

Child Development Associate II (CDEC 2422)

Credit: 4 semester credit hours

Prerequisite/Co-requisite: CDA 1



Course Description:

The instructor-supported CDA Certificate meets the 120 clock hours of professional development required by The Council for Professional Recognition in order to obtain the National CDA Credential. Topics include a CDA overview, child growth and development, observations and the next four functional areas of study covered in this course which includes Physical Development, Cognitive Development, Communication and Creativity in the program.

Required Textbook and Materials:

Course Objectives:

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

1. Use a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine and gross motor) of all children
2. Use a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning and problem solving and to lay the foundation for all later learning.
3. Use a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings
4. Use a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and visual arts and to develop and express their individual creative abilities.

Course Outline:

A. Functional Area 4: PHYSICAL

1. Understanding the Physical Dev of Infants, Toddlers & Preschoolers
2. Promoting Children's Gross Motor Development
3. Promoting Physical Fitness
4. Supporting Fine Motor Development

B. Functional Area 5: COGNITIVE

1. Understanding the Cognitive Development of Infants, Toddlers & Preschoolers
2. Theories of Cognition

3. Learning Through Play
 4. Learning Throughout the Day
 5. Supporting Children’s Content Learning
- C. Functional Area 6: COMMUNICATION
1. Understanding the Language and Literacy Development of Infants, Toddlers & Preschoolers
 2. Creating a Language and Literacy Learning Environment
 3. Supporting Children’s Oral Language Development
 4. Fostering Children’s Reading Development
 5. Fostering Children’s Writing Development
 6. Partnering with Families
- D. Functional Area 7: CREATIVE
1. Recognizing Creativity
 2. Designing Environments that Promote Creativity
 3. Supporting Creativity Through Daily Interactions and Experiences
 4. Fostering Creativity Through Music & Movement
 5. Encouraging Creativity Through the Dramatic Arts

Course Requirements:

1. Daily Work
2. Portfolio/ Binder
3. Tests

Grade Scale:

90-100	A
89-80	B
79-70	C
69-60	D
59-0	F

Course Policies:

1. No food, drinks, or use of tobacco products in class.
2. Cellphones, 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. 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.
6. Additional class policies as defined by the individual course instructor.

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. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>.

Student Code of Conduct Statement:

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. *The LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

Week	Assignment- CDA II	Due Date
Week 1	Introductions Syllabus Assignments	
Week 2	Physical Lecture Physical Worksheet	
Week 3	RCII 1-9 Learning Experiences	
Week 4	CSII Physical (1 st paragraph)	
Week 5	Cognitive Lecture Cognitive Worksheet	
Week 6	CSII Cognitive (2 nd paragraph)	
Week 7	Test #1 Physical & Cognitive	
Week 8	Communication Lecture Communication Worksheet Communication is Key Worksheet	
Week 9	CSII Communication (3 rd paragraph)	
Week 10	Creative Lecture Creative Worksheet AIMs Due	
Week 11	CSII Creative (4 th paragraph) CSII a,b,c,d	
Week 12	Video & Questions EXAM Check Binders	
Week 13	Product vs Process Project	
Week 14	Test #2 Communication & Creative	
Week 15	Exam Review Check Binder	

Internship-Child Care Provider/Assistant (CDEC 2387)

Credit: 3 semester credit hours

Co-requisite: CDEC 1313

Course Description

A work-based learning experience that enables the student to apply specialized occupation theory, skills and concepts. A learning plan is developed by the college and the employer.

Required Textbook and Materials

1. Early Education Curriculum: A Child's Connection to the World by Hilda Jackman, 4th edition. Delmar.
 - a. ISBN number is 13:978-1-4018-3729-7
2. A variety of teacher made materials for utilization in the classroom.

Course Objectives

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

1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business
2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills.
3. Demonstrate appropriate written and verbal communication skills using the terminology of the childcare field.

Course Outline

A. Welcome to Course

1. Introduction of faculty and students
2. Who am I?
3. What am I doing here?

B. LIT/ECDC

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?

CDEC 2387

Course Syllabi

2

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?

CDEC 2387

Course Syllabi

3

3. Schedule

4. After School Child Care

5. Things Not Seen in a Developmentally Appropriate Primary Classes

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. Pro-social 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

1. Current Issues Involving School
2. Thinking and Developmentally Appropriate Practice
3. Other Aspects of Readiness for School Learning Tasks

Grade Scale:

1000 –900 points A

899– 800 points B

799 –700 points C

699 –600 points D

599 – 0 points F

CDEC 2387

Course Syllabi

4

Course Evaluation

Final grades will be calculated according to the following criteria:

1. Lab Attendance Hours at Affiliate Site for 9 hours per week at 7 points per hour for 14 weeks.
2. During lab hours student will interact and/or supervise children and aid the classroom childcare provider

Course Requirements

1. Demonstrate appropriate interactions w/child caregivers, children & parents.
2. Demonstrate appropriate use of universal precautions when interacting with children.
3. Perform routine tasks as needed by child caregiver and/or children.

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 lab.
4. No late assignments/activities will be accepted.
5. Students that miss a scheduled lab activity are not allowed to make up the activity. Students that miss an activity will receive a grade of '0'.

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 Complete a Criminal History Check, Submit a copy of Texas Drivers License, and get a TB Test

Tour of Affiliate Sites/Turn in Lab Schedule

LIT Student

Handbook

CDEC 2387

Course Syllabi

5

Week of Topic Reference

Week 2 Chapter 2: Understanding Play: It's Importance

Submit Clear TB Test Documentation

pp.32-61

Week 3 Chapter 3: Planning Developmentally Appropriate Curriculum

BEGIN LAB HOURS Observe and Assist in the Assigned Affiliate Classroom

pp.65-91

Week 4 Chapter 4: Consideration of Various Curriculum Models

Unit Test 1 on Chapters 1-4

Lab Activity One Completed at Assigned Classroom/ Lab Form Due

Observe and Assist in the Assigned Affiliate Classroom

pp.96-121

Week 5 Chapter 5: Developmentally Appropriate Physical Environments for Infants

Observe and Assist in the Assigned Affiliate Classroom

pp.126-141

Week 6 Chapter 9: Developmentally Appropriate Social/Emotional Environments for Infants

Observe and Assist in the Assigned Affiliate Classroom

pp.219-232

Week 7 Chapter 13: Developmentally Appropriate Language/Literacy Environments for Infants

Assignment 1 Due: Infant Lesson

Plan/Curriculum Web

Unit Test 2 on Chapters 5, 9, 13
Observe and Assist in the Assigned Affiliate
Classroom
pp.316-329
Week 8 Chapter 6: Developmentally Appropriate Physical
Environments for Toddlers
Lab Activity 2 Due Completed at Assigned
Classroom/ Lab Form Due
Observe and Assist in the Assigned Affiliate
Classroom Classroom
pp.144-160
Week 9 Chapter 10: Developmentally Appropriate
Social/Emotional Environments for Toddlers
Observe and Assist in the Assigned Affiliate
Classroom
pp.236-255
CDEC 2387
Course Syllabi
6
Week of Topic Reference
Week 10 Chapter 14: Developmentally Appropriate
Language/Literacy Environments for Toddlers
Assignment 2 Due: Toddler Lesson
Plan/Curriculum Web
Unit Test 3 on Chapters 6, 10, 14
Observe and Assist in the Assigned Affiliate Classroom
pp.337-353
Week 11 Chapter 7: Developmentally Appropriate Physical
Environments for Preschoolers
Lab Activity 3 Due Completed at Assigned
Classroom/ Lab Form Due
Observe and Assist in the Assigned Affiliate
Classroom
pp.163-189
Week 12 Chapter 11: Developmentally Appropriate
Social/Emotional Environments for Preschoolers
Observe and Assist in the Assigned Affiliate
Classroom
pp.257-286
Week 13 Chapter 15: Developmentally Appropriate
Language/Literacy Environments for Preschoolers
Assignment 3 Due: Preschool Lesson
Plan/Curriculum Web
Unit Test 4 on Chapters 7, 11, 15
Observe and Assist in the Assigned Affiliate
Classroom

pp. 357-390

Week 14 Chapter 8: Developmentally Appropriate Physical Environments for Primary-Age Children

Lab Activity 4 Due Completed at Assigned

Classroom/ Lab Form Due

Observe and Assist in the Assigned Affiliate

Classroom

pp.192-215

Week 15 Chapter 12: Developmentally Appropriate Social/Emotional Environments for Primary-Age Children

Children

Observe and Assist in the Assigned Affiliate

Classroom

pp.291-308

Week 16 Chapter 16: Developmentally Appropriate Language/Literacy Environments for Primary-Age Children

Children

Assignment 4 Due: School-Age Lesson

Plan/Curriculum Web

pp.394-415

CDEC 2387

Course Syllabi

7

Week of Topic Reference

Contact Information:

Instructor: Mrs. Cindy Landry

Office: MPC Building-Adjunct Offices

Telephone: (409) 718-7217

E-mail: clandry@lit.edu

Office Hours: 10-11 a.m. MWF Scheduled Appointment Onl