CDEC 2424 (CDA III)

CREDIT
4 Semester Credit Hours

MODE OF INSTRUCTION
Online

PREREQUISITE/CO-REQUISITE:
none

COURSE DESCRIPTION
Topics include child growth and development and the next five functional areas of study covered in this course which includes Self, Social, Guidance, Families, Program Management and Professionalism

COURSE OBJECTIVES
Upon completion of this course, the student will be able to:
*Develop a warm, positive, supportive and responsive relationship with each child and helps each child learn about and take pride in his or her individual and cultural identity
*Help each child function effectively in the group, learn to express feelings, acquire social skills, and make friends and promote mutual respect among children and adults
*Establish a positive, responsive and cooperative relationship with each child's family, engage in two-way conversation with families, encourage their involvement in the program and support the child's relationship with his or her family.
* Be a manager who uses observation, documentation and planning to support children's development and learning and be a competent organizer, planner, record keeper, communicator and a cooperative co-worker
*Make decisions based on knowledge of research-based early childhood practices, promote high quality childcare and take advantage of trainings

INSTRUCTOR CONTACT INFORMATION

Instructor:	Sharon Kruger, M.Ed.
Email	skruger@lit.edu
Office phone:	409-241-3163
Office:	Technical Center Room 220
Office hours:	Refer to Starfish

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

Approved: Initials/date

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

2 inch binder Pen & Yellow Highlighter
75 page protectors Spiral Notebook
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

WEEK	TOPIC	DUE DATE
Module 1 Week 1	Introduction Week: ➢ Blackboard Orientation Test ➢ Intent to Graduate ➢ CDA credentialing ➢ LIT Help Desk ➢ Discussion post ➢ Kaltura Video on Introduction to Family Questionnaires and Family Questionnaire Summary	Everything is due the first Monday of Week 2:
Module 2 Self Week 2	👓 Read Essentials, 3rd edition, pages 356 to 377 📺 Watch these You Tube videos How To Draw A Horse – Preschool (5:22) 🎯 Learning Objectives Students will be able to: • Explain that every child is unique and has their own strengths. • Describe how young children learn about themselves as they grow. • Give examples of how adults help build self-esteem. • Tell how nature and nurture shape a child's growth. • Describe how children notice gender and explore gender roles. • Identify different temperaments and why children need different support.	Due the first Monday of Week 3: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz

	• Name learning skills like curiosity, focus, and problem-solving. • Tell what an IFSP and IEP are and who might use them. • Explain why it matters for children to see themselves in the classroom. • Tell the difference between equality and equity	
Module 2 Self Week 3	👓 Read Essentials 3rd Edition pages 377 to 392. 🎯 Learning Objectives 1. Self-Esteem • Explain what self-esteem is. • Describe how teachers help children feel confident. • Give an example of using strengths to learn new skills. 2. Expressing Feelings • Name common feelings. • Explain how teachers help children express feelings safely. • Give an example of solving a problem using feeling words. 3. Optimism, Resilience, and Grit • Tell what optimism, resilience, and grit mean. • Describe how children can keep trying when things are hard. 4. Cultural Wealth • Explain that children bring knowledge from home. • Give an example of using a child's experience in learning.	📅 Due the first Monday of Week 4: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio 📖 RC II-6 Self-Concept Learning Experience ⚠️ CDA III Functional Area 8: Self Study Guide
Module 3: Social Week 4	👓 Read Essentials 3rd, edition, pages393 to 413 📼 Watch these You Tube Videos Art for Kids Hub You Tube Videos The importance of Pretend Play (1:15) Early Childhood Development | My fav pretend play activity for toddlers (4:55)	Due the first Monday of Week 5: Assignment(s) Discussion Post(s) Journal(s) reflection(s) Open Book Quiz ⭐ CDA III Functional Area 8: Self Unit Test

	How Can Technology Affect Children's Social Development? (0:28) Baby's social development milestones (2:37) Serve & Return Interaction Shapes Brain Circuitry (1:42) How to Teach Sharing in 3 Stages (7:33) What Are the 6 Stages of Play? (2:03) 🎯 Learning Objectives • Describe how infants, toddlers, and preschoolers grow socially. • Identify how the classroom environment supports social skills. • Name the main stages of play and what they show about social growth. • Explain what pretend play is and why it helps children learn. • Give examples of how teachers encourage sharing, helping, and cooperation.	
Module 3: Social Week 5	👓 Read *Essentials*, 3rd edition, pages 414–446 📺 Watch these You Tube videos. Secure, Insecure, Avoidant Ambivalent Attachment in Mothers Babies (3:38) The Attachment Theory: How Childhood Affects Life (7:35) How Does The Attachment Theory Affect Your Childhood Life? (7:28) 🎯 Learning Objectives • Explain what secure and insecure attachment mean. • Describe how teachers help children feel safe and included. • Give examples of how teachers support friendships.	📅 Due the first Monday of Week 6: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio 📖 RC II-8 Social Skills ⚠️ CDA III Functional Area 9: Social Study Guide

	• Name pro-social behaviors like sharing and helping. • Explain how teachers model and teach kindness.	
Module 4: Guidance Week 6	👀 Read Essentials, 3rd edition, pages 427 to 446 📺 Watch these You Tube videos CSEFEL: V1 13 Demonstrating rules (3:49) CSEFEL: V1 12 stop go rules (0:58) Conflict in the Early Years (4:55) The Marshmallow test (2:48) 🎯 Learning Objectives • Explain how classroom setup supports positive behavior. • Describe why age-appropriate expectations help children succeed. • Give examples of ways teachers prevent stress and problem behaviors. • Name simple classroom rules and why they matter. • Explain what positive guidance is and how it teaches self-regulation. • Tell the difference between punishment and positive guidance. • Describe why rewards don't work long-term. • Explain how behavior communicates a child's needs. • Give basic ways to support children with autism. • Describe simple steps for helping children solve conflicts	📅 Due the first Monday of Week 7: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio: 📖 RC III A bibliography of 10 children's books on topics ⭐ CDA III Functional Area 9: Social Unit Test
Module 4: Guidance Week 7	👀 Read Essentials 3rd edition, pages 446 to 456. 🎯 Learning Objectives • Explain why challenging behaviors need early support. • Describe the basic steps for understanding a child's behavior. • Explain what a behavior support plan is.	📅 Due the first Monday of Week 8: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio

	• Tell why time out can be harmful and what time in means. • Name the three types of aggression (physical, instrumental, relational). • Describe simple ways teachers prevent bullying. • Give examples of how children can respond to teasing. • Explain why teachers and families should work together on behavior.	📖 RC II-7 Emotional Skills/Regulation CDA Portfolio 📖 Competency Standard III Statement – Supporting Social and Emotional Development ⚠️ CDA III Functional Area 10: Guidance Study Guide
Module 5: Families Week 8	👓 Read Essentials, 3rd Edition, pages 459–472 🎯 Learning Objectives Students will be able to: • Explain that families can look many different ways. • Name different family structures. • Describe why it's important to show all families in the classroom. • Explain how culture shapes family routines and expectations. • Describe what a family partnership is and why it helps children learn. • Give examples of how teachers welcome and communicate with families. • Explain the purpose of an intake interview and the kinds of questions teachers ask. • Describe simple ways to solve conflicts with families respectfully. Discussion Post(s) Journal reflection(s) Open Book Quiz	📅 Due the first Monday of Week 9: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio 📖 RC IV - 1 name and contact info on family counseling RC IV - 2 Name and contact information of translation services RC IV-3 Name, contact information and brief descriptions of at least 2 agencies for special needs children. RC IV-4 Three or more websites with description and one

		current article from each website
		⭐ CDA III Functional Area 10: Guidance Unit Test
Module 5:

Families

Week 9 | 👓 Read Essentials 3rd Edition, pages 472–498

🎯 Learning Objectives
Students will be able to:
• Explain why family engagement helps children learn.
• Give examples of how families can join classroom activities.
• Describe simple ways families support learning at home.
• Identify clear ways teachers communicate with families.
• Explain the purpose of home visits and conferences.
• Describe how teachers support families of children with disabilities.
• Explain why confidentiality is important. | 📅 Due the first Monday of Week 10:
Assignment(s)
Discussion Post(s)
Journal reflection(s)
Open Book Quiz

CDA Portfolio:
📖 Family Questionnaire Summary

⭐ CDA IV Functional Area 11: Families Study Guide |
| Module 6: Program Management Week 10 | 👓 Read Essentials, 3rd edition pages, 499 to 517

🎯 Learning Objectives
Students will be able to:
• Explain why teachers observe and assess children.
• Describe what authentic assessment is.
• Give examples of what teachers look for during observations.
• Identify simple observation tools like notes, checklists, and running records.
• Explain why observations must be factual and objective.
• Describe what a portfolio is and what goes inside it.
• Explain how portfolios show a child's growth. | Due the first Monday of Week 11:

Assignment(s)
Discussion Post(s)
Journal(s) reflection(s)
Open Book Quiz

CDA Portfolio
📖 RC V Samples of record keeping forms

CDA Portfolio
📖 Competency Statement IV

⭐ CDA IV Functional Area 11: Families Unit Test |

Module 6: Program Management Week 11 x	👓 Read Essentials, 3rd edition, pages 517 to 532 🎯 Learning Objectives Students will be able to: • Explain the steps of the curriculum planning cycle. • Describe how teachers plan for individual children and groups. • Explain what IFSPs and IEPs are. • Tell the difference between themes and studies. • Give examples of open-ended questions teachers ask children. • Identify important records teachers must keep. • Explain why records must stay private. • Describe how teachers work with colleagues and community helpers.	📅 Due the first Monday of Week 12: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio 📖 RC VI-1 regulation of child care centers and family child care homes CDA Portfolio 📖 Competency Statement V (to ensure a well-run, purposeful program that is responsive to participant needs) CDA Portfolio 📖 Competency Statement V (to ensure a well-run, purposeful program that is responsive to participant needs) ⚠️ CDA III Functional Area 12: Program Management Study Guide
Module 7: Professionalism Week 12	👓 Read Essentials, 3rd Edition, pages 534–559 🎯 Learning Objectives Students will be able to: • Explain what intentional teaching is. • Describe why teachers reflect on their work. • Identify ways teachers keep learning and improving. • Explain what a mentor does. • Describe why ethical choices matter in teaching.	Due the first Monday of Week 13: Assignment(s) Open Book Quiz CDA Portfolio 📖 RC VI-2 early childhood associations

	• Name the most important rule: never harm a child.	📖 RC VI-3 legal requirements in your state regarding child abuse and neglect CDA Portfolio 📖 Competency Statement VI (to maintain a commitment to professionalism) ⭐ CDA III Functional Area 12: Program Management Unit Test
Module 7: Professionalism Week 13	👓 Read Essentials, 3rd edition, pages 547 to 559. 🎯 Learning Objectives Students will be able to: • Explain what IDEA is and why IFSPs and IEPs matter. • Describe what "least restrictive environment" means. • Identify best practices for inclusive teaching. • Explain why teachers keep learning through professional development. • Describe what advocacy means and give simple examples. • Identify qualities of a strong, respectful workplace. • Explain how teachers work with families, colleagues, and the community.	📅 Due the first Monday of Week 14: Open Book Quiz ⚠️ CDA III Functional Area 13: Professionalism Study Guide
Module 8: Preparing for CDA Credentialing Weeks 14- 15	⭐ Final Exam CDA FA 13: Professionalism Unit Test 🎞️ Watch these You Tube videos Steps to Earning Your CDA! (13:57) Part 3: CDA Exam Prep for Child Development Associate (30:38)	Due the last day of classes for the semester.

COURSE EVALUATION

Final grades will be calculated according to the following criteria:
- ➢ Portfolio   30%
- ➢ Assignment   20%
- ➢ Discussion Post/ Replies   20%
- ➢ Journal   10%
- ➢ Weekly Quiz   15
- ➢ Unit Tests   5%

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

MAKE-UP WORK

Late Discussions and Assignments will receive a 25% grade reduction. I take late work for 4 days past the due date. Quizzes and Assignments/Projects will not be accepted late without consultation with the professor.

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).

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, 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.

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.

Remember this: Netiquette (Online Etiquette) Statement

Always sign your names to any contribution you choose to make.

Be constructive in your responses to others in the class.

Do not use all caps (Doing so may be interpreted as shouting).

Re-read your postings before sending them.

Always think before you write. Respond respectably.

Use appropriate grammar and structure. Spell-check your postings.

Use short paragraphs focused on one idea.

STUDENT EXPECTANT TIME REQUIREMENT

- ➢ Students are expected to complete all assignments by due date. Late work will be accepted BUT 25% will be taken off of final grade each day it is late. Contact the instructor about accommodations for special circumstances.
- ➢ 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 hours. For the most expedited response, please email me directly. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the Monday of the next Module.

Student Success Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. Online students should expect to spend at least as much time on this course as in the traditional, face-to-face class.

Additionally, students are expected to:

- Log on at least three times a week, on different days, to complete assignments, assessments, discussions and/or other Module deliverables as directed by the instructor and outlined in the syllabus.
- Participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.
- Spend 8 – 12 hours per work actively engaged within this course.

If you find that you cannot meet the class's minimum requirements, please contact your instructor as soon as possible.

Drop Dates

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.

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!