Child Development Associate Training I (CDEC 1317)

Credit: 3 semester credit hours

Prerequisite/Co-requisite:
Must have advisory approval prior to enrolling in this course.

Course Description
Based on the requirements for the Child Development Associate National Credential (CDA). Topics on CDA overview, general observations skills, and child growth and development overview. The four functional areas of study are creative, cognitive, physical, and communication.

Required Textbook and Materials

1. *Developmentally Appropriate Practice: Curriculum and Development in Early Childhood* by Carol Gestwicki, 4th edition. Wadsworth, Cengage Learning Publishers.

    a. ISBN number is 13**:**9781428359697.

Course Objectives (with applicable SCANS skills after each)

 Upon completion of this course, the student will be able to:

1.   Identify methods to advance physical and intellectual competence. (SCANS: C6, F2, F7)

2.   Describe the CDA process. (SCANS: F2, F7)

3.   Develop general observation skills and summarize basic child growth and development. (SCANS: C7, C15, F2, F10)

4.   Utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem solving. (SCANS: C5, C6)

SCANS Skills and Competencies
Beginning in the late 1980's, the U.S. Department of Labor **S**ecretary's **C**ommission on **A**chieving **N**ecessary **S**kills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools.* In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

Approved 01/2010

Course Outline

A) Welcome to College:
    1. Introduction of faculty and students
    2. Who am I?
    3. What am I doing here?
B) LIT
    1. Policies
    2. Academic calendar
    3. Physical facilities
C) Defining Developmentally Appropriate Practice
    1. What is the Position Statement on Developmentally Appropriate Practice
    2. Basic Principles of Development
    3. Is it Always Clear When Practices Are Developmentally Appropriate?
    4. Results of Developmentally Appropriate Practice versus Inappropriate Practice
    5. Considering Some Misunderstandings about Developmentally Appropriate Practice
D) Understanding Play: Its importance in Developmentally Appropriate Practice
    1. What is Play?
    2. Categories of Play
    3. Social Stages of Play
    4. Theories of Play and Development
    5. Play as Developmentally Appropriate Curriculum
    6. Conditions that Support Play
    7. Issues Involving Play
E) Planning for Developmentally Appropriate Curriculum
    1. What is curriculum?
    2. Integrated Curriculum and the Standards Movement
    3. The cycle of Planning
    4. What is Emergent Curriculum?
    5. Strategies for Planning for Emergent Curriculum
    6. What about Planning Forms?
    7. Changing the Planning Process
F) A Consideration of Various Curriculum Models
    1. The Montessori Approach
    2. The Bank Street Approach
    3. The Waldorf Approach
    4. The Reggio Emilia Approach
    5. High/Scope Approach
    6. The Creative Curriculum
G) Developmentally Appropriate Physical Environments For Infants
    1. The Nature of Babies
    2. What do babies Need?
    3. Environment to Nurture Trust
    4. Rethink the Traditional
    5. Outdoors for Infants
    6. Health and Safety
    7. Materials for Infant Rooms
    8. Schedule Considerations
    9. Things Not Seen in a Developmentally Appropriate Environment for Infants
H) Developmentally Appropriate Physical Environments for Toddlers

1. What are Toddlers Like?
2. What do Toddlers Need?
3. Environment for Self-Help Skills
4. Schedule and Transition Considerations
5. Things Not Seen in a Developmentally Appropriate Physical Environment for Toddlers

I) Developmentally Appropriate Physical Environments for Preschoolers
1. What are Preschoolers Like?
2. What do Preschoolers Do?
3. What do Preschoolers Need?
4. Schedules for Preschoolers
5. The Kindergarten Dilemma
6. Things Not Seen in a Developmentally Appropriate Physical Environment for Preschoolers

J) Developmentally Appropriate Physical Environments for Primary-Age Children
1. What are Primary-Age Children Like?
2. What do Primary-Age Children Need?
3. Schedule
4. After School Child Care
5. Things Not Seen in a Developmentally Appropriate Primary Classses

K) Developmentally Appropriate Social/Emotional Environments for Infants
1. Social/Emotional Issues in Infancy
2. Developmentally Appropriate Interaction Practices

L) Developmentally Appropriate Social/Emotional Environments for Toddlers
1. Social/Emotional Issues of Toddlerhood
2. Developmentally Appropriate Interaction with Toddlers
3. Fostering Positive Self-Esteem

M) Developmentally Appropriate Social/Emotional Environments for Preschoolers
1. Social/Emotional Issues for Preschool Years
2. Prosocial Behavior versus Aggression
3. Helping Preschoolers with Emotional Control
4. Nurturing Individuality Identity
5. Guidance Toward Self-Control

N) Developmentally Appropriate Social/Emotional Environments for Primary-Age Children
1. Social/Emotional Issues for the Primary Years
2. Implications for Teachers Planning Social/Emotional Environments
3. Helping Primary-Aged Children with Moral Development
4. Helping Primary-Aged Children with Emotional Growth

O) Developmentally Appropriate Cognitive/Language/Literacy Environments for Infants
1. Brain Development and Learning
2. Understanding Sensorimotor Intelligence

P) Developmentally Appropriate Cognitive/Language/Literacy Environments for Toddlers
1. Understanding Toddler Cognitive Development
2. Developmentally Appropriate Cognitive Environments
3. Planning

Q) Developmentally Appropriate Cognitive/Language/Literacy Environments for Preschoolers
1. Preoperational Thinking
2. Teacher's Roles in Providing for Play
3. Language/Literacy Environments
4. Mathematics in Preschool and Kindergarten

R) Developmentally Appropriate Cognitive/Language/Literacy Environments for Primary-Age Children
   1. Current Issues Involving School
   2. Thinking and Developmentally Appropriate Practice
   3. Other Aspects of Readiness for School Learning Tasks

Grade Scale

1000-900	A
899-800	B
799-700	C
699-600	D
599- 0	F

Course Evaluation

Final grades will be calculated according to the following criteria:

1. Attendance and Participation   10%

2. Course Assignments   40%

3. Course Projects   40%

Course Requirements

1. Construct a CDA Portfolio

2. Create a Professional Resume

3. Construct a timeline of completion for CDA Certification

4. Present Article Presentations

Course Policies

1. No food, drinks, or use of tobacco products in class.

2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.

3. Do not bring children to class.

4. No late assignments will be accepted.

5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.

6. Attendance Policy. Two absences are allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5 point deduction from your final grade.

7. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.

CDEC 1317
Course Syllabi
Spring 2010

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

Course Schedule

Week of	Topic	Reference
Week 1	Chapter 1: Defining Developmentally Appropriate Practice	pp. 4-31
Week 2	Understanding Play: It's Importance	pp.32-61
Week 3	Planning Developmentally Appropriate Curriculum	pp.65-91
Week 4	Consideration of Various Curriculum Models	pp.96-121
Week 5	Developmentally Appropriate Physical Environments for Infants Assignment 1 Due	Handouts
Week 6	Providing an Environment to Support Creativity	pp. 13-21
Week 7	Promoting Creativity Through Music and Movement	pp.21-26
Week 8	Art Experiences That Invite Exploration Assignment 2 Due	pp. 34-51
Week 9	Promoting Gross Motor Development	pp. 209-234
Week 10	Promoting Cognitive Development	pp. 247-256
Week 11	Helping Children Problem Solve Assignment 3 Due	pp.267-281
Week 12	Promoting Communication Skills	pp.299-337
Week 13	Supporting Emerging Literacy	pp.299-337
Week 14	Book Selections Assignment 4 Due	Handouts
Week 15	Developmental Milestones	Handouts
Week 16	Conclusion Portfolio Due	