

## Course Syllabus

Course: **CDEC 1343-151 Independent Study in Child Development**  
Semester: Summer 2025 (10 Weeks) June 2<sup>nd</sup> August 7<sup>th</sup>  
Online Instructor: Cherri Stallings  
Class Times: Online ~ Blackboard  
Office: SPC Lubbock Carrer and Technical Center  
Office Hours: By Appointment [Book time with Stallings, Cherri D](#)  
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*"South Plains College improves each student's life."*

### GENERAL COURSE INFORMATION

#### COURSE DESCRIPTION

This course is a study of an approved career topic. Research, presentation of findings, and practical applications are emphasized as they relate to the selected topic.

STUDENT LEARNING OUTCOMES	NAEYC Standards
Develop an individualized project to meet the student's academic and professional needs.	Individualized for student needs and area of study.

#### COURSE OBJECTIVES - See Scans and Foundations Skills

1. Meet with instructor to design individual course of study, correlated with specific course in degree plan for Child Development/Early Childhood. (C1, F7)
2. Follow individual plan for course requirements in area of study. (F1, F2, F5, F6)
3. Complete assignments as designed for course, to meet student learning outcomes of chosen course. (C5-8)
4. Utilize lab setting to apply concepts, if designated in course of study. (F11)
5. Report to instructor on weekly basis, for review of progress and individual instruction where needed. (F13, F16)
6. Complete quizzes and/or exams as given in course of study plan. (C7)
7. Present completed individualized projects to small group. (C9, C10)
8. Compile all course materials in notebook for final review. (C3, C6)

#### EVALUATION METHODS

Student performance will be evaluated through:

- Weekly assignments
- Projects

### SPECIFIC COURSE REQUIREMENTS

**SCANS and FOUNDATION SKILLS** ~Attached. Refer also to Course Objectives

#### TEXT AND MATERIALS

All reading material is provided in Blackboard.

#### ATTENDANCE POLICY

Students in this course attend class online. Attendance includes logging into the **course 2-3 times per week**, to be documented through the Blackboard system.

If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to initiate a drop from the course. Course withdrawals are made through the registrar's office. The last drop date for the college is **July 30, 2025**.

## Assignment Policy

All assignments will be completed and/or submitted on Blackboard. Assignments are due on the dates specified in the course calendar, by 11:59pm.

## Late Work Policy

- **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.
- Approval is at the instructor's discretion.
- 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.
- Unauthorized late work will not be accepted.

*Please do not wait until the last minute to turn in assignments, or you may have problems.*

## GRADING POLICY

Grades in this course will be determined using criteria from individual courses of study. Final grades will be awarded as follows:

Final grade criteria:		
900-1000	90%	<b>A</b>
800-899	80%	<b>B</b>
750-799	75%	<b>C</b>
700-749	70%	<b>D</b>
699 & below		<b>F</b>

In case of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. The final **drop date** for this course is **July 30, 2025**.

## COMMUNICATION POLICY

- Primary communication between the instructor and students in this course should take place through **Blackboard Messages**.
- **Students may expect instructor responses to email messages within 48 hours.**

## STUDENT CONDUCT

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. [24-25 Student Guide](#) (See signature form.)

## Course Syllabus Statements

All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more.

**These policies apply to all courses and are available at the following link:**

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

## COURSE OUTLINE

Course Outlines will correlate with specific course of study, on an individualized basis for each student. ance.

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## 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.

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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 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 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.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*There will be a section in Blackboard where you will acknowledge the above statements.*