

III. **Cognitive Development**
   a. Individual Needs & Learning Styles
   b. Role of Play
   c. Hands-On Experience
   d. Problem-Solving
   e. Questioning & Teacher Interaction

IV. **Communication Skills**
   a. Listening & Speaking
   b. Emergent Reading & Writing
   c. Thoughts & Feelings
   d. Nonverbal Communication
   e. Home Language

V. **Creative Development**
   a. Free Play
   b. Dramatic Play
   c. Art Opportunities
   d. Music Activities
   e. Teacher Roles

VI. **Professional Portfolio**
   a. Competency Goal Statement
   b. Resource Collection
   c. Final Conference / Assessment

Syllabus Statements

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

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.

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

☐   I am familiar with the **SPC Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____