Course Information
CDEC 1317 Child Development Associate Training I

Type of Course/Delivery Mode/Testing Requirements
Internet course, *This course is 100% online.* No proctors required for testing

Professor Contact Information
Instructor:
Phone number:
Email:
Office location:
Office hours: TBA

Course Pre-requisites, Co-requisites, and/or Other Restrictions
No required pre-requisites.

Course Description- Based on the requirements for the Child Development Associate credential (CDA). Topics include CDA overview, observation skills, and child growth and development. The four functional areas of study are creative, cognitive, physical, and communication. *This course requires 16 hours of field experience.*

Student Learning Outcomes
The student will be able to:
1-Identify methods to advance physical and intellectual competence, NAEYC 1a, 1b,
2-describe the CDA process; NAEYC 1c, 6a
3-develop observation skills and summarize child growth and development; NAEYC 1a, 3a, 3b, 3c,
4-utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem solving in the field of early childhood, NAEYC 6d

NAEYC Standards
1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting and assessing to support young children and families
4. Using developmentally effective approaches
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional
7. Early childhood field experiences

Required Textbooks (ISBN # included) and Materials
1. Skills for Preschool Teachers, 10/E, **By Janice J. Beaty**, Published by Pearson ISBN--13: 978-0133766349

2. CDA Competency Book either Infant/Toddler or Preschool (purchase one based on the type of CDA credential seeking @ http://store.cdacouncil.org/cdaapplicationpackets.aspx)

Recommended:

 Bredekamp, S. & Copple, C. (2009). 3rd Edition. _Developmentally Appropriate Practice in Early Childhood Programs._ National Association for the Education of Young Children.

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, a student must log onto their Canvas accounts for directions on where or how to continue their coursework.

All module assignments are due by 11:59 p.m. on the night before the beginning of the new module! This is a **_tentative_** schedule, and I reserve the right to change dates (only to a later time) and to email those changes without changing it in other locations except the calendar. So be sure to check the e-mail and calendar.

Tentative Course Calendar

Modules	SLO	Chapters & Quizzes	Topics/Assignments
Introduction Week 1			_Introductions_ to course, instructors and peers Introduction due Orientation Quiz NAEYC Standards quiz
Week 2	2	Appendix A	_CDA Process_ Discussion Graphic of CDA process Proof of Competency Book (yellow or green)
Week 3	3,4		_Observation skills_ Observation and Play discussion Field Experience 1

Week 4	1	4	*Physical Skills* Physical activities readings and activities assignment
Week 5	1,4	5	*Cognitive Skills* Cognitive skills in the classroom discussion Field Experience 2
Week 6	3	6	*Communication Skills* RC-II Nine learning experiences Functional Areas and the Brain
Week 7	3	7	*Creative Skills* *Music and the Brain discussion* Competency Statement II Field Experience 3
Week 8	4		**Personal Philosophy** **Time Log** **End of Course Student Reflection** **Final Assessment**

Methods of Evaluation

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the My Grades button in course. Quiz grades will be released immediately following the quiz. Specific feedback on assignments like module assignments will be located in the assignment button under tab **Grades.**

Late Work Policy
No late work will be accepted. Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 20%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. Assignments not submitted in correct format are considered late and will receive a zero. **Please note: Quizzes, tests, presentations, exams, and other assessments <u>may not be made up, and cannot be rescheduled.</u>** No discussions can be made up after the current week has ended. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance.

 Grading

Assignments		Points

Introduction		30
Chapter quizzes	4 X 20 points each	80
Final Assessment		45
Orientation quiz		15
NAEYC Standards quiz		15
Discussions	4 X 25 points each	100
Competency Statement		50
Resource File Assignments		50
Proof of Competency Handbook		25
Module Assignment	2 @ 25	50
Field Experiences	3 @50 pts	150
Field Experience Time Log		125
Field Experience Reflection		25
Personal Philosophy		100
Class Participation/ Professionalism		40
		Total 900 points

Grade scale:
810-900 points= A
720-809 points = B
630-719 points = C
540-629 points = D
below 539 points= F

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the My Grades button in course. Quiz grades will be released after the closing date of the quizzes. Specific feedback on assignments like module will be located in the assignment button under tab

Grades

Quizzes & Tests

There are online quizzes for each chapter. They are open book, but have a time limit. You will be allowed two attempts at each quiz. They cover both the chapters and the power points. You will not be able to take the quizzes after the due date unless you have a doctor's note. The last day to take the quiz is posted on the quiz and coincides with the end of the module. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO make-ups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

Modules:

There are 8 weekly modules, and the instructions are in Canvas under learning modules. The modules may include the readings, discussions, videos, ppts, assignments and will remind you of the things due during the module. Read them carefully and complete each task.

Discussion: All modules will have discussions. You will be required to:
1. Reply to my initial posting in the discussion postings and then
2.   Reply to **3** other people's postings.
3.   There is an initial post date for your first thoughts to be published and the rest of the time, review peers' posts and make comments about till the end of the module.
4.   Each initial post has cited a resource and cited in the post and a reference in APA.

Grading Criteria for Discussions

The initial post is worth 10 points
Each comment is 5 points for a maximum of 15 points.

Full Credit	Half Credit	No Credit
- post one comment and two responses - demonstrate excellent knowledge and understanding of question - comment or response must be a minimum of five complete sentences - comment and response must be respectful –citation with reference- complete postings by the deadline	demonstrate average knowledge and understanding of question - comment or response must be a minimum of two complete sentences - comment or response must be respectful – did not cite or reference source- complete postings by the deadline	- did not post comment or response - did not complete postings by deadline (late postings will receive no credit) - did not demonstrate knowledge of question - did not comment or respond respectfully – no source cited or referenced

Introduction: Create an introduction of yourself. 1. Type your introduction and upload a picture. Upload a headshot picture of yourself. ***This in is addition to the profile picture requested below***

2. Artwork. Post a picture of artwork you have created or art that represents yourself. Explain how it demonstrates who you are.

3. Create a video, Animoto, Audacity, PPT, Book Creator, iMovie (Worth 10 points)

In your introduction include your name, where you are in the CDA process, and something you would like to learn in the course.At the end of your introduction, we are going to play the game 2 truths and one lie. List three statements about yourself related to you as a child or child care. Two statements are true and one is a lie. See professor's as an example.

Read through your classmates' truths and lies and vote for the lie-at least 3 classmates (5 points).

At the end of the week, come back and reveal which one is a lie (5 points).

UPLOAD A PHOTO OF YOURSELF FOR YOUR PROFILE PICTURE. Click on your name in the top right corner and upload your photo. (10 points)

Some of the Module Assignments:

Physical Activities: Read at least 2 of the provided readings on physical development then create 10 activities (5 gross and 5 fine) for helping children developing gross- and fine-motor skills. List the equipment, materials and description of how to do the activity.

Resource Collection 2: 9 learning experiences--In your own words, describe nine learning experiences that cover each of the following:

RC 5.1 Science/Sensory

RC 5.2 Language and Literacy

RC 5.3 Creativity

RC 5.4 Fine motor

RC 5.5 Gross motor

RC 5.6 Self Concept

RC 5.7 Emotional Skills/ Regulation

RC 5.8 Social Skills

RC 5.9 Math

For Center-Based Preschool

For each activity, indicate the age group (3s, 4s or 5s) and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group.

For Center-Based Infant/Toddler

For each activity, indicate the age group (young infants, mobile infants or toddlers) and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group. Of the nine activities, three should be appropriate for young infants, three for mobile infants and three for toddlers.

For Family Child Care

For each activity, indicate the age group and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group. Be sure your collect ion includes activities specific to each age group (infants, toddlers, preschoolers)

Competency Statement 2: To advance physical & intellectual development
Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard (Note: alternatively, you may also choose to write one paragraph for each Functional Area, if this makes it easier to express your thoughts more clearly).

CSII a Pick one of the nine learning experiences you chose for your Resource Collection (RC II). How does this experience reflect your philosophy of how to support young children's physical development?

CSII b Pick another of the nine learning experiences you chose for your Resource Collection (RC II). How does this experience reflect your philosophy of how to support young children's cognitive development?

CSII c Pick a third learning experiences you chose for your Resource Collection (RC II). How does this experience reflect your philosophy of how to support young children's creative development?

CSII d In an additional paragraph, describe ways to promote the communication/language development among all children, including dual language learners.

Field Experiences:
This course requires 16 hours of field experience in a licensed child care center, Head Start, Early Head Start, or a public PK program. The student is responsible for locating and securing their own site in which to complete the required 16 hours of time. There are assignments related to the experiences.

Class Participation/Professionalism
Class Participation is expected in this course. Modules have discussion topics. You are expected to participate in all discussion topics. You are expected to participate in any and all activities related to this course and turn assignments in by the due dates.

Professionalism is very important in this course. It is difficult to read the tone of emails and discussions. There is an expectation of respect to the instructor and fellow students when asking questions on the discussion board or when via email and in class discussions online. Students are not going to agree with everything seen online from peers, but students are expected to agree to disagree in a professional manner.

Methods of Instruction

This course is a 3-1-3 course. This means 3 hours of lecture/class time a week and 1 hour of lab/field experience time.

An **explanation** of
(1) How the instructor will **communicate** with the students and how the students will communicate with each other?

Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to Canvas inbox, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool. In addition, students have the option to use Canvas Inbox, as well as the Chat tool to communicate with each other.

(2) How will online participation be **assessed and graded**?
In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, 3 times per week. According to the syllabus, part of the course grade will come from online course participation.

(3) How will the instructor **monitor the online activities** of the students?
Online course activities will be monitored through a variety of methods including active participation by the instructor in various course areas as well as utilization of the Course Tracking tool in GC Canvas. The People tool provides detailed statistics for each student for various activities in the course.

(4) How will the **standards of appropriate online behavior** be maintained?
During the first week of class, an online orientation will be taken. The instructor will monitor discussion boards and posts and will model appropriate behavior and provide feedback to students.

(5) The level of **technical competence** required of the students
Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, and file management (uploading,

downloading, or sending files). For questions regarding Canvas see the HELP tab on the upper right hand corner.

(6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?

Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com), the latest version of Sun JAVA (www.java.com), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information, visit www.grayson.edu and select the Help Desk link.

(7) The **alternative procedures for submitting** work in the event of technical breakdowns

Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas mail. Computer labs on campus and public libraries can be alternative sites. Alternative arrangements, if permitted, will be discussed at that time.

(8) **On-campus meeting requirements**

There are none for this course.

(9) How **academic honesty** will be enforced.

Papers may be submitted to turnitin.com for analysis of work.

Course & Instructor Policies

Make-up policy

Makeup is ONLY available for those with a doctor's note or if I approve the absence **before** the class AND you emailed me about it. An excused absence will not deduct points from your participation grade. These are defined as illness, family death, Grayson County College school-sponsored activity, or approved religious holiday-however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to

participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and 8-week session should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Absences in this course are measured by not logging into the course at least **three** times a week.

Student Conduct & Discipline
Expectations for participation

Students are expected to log in a minimum of three a week and participate in discussion. There is an initial post deadline prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been shown to increase learning.

Classroom behavior
In the online classroom, we will be following rules of Netiquette. For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way.

Professionalism is key to being an effective teacher/child care providers, and this semester is an opportunity to demonstrate this skill. It will be expected during time online and especially during field experiences. Please remember that we are guests in the schools/child care centers where we observe. This should be taken into consideration in your dress, speech, and actions. When one become a teacher, professionalism is judged by students, colleagues, administrators, parents, and the community.

Written Work
All assignments and papers must be in APA style <u>double spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page</u>(unless they are brochures or PowerPoints). All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. ***<u>If a file submitted is NOT in one of these formats, you will receive a 0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if submitted in the wrong assignment.</u>***

All written work unless otherwise specified should be turned in to the assignment box in Canvas. All assignments MUST be submitted as an attachment in the assignment links. NO assignment may be submitted in Canvas email or Grayson email. Any assignment submitted through emails will be awarded a 0.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include *minor* instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

· Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),

· Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,

· Quoting or copy/pasting phrases of three words or more from someone else without citation,

· Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,

· Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,

· Copying images or media and inserting them into a presentation or video without citation,

· Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,

· Giving incorrect or nonexistent source information or inventing source information,

· Performing a copyrighted piece of music in a public setting without permission,

· Composing music based heavily on someone else's musical composition.

Please refer to your course syllabus. Infractions may result in disciplinary options on behalf of the faculty member and/or dean.

For everyone's convenience, I have a link to an online tutorial of "What Is Plagiarism?" This should not be considered to be an all-inclusive guide, but it does highlight some of the most common mistakes students make. Though I am providing this website, it is still the student's responsibility to make sure they understand what constitutes plagiarism. Any student who is found to have plagiarized on ANY assignment will be subject to the consequences listed in this section. Excuses of "I didn't know" or "I didn't understand" will not be accepted. Once again, if you do not understand what plagiarism is, please ask.

Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment and an "F" in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an "F" in the course.

TITLE IX
GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.
Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.
For more information on Title IX, please contact:
> § Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
> § Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
> § Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
> § Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
> § GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
> § GC Counseling Center: (903) 463-8730
> § For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

Grayson College campus-wide student policies may be found on our Current Student Page on our website: http://grayson.edu/current-students/index.html

These descriptions and timelines are subject to change at the discretion of the Professor.