

**Course Syllabus**

Course: **CDEC 2322.151 ~ Child Development Associate (CDA) Training II**  
 Semester: Spring 2015  
 Instructor: Stephanie Deering  
 Office: Reese Campus, Building #5, Room 512A  
 Office Hours: Monday & Wednesday 2:00-3:00  
 Tuesday & Thursday 2:00-6:00  
 Friday By appointment  
 Phone: 806-716-4645 (Office) 806-745-5732 (Home) 806-786-5489 (cell)  
 E-Mail: [sdeering@southplainscollege.edu](mailto:sdeering@southplainscollege.edu)  
 Facebook: <https://www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824>

*"South Plains College improves each student's life."*

**GENERAL COURSE INFORMATION**

**Course Description**

This course is a continuation of the study of the requirements for the Child Development Associate National Credential (CDA). The six functional areas of study include safe, healthy, learning environment, self, social, and guidance.

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.

**Learning Outcomes**

The purpose of this course is to promote competency in the 6 functional areas of safe, healthy, learning environment, self, social, and guidance, based on the Council for Professional Recognition's National Credentialing Program standards.

*See attached NAEYC Associate Standards*	NAEYC Standards	NAEYC Supportive Skills
Students will:		
Explain methods to establish and maintain a safe, healthy learning environment		
Describe ways to support social and emotional development	S1	SS3
Describe techniques used to provide positive guidance	S4	SS4
Utilize skills in writing, speaking, problem solving, time management, and recordkeeping.	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. Establish and maintain a **safe** classroom. (C3, C15, C16, C17))
  - a. Promote toy and materials safety within each learning center. (F8)
  - b. Plan and implement necessary emergency procedures (F9)
  - c. Provide a safe atmosphere through teacher behavior. (F13,F17)
3. Establish and maintain a **healthy** classroom. (C11, C12)
  - a. Encourage children to follow common health and nutrition practices. (C9,C10,C12)
  - b. Promote and use materials to ensure children's health and cleanliness. (C3, C4)
  - c. Recognize unusual behavior or symptoms of children who may be ill, and provide for them. (C5, F8)
4. Establish and maintain a **learning environment**. (C9, C12)
  - a. Set up stimulating learning centers in appropriate spaces.(C3, F7)
  - b. Provide appropriate materials for children's self-directed play and learning. (C3,F11))
  - c. Provide a high-activity, low-stress environment where children can learn happily together.(C15, 16, 17)

5. Build positive **self-concept** in students.
  - a. Accept self and every child as worthy.(C13, C14)
  - b. Use nonverbal cues to let children know they are accepted. (F5, F15)
  - c. Accept and respect diversity in children. (C14)
  - d. Help children to respect one another. (F14, F17)
  - e. Help every child to develop independence. (C10)
  - f. Help every child to experience success in the classroom. (C9, C11, C12)
6. Promote **social skills** of students. (C15)
  - a. Help children learn to work and play cooperatively through sharing and turn-taking. (C9, C12)
  - b. Help children learn to enter ongoing play without disruptions. (C13, C10)
  - c. Help children learn to find playmate-friends. (C10)
7. Provide **positive guidance** for students in classroom. (F16, F17)
  - a. Use positive prevention measures to help eliminate inappropriate behavior in the classroom. (C5, F8)
  - b. Use positive intervention measures to help children control their behavior. (C13)
  - c. Use positive reinforcement techniques to help children learn appropriate behavior. (C17)
8. Utilize **skills** in technology, writing, speaking, problem-solving, creative thinking time management and record keeping in completing course requirements. (C1,C8,C18,C19,C20 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. Students' 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

Students will include Competency Statements I and III along with Resource Collection items in CDA Professional Portfolio for purposes of national assessment.

### SPECIFIC COURSE INFORMATION



#### Textbook

Beaty, Janice J. (2011) **Skills for Preschool Teachers**, 9<sup>th</sup> edition.

Merrill Education/Prentice Hall

ISBN: 978-0130388407

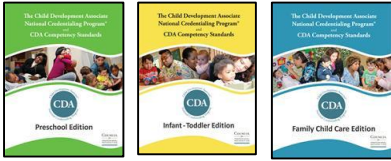
Available at South Plains College Book Store, Reese Campus

## 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



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## Other Materials

**Professional Portfolio:** Large notebook w/ dividers, or file box w/ hanging folders



**Course Notebook:** 3-ring binder suggested

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**Computer requirements:** It is the responsibility of the student to make sure that they 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 Levelland, Lubbock, & Reese campuses.

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

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

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## 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.

## Exam Policy

- Exams will be taken in Blackboard, within a 36 hour “window”. For example: Saturday 8:00 am until Sunday 8:00 pm.
- Exams must be taken in one sitting, within the given amount of time (e.g. 60 minutes).
- Instructor reserves the right to administer exam in proctored setting, should it be deemed necessary.

## Assignment Policy

All assignments will be completed and submitted through Blackboard. Assignments will be sent through Blackboard email, as **attachments labeled 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 on that date. Late assignments will be docked 10% of the total value for each week, unless prior arrangements have been made with the instructor.



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

## 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 [www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824](http://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 SPC Student Guide. Signature form attached.

## Methods of Evaluation

Student performance will be assessed according to:

1. Attendance and Participation in discussion
2. Completion of content related activities
3. Written competency statements
4. Resource collection components
5. Unit Exams
6. Final conference with instructor **\*Required\***

**Note:** If a student finds that s/he cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to initiate withdrawal/drop from the course. Course withdrawals are done through the registrar's office on the South Plains College/Reese Campus, Building #8. Last date to drop is **April 28, 2015**.

## Grading Policy

<b>Intro &amp; CDA System Review</b>	<b>100 points</b>
<b>Discussion &amp; Activities</b> (6 units @ 50 points)	<b>300 points</b>
<b>Competency Statements</b> (2 goals @ 100 points)	<b>200 points</b>
<b>Resource Collections</b> (2@ 50 points)	<b>100 points</b>
<b>Unit exams</b> (6 @ 50 points)	<b>300 points</b>
	<b>1000 points</b>

Final grades will be assigned as follows:

<b>900-1000 points</b>	<b>90%</b>	<b>A</b>
<b>800-899 points</b>	<b>80%</b>	<b>B</b>
<b>750-799 points</b>	<b>75%</b>	<b>C</b>
<b>700-749 points</b>	<b>70%</b>	<b>D</b>
<b>699 and less</b>	<b>69%</b>	<b>F</b>

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

## COURSE OUTLINE

- I. Review of CDA System
- II. Competency Goal I: To establish and maintain a safe, healthy, learning environment
  - A. Functional Areas:
    - 1.Safe
    - 2.Healthy
    - 3.Learning Environment
  - B. Resource Collection
  - C. Competency Statement
- III. Competency Goal III: To support social and emotional development and to provide positive guidance
  - A. Functional Areas:
    - 1.Self
    - 2.Social
    - 3.Guidance
  - B. Resource Collection
  - C. 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.

## SCANS COMPETENCIES

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.

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## 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.

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**NAEYC Associate Standards**  
**National Association for the Education of Young Children**  
**Standards for Early Childhood Professional Preparation**

**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 Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date