

Course Syllabus

Course: **CDEC 2324-151 ~ Child Development Associate Training III**
Semester: Summer 2025 (10 weeks) June 2 – August 8
Instructor: Stephanie Deering
Class Times: Online ~ Blackboard
Office: Lubbock Career & Technical Center – Office 125 (Adjunct)
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South Plains College improves each student's life.

General Course Information

Course Description

This course is a continuation of the requirements for the Child Development Associate National Credential (CDA). Three of the 13 functional areas to be studied include **family, program management** and **professionalism**.

There are 3 courses that must be taken to meet the educational component of the CDA - CDEC 1317, CDEC 2322, and CDEC 2324. They may be taken in any order, with instructor's approval.

Student Learning Outcomes	NAEYC Standards
Describe the Child Development Associate (CDA) process.	Standard 6: Professionalism
Describe methods to establish positive and productive relationships with families.	Standard 2: Family & Community
Explain methods to ensure a well-run, purposeful program responsive to participant needs.	Standard 1: Child Development & Learning
Identify how to maintain an on-going commitment to professionalism.	Standard 6: Professionalism
Utilize skills in writing, speaking, problem-solving, time management, and record keeping.	Standard 6: Professionalism

Course Objectives:

- 1. Describe the Child Development Associate (CDA) process.** (F1, F2)
 - a. Define terms associated with the CDA process. (C7)
 - b. Outline stages and components of CDA assessment.(C6,C7,C8)
 - c. Summarize the 6 competency goals and the 13 corresponding functional areas.(C15)
- 2. Describe methods to establish positive and productive relationships with families.** (F2,F9,F,15)
 - a. Maintain open, friendly, and cooperative relationship with each child's family. (C9,C11)
 - b. Encourage family involvement in the program. (F13,C7,C15)
 - c. Support the child's relationship with his or her family. (C11,C13)
 - d. Respect each family's cultural background, religious belief, and childrearing practices. (C11,C14,F17)
 - e. Incorporate information about family diversity in classroom experiences. (F7,C3,C9,C13,C14)
 - f. Implement a variety of positive methods for parent-teacher communication. (F2,F5,F6,F13)
 - g. Provide families information about health/social services and other resources in the community. (C6,C7,C15)
 - h. Encourage learning at home by suggesting activities & materials that parents can share with children. (C3)
- 3. Explain methods to ensure a well-run, purposeful program responsive to participant needs.** (C17,F8,F9,F13,F17)
 - a. Utilize all available resources to ensure an effective program operation. (C1,C2,C3,C4)
 - b. Plan, organize and maintain up-to-date records & documentation. (C6,C18,F2,F3,F10)
 - c. Demonstrate a variety of effective communications skills. (F1,F2,F5,F6)
 - d. Work cooperatively with colleagues and family members. (C9,C11,C13,F14,F15)

4. **Identify how to maintain an on-going commitment to professionalism.** (F11,F13,F16,F17)
- a. Make decisions based on knowledge of early childhood theories and practices. (F8,F9,F12)
 - b. Act as an advocate for quality services and rights for children and families.(F13,F16,F17,C17)
 - c. Increase competence by utilizing opportunities for personal and professional growth. (C1,F11,F14,F16)
 - d. Maintain standards of Code of Ethics, as outlined by the National Association for the Education of Young Children. (F13,F16,F17)

Evaluation Methods

1. Attendance & participation in discussion
2. Completion of content related assignments
3. Written competency statements & resource collections
4. Unit Exams
5. 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. 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

See Course Competencies above. SCANS & Foundations Skills attached.

Resources	Interpersonal	Technology	Thinking Skills
Information	Systems	Basic Skills	Personal Qualities

Verification of Workplace Competencies

Upon successful completion of course requirements, students will include written Reflective Statements of Competence and Resource Collections for **Goals IV, V, and VI** in Professional Portfolio, for purposes of CDA credentialing assessment.

Specific Course Requirements



Textbook

Skills for Preschool Teachers, 10th edition.

Janice Beaty (2017) Pearson Publishing

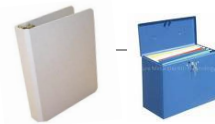
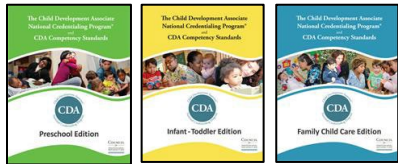
ISBN-13: 978-0133766349

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 CTE and Lubbock Downtown 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 July 30, 2025.**
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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.
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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.
- ✓ It is also necessary for students to use SPC email accounts.
- ✓ Please be sure you know how to log in and access your messages, and do so on a regular basis.
- ✓ As a general rule, students can expect instructor response to messages within 24-48 hours, excluding weekends.

Grading Policy

Participation ~ Weekly Activities & Discussions	300 points
Unit exams (3X50)	150 points
Competency Statements (3X 100)	300 points
Resource Collections (3X50)	150 points
Professional Philosophy	100 points
	1000 points

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

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

Course Outline

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|---|---|
| <ul style="list-style-type: none">I. Introduction & Overview<ul style="list-style-type: none">A. CDA Credentialing System ComponentsB. Competency Goals & Functional AreasC. Professional Resource FileD. Self AssessmentII. Promoting Family Involvement<ul style="list-style-type: none">A. Parent Involvement in Children's ProgramsB. Recognition & Support of Family DiversityC. Building Relationships through Classroom MeetingsD. Resource CollectionE. Competency StatementIII. Providing Program Management<ul style="list-style-type: none">A. Team Approach to a Flexible Curriculum | <ul style="list-style-type: none">B. Planning & Implementing Emergent CurriculumC. Evaluation of Curriculum OutcomesD. Resource CollectionE. Competency Statement IV. Promoting Professionalism<ul style="list-style-type: none">A. Commitment to Early Childhood ProfessionB. Ethical ResponsibilitiesC. Opportunities for Professional GrowthD. Resource CollectionE. Competency StatementF. Professional Philosophy |
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SPC Syllabus Statements <https://www.southplainscollege.edu/syllabusstatements/>

Intellectual Exchange, Disabilities, Title IX, Concealed Carry, Covid19, etc.

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.

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.



- ✓ I have reviewed this syllabus and understand the requirements for the course.
- ✓ I am familiar with the SPC Student Guide and agree to follow the code of student conduct as described in the guide.

Signature _____ Date _____