

Southwest Texas Junior College  
2401 Garner Field Rd.  
Uvalde, Texas 78801

Instructors: Amada Garcia  
Cheryl Sanchez

**Child Development Associate (CDA)**  
**CDEC 1017 CDEC 2022 CDEC 1041**

**Course Description**

This course is provided as an early childhood education training opportunity through Workforce Training and Development. The Child Development Associate (CDA) and its Competency Standards and Assessment System support Quality programs for infant, toddler, and preschool children by providing standards for training, evaluation, and recognition of classroom caregivers, assistants, and/or childcare directors based on their ability to meet the unique needs of these age groups.

CDA: 160 contact hours      Technology: 10 contact hours

**Course Focus**

The course will focus on the early childhood profession.

**Text and References**

All textbooks for this course will be provided. Participants will need to bring pencil or pen and paper for note taking.

Herr, J. (2016). *Mastering CDA Competencies*. Tinley Park, IL: The Goodheart-Willcox Company, Inc.

Herr, J. (2016). *Student Activity Guide: Working with Young Children*. Tinley Park, IL: The Goodheart-Willcox Company, Inc.

Herr, J. (2016). *The Observation Guide: Working with Young Children*. Tinley Park, IL: The Goodheart-Willcox Company, Inc.

Herr, J. (2016). *Working with Young Children*. Tinley Park, IL: The Goodheart-Willcox Company, Inc.

## Course Goals

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives.

1. State the components of the definition of an early childhood professional
2. Discuss and apply the Code of Ethics (National Association for the Education Of Young Children) for child care professionals and its role in the lives of classroom assistants.
3. To maintain a commitment to professionalism.
4. To establish positive and productive relationships with families.
5. To ensure a well-run, purposeful program responsive to participant needs.
6. Explain the role of the CDA credential in the professional development of a classroom caregiver/teacher, and/or director.
7. Identify the major steps of the CDA process leading to assessment.
8. Prepare a personal plan of action, which will assist them in becoming ready for the final step of the CDA assessment process.
9. To acquire the skills and knowledge necessary to recognize and provide a safe environment.
  - To know the risks to children's safety and strategies for keeping the facility free of hazards.
  - To know methods of teaching children simple safety rules.
  - To supervise children at all times, evaluating them for signs and symptoms of injury or illness, being capable of keeping track of the whole group at one time.
10. To promote good health and nutrition and provide an environment that contributes to the prevention of illness.
  - To become familiar with local and/or national standards for health and safety of young children in groups, food and food preparation.
  - To practice appropriate hand washing, after toileting and nose wiping, and before food preparation and eating.
  - To use developmentally appropriate techniques such as role playing, modeling, visual material and real objects to teach healthy physical, mental, dental and nutritional practices.
11. To describe the areas and characteristics of development.
  - Physical development.
  - Intellectual development.
  - Social and emotional development.
12. To explain how developmental scales are used.
13. Chart the physical development of children.
14. Describe the intellectual development of children.
15. Explain emotional and social development.

## Course Policies

Each participant is expected to come to class fully prepared, take an active role in the class discussions, and assume a self-direct approach to the process.

All readings and activities as assigned by the instructor(s) must be submitted by the due date.

Attendance and punctuality are mandatory. One absence is the maximum allowed before enforced withdrawal from the course.

Cell phones must be put on silent or vibrate mode during class. Cell phone use during class is not permitted. Should there be a need to answer the phone during class, due to an emergency situation, speak to the instructor prior to the start of class about the situation.

### **Course Evaluation**

- Completion of all class assignments.
- On-the-job competence as indicated by on-site observations of the evaluator.
- Passing score on the Child Development Associate (CDA) exam.

### **Course Schedule**

Course days will be on Fridays from 6:00-9:30 and Saturdays from 9:00-3:00 on set dates beginning in December and ending in May.



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2401 Garner Field Road  
Uvalde, Texas 78801

Lorie Betty  
830-591-7224

lrcompton@swtjc.edu

College Year: 2014-2015  
Section: Spring 2015

## CDEC 1319

### Child Guidance

#### Course Description

An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences. Practical application through direct participation with children. Credit: Three semester credit hours. Three lecture hours per week. TSI Requirement: M1; R2; W1. Prerequisite: None

#### Textbook and Readings

Marion, Marian. *Guidance of Young Children*. 9th ed. Upper Saddle River, NJ: Prentice Hall, 2014. (Adopted 10/15/2014 ISBN: 0133861708)

#### Technology Requirements

1. Students will access the Campus Cruiser Portal to obtain a copy of the course syllabus, handouts, grades, and their absences.
2. Students will access a companion website that accompanies the textbook and watch videos and answers questions related to real life scenarios. Reviews to study for their test will be their as well.
3. Students will access Microsoft office, to complete various assignments.

#### Program Outcomes for "Child Development"

The program outcomes noted with an asterisk (\*) are addressed in this course.

- \*1. Identify characteristics of development.
- \*2. Identify developmental domains.

- \*3. Explain features of a developmentally appropriate program for children.
- \*4. Describe types of early childhood programs.
- 5. Demonstrate professionalism as a teacher and children's advocate.
- 6. Discuss issues of confidentiality.
- 7. Apply strategies for building family and community relationships.

## Course Outcomes

The following course outcomes will be addressed in this course:

1. Explain developmentally appropriate child guidance
2. Explain how developmental stages affect child guidance strategies
3. Describe characteristic levels of demandingness & responsiveness in styles of caregiving
4. Differentiate between authoritarian and authoritative guidance styles
5. Classify between two types of permissiveness
6. Explain effect of experience on adult discipline strategy choices
7. Describe negative strategies of authoritarianism
8. Explain basic processes used by adults in influencing children
9. Define and explain the concept of discipline
10. Explain major differences between positive and negative discipline
11. Design developmentally appropriate physical classroom for 2 to 8 year olds
12. List and explain criteria for developmentally appropriate activities for 2 to 8 year olds
13. Design developmentally appropriate physical environment for infants/toddlers
14. Describe activity areas for infant/toddler
15. Clarify the definition of stress
16. List and describe sources of stress for children
17. Describe stages of response to stress
18. Observe and identify stages of stress in case study
19. Describe developmentally appropriate strategies when caring for stressed children
20. Relate stress to physical health
21. Describe and explain the development of self-esteem during early childhood and the adult's role for nurturance
22. Describe the relationship between self-esteem and a strong moral compass
23. Explain the facets of anger: definition, causes, coping strategies
24. List, describe and give examples of developmentally appropriate anger management strategies
25. Define and describe aggression, its forms and their common ties
26. Identify systems in which aggression develops
27. Describe and give examples of developmentally appropriate aggression management strategies
28. Define pro-social behavior
29. Identify the building blocks of concern for others
30. List, describe & give examples for fostering pro-social behavior
31. Summarize theories related to child guidance
32. Demonstrate classroom management and positive guidance techniques for problem behaviors
33. Develop conflict resolution techniques
34. Evaluate the current issue of "time-out"
35. Explain the decision-making model of child guidance
36. Analyze pertinent case studies

37. Conduct Internet search for positive guidance approaches to hyperactivity

## **Lecture Topics**

The following general lecture topics will be covered in this class:

- Week 1: Introduction and A Teacher's Role in Guiding Young Children
- Week 2: Theoretical Foundations of Child Guidance
- Week 3: Understand Child Development: A Key to Guiding Children Effectively
- Week 4: Supportive Physical Environments: Indirect Guidance
- Week 5: Review and Exam 1
- Week 6: Positive Guidance and Discipline Strategies Direct Guidance
- Week 7: Using Observation in Guiding Children
- Week 8: Self-Esteem and Moral Identity
- Week 9: Feelings and Friends: Emotional and Social Competence
- Week 10: Review and Exam 2
- Week 11: Resilience and Stress in Childhood
- Week 12: Aggression and Bullying in Young Children
- Week 13: Minimizing Challenging Behavior
- Week 14: Apply Your Knowledge: Guiding Children during Routines and Transitions
- Week 15: Apply Your Knowledge: Use the Decision-Making Model of Child Guidance
- Week 16: Review and Exam 3

## **Course Evaluation**

There will be three major exams with 100 possible points each. There will be additional class assignments and quizzes with a total of 150 possible points. Class attendance and participation may receive up to 50 additional points.

### **GRADING SCALE**

- A: 450-500
- B: 400-449
- C: 350-399
- D: 300-349
- F: 000-299

## **Class Policies**

### **Attendance Policy:**

Class attendance is mandatory. Attendance will be taken each class meeting. Students that do not comply with the SWTJC policies may be dropped from the class. SWTJC requires all instructors to report student attendance on CAMPUS CRUISER. Excessive absences may impact your financial aid, grants, and/or scholarships.

All absences related to Work/School Events/Medical or Funeral will require written documentation. No exceptions.

### **Instructor Policies:**

Come on time and stay the entire class period. If you cannot do this, please drop the class or reschedule it at a time when you can reasonably do so. Tests and assignments cannot be made up if you are absent or late. Students are expected to participate in class discussions and group activities.

Students are responsible for seeing me or checking the portal to make sure assignments or assessments are not late.

The student is responsible for any advance preparation required in order to complete the daily assignments and making sure they have required materials for class.

Keep a calendar of due dates. Contact Technical Support at 830-591-7323 if you have computer problems or questions. Also, if you do not have Internet service, you need to find an alternative Internet source (library, Student Success Center, etc), this will not excuse missed work. Contact your instructor immediately if you have any concerns.

All files must be saved as doc, docx or pdf (Other formats will not receive credit)

Cell phones must be turned off or put on silent mode prior to entering class. If you have a special need to have your phone on in class, please speak to me before class. Using your phone to converse, play games, text, facebook, twitter, etc., are both disrespectful to your classmates and instructor.

Any form of cheating or plagiarism, will result in an automatic zero. Also, see Academic Integrity Statement

### **Americans with Disabilities Act (ADA) Statement**

Any student with a documented disability needing academic adjustments is requested to speak directly to the Counseling Department (see below) as early in the semester (preferable within the first week) as possible. All discussions will remain confidential.

Crystal City Krystal Silva Ballesteros (830/591-2908)  
Del Rio Marilyn Casson (830 591-1560)  
Eagle Pass Brenda Hoffman (830/591-4102)  
Uvalde Krystal Silva Ballesteros (830/591-2908)

### **Academic Integrity Statement**

Academic integrity is highly valued in our campus community. Academic integrity directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at Southwest Texas Junior College. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor of record.

### **Quality Enhancement Plan (QEP)**

Southwest Texas Junior College is accredited by the Southern Association of Colleges and Schools (SACS). Accreditation is a peer-review evaluation process that SWTJC participates in every ten years. A Quality Enhancement Plan (QEP) is required as part of this process. The purpose of the QEP is to improve student learning through a systematic plan of action.

**Use of Copyrighted Material**

Copyright is a form of protection the law provides to the authors of original works of authorship for their intellectual works that are fixed in any tangible medium of expression, both published and unpublished (Title 17, United States Code). It is illegal to violate any of the rights provided by the law to the owner of a copyright. SWTJC respects the ownership of intellectual material governed by copyright laws. All users of the SWTJC resources shall comply with the copyright laws and the provisions of the licensing agreements that apply to software; printed and electronic materials, including documentation, graphics, photographs, multimedia, including musical works, video productions, sound recordings, and dramatic works; and all other technological resources licensed and/or purchased by SWTJC or accessible over network resources provided by SWTJC.

**Class Schedule**

Tuesday 9:30 - 10:50  
 Thursday 9:30 - 10:50

**Office Hours**

Monday 9:00-1:00  
 Tuesday 9:00-9:30 and 11:00-12:00  
 Wednesday 9:00-1:00  
 Thursday 9:00-9:30 and 11:00-12:00  
 Friday 9:00-12:00

**Southwest Texas Junior College Student Services Addendum to Course Syllabus**

<b>Admission and Registrar's</b>		
Flores Student Services Building Admission/Registrar's Office	830.591.7255	<a href="http://www.swtjc.edu/pages//admissions/registrar-and-admissions">http://www.swtjc.edu/pages//admissions/registrar-and-admissions</a> <a href="mailto:admoffice@swtjc.edu">admoffice@swtjc.edu</a>
<b>Advising and Counseling Services</b>		
Flores Student Services Building Advising/Counseling Center	830.591.7271	<a href="http://www.swtjc.edu/pages//student-life/counseling-and-advising">http://www.swtjc.edu/pages//student-life/counseling-and-advising</a> <a href="mailto:advising@swtjc.edu">advising@swtjc.edu</a>



Disability Support Services*	830.591.2908	<a href="http://www.swtjc.edu/pages//student-life/counseling-and-advising/disability-support-services">http://www.swtjc.edu/pages//student-life/counseling-and-advising/disability-support-services</a>
On-line Advising		<a href="mailto:advising@swtjc.edu">advising@swtjc.edu</a>
*The College will make reasonable accommodations for students with documented disabilities. These students must contact our Disability Support Services Advisors before classroom accommodations can be provided.		
Qualified persons with disabilities may have support services available.		
<b>Assessment and Testing Center</b>		
R.K. Miller Building		<a href="http://inet4.swtjc.cc.tx.us/testing/homepage.html">http://inet4.swtjc.cc.tx.us/testing/homepage.html</a>
Testing Schedule	830.591.2946	Select the link to the different assessment/exams for times and dates.
<b>Financial Aid</b>		
Flores Student Services Building Financial Aid Office	830.591.7313	<a href="http://swtjc.edu/pages/academics/financial-aid">http://swtjc.edu/pages/academics/financial-aid</a> <a href="mailto:finaid@swtjc.edu">finaid@swtjc.edu</a>
Work-Study Program		<a href="http://swtjc.edu/pages/academics/financial-aid/paying-for-school/work-study">http://swtjc.edu/pages/academics/financial-aid/paying-for-school/work-study</a>
<b>Payments/Refunds</b>		
Flores Student Service Building Business Office	830.591.7365	<a href="http://www.swtjc.edu/pages/about-swjtc/facultystaff/business-office">http://www.swtjc.edu/pages/about-swjtc/facultystaff/business-office</a>
<b>Pre-College Programs/Dual Credit</b>		
Joe Richarz Memorial Building 2nd Floor	830.591.2919	<a href="http://swtjc.edu/pages//academics/outreach/dual-credit">http://swtjc.edu/pages//academics/outreach/dual-credit</a> <a href="mailto:dualcredit@swtjc.edu">dualcredit@swtjc.edu</a>
<b>Student Activities Office</b>		
Matthews Student Center	830.591.7287	<a href="http://www.swtjc.edu/pages//student-life/activities-and-events">http://www.swtjc.edu/pages//student-life/activities-and-events</a>
<b>Tutoring Services</b>		
Fly Memorial Building Student Success Center	830.591.4152	
TRIO-Student Support Services Writing Center	830.591.7295	<a href="http://swtjc.edu/pages//student-life/student-success-services">http://swtjc.edu/pages//student-life/student-success-services</a>
	830.591.2908	

<b>Veterans Services and Hazelwood Benefits</b>		
Flores Student Services Building Admission/Registrar's Office	830.591.7280	<a href="http://swtjc.edu/pages//student-life/counseling- and- advising/veteransmilitary-students">http://swtjc.edu/pages//student-life/counseling- and- advising/veteransmilitary-students</a>

Updated 01/13/15

Additional information on Student Support Services can be found in the SWTJC Student Handbook. A link to the Handbook can be found on our SWTJC website under the "About SWTJC" tab. A hardcopy of the SWTJC Handbook can be obtained by contacting any Student Services office at any of our campus locations.

Created: 2014-2015 Revised: 1/16/2015



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College Year: 2014-2015  
Section: Fall 2015

## CDEC 1313

### Curriculum Resources for Early Childhood Programs

#### Course Description

A study of the fundamentals of curriculum design and implementation in developmentally appropriate programs for children. Credit: Three semester credit hours. Three lecture hours per week. TSI Requirement: M1; R2; W1. Prerequisite: None

#### Textbook and Readings

Creating Environments for Learning: Birth to Age Eight, 2/E  
Julie Bullard, University of Montana Western

ISBN-10: 0132867540 ISBN-13: 9780132867542  
(Adopted 8/1/2014 ISBN: 0132867540 )

#### Technology Requirements

Computer  
Internet Access  
Microsoft Office  
Portal

#### Program Outcomes for "Child Development"

The program outcomes noted with an asterisk (\*) are addressed in this course.

1. Identify characteristics of development.
- \*2. Identify developmental domains.
3. Explain features of a developmentally appropriate program for children.
4. Describe types of early childhood programs.

5. Demonstrate professionalism as a teacher and children's advocate.
6. Discuss issues of confidentiality.
7. Apply strategies for building family and community relationships.

## Course Outcomes

The following course outcomes will be addressed in this course:

1. Define developmentally appropriate practices. (a) Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school age children including children with special needs (b) Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate in relation to room arrangement, activities, materials and equipment (c) Explain the value of play and its relationship to developmentally appropriate practices (d) Describe how cultural and linguistic diversity are a part of developmentally appropriate practices
2. Describe the process of child-centered curriculum development (a) Analyze different approaches to curriculum planning (b) Describe a variety of assessment strategies and their role in the early childhood curriculum planning process (c) Develop lesson plans for a specific group of children (d) Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content (e) Analyze and develop an anti-biased, developmentally appropriate curriculum
3. Develop guidelines for creating developmentally appropriate indoor and outdoor learning environments (a) Describe the relationship between children's ages and developmentally appropriate indoor and outdoor learning environments (b) Describe how to enhance creativity and aesthetics in the environment
4. Apply an understanding of teacher roles in early childhood classrooms (a) Describe various roles of a teacher
5. Prepare a developmentally appropriate schedule including routines and transitions (a) Develop an appropriate schedule for a specific group of children
6. Select, plan, implement and evaluate developmentally appropriate learning experiences for children

## Lecture Topics

The following general lecture topics will be covered in this class:

### **Week 1:** Introduction

Chapter 1: Understanding the Importance of the Environment

### **Week 2:** Chapter 2: Establishing an Emotionally Supportive and Equitable Environment

### **Week 3:** Chapter 3: Establishing a Context for Learning

Develop a list of finger-plays, songs and activities you can use for transition

Develop a Schedule

### **Week 4:** Chapter 4: Planning a Play Based Curriculum

Chapter 5: Arranging an Effective Environment

Develop a floor plan for your ideal classroom

### **Week 5:** Chapter 6: Design Considerations

Review Chapters 1-6

### **Week 6:** Exam Chapters 1-6

Chapter 7: Developing Dramatic Play Centers

Develop a Prop Box

**Week 7:** Chapter 8: Developing Manipulative and Sensory Centers

**Week 8:** Chapter 9: Developing Block and Building Centers

**Week 9:** Chapter 10: Developing Literacy Centers  
Chapter 11: Developing Science Centers

**Week 10:** Chapter 12: Developing Math Centers  
Review Chapters 7-12

**Week 11:** Exam Chapters 7-12  
Chapter 13: Developing Art Centers

**Week 12:** Chapter 14: Developing Music Centers  
Chapter 15: Integrating Technology

**Week 13:** Chapter 16: Special-Interest Centers  
Chapter 17: Creating Outdoor Environments  
Create Your Ideal Playground

**Week 14:** Chapter 18: Creating Space for Families and Teachers

**Week 15:** Chapter 19: Meeting Environmental Challenges  
Review Chapters 13-19

**Week 16:** Exam Chapters 13-19

## Course Evaluation

Your performance objectives and exam grades will be translated to points and the points to grades according to the following:

1. There will be three major exams (including the final). Each exam may earn 100 points.
2. Class participation and attendance may earn 50 points.
3. Class assignments and quiz grades may earn 150 points.

### GRADING SCALE

Letter Grade Points

A 450-500

B 400-449

C 350-399

D 300-350

F 000-299

## Class Policies

Attendance Policy:

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### **Quality Enhancement Plan (QEP)**

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). SWTJC developed a five-year (2015-2020) Quality Enhancement Plan (QEP) titled RISE to the Top. RISE stands for

Resources plus Interactions equal Student Engagement, or  $R + I = SE$ . The primary focus of RISE to the Top is to increase student success through increased student engagement and critical thinking. The term, Student Engagement, is defined as student behaviors that lead to student success in college. This includes everything from acquiring study skills and knowing how to use college resources (e.g. library, financial aid, student success center), to making sure to attend class and finish all assignments. The term, Critical Thinking, is defined as a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. To accomplish the goals of increasing student engagement and critical thinking at SWTJC, the institution will promote high-impact educational practices. All SWTJC students, faculty, and staff are encouraged to learn more about the QEP by visiting the website <http://qep.swtjc.edu/>.

### **Use of Copyrighted Material**

Copyright is a form of protection the law provides to the authors of original works of authorship for their intellectual works that are fixed in any tangible medium of expression, both published and unpublished (Title 17, United States Code). It is illegal to violate any of the rights provided by the law to the owner of a copyright. SWTJC respects the ownership of intellectual material governed by copyright laws. All users of the SWTJC resources shall comply with the copyright laws and the provisions of the licensing agreements that apply to software; printed and electronic materials, including documentation, graphics, photographs, multimedia, including musical works, video productions, sound recordings, and dramatic works; and all other technological resources licensed and/or purchased by SWTJC or accessible over network resources provided by SWTJC.

### **Mission Statement**

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### **Class Schedule**

Monday and Wednesday

3:30-4:50

### **Office Hours**

Monday 9:00-12:00

Tuesday 9:00-9:30 and 11:00-12:30

Wednesday 9:00-12:00

Thursday 9:00-9:30 and 11:00-12:30

Friday 9:00-1:00

### **Southwest Texas Junior College Student Services Addendum to Course Syllabus**

<b>Admission and Registrar's</b>		
Flores Student Services Building Admission/Registrar's Office	830.591.7255	<a href="http://www.swtjc.edu/pages/admissions/registrar-and-admissions">http://www.swtjc.edu/pages/admissions/registrar-and-admissions</a> <a href="mailto:admoffice@swtjc.edu">admoffice@swtjc.edu</a>
<b>Advising and Counseling Services</b>		
Flores Student Services Building Advising/Counseling Center	830.591.7271	<a href="http://www.swtjc.edu/pages/student-life/counseling-and-advising">http://www.swtjc.edu/pages/student-life/counseling-and-advising</a> <a href="mailto:advising@swtjc.edu">advising@swtjc.edu</a>
Disability Support Services*	830.591.2908	<a href="http://www.swtjc.edu/pages/student-life/counseling-and-advising/disability-support-services">http://www.swtjc.edu/pages/student-life/counseling-and-advising/disability-support-services</a>
On-line Advising		<a href="mailto:advising@swtjc.edu">advising@swtjc.edu</a>
*The College will make reasonable accommodations for students with documented disabilities. These students must contact our Disability Support Services Advisors before classroom accommodations can be provided.		
Qualified persons with disabilities may have support services available.		
<b>Assessment and Testing Center</b>		
R.K. Miller Building	830.591.2946	<a href="http://inet4.swtjc.cc.tx.us/testing/homepage.html">http://inet4.swtjc.cc.tx.us/testing/homepage.html</a>
Testing Schedule		Select the link to the different assessment/exams for times and dates.
<b>Financial Aid</b>		
Flores Student Services Building Financial Aid Office	830.591.7313	<a href="http://swtjc.edu/pages/academics/financial-aid">http://swtjc.edu/pages/academics/financial-aid</a> <a href="mailto:finaid@swtjc.edu">finaid@swtjc.edu</a>
Work-Study Program		<a href="http://swtjc.edu/pages/academics/financial-aid/paying-for-school/work-study">http://swtjc.edu/pages/academics/financial-aid/paying-for-school/work-study</a>
<b>Payments/Refunds</b>		
Flores Student Service Building Business Office	830.591.7365	<a href="http://www.swtjc.edu/pages/about-swjtc/facultystaff/business-office">http://www.swtjc.edu/pages/about-swjtc/facultystaff/business-office</a>
<b>Pre-College Programs/Dual Credit</b>		
Joe Richarz Memorial Building 2nd Floor	830.591.2919	<a href="http://swtjc.edu/pages/academics/outreach/dual-credit">http://swtjc.edu/pages/academics/outreach/dual-credit</a> <a href="mailto:dualcredit@swtjc.edu">dualcredit@swtjc.edu</a>
<b>Student Activities Office</b>		
Matthews Student Center	830.591.7287	<a href="http://www.swtjc.edu/pages/student-life/activities-and-events">http://www.swtjc.edu/pages/student-life/activities-and-events</a>
<b>Tutoring Services</b>		



Fly Memorial Building Student Success Center	830.591.4152	
TRIO-Student Support Services Writing Center	830.591.7295 830.591.2908	<a href="http://swtjc.edu/pages//student-life/student-success-services">http://swtjc.edu/pages//student-life/student-success-services</a>
<b>Veterans Services and Hazelwood Benefits</b>		
Flores Student Services Building Admission/Registrar's Office	830.591.7280	<a href="http://swtjc.edu/pages//student-life/counseling-and-advising/veteransmilitary-students">http://swtjc.edu/pages//student-life/counseling-and-advising/veteransmilitary-students</a>

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Additional information on Student Support Services can be found in the SWTJC Student Handbook. A link to the Handbook can be found on our SWTJC website under the "About SWTJC" tab. A hardcopy of the SWTJC Handbook can be obtained by contacting any Student Services office at any of our campus locations.

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