

Course Syllabus

Course: **CDEC 1317.151 ~ Child Development Associate Training I**
 Semester: Fall 2016
 Instructor: Stephanie Deering
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 Office Hours: Monday, Tuesday, Thursday 2:00-6:00
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South Plains College improves each student's life.

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.

Student Learning Outcomes

	NAEYC Standards	NAEYC Supportive Skills
<i>*See attached NAEYC Associate Standards*</i>		
Identify methods to advance physical and intellectual competence		
Describe the CDA process	S1	SS3
Develop observation skills	S3	SS5
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

1. 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.

2. **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.

3. **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.

4. **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.

5. **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

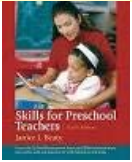
See Course Competencies above. SCANS & Foundations Skills attached.

Resources	Interpersonal	Technology	Thinking Skills
Information	Systems	Basic Skills	Personal Qualities

Verification of Workplace Competencies- 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



Textbook

Beaty, Janice J. (2012) **Skills for Preschool Teachers**, 9th edition.
Upper Saddle River, NJ: Pearson
ISBN 978-0-13-038840-7
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, or **file box** w/ hanging folders

Course Notebook: 3-ring binder suggested, just for class materials



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.

***Anti-virus Software:** Please be 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/>)

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.

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 the corresponding date. Late assignments will be docked 10% of the total value for each week.

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

Instructor Response Time:

Students may expect instructor responses to e-mail messages within 48 hours, unless advance notice has been given.

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 required.

Grading Policy ~ Course grades will be based on the following components:

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.

Special Requirements

- ➔ 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. Instructor will verify that setting is appropriate, and will assist with placement if necessary.
- ➔ Students who find it necessary to drop this course should communicate with instructor and follow through with the official drop process. Students who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade. The last drop date for this course is **November 17, 2016**.

Course Outline

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

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 at, Reese Center Building 8, 806-716-4675.



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/Early Childhood program at South Plains College.

I have also received a copy of the syllabus for this course. I understand the requirements and accept the responsibilities as described.

Signature _____ Date _____

Scans Competencies

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.
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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