DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
BROOKHAVEN COLLEGE
CHILD DEVELOPMENT/TEACHER PREPARATION PROGRAM
HEALTH & HUMAN SERVICES DIVISION

SPRING SEMESTER 2015

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Chris Shelby</th>
<th>Office hours:</th>
<th>By Appointment</th>
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<tbody>
<tr>
<td>Voicemail:</td>
<td>214-674-6713</td>
<td>e-mail:</td>
<td><a href="mailto:Ceshelli@aol.com">Ceshelli@aol.com</a></td>
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<tr>
<td>Course:</td>
<td>CDEC 2324</td>
<td>Section:</td>
<td>23251</td>
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<td>Day(s)/Time/Location:</td>
<td>Saturdays, 8:00-4:30 p.m. in E145 from 1/24 – 2/28 (6 weeks)</td>
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**COURSE DESCRIPTION:** Course is based on the requirements for the Child Development Associate National Credential (CDA). Topics are CDA overview of how to access materials to manage an organized and well run classroom, how to maintain a professional demeanor at all times and how to use the professional Code of Ethics. The two functional areas of study are Program Management and Professionalism. (3 cr)

**COURSE OBJECTIVES:** The student will apply knowledge of how to run an effective and well managed program and how to maintain professionalism and the Code of Ethics at all times. The student will utilize skills in writing, speaking, teamwork, time management, and problem solving.

**CRIMINAL BACKGROUND CHECK:** All students enrolled in a child development or education course must satisfy a clearance of criminal misdemeanor and felony records. This clearance protects the student and ensures the safety of children in the schools, facilities and programs in which the student may be asked to visit. You will be required to submit a **Self-disclosure Statement** to indicate your compliance with this policy.

**REQUIRED READING MATERIALS/TEXTBOOK (S):**


Obtain the appropriate Competency booklet for your age group. Choices are as follows:


Students are required to obtain a Flash Drive for this course. All CDA assignments must be placed on this drive.

**COMMUNICATION WITH YOUR INSTRUCTOR:** The instructor is available to students via email, telephone and/or personal conference. All email questions will be answered within 24 hours. The instructor is available via telephone at the above number. In the event the instructor is not available due to work schedule, leave a voice mail. All voice mail will be returned within 24 hours. The instructor will be available for 30 minutes prior to class and 30 minutes after class to answer student questions. In the event more time is needed a personal conference time will be set up with the instructor.
PARTICIPATION: Part of the college experience includes the exchange and discussion of colleagues as related to the text and course lectures. Therefore, it is crucial that you make every effort to attend and be timely at each class meeting. Respectful attention and participation will be part of your seminar grade; in that, it is expected that you not only participate, but are engaged and not distracting to the learning experience for everyone. Refer to the BHC Student Code of Conduct for other details about appropriate college decorum at https://www1.dcccd.edu/catalog/ss/code.cfm?loc=2

CELLULAR PHONES AND ELECTRONIC DEVICES: Please be respectful of your instructor and other classmates by assuring all electronic devices are SILENCED and NOT VISIBLE during the duration of each class meeting. Failure to do so will affect your participation grade.

LATE POLICY: All assignments must be typed and turned-in at the beginning of class, no electronic submissions unless otherwise specified. Tests must also be taken on the assigned due date, unless prior arrangements have been made with your instructor. Be proactive, if you are sensing that you are struggling, bring it to my attention before it becomes too late.

GENERAL STATEMENT: The instructor reserves the right to amend this syllabus as necessary.

STUDENT HANDBOOKS: There is an on-line Child Development Handbook with detailed information about our program and courses that you should access and preview. The hyperlink can be found in the resource section of our page. http://www.brookhavencollege.edu/instruction/h-h-services/child-development/
In addition, the Student Handbook for Brookhaven Students can be found at http://www.brookhavencollege.edu/studentsvcs/spar/handbook/

Student Learning Outcomes:
A successful student will be able to demonstrate competence in each of the following:

Institutional Policies

DROP WITHDRAWAL POLICY: Note: beginning in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W".

Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may do this in Admissions or Counseling. If you stop attending class and do not withdraw, you will receive a performance grade, which can result in an "F". Students sometimes drop courses when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.
The last day to withdraw with a “W” is 2/18/15.

REPEATING THIS COURSE: The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any Dallas County Community Colleges since the Fall 2002 Semester.

ACADEMIC INTEGRITY: Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism and collusion. Your College Catalog and the DCCCD Catalog contain the entire Student Code of Conduct or go online at https://www1.dcccd.edu/catalog/ss/code.cfm?loc=2 and click Responsibility, #11, for detailed information.

ADA STATEMENT: Any student, who feels that he/she may need any special assistance or accommodation because of an impairment, disability, or handicap, please contact Disability Support Services Office in Room S136 or 972-860-4673.
RELIGIOUS HOLIDAY: Students desiring to observe a religious holiday, which will result in a class absence, must notify instructors in writing, for each class, no later than the 15th calendar day after the first class day of the semester in which the absence will occur. Students are required, at a time assigned by the instructor, to complete assignments or take examinations which may be missed as a result of the absence.

FINANCIAL AID STATEMENT: Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy. Please note: If you are receiving Financial Aid grants or loans, you must begin attendance in all classes before the certificate date. You also must attend or participate after the drop date in order not to be marked as non-attending in the event that you fail the course. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid.

RETRIEVING YOUR GRADE:
Paper grade reports are no longer available from the Dallas Community Colleges. Students may retrieve their grades online through eConnect or by visiting the Advising Center. Specific instructions for obtaining your grades can be found at https://econnect.dcccd.edu/.

FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT: The FERPA act affords students certain rights regarding their education records. Details of these rights and the act can be found at https://www1.dcccd.edu/catalog/about/privacy.cfm?loc=2

Be courteous and clean the area around you😊
NAEYC Core Standards for Associates Degree Programs

Upon completion of our associate’s degree program in Child Development a successful student should be able to articulate and demonstrate competence in each of the following standards:

**Standard 1: Promoting Child development & Learning**
1a. Knowing and understanding young children’s characteristics and needs
1b. Knowing and understanding the multiple influences on development and learning
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**Standard 2: Family & Community Relationships**
2a. Knowing about and understanding diverse family and community characteristics
2b. Supporting and empowering families and communities through respectful, reciprocal relationships
2c. Involving families and communities in their children’s development and learning

**Standard 3: Observation & Assessment**
3a. Understanding the goals, benefits, and uses of assessment tools and approaches
3b. Knowing about assessment partnerships with families and with professional colleagues
3c. Knowing about and using observation, documentation, and other appropriate assessment
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child
3e. Knowing about assessment partnerships with families and other professionals

**Standard 4: Approaches to Connect with Children & Families**
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children
4b. Knowing and understanding effective strategies and tools for early education
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d. Reflecting on their own practice to promote positive outcomes for each child

**Standard 5: Building Meaningful Curriculum**
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula 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 professional guidelines
6c. Engaging in continuous, collaborative learning to inform practice
6d. Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession
NAEYC Supportive Skills for Associates Degree Programs

In addition to the core standards, a successful student of our program should demonstrate important skills and practice through general education courses and applied in our Child Development courses.

**Note the SS are Cross-Referenced with the SCANS (Secretary’s Commission on Achieving Necessary Skills)

Supportive Skill 1: Self-assessment and self-advocacy

Associate degree students are often at a key decision point in their professional lives, entering or re-entering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one’s own goals, strengths, and needs are critical, as is learning how to advocate for one’s own professional needs.

**SCANS Systems:** Understands complex inter-relationships

Supportive Skill 2: Mastering and applying foundational concepts from general education

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners’ ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

**SCANS Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks

Supportive Skill 3: Written and verbal communications skills

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Students going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

**SCANS Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks

**SCANS Information:** Acquires and uses information

**SCANS Technology:** Works with a variety of technologies

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

All professionals need these skills, but they are especially important in supporting the learning of associate degree students who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

**SCANS Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

Supportive Skill 5: Identifying and using professional resources

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

**SCANS Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

**SCANS Resources:** Identifies, organizes, plans, and allocates resources

**SCANS Interpersonal:** Works with others

**SCANS Systems:** Understands complex inter-relationships
GRADERS: All work must be typed and turned in on time in class
20% (200) Class Participation A =1000-900
18% (180) Attendance B =899-800
10% (100) Resource Collection C =799-700
20% (200) Competency Statements D = 699-600
10% (100) Self-Reflection F= 599-500
10% (100) Philosophy Statement
12% (120) Final Exam
100% 1000 possible points

CDEC 2324 Written Assignments

1. Resource Collection (RC): As part of CDA credentialing, you will be required to compile a Professional Portfolio. You will need to secure a 3 ring binder and labeled dividers for each RC and Competency Statement (CS). This process can also be completed electronically using CDA’s “School Chapters.” You will need to collect RC V, RC VI-1, RC VI-2, RC VI-3 as outlined in RC Guide. 100 pts.

2. Competency Statement V (CS V): Write a 200-500-word statement for Competency Statement V: To ensure a well-run, purposeful program that is responsive to participant needs. Be sure to adhere to the CS requirements in the appropriate Competency booklet. The CS will be evaluated using a grade rubric which can be found on-line on e-campus, where assignments must be submitted electronically. 100 pts.

3. Competency Statement VI (CS VI): Write a 200-500-word statement for Competency Statement VI: To maintain a commitment to professionalism. Be sure to adhere to the CS requirements in appropriate Competency booklet. The CS will be evaluated using a grade rubric which can be found on-line on e-campus, where assignments must be submitted electronically. 100 pts.

4. Self-Reflection Assignment: As you collect RC items you will be required to discuss how you use them in CSs and also incorporate them in your teaching philosophy. For this assignment, you will write a reflection about the RC and how the gathered information impacts you as an early childhood professional, how you use the items, relate it to your thoughts about teaching and engage in discussion about them in class. Instructor will provide more information. 100 pts.

5. Philosophy Statement: You will craft out your teaching philosophy based on your experience, self-reflection and from items written about in your CSs. Instructor will provide more details. 100 pts

6. Final Exam: The exam is a comprehensive multiple-choice that will be completed on-line on e-campus. This exam is intended to assist in your preparation for the on-line exam required by the CDA Council. 120 pts.

7. Participation: Both in class and out of class homework assignments will be distributed throughout the course of the semester and there will be no make-up for missed assignments. Therefore, it is critical you attend each class meeting, especially since CS drafts will be written at the end of each class period. 200 pts.

8. Attendance: While the course requires mandatory attendance at each class session; it is more so important to obtain required training that will help prepare you for the CDA process. Timeliness and staying the entire class session is also necessary and a part of professional decorum. 180 pts. (30 pts. for each 6 class session)
Lab Assignments-CDEC 1169

Grade:
A=300-270 pts.
B=269-240 pts.
C=239-210 pts.
D=209-180 pts.
F=179-0 pts.

1. **Observation/Interview:** At the beginning of the semester you MUST schedule a date when your instructor can come visit you and observe you in your classroom. After your visit your instructor will interview you and provide feedback regarding the observation. After the conference, write a 2 page plan for improvement based on the feedback from your instructor and an overall reflection of the observation. **200 pts.**

2. **Portfolio Check:** At the culmination of the semester your instructor will use the Resource Notebook checklist to assess it for professionalism, organization, and that all items are properly included. **100 pts.**

**CDEC 2324 & 1169**
**Brookhaven College**
**CDA III**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>1/24</td>
<td>Orientation/Introductions/Expectations</td>
<td>Read pages 303 – 324 in the Essentials textbook before class.</td>
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<tr>
<td>Wk 1</td>
<td>p.m. Overview of Program Management looking at synergism and dealing</td>
<td>Bring your calendar in order to schedule your Instructor lab visit in class today. All visits will be scheduled between 1/27 and 2/20</td>
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<td>with conflict.</td>
<td>Bring the accident report form, the emergency form and the assessment form used by your center or day home to the next class.</td>
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<td>1/31</td>
<td>Discuss paperwork required by the classroom teacher. Review forms that</td>
<td>This week before midnight, 2/3 submit, your first draft of Competency Statement V.</td>
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<tr>
<td>Wk 2</td>
<td>you brought to class with your instructor How do I do appropriate</td>
<td>Resource Collection V is due next week.</td>
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<td>assessments?</td>
<td>Read pages 325 – 345 in the Essentials textbook before next class.</td>
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<td>p.m.</td>
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<td>2/7</td>
<td>Wrap up any additional discussion on Program Management.</td>
<td>This week before midnight, 2/10, submit your final draft of Competency Statement V.</td>
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<td>Wk 3</td>
<td>p.m. What should be included in a Philosophy Statement? Discuss all</td>
<td>Turn in Resource Collection V at this class.</td>
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<td>items that are included in Resource Collection VI-1, VI-2 &amp; VI-3.</td>
<td>Resource Collection VI is due next week</td>
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<tr>
<th>Date</th>
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<tr>
<td>2/14</td>
<td>Discuss areas of Professionalism</td>
<td>This week before midnight, 2/17, submit your first draft of Competency Statement VI.</td>
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<tr>
<td>a.m.</td>
<td>Code of Ethics exercises</td>
<td>Turn in Resource Collection VI at this class.</td>
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<tr>
<td>p.m.</td>
<td></td>
<td>Turn in your completed Philosophy Statement at this class.</td>
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<td>2/18</td>
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<td>Last day to drop with a grade of “W”</td>
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<tr>
<td>2/21</td>
<td>Complete any course work not covered at this time.</td>
<td>This week before midnight, 2/24, submit your final draft of Competency Statement VI</td>
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<tr>
<td>a.m.</td>
<td>Review for Final Exam</td>
<td>Turn in your Self Reflection Assignment at this class.</td>
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<td>p.m.</td>
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<td>Turn in your Observation/Interview paper at this class.</td>
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<td>Take Final Exam on line. Final will open at 4:00 on 2/21 and will close at noon on 2/25.</td>
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<td>2/28</td>
<td>Final exam will be discussed.</td>
<td>Notebooks will be available for pick up in the Child Development area after Tuesday, 3/3.</td>
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<td>We will discuss the final steps for completing your CDA.</td>
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<td>Notebooks will be checked for completion.</td>
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<td>You did it. Celebrate your success</td>
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**Additional Course Information**

- **Because of the amount of work and the short duration of the class, all students are expected to attend all 6 classes. Failure to do so will put you in jeopardy of failing the course.**
- **Students will be penalized for any late work by one letter grade. This includes electronic copies of Competency Goal drafts and final versions that are always due on the Tuesday preceding the class where the instructor will take time to work with each student individually as needed.**
- **Work that is more than one week late will not be accepted.**