

## Child Development Associate II (CDEC 2422)



**LAMAR INSTITUTE  
OF TECHNOLOGY**

### INSTRUCTOR CONTACT INFORMATION

Instructor: Chelyn Butts  
Email: chelynbutts@currently.com  
Office Phone: 409-656-1686  
Office Location: na  
Office Hours: na

### CREDIT

4 Semester Credit Hours (4 hours lecture, 0 hours lab)

### MODE OF INSTRUCTION

Face to Face

### PREREQUISITE/CO-REQUISITE:

N/A

### 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 Physical, Cognitive, Communication and Creativity in the classroom.

**NOTE!!! VERY IMPORTANT!** I cannot edit or delete the Required Textbook and Materials section below. We will be using the **Third Edition** of the Essentials Book ISBN number is **978-0-9889650-8-9**

### 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

#### **REQUIRED TEXTBOOK AND MATERIALS**

1. Essentials for Working with Young Children by Valora Washington, Ph.D., Editor, Second Edition  
ISBN number is 978-0-9903072-8-0

Only **ONE** of the following books depending on the age group you work with:

2. CDA Competency Standards Infant-Toddler Edition  
ISBN number is 978-0-9889650-1-0

**OR**

CDA Competency Standards Preschool Edition  
ISBN number is 978-0-9889650-0-3

- |   |                           |
|---|---------------------------|
| *1 inch and 2 inch binder                   | *Pen & Yellow Highlighter |
| *75 page protectors                         | *Spiral Notebook          |
| *8 tabbed dividers (already 3 hole punched) | *Flash Drive              |

#### **ATTENDANCE POLICY**

Class attendance and participation are expected:

You have made a professional & academic commitment by registering for this course.

Attendance is an essential part of that commitment and of the utmost importance!!

**BEING ABSENT IS NO EXCUSE FOR NOT BEING PREPARED FOR NEXT CLASS PERIOD**

> more than four (4) absences may affect your final grade

> two (2) tardies will count as one (1) absence

> if you must be absent YOU are responsible for determining what was missed  
(exchange name & phone number w/a class member today!!)

> it is your responsibility to sign in when an attendance sheet is available

- > do not contact me RE: a class missed OR ask if you will miss anything due to being absent
- > it is important to stay awake during class - sleeping in class will be considered an absence
- > be in class prior to class beginning and remain until class is dismissed
- > schedule personal appointments/business matters around your class load
- > if you are late for class, enter quietly, don't let door slam, don't talk on your way in, AND take a seat nearest the door

**DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

**STUDENT EXPECTED TIME REQUIREMENT**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

**COURSE CALENDAR**

| DATE   | TOPIC   | READINGS             | ASSIGNMENTS (Due this week) |
|--------|---|----------------------|-----------------------------|
| Week 1 | Course introduction and policies  | Chapter 4- Physical  |                             |
| Week 2 | Chapter 4: Physical Lecture<br>Video-“The First Twelve Months”<br>Video w/s   |                      |                             |
| Week 3 | Gross & Fine Motor Skills<br>Engaging Families<br>Infant Daily Sheet<br>Balance & Coordination  |                      | Video w/s                   |
| Week 4 | Min Standards- Physical<br>Toys & Equipment that promotes physical dev<br>Object Permanence<br><b>CSII FA 4: Physical</b><br><b>CS II a</b> | Chapter 5- Cognitive |                             |

|            |  |                              |  |
|------------|--|------------------------------|--|
| Week 5     | <b>RCII 9 Learning Experiences</b><br>Test Questions- Physical<br>Chapter 5: Cognitive Lecture                             |                              | <b>CSII FA 4: Physical<br/>CS II a</b>                   |
| Week 6     | Cognitive Skills from 0- 5yr olds<br>Courtroom Debate<br>Test Questions- Cognitive<br><b>CS II FA. 5: Cognitive</b>        | Read Chapter 6-Communication |  |
| Week 7     | Chapter 6: Communication<br>Inf-Tots-PS<br>Verbal Tour Guides<br>Party Host<br>Serve & Return<br>Commun is Key w/s         |                              | <b>RC II 9 Learning Experiences</b>                      |
| Week 8     | Min Stds- Communication<br>Developing Talkers<br>Circle Time<br>Small Groups   |                              | <b>CSII FA 5: Cognitive<br/>Communication is Key w/s</b> |
| Week 9     | Dual Language Learners<br>Parent/ Teacher Communication<br>Test Questions-Communication<br><b>CSII FA 6: Communication</b> | Read Chapter 7- Creative     |  |
| Week 10    | Chapter 7: Creative<br>Creative Activities<br>Open Ended Activities<br>Process vs Product                                  |                              | <b>CS II FA 6: Communication</b>                         |
| Week 11    | Paint Tools & Canvas<br>Hands-On Learning vs<br>Worksheets   |                              |  |
| Week 12    | <b>CS II FA. 7: Creative</b>   |                              |  |
| Week 13    | <b>CS II b,<br/>CS II c,<br/>CS II d</b><br>Test Questions-Creative  | Chapter 7                    | <b>CS II FA 7: Creative<br/>CS II b,c,d</b>              |
| Week 14-16 | Binder Check<br>Exam   |                              |  |

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Participation and Attendance 10%
- Tests 10%
- Assignments ( inc. Binder Items) 50%
- Daily Work 30%
- 

## GRADING SCALE

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

LIT does not use +/- grading scales

### **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

### **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

### **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](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## **ADDITIONAL COURSE POLICIES/INFORMATION**

### **ARTIFICIAL INTELLIGENCE STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses

**ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD:**

- > late work will have deducted points each day it is late
- > if you email an assignment, text me and let me know that it has been emailed.

**COLLEGE LEVEL WORK IS EXPECTED:**

- > unless otherwise stated – all work is to be computer generated
- > correct all grammar and spelling – your grade depends on proper grammar!
- > do not share your assignments with classmates
- > summary assignments must be in your own words
- > if you use the LIT Learning Lab computers - save all your work to a USB device & not to hard drive
- > staple papers together prior to turning in assignments (do not tear and/or fold corners)
- > keep all assignments in a safe place until needed
- > be certain your name is on your assignments
- > failure to follow instructions and/or formats WILL affect grade
- > class time is NOT time to study and/or do course work for any class

**CLASSROOM ETIQUETTE:**

- > turn off all personal communication devices PRIOR to beginning of class period
- > remove cell phone and/or musical device ear buds from ears- Courtesy Mode
- > do not pass notes
- > courtesy is expected during question and answer time
- > throw trash away before and/or after class – not during class
- > remove sunglasses during class
- > be respectful to others – profanity and/or obscene language may be offensive to

- some people – a difference of opinion is acceptable
- > disruptive and rude behavior includes (but is not limited to!)
    - going through day planner, purse, and/or backpack;
    - yawning;
    - stretching;
    - tapping w/pen or pencil;
    - crumpling up paper!!

I am looking forward to a great semester! You are a difference maker!!! 😊