DALLAS COUNTY COMMUNITY COLLEGE DISTRICT  
BROOKHAVEN COLLEGE  
CHILD DEVELOPMENT/TEACHER PREPARATION PROGRAM  
HEALTH & HUMAN SERVICES DIVISION  
CDA TRAINING I  
SPRING SEMESTER 2015

Instructor: Johnny Castro  
Office hours: By Appointment  
Voicemail: 972-860-4136  
e-mail: jcastro@dcccd.edu  
Course: CDEC 1167  
Section: 23252  
Day(s)/Time/Location: Saturdays, 8:00-4:30 p.m. in E140 from 1/24-2/28 (6 weeks)

COURSE DESCRIPTION: Course is based on the requirements for the Child Development Associate National Credential (CDA). Topics are CDA overview, general observation skills, child growth and development overview and appropriate environments for young children. The seven functional areas of study are creative, cognitive, physical, communication, safety, health and learning environments. (3 cr)

COURSE OBJECTIVES: The student will apply knowledge of creative, cognitive, physical, communication, safety, health and learning environments. The student will utilize skills in writing, speaking, teamwork, time management, and problem solving.

CRIMINAL BACKGROUND CHECK: All students enrolled in a child development or education course must satisfy a clearance of criminal misdemeanor and felony records. This clearance protects the student and ensures the safety of children in the schools, facilities and programs in which the student may be asked to visit. You will be required to submit a **Self-disclosure Statement** to indicate your compliance with this policy.

REQUIRED READING MATERIALS/TEXTBOOK(S):


Obtain the appropriate Competency booklet for your age group from the Council for Professional Recognition on-line at [www.cdacouncil.org](http://www.cdacouncil.org) Choices are as follows:


Students are required to obtain a Flash Drive for this course. All CDA assignments must be placed on this drive.

COMMUNICATION WITH YOUR INSTRUCTOR: The instructor is available to students via email, telephone and/or personal conference. All email questions will be answered within 24 hours. The instructor is available via telephone at the above number. In the event the instructor is not available due to work schedule, leave a voice mail. All voice mail will be returned within 24 hours. The instructor will be available for 30 minutes prior to class and 30 minutes after class to answer student questions. In the event more time is needed a personal conference time will be set up with the instructor.

COMMUNICATION WITH YOUR INSTRUCTOR: I am most accessible during office hours and via e-mail. Please be sure to make an appointment if you have an extensive amount of questions or concerns. You may also contact me by phone, however, be advised that during office hours, is the best time to actually be able to talk to me.
**PARTICIPATION:** Part of the college experience includes the exchange and discussion of colleagues as related to the text and course lectures. Therefore, it is crucial that you make every effort to attend and be timely at each class meeting. Respectful attention and participation will be part of your seminar grade; in that, it is expected that you not only participate, but are engaged and not distracting to the learning experience for everyone.

**CELLULAR PHONES AND ELECTRONIC DEVICES:** Please be respectful of your instructor and other classmates by assuring all electronic devices are SILENCED and NOT VISIBLE during the duration of each class meeting. Failure to do so will affect your participation grade and you may be asked to leave.

**LATE POLICY:** All assignments must be submitted ON-LINE on e-campus. Therefore, it is your responsibility to submit your work on time prior to the start of class and to ensure it is submitted correctly. Failure to do so and anticipate the need for technical assistance is NOT an excuse for lateness. Be proactive and ensure you are readily familiar with on-line submissions.

**CDEC STUDENT HANDBOOK:** There is an on-line Child Development Handbook with detailed information about our program and courses; the hyperlink can be found at in the resource section of our page of the child development page. [http://www.brookhavencollege.edu/programs/hhs/child-development/Pages/resources.aspx](http://www.brookhavencollege.edu/programs/hhs/child-development/Pages/resources.aspx)

**STUDENT CODE OF CONDUCT:** Appropriate college decorum is an expectation taken seriously at Brookhaven. Please be sure to access and be familiar with the full student code of conduct found at this hyperlink [https://www1.dcccd.edu/catalog/ss/code.cfm](https://www1.dcccd.edu/catalog/ss/code.cfm)

**INSTITUTIONAL POLICIES:** Please be sure to become familiar with all other policies found within the BHC syllabus addendum hyperlink at [http://www.brookhavencollege.edu/about/vpi/Pages/Syllabus-Addendum.aspx](http://www.brookhavencollege.edu/about/vpi/Pages/Syllabus-Addendum.aspx)

**DROP DATE:** The last day to drop this course and get a “W” is 02/18/2015
NAEYC Core Standards for Associates Degree Programs

Upon completion of our associate’s degree program in Child Development a successful student should be able to articulate and demonstrate competence in each of the following standards:

**Standard 1: Promoting Child Development & Learning**
1a. Knowing and understanding young children’s characteristics and needs
1b. Knowing and understanding the multiple influences on development and learning
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**Standard 2: Family & Community Relationships**
2a. Knowing about and understanding diverse family and community characteristics
2b. Supporting and empowering families and communities through respectful, reciprocal relationships
2c. Involving families and communities in their children’s development and learning

**Standard 3: Observation & Assessment**
3a. Understanding the goals, benefits, and uses of assessment tools and approaches
3b. Knowing about assessment partnerships with families and with professional colleagues
3c. Knowing about and using observation, documentation, and other appropriate assessment
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child
3e. Knowing about assessment partnerships with families and other professionals

**Standard 4: Approaches to Connect with Children & Families**
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children
4b. Knowing and understanding effective strategies and tools for early education
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d. Reflecting on their own practice to promote positive outcomes for each child

**Standard 5: Building Meaningful Curriculum**
5a. Understanding content knowledge and resources in academic disciplines
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

**Standard 6: Becoming a Professional**
6a. Identifying and involving oneself with the early childhood field
6b. Knowing about and upholding ethical standards and other professional guidelines
6c. Engaging in continuous, collaborative learning to inform practice
6d. Integrating knowledgeable, reflective, and critical perspectives on early education
6e. Engaging in informed advocacy for children and the profession
In addition to the core standards, a successful student of our program should demonstrate important skills and practice through general education courses and applied in our Child Development courses.

**Note the SS are Cross-Referenced with the SCANS (Secretary’s Commission on Achieving Necessary Skills)

Supportive Skill 1: Self-assessment and self-advocacy
Associate degree students are often at a key decision point in their professional lives, entering or re-entering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one’s own goals, strengths, and needs are critical, as is learning how to advocate for one’s own professional needs.

SCANS Systems: Understands complex inter-relationships

Supportive Skill 2: Mastering and applying foundational concepts from general education
General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners’ ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

SCANS Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

Supportive Skill 3: Written and verbal communications skills
Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Students going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

SCANS Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
SCANS Information: Acquires and uses information
SCANS Technology: Works with a variety of technologies

Supportive Skill 4: Making connections between prior knowledge/experience and new learning
All professionals need these skills, but they are especially important in supporting the learning of associate degree students who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

SCANS Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

Supportive Skill 5: Identifying and using professional resources
Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

SCANS Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
SCANS Resources: Identifies, organizes, plans, and allocates resources
SCANS Interpersonal: Works with others
SCANS Systems: Understands complex inter-relationships
CDEC 1317 Written Assignments

1. **Resource Collection (RC):** As part of CDA credentialing, you will be required to compile a Professional Portfolio. You will need to secure a 3 ring binder and labeled dividers for each RC and Competency Statements (CS). This process can also be completed electronically using CDA’s “School Chapters.” You will need to collect RC 1-1, RC 1-2, RC 1-3 & RC II as outlined in RC Guide. **100 pts.**

2. **Competency Statement I (CS I):** Write a 200-500-word statement for Competency Statement I: To establish and maintain a safe, healthy learning environment. Be sure to adhere to the Cs requirements in the provided handout. The CS will be evaluated using a grade rubric which can be found on-line on e-campus, where assignments must be submitted electronically. **100 pts.**

3. **Competency Statement II (CS II):** Write a 200-500-word statement for Competency Statement II. To advance physical and intellectual competence. Be sure to adhere to the CS requirements in the provided handout. The CS will be evaluated using a grade rubric which can be found on-line on e-campus, where assignments must be submitted electronically. **100 pts.**

4. **Self-Reflection Assignment:** As you collect RC items you will be required to discuss how you use them in CSs and also incorporate them in your teaching philosophy. For this assignment, you will write a reflection about the RC and how the gathered information impacts you as an early childhood professional, how you use the items, relate it to your thoughts about teaching and engage in discussion about them in class. Instructor will provide more information. **100 pts.**

5. **Philosophy Statement:** You will craft out your teaching philosophy based on your experience, self-reflection and from items written about in your CSs. Instructor will provide more details. **100 pts.**

6. **Final Exam:** The exam will have a comprehensive multiple-choice that will be completed on-line in class on e-campus. This exam is intended to assist in your preparation for the on-line exam required by the CDA Council. **120 pts.**

7. **Participation:** Both in class and out of class homework assignments will be distributed throughout the course of the semester and there will be no make-up for missed assignments. Therefore, it is critical you attend each class meeting, especially since CS drafts will be written at the end of each class period. **200 pts.**

8. **Attendance:** While the course requires mandatory attendance at each class session; it is more so important to obtain required training that will help prepare you for the CDA process. Timeliness and staying the entire class session is also necessary as a part of professional decorum. **180 pts. (30 pts. for each 6 class session)**
Lab Assignments-CDEC 1167
Grade:
A=300-270 pts.
B=269-240 pts.
C=239-210 pts.
D=209-180 pts.
F=179-0 pts.

1. Observation/Interview: At the beginning of the semester you MUST schedule a date when your instructor can come visit you and observe you in your classroom. After your visit your instructor will interview you and provide feedback regarding the observation. After the conference, write a 2 page plan for improvement based on the feedback from your instructor and an overall reflection of the observation. 200 pts.

2. Portfolio Check: At the culmination of the semester your instructor will use the Resource Notebook checklist to assess it for professionalism, organization, and that all items are properly included. 100 pts.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>1/24</td>
<td>Course Orientation &amp; Expectations</td>
<td>Before class on 1/24: Read pages 110 – 160 in Essentials textbook.</td>
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<td>Introducing CDA</td>
<td>Bring your CDA comp. book to class</td>
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<td>Functional Area 4: Physical</td>
<td>HW for next class: Bring a sample activity for literacy**RC II form is found on-line</td>
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<td>Begin Functional Area 5: Cognitive</td>
<td>Read Assignment: Pages 161 – 214 in Essentials textbook</td>
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<td>1/31</td>
<td>Finish Functional Area 5: Cognitive</td>
<td>Schedule date for an Instructor observation of your classroom in class today</td>
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<td>Functional area 6: Communication</td>
<td>HW To do Before the next class: Complete RC II to be submitted at the next class.</td>
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<td>Begin Functional area 7: Creativity</td>
<td>• Bring Menu to next class for discussion.</td>
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<td>• Bring completed Lesson Plan Form next week to be submitted to Instructor for approval</td>
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<td>• Complete Safety Checklist pg. 11-14 in text</td>
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<td>• 2/3 send your electronic copy of FIRST draft of Competency Statement II to your instructor.</td>
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<td>• Bring a notebook, sheet protectors, dividers and CS cover sheets</td>
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<td>• Finish your RC II</td>
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<td>Read Assignment: Pages 7 – 74 in Essentials textbook</td>
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<td>2/7</td>
<td>Finish Functional area 7</td>
<td>Assignment Due date in class on 2/7: RC II</td>
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<td>Functional area 1: Safe</td>
<td>Read Assignment: pages 75 – 109 in your Essentials</td>
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<td>Functional area 2: Healthy</td>
<td>HW To do Before the next class:</td>
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<td>Look at good, healthy nutrition for children and care givers.</td>
<td>• Comp. Statement II FINAL draft due by 2/10</td>
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<td>• Prepare RC 1-1, RC 1-2, and RC 1-3</td>
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<td>Date</td>
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<td>2/14</td>
<td>a.m.</td>
<td>Functional area 3: Learning Environment</td>
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<td>2/21</td>
<td>a.m.</td>
<td>Catch-up day</td>
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<td>p.m.</td>
<td>What do I put in my philosophy statement?</td>
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<td>Spend time beginning to write a Philosophy Statement.</td>
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<td>2/28</td>
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<td>Final exam will be discussed.</td>
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<td>Portfolios will be checked for completion.</td>
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**Additional Course Information**
- Because of the amount of work and the short duration of the class, all students are expected to attend all 6 classes. Failure to do so will put you in jeopardy of failing the course.
- Students will be penalized for any late work by one letter grade. This includes electronic copies of Competency Goal drafts and final versions that are always due on the Wednesday preceding the class where the instructor will take time to work with each student individually as needed.
- Work that is more than one week late will not be accepted.