

South Plains College

Course Syllabus

“South Plains College improves each student’s life.”

Course Title: **CDEC 1317-151 ~ Child Development Associate Training I**

Semester: Fall 2026

Class Times: Online ~ Blackboard

Instructor: Stephanie Deering

Office: Lubbock Career and Technical

Center, Rm 125 H

Office Hours: By Phone: 806.786.5489 (cell)

Email: sdeering@southplainscollege.edu

General Course Information

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.

Learning Outcomes

Identify methods to advance physical and intellectual competence

Describe the CDA process

Develop observation skills

Summarize child growth and development

Utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem solving

NAEYC Standards:

Standard 1: Child Development and Learning in Context

Standard 3: Child Observation, Documentation, and Assessment

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

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

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

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

Evaluation Methods

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.

Specific Course Requirements

Text and Materials

CDA Materials

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

Essentials for Working with Young Children - 3rd Edition



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

Computer Requirements

Students are responsible for making sure they have computer access and skills needed for this class. Buying a personal computer is not required, but students do need regular access to one that meets course requirements. Computer labs are available for student use on the Levelland campus and at the Lubbock centers.

For this course, students will need: **Microsoft Word and Adobe Reader**

Additional Resources: [Instructional Technology](#)

Blackboard is an online learning platform that will be used throughout this semester. It allows students to access course materials, submit assignments, and communicate with the instructor and classmates.

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. Course withdrawals are made through the registrar's office. The last drop date for the college is **December 3, 2026**.

Assignment Policy

All assignments will be completed and/or submitted on Blackboard.

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.

Assignments are due on the dates specified in the course calendar, by 12:00 midnight.

Late work is only accepted with prior approval from the instructor.

- To request approval, students must send a written request through Blackboard messages at least 48 hours before the assignment is due.
- Approval is at the instructor's discretion.
- If approved, late submissions will incur a 10% deduction of the total points available per week late.
- Late work cannot be submitted more than two weeks past the original due date.
- No late work will be accepted after Week 14 of the semester to allow time for final grading.
- Unauthorized late work will not be accepted.

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

Grading Policy

Unit Activities & Discussion 5x60 500 points			Final Grades		
Unit Exams 5x60 300 points			900-1000 points	90-100%	A
Competency Statement (Goal II) 100 points			800-899 points	80-89%	B
Resource Collection 100 points			750-799 points	75-79%	C
Total Points 1000 points			700-749 points	70-74%	D
			699 points & below	(69%)	F

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

Communication Policy

Primary communication between instructor and students in this course will take place through **Blackboard Mail**.

Students may expect instructor responses to email messages within 48 hours.

Student Conduct

Students are expected to follow the standards of student conduct as defined in [SPC Student Guide](#).

Course Syllabus Statements

All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more.

These policies apply to all courses and are available at the following link:

<https://www.southplainscollege.edu/syllabusstatements/>

Course Outline

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|---|---|
| <p>I. Child Development Associate (CDA) Credentialing System</p> <ul style="list-style-type: none">a. CDA Credentialing System Componentsb. Competency Goals & Functional Areasc. Professional Resource Filed. Self-Assessment <p>II. Physical Development</p> <ul style="list-style-type: none">a. Large Motor Skillsb. Small Motor Skillsc. Sensory Developmentd. Creative Opportunitiese. Cultural Activities <p>III. Cognitive Development</p> <ul style="list-style-type: none">a. Individual Needs & Learning Stylesb. Role of Playc. Hands-On Experienced. Problem-Solvinge. Questioning & Teacher Interaction | <p>IV. Communication Skills</p> <ul style="list-style-type: none">a. Listening & Speakingb. Emergent Reading & Writingc. Thoughts & Feelingsd. Nonverbal Communicatione. Home Language <p>V. Creative Development</p> <ul style="list-style-type: none">a. Free Playb. Dramatic Playc. Art Opportunitiesd. Music Activitiese. Teacher Roles <p>VI. Professional Portfolio</p> <ul style="list-style-type: none">a. Competency Goal Statementb. Resource Collectionc. Final Conference / Assessment |
|---|---|

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.