Lubbock Career and Technical Center

## Course Syllabus

Course:     **CDEC 2322-151 ~ Child Development Associate (CDA) Training II**
Semester:   Spring 2025
Instructor: Stephanie Deering
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### 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 |
|---|---|
| Explain methods to establish and maintain a safe, healthy learning environment | |
| Describe ways to support social and emotional development | S1 S4 S5 |
| Describe techniques used to provide positive guidance | |
| Utilize skills in writing, speaking, problem solving, time management, and recordkeeping. | |

**Course Objectives (**Scans and Foundations skills attached)
1. Describe the **Child Development Associate** (CDA) process.
    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.
    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.
    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**.
    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.
    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.
    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)

## 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

## 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.

**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.
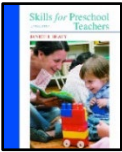
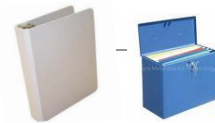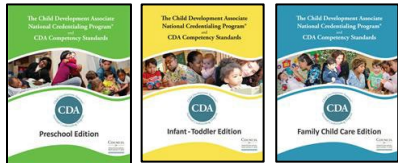**Textbook**
**Skills for Preschool Teachers, 10ᵗʰ edition.**
Janice Beaty (2017) Pearson Publishing
ISBN-13: 978-0133766349

**CDA Materials**
You will also need a CDA Competency Standards Book, available from 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

**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.
**You will need:**
- Microsoft Word
- Adobe Reader
- Anti-Virus Software

**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/

**Attendance Policy**
- Attendance plays a large part in student success. In this class, attendance requirements include logging into the course 2-3 times per week, documented through the Blackboard system.
- If a student finds that he/she cannot fulfill the requirements of the course, it is the student's responsibility to withdraw from the course.  A formal drop of the course will prevent an "F" and helps protect the student's grade point average.  Drops may be completed through the student support offices at South Plains College.
- Last drop date for the college is April 25, 2025.

**Exam Policy**
- ✓ Exams will be taken in Blackboard on designated days, within a specific window of time, usually between **Saturday 8:00 and Sunday midnight.**
- ✓ Exams must be taken in one sitting, within the given amount of time (e.g. 60 minutes).
- ✓ Instructor reserves the right to administer the exam in a proctored setting, should it be deemed necessary.

**Assignment Policy**
- All assignments will be completed and submitted through Blackboard.
- Assignments will be labeled according to directions and are due by midnight as given in the course schedule.

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

## Late Work

- 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.
- 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.

## Communication Policy

- ✓ Primary communication between instructor and students in this course is through Blackboard messaging systems.
- ✓ In rare cases it may be necessary to use South Plains College email accounts for students or for instructor.
- ✓ Students are encouraged to check SPC email on a regular basis.
- ✓ As a general rule, students can expect response to messages within 24-48 hours, excluding weekends.

## Student Conduct

Students are expected to abide by the standards of student conduct as defined in SPC Student Guide.
http://catalog.southplainscollege.edu/index.php?catoid=58

## Grading Policy

| | |
|---|---|
| **Intro & CDA System Review** | **100 points** |
| **Discussion & Activities** (6 units @ 50 points) | **300 points** |
| **Competency Statements** (2 goals @ 100 points) | **200 points** |
| **Resource Collections** (2@ 50 points) | **100 points** |
| **Chapter exams** (6 @ 50 points) | **300 points** |
| | **1000 points** |

Final grades will be assigned as follows:

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

**Note:** A grade of C or better is required to apply course to Child Development degree plan.

## 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 I
   C. Competency Statement I
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 III
   C. Competency Statement III

## Accommodations

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

Intellectual Exchange Statement, Disabilities Statement, Non-Discrimination Statement, Title IX Pregnancy and Parenting Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry, COVID-19, Artificial Intelligence Statement

## 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.

## Foundation 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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Statements below will be "signed and dated" in Blackboard.

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

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