



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**Child Development Associate Training III
CDEC 2324.50**

Anita Henderson

Note: This is a 16-week course

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

Course Description

CDEC 2324 – Child Development Associate Training III

Continues a study of the requirements for the Child Development Associate National Credential (CDA). Three of the 13 functional areas of study include: families, program management, and professionalism. All Child Development (CDEC or TECA) courses must be passed with a grade of C or better for graduation. 25% of the requirements must be completed at McLennan. 2.000 Minimum GPA required for graduation. Semester Hours 3 (3 lec/1 lab)

Opportunity for students to pursue the Child Development Associate National Credential (CDA). (**The Council**) operates the CDA credentialing program as a major national effort to improve the quality of child care. Focusing on the skills of child care providers, the program is designed to provide performance-based training, assessment and credentialing of center-based staff, home visitors, and family child care providers.

The CDA Competency Standards are the core of the CDA program. Composed of Goals and Functional Areas, they are statements of the skills needed to be a competent caregiver and the basis upon which caregivers are assessed.

Prerequisites and/or Corequisites:

CDEC 2322 with grade of C or better or approval of program advisor.

Course Notes and Instructor Recommendations:

- Grades and attendance will be posted via D2L Brightspace for this course.
- Announcements, course syllabus, and course outline will also be posted on D2L Brightspace. Therefore, the student should have knowledge of using a Web browser, computer, and e-mail: the ability to create and save documents; the ability to send and receive electronic documents; and a general understanding of on-line technologies and appropriate on-line behavior.
- Log-in to Brightspace with your user name and password. Questions: Contact MCC's Help Desk @ 299-8077.
- All cell phones must be turned **OFF** when taking exams.
- Late assignments will not be accepted.
- Late quizzes are subject to a -20 deduction.
- Late quizzes are available in the Child Development Center daily between 8:00 am – 3:00 pm. Only one of the four may be taken late.
- Scantron 882-E will be used for all quizzes.
- The MCC email address will be used for communication.
- Turn cell phones off during class.
- Using another CDA Candidates Professional Portfolio will result in an automatic "F" for the course. All materials should be your own original work.
- Leaving class early will result in a deduction of points.

- The Council for Professional Recognition in Washington, D.C. Awards the CDA credential.
- A passing grade in CDA I, CDA II & CDA III does not guarantee the CDA credential will be awarded to the candidate.
- Definition of a CDA: The Child Development Associate (CDA) is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to child care providers and home visitors who have demonstrated their skill in working with young children and their families by successfully completing the CDA assessment process.
- If you are absent from class, follow this procedure:
 1. Consult with another student first about notes and activities missed.
 2. If you need further assistance, make an appointment with the instructor during office hours.
 3. Understanding the instructor cannot "catch you up" on missed class information five minutes before class or during class.
 4. Excessive absences do affect the grade for this course due to the curriculum content.

Instructor Information:

Name: Anita Henderson
MCC email: ahenderson@mclennan.edu
Office Phone: (254) 299-8720
Office Address: Community Services Building (CSC)
Child Development Center
Office Hours: Will be posted in notebook located in the Student Common area
Messages: Leave message in the box in the Child Development Office with the
Child Development Secretary (299-8720).
Please leave your phone number with your message.

Required Text & Materials:

Title: **Essentials for Working with Young Children**
Author: Valor Washington, Ph.D., Editor
Edition: Second Edition
Publisher: The Council for Professional Recognition, Copyright 2017
ISBN: 978-0-9903072-8-3

Competency Standards Book

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found [here](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf) (https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

Methods of Teaching and Learning:

From time to time there will be a variety of in class small and large group discussions and activities. Possible methods will be role playing, CDA oral interview situations, power point presentations, hands on make and take activities and content related DVD's.

Course Objectives and/or Competencies:

By the end of the course, the student will be able to:

1. Describe methods to establish positive and productive relationships with families.
 - a. Maintain an open, friendly and cooperative relationship with each child's family.
 - b. Encourage family involvement in the program.
 - c. Support the child's relationship with his or her family.
 - d. Incorporate information about families' culture, religion and child-rearing practices in classroom experiences.
 - e. Provide opportunities for parents to understand their child's development and point-of-view.
 - f. Provide resources to help families meet their child's needs.
2. Explain techniques to ensure a well-run, purposeful program responsive to participant needs.
 - a. Use all available resources to ensure an effective program operation.
 - b. Organize, plan and maintain up-to-date records.
 - c. Utilize effective communication skills.
 - d. Demonstrate teamwork skills when working with colleagues and families.
3. Identify how to maintain a commitment to professionalism.
 - a. Use knowledge of early childhood theories and practices to make decisions.
 - b. Promote quality in child care services.
 - c. Participate in opportunities to develop competence both for personal and professional growth and for benefit of children and families.
 - d. Explain the impact on children of current regulatory, legislative and workforce issues.
4. Describe the CDA process.
 - a. Define terms associated with the CDA process.
 - b. Outline stages of assessment.
 - c. Summarize the six competency goals and their thirteen functional areas.
5. Develop general observation skills.
 - a. Analyze types of observation techniques.
 - b. Observe and record children's development.
6. Summarize basic child growth and development.
 - a. Explain principles of growth and development.
 - b. Outline developmental domains as they apply to children in specific age groups.
7. Utilize skills in writing, speaking, problem-solving, time management and record keeping.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the scans Competencies and Foundational Skills. (To view this report, see Attachment A.)

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CDA Professional Portfolio

Your portfolio may be arranged in any creative way you choose (for example, organized in a 3 ring binder or contained inside folders in a file box). While there are no specific requirements about how it should look, it should be legible, look professional and be manageable in size and portability.

Use the following check list to organize your Professional Portfolio in the order listed below. I suggest a 3 ring binder, including visible tabs for each section.

A	“Summary of My CDA Education:	Cover sheet followed by all relevant training transcripts, certificates and official documentations
B	“Family Questionnaires”	Cover sheet followed y all completed returned Family Questionnaires
C	“Reflective Dialogue Worksheet”.	Complete boxes A and B
D	Resources Collection Item	RC I-1, RC I-2, RC I-3
	Competency Statement I	CS I, including paragraphs CS I a-c
E	Resource Collection Items	RC II 1 through RC II-9
	Competency Statement II	CS II, including paragraph CS 11 a-d
F	Resource Collection Items	RC III
	Competency Statement III	CS III, including paragraphs CS III a-b
G	Resource Collection Items	RC IV-1 through RC IV-4
	Competency Statement IV	CS IV, including paragraphs CS I a-e
H	Resource Collection Items	RC V
	Competency Statement V	CS V, including paragraphs CS V a
I	Resource Collection Items	RC VI-1 through RC VI 3
	Competency Statement VI	CS VI, including paragraphs CSV I a-b
J	Professional Philosophy Statement	

Course Grading Information: GRADING EVALUATION

Portfolio 500 pts. (50%)

Test – 4 @ 100 points each 400 pts. (40%)

Involvement 100 pts. (10%)
(Time Management, Attitude, Organizational Skills and Brightspace Use)

Grading Scale

Letter Grade	A	B	C	D	F
Total Points	1000 - 900	899 - 800	799 – 700	699 - 600	599 or Below

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Course Outline or Schedule:

TENTATIVE Course Schedule

Week		Assignments
Week	1	Course Overview / Read Chapter 11 / Begin Reading Competency Standards Books
Week	2	Course Expectations Discussed / Portfolio Organization & Discussion / Continue Reading Competency Standard Book
Week	3	Portfolio Discussion A-E / Read Competency Standard Book
Week	4	Portfolio Work A-E / Read Competency Standard Book
Week	5	Test 1 on Chapter 11 / Portfolio Work A-E / Read Competency Standard Book
Week	6	Portfolio Check A-E (in class) / Read Chapter 12 (Program Management) / Read Competency Standard Book
Week	7	Portfolio Work F / Read Competency Standard Book
Week	8	Portfolio Check F (in class) / Read Competency Standard Book
Week	9	Test 2 on Chapter 12 / Portfolio Discussion G & H / Read Competency Standard Book
Week	10	Begin Reading Chapter 13 / Portfolio Work G & H / Read Competency Standard Book
Week	11	Library (on your own) or Independent Portfolio Work / Portfolio Work I & J / Read Competency Standard Book
Week	12	Portfolio Check G,H, I,J (in class) / Read Competency Standard Book
Week	13	No Class
Week	14	Complete CDA Portfolio Assignment (in class) Test 3 on Chapter 13
Week	15	CDS Review Process Verification Visit Finding a PD Specialist CDE Exam
Week	16	Final Exam/ Comprehensive

W *Withdraw* - This grade is given for an instructor- or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work.

I *Incomplete* – This grade is given when a course is incomplete because of student's absence caused by illness or other reasons acceptable to the instructor. To be eligible for this grade, the

student must have essentially completed the course. The work remaining should be of such a nature as to not require class attendance. If the work is not made up within the following long semester, the I will be changed to an F and the course must be repeated if credit is to be given.

Late Work, Attendance, and Make Up Work Policies:

Late work is not accepted.

Student Behavioral Expectations or Conduct Policy

In general, students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity. The Highlander Guide describes the rights, privileges, and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

Noise: Students are expected to assist in maintaining a classroom environment conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any form of distraction.

Turn cell phones OFF during class.

Once a class begins, students will refrain from disruptive activities including use of cell phones and other electronic devices. If an extenuating circumstance arises when such a device is required, **the student must clear use of the device with the instructor in advance.** Lap tops may be used for taking notes. **Class time missed to answer calls may be counted against attendance.**

Visitors: Any person, who is not a student or employee of MCC, while on the premises of the College, is considered a visitor and shall conduct him/herself in a manner consistent with the principles and guidelines of the "General Conduct Policy."

Visitors, including, but not limited to, spouses or children of students, will not be admitted to classrooms or laboratories. Instructors have the prerogative of making an exception to this rule. The instructor must first discuss the exception with the appropriate division director. In any case, where the appropriate division director has approved an exception, the instructor may still, at any time, remove the visitor from their classroom in the interest of the learning environment.

Bringing Children to Class: Children are not allowed in class or the lab school.

Students or employees of the College who bring a visitor to the College may not leave the visitor unattended on campus, if the visitor is a minor.

Students who choose not to comply with the policies and procedures may be asked to leave class.

Ethics

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignments, and/or dismissal from the course. Examples of cheating include but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardies under false pretenses.
- Plagiarism (claiming as your own the work of another).

Courtesy & Respect

Students should demonstrate courtesy and respect to all instructors, guests, and fellow learners. While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

* [Click Here for the MCC Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

* [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

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Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* **[Click Here for more information about Title IX](#)**

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

* *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*

**The Council For
Professional Recognition in
Washington, D.C. Awards the
CDA Credential.**

**A passing grade in CDA I, CDA II & CDA III
does not guarantee the CDA credential
will be awarded to the candidate.**

Definition of a CDA

The Child Development Associate (CDA) is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to childcare providers and home visitors who have demonstrated their skill in working with young children and their families by successfully completing the CDA assessment process.

CDA Competency Standard

Functional Areas

I. To establish and maintain a safe,
Maintain a safe, healthy learning
Environment

1. Safe
2. Healthy
3. Learning environment

II. To advance physical &
intellectual competence

4. Physical
5. Cognitive
6. Communication
7. Creative

III. To support social emotional
development & provide
& provide positive guidance

8. Self
9. Social
10. Guidance

IV. To establish positive &
productive relationships
with families

11. Families

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|-----|---|------------------------|
| V. | To ensure a well-run, purpose-
ful program responsive to
participant need | 12. Program management |
| VI. | To maintain a commitment
to professionalism | 13. Professionalism |