

**Course Syllabus**

Course: **CDEC 1292.151 ~ Special Topics in Child Development**  
 Semester: Spring 2016  
 Instructor: Cherri Stallings  
 Office: Reese Campus, Building 5, Room 512E  
 Office Hours: By appointment  
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*"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**

<i>*See attached NAEYC Associate Standards</i>	NAEYC Standards	NAEYC Supportive Skills
Students will:		
Develop professional portfolio using National Association for the Education of Young Children (NAEYC) standards.	S6	SS1
Use reflective process to analyze work chosen for portfolio		
Present portfolio in electronic format		

**Course Objectives**

1. Develop professional portfolio using National Association for the Education of Young Children (NAEYC) standards.
  - a. Explain purpose and organization of professional portfolio
  - b. Choose artifacts connected to each of NAEYC standards
  - c. Compose related personal/professional documents
2. Use reflective process to analyze work chosen for portfolio
  - a. Describe each artifact and its development
  - b. Connect work to professional competence and standards
  - c. Predict how learning will affect future practices
3. Present portfolio in electronic format
  - a. Research advantages and disadvantages of e-portfolios
  - b. Review a variety of formats for online portfolios
  - c. Upload and organize professional artifacts into e-portfolio
  - d. Give small group presentation to present professional portfolio

**Methods of Evaluation**

Participation in online learning activities  
 Choice of artifacts; Composition of reflections  
 Completion of electronic professional portfolio  
 Presentation of portfolio

**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.

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### SCANS and Foundation Skills

Basic Skills  
Thinking Skills

Personal Qualities  
Resources

Information  
Interpersonal

Systems  
Technology

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### 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.

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## SPECIFIC COURSE REQUIREMENTS

### 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 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 [www.adobe.com](http://www.adobe.com))

### Text and Materials

No textbook required for this course.

### 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 **April 28, 2016**.

### Assignment Policy

All assignments will be completed and submitted through Blackboard. Assignments are due on the dates specified in the course calendar, by 11:00 pm 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.

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### Grading Policy

Grades for this class will be determined by the following criteria:

<b>Attendance/Participation</b>	100 points
<b>Introductory documents</b>	100 points
<b>Artifacts and Reflections</b>	
✓ 6 standards @ 100 points	600 points
<b>E-portfolio Design</b>	100 points
<b>Presentation</b>	100 points
	<b>1000 points</b>

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

**\*Students must earn C or higher for course to be applied to Child Development degree or certificate.**

### 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. Use Blackboard for **ALL** communication for this course.

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## Student Conduct

Students are expected to abide by standards of student conduct as defined in the SPC Student Guide. See signature page.

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## COURSE OUTLINE

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| <p>I. What is a portfolio?</p> <ul style="list-style-type: none"><li>A. Purpose of portfolio</li><li>B. Types of portfolios</li></ul> <p>II. Using NAEYC Standards to organize</p> <ul style="list-style-type: none"><li>A. Standard 1: Promoting child development and learning</li><li>B. Standard 2: Building family and community relationships</li><li>C. Standard 3: Observing, documenting, and assessing</li><li>D. Standard 4: Using developmentally effective approaches</li><li>E. Standard 5: Using content knowledge to build meaningful curriculum</li><li>F. Standard 6: Becoming a Professional</li></ul> <p>III. Selecting Artifacts</p> <ul style="list-style-type: none"><li>A. Identifying work/Matching to standard</li></ul> | <ul style="list-style-type: none"><li>B. Rationale test</li></ul> <p>IV. Rationale/Reflective Statements</p> <ul style="list-style-type: none"><li>A. Examples</li><li>B. Writing for artifacts</li></ul> <p>V. Introductory Materials</p> <ul style="list-style-type: none"><li>A. Resume</li><li>B. Autobiography</li><li>C. Philosophy</li></ul> <p>VI. The Electronic Portfolio</p> <ul style="list-style-type: none"><li>A. Research and review</li><li>B. Digitize artifacts and reflections</li><li>C. Map online path portfolio</li><li>D. Upload and link artifacts</li></ul> <p>VII. Final Stages</p> <ul style="list-style-type: none"><li>A. Conference with instructor</li><li>B. Small group presentation of e-portfolio</li></ul> |
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## ACCOMMODATIONS

### 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 to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

### 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.

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## 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.

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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 & 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.

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## **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.

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Signature

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Date