

CDEC 1417 (CDA I)

CREDIT

4 Semester Credit Hours

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

None



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 first three functional areas of study covered in this course which includes safe environments, healthy environments and learning environments within the program.

COURSE OBJECTIVES

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

1. Identify methods to provide a safe environment and utilize skills to teach children safe practices
2. Identify methods to provide an environment that promotes health and prevents illness
3. Identify methods to organize, use relationships, the physical space, materials, daily schedule and routines to create a secure, interesting and enjoyable environment

INSTRUCTOR CONTACT INFORMATION

Instructor: Chelyn Butts
Email: cmbutts@lit.edu

REQUIRED TEXTBOOK AND MATERIALS

1. Essentials for Working with Young Children by Valora Washington, Ph.D., Editor, **Third** Edition ISBN number is 978-0-9889650-8-9
2. Only **ONE** of the following books depending on the age group you work with:
 - a. CDA Competency Standards Infant-Toddler Edition ISBN number is 978-0-9889650-1-0
 - OR**
 - b. CDA Competency Standards Preschool Edition ISBN number is 978-0-9889650-0-3

Approved: **Initials/date**

- *2 inch binder
- *75 page protectors
- *8 tabbed dividers (already 3 hole punched)

DROP POLICY

If you wish to drop a course, you are 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.

COURSE CALENDAR

WEEKS	TOPIC	Due Date
1	Introduction Week: <ul style="list-style-type: none"> ➤ Blackboard Orientation ➤ Syllabus Test ➤ All About Me Discussion/ Put picture on profile ➤ Minimum Standards Worksheet 	Sept. 5 th at midnight
2- 5	<ul style="list-style-type: none"> ➤ Read Chapter 1: Safe ➤ Attend Live Training/ Discussion Post, reply to 2 peers <u>Daily Work: (bold assignments go into your portfolio)</u> ➤ What Does Minimum Standards Say Worksheet ➤ Building & Grounds Sheet w/ questions ➤ Ratios Assignment ➤ RC I- 1 CPR/1st Aid Card (goes in Portfolio) ➤ CS I Functional Area 1: Safety ➤ Chapter 1 Test 	Sept. 28 th at midnight
6- 9	<ul style="list-style-type: none"> ➤ Read Chapter 2: Healthy ➤ Attend Live Training/ Discussion Post, reply to 2 peers <u>Daily Work: (bold assignments go into your portfolio)</u> ➤ What Does Minimum Standards Say Worksheet ➤ RC I- 2 Menu (goes in Portfolio) ➤ CS I Functional Area 2: Healthy ➤ CS I a (Menu paragraph) ➤ Chapter 2 Test 	Oct. 26 th at midnight
	continued next page	

10- 13	<ul style="list-style-type: none"> ➤ Read Chapter 3: Learning Environment ➤ Attend Love Training/ Discussion Post, reply to 2 peers <u>Daily Work:</u> (bold assignments go into your portfolio) ➤ What Does Minimum Standards Say Worksheet ➤ CS I Functional Area 3: Learning Environment ➤ CS I b (paragraph on your classroom) ➤ CS I c (paragraph on your lesson plan) ➤ Chapter 3 Test 	Nov. 23 rd at midnight
14	<ul style="list-style-type: none"> ➤ Read article about Classroom Schedules & Transitions <u>Daily Work:</u> ➤ What Does Minimum Standards Say Worksheet ➤ Write out a Classroom Schedule with transitions 	Nov. 30 th at midnight
15	<ul style="list-style-type: none"> ➤ Read article about Centers <u>Daily Work:</u> ➤ What Does Minimum Standards Say Worksheet ➤ Centers Worksheet 	Dec. 7 th at midnight
16	<ul style="list-style-type: none"> ➤ Finals 	TBA

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Portfolio 50%
- Daily Work 20%
- Discussion Post/ Replies 20%
- Virtual Lab & Book Tests 10%

GRADE SCALE:

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

STUDENT EXPECTANT TIME REQUIREMENT

- Students are expected to complete all assignments by due date. Late work will be accepted BUT 5 points will be taken off of final grade each day it is late.
- Zoom/ Collaborate meetings will be conducted each week and will last about an hour. This time is to go over the Chapter after reading it and discussing the assignments due for that chapter. If you do not attend the meeting with your camera on and participate

in the class, you will be required to participate in the Discussion Board each week while also posting engaging comments or questions to at least two other peers.

RESPONSE TIMES

I expect to respond to your emails within 24-48 hours.

On the first day of class, students will be able to open Introduction Week assignments and those will be due by the following week then after that, students will receive the complete Chapter Assignments and will have 3-4 weeks to complete the assignments given. As the assignments come in, I will have your grade posted 3-5 days after being turned in. If everyone waits until the last minute to turn in all assignments, be aware that it may take an extra day or two to post grades. I do it this way so you are not under the pressure to turn in assignments daily or weekly but I do not recommend waiting until the last minute to complete chapter assignments. That would become very overwhelming.

COURSE INSTRUCTOR EVALUATION

Instruction as well as student performance is subject to evaluation. Procedures for instructor evaluation will be provided near the end of the course via email from LIT. Save a screenshot of your instructor's evaluation completion page and upload it to the appropriate spot for extra credit.

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. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://lit.edu/specialpopulations).

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. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

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.

For this online course: You are responsible for the content of any work submitted for this course. Use of AI to generate your first draft of text is permitted, BUT you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations and misinterpretations of abstract concepts. Utilize them with caution.

In your submissions:

- Clearly state whether an AI tool was used or not
- Name the specific tool (e.g., Chat GPT, Grammarly)
- Make sure you are providing specific and relevant information while writing your papers
- NO factual errors from AI or that will result in a zero on the assignment
- Edit and personalize AI Suggestions to show your own thinking or that will result in a zero on the assignment

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades or academic performance. 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.

Classroom Etiquette for attending Kaltura Collaboration or Zoom virtual sessions

- Log in a few minutes early to test your equipment (camera, microphone, internet connection) and have your course materials ready before the meeting begins. This is important because punctuality and preparedness show professionalism and respect for the instructor and classmates, improving overall class flow
- Unless instructed otherwise, by the instructor, turn ON your camera during class. It helps build a stronger learning community and allows for better interaction. This is important because visual presence fosters accountability and engagement, and instructors can better gauge student understanding.

- Keep your microphone muted unless you're speaking. Background noise can disrupt the class for everyone. This is important because muting your microphone minimizes distractions and keeps the focus on whoever is presenting or leading the discussion.
- Use verbal or chat box participation to ask questions, contribute to discussions or respond to prompts. Passive attendance limits learning.
- Wear appropriate clothing and AVOID MULTITASKING DURING CLASS. Your grade will reflect!

Additionally, students are expected to:

- Log on at least three times a week- on different days in order to complete weekly assignments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in the weekly Zoom meeting or in the threaded discussions
- Not cheat! You're in college! Use your brain! You can do hard things!

I am very passionate about the CDA Program and I am very excited to have each of you in my class. Hoping you learn a lot and leave knowing how important you are in the classroom!