

**MIDDLESEX COMMUNITY COLLEGE  
EARLY CHILDHOOD EDUCATION PROGRAM**

ECE F180 – Child Development Associate (CDA) Preparation Course

**Instructor:** Norma Rosado-Javier  
**Class Time:** Tuesdays 6:35pm-9:05pm

**CRN# 1416**  
**Semester:** Spring 2017  
**Credits: 3**  
**Snow Hall Room 508**

**Office Hours:** Tuesdays 11:00am-2:00pm  
Tuesday /Thursday 5:00pm-6:30pm

**E-mail:** [nrosado-javier@mxcc.commnet.edu](mailto:nrosado-javier@mxcc.commnet.edu)

**Course Description:**

This course will explain the process a student must undertake to receive a Child Development Associate Credential. The course will provide a thorough review of the **6 Competency Standards and the 13 Functional Areas** identified by the Council for Early Childhood Professional Recognition. The course will assist the student in the development and completion of a Professional Resource File. The Resource File is required to apply for the Child Development Associate Credential to the **Council for Early Childhood Professional Recognition.**

**Textbook:** Washington, Valora (2013) Essentials for Working with Young Children. Council for Professional Recognition.

**Additional Materials Required:**

**Endorsement Book for one of the following:**

- A) Center-Based Infant/toddler (0-36 months)
- B) Center-Based Pre-School (3-5 years)
- C) Family Child Care
- D) Home Visitor (0-5 years)

**For the Resource File:**

1. Ring binder with plastic protective sheets OR
2. Large file box with labeled hanging file folders and individual manila folders

**Course Goal:**

CDA candidates are expected to acquire the skills and knowledge necessary for working with infants, toddlers and/or preschool-aged children in group settings. The primary goal of the course is to ensure that, upon completion, the student (CDA Candidate) has acquired the competences required of a Child Development Associate Credential. In addition, this course will guide the students in the development of their professional resource file and the completion of other necessary documentations and the final assessment process.

### **Course Objectives:**

At the end of this course students will be able to:

- 1) Explain the roles of the early childhood education professional
- 2) Describe how young children grow, develop, and learn
- 3) Identify developmentally appropriate ways in teaching young children
- 4) Explore, identify and explain the process for attaining the nationally recognized Child Development Associate (CDA) Credential given by the Council for Professional Recognition in Washington, D.C.
- 5) Identify and explain the six CDA Competency Goals and thirteen (13) Functional Areas
- 6) Prepare and complete the required CDA Resource File.

### **Course Content:**

The following topics will be covered:

1. Overview of the Child Development Associate National Credentialing Program
  - a. History of the CDA Program
  - b. Glossary of CDA Terms
  - c. Advisor Eligibility Requirements
  - d. Council Representative Eligibility Requirements
  - e. Settings for CDA Assessment
  - f. CDA Assessment System
2. Eligibility and Documentation Requirements
  - a. Candidate Eligibility Requirements
  - b. Candidate Documentation Requirements
  - c. Direct Assessment Application Form
  - d. The Verification Visit
  - e. Renewal Procedures
3. CDA Competency Standards to be studied:  
Competency Goal I: Functional areas Safe, Healthy and Learning Environment  
Competency Goal II: Functional areas: Physical, Cognitive, Communication and Creative  
Competency Goal III: Functional areas: Self, Social and Guidance  
Competency Goal IV: Functional area: Families  
Competency Goal V: Functional area: Program Management  
Competency Goal VI: Functional area: Professionalism

**Course Requirements/ Grading Grid/ Grading Description**

	<b>Items</b>	<b>Points</b>
<b>A</b>	Quizzes (13 at 10 points each)	130
<b>B</b>	Six Competency Standards Statements (6 at 20 points each)	120
<b>C</b>	Family Resource Guide	50
<b>D</b>	Personal Journal (4 at 25 points each)	100
<b>E</b>	Professional Philosophy Statement	100
<b>F</b>	Professional Resource File	500
	<b>Total Points</b>	<b>1000</b>

**Total # of points/Letter Grade**

950-1000=A	898-848=B+	745-695=C+	592-542=D+	439- 0=F
899-949=A-	847-797=B	694-644=C	541-491=D	
	796-746=B-	643-593=C-	490-440=D-	

**A) Quizzes: (130 Points)**

There will be 13 class quizzes that relate to the 13 Functional Areas we will discuss in this course. The quizzes will be given at the end of the class after we discuss the chapter.

**B) Six Competency Standards Statements: (120 Points)**

You are responsible for writing Six Reflective Statements of Competence for your Profession Resource File. Examples will be given in class to assist with this assignment.

**C) Family Resource Guide: (50 Points)**

You will be required to compose a resource guide to share with the families you serve. The guide should include all of the helpful information you think may benefit the families you serve.

**D) Personal Journal (100 Points)**

Every four weeks, (February, March, April and May) you are required to write a personal reflection/journal. The topics for the journal will be based on the functional areas reviewed during those four weeks. Journal sheets will be distributed prior to submission.

**E) Professional Resource File: (500 Points)**

This is a collection of materials that early childhood professionals use in their work with young children and families and must be presented to receive a CDA Credential. **Each student (regardless of whether you are applying for the CDA Credential or not) will arrange materials in one of two ways (e.g. 3-ring binder or contained inside folders in a file box**

**NOTE FOR ALL ASSIGNMENTS:**

Assignments must be typed double-spaced, with 12-size font and submitted on due dates. **No hand written work will be accepted.** All assignments must creatively have cover page to include student's name, instructor's name, course title and number, assignment topic or heading, and submission date. All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list.

Use APA or MLA format in writing your references. See websites below.

**APA** [http://www.mxcc.commnet.edu/images/customer-files/L\\_PDF/APA.pdf](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/APA.pdf)

**MLA** [http://www.mxcc.commnet.edu/images/customer-files/L\\_PDF/MLA.pdf](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf)

**Instructor's Expectations of Students in class:**

- 1) **Class participation** is expected and is needed for small group activities. Many of the class activities involve small groups and are intended for students to engage in active learning.
- 2) Students are responsible for all reading assignments and all materials covered in class.
- 3) **All assignments are due on the dates indicated.** Assignments will not be accepted after the due date unless the instructor has been consulted prior to the due date.

**WRITTEN COMMUNICATION STANDARDS:** Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

**MINIMUM STUDY TIME:** It is important that you study in order to learn the material. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class.

You must spend time and learn the materials in the textbook, readings, and study notes as well as what is covered in class. Research shows that the more time a college student spends studying, the more the student learns.

## IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).



### NON-DISCRIMINATION STATEMENT

*Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.*

*The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:*

- Primary Title IX Coordinator  
Dr. Adrienne Maslin  
Dean of Students/Title IX and Section 504/ADA Coordinator  
[amaslin@mxcc.edu](mailto:amaslin@mxcc.edu); 860-343-5759; Founders Hall Room 123|
- Secondary Title IX Coordinator  
Ms. Queen Fordham  
Coordinator of the Meriden Center Welcome Desk  
[qfordham@mxcc.edu](mailto:qfordham@mxcc.edu); 203-608-3011

Date	Topics/Course Work	Assignments
1/24/17	<ul style="list-style-type: none"> <li>• Introductions/Ice Breaker</li> <li>• CDA Program Overview</li> <li>• Syllabus Review/Class Expectations</li> <li>• My CDA Professional Portfolio Worksheet</li> <li>• Professional Resource File and Philosophy Statement</li> </ul>	
1/31/17 (On-Line)	<ul style="list-style-type: none"> <li>• Edward Zigler, Ph.D- ‘the Father of the CDA Credential (pages 2-3)</li> <li>• Figure 1. CDA Competency Standards At-A-Glance. (page 6-8)</li> </ul>	Read Chapter 1- Safe
2/7/17	Competency Standard I <u><b>Functional Area: Safe</b></u> <ul style="list-style-type: none"> <li>• Maintaining a Safe Physical Setting</li> <li>• Teaching Children about Safety</li> <li>• Modeling Safe Practices</li> <li>• Implementing Emergency Plans</li> <li>• Involving Parents in Classroom Safety.</li> <li>• Quiz on Chapter 1</li> </ul>	Read Chapter 2-Healthy
2/14/17 (On-Line)	<u><b>Functional Area: Healthy</b></u> <ul style="list-style-type: none"> <li>• Promoting Wellness</li> <li>• Responding to Illness</li> <li>• Providing Nutritious Snacks and Meals</li> <li>• Learning Good Health Practices</li> <li>• Identifying/Reporting Child Abuse and Neglect</li> </ul>	Read Chapter 3- Learning Environment  <u><b>Discussion Question/Activity</b></u>
2/21/17	<u><b>Functional Area: Learning Environment</b></u> <ul style="list-style-type: none"> <li>• Designing the Indoor Setting</li> <li>• Selecting Appropriate Materials</li> <li>• Defining Quality Curriculum for Children</li> <li>• Developing the Daily Schedule</li> <li>• Implementing the Daily Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Write Reflective Competency Statement I</li> <li>• Personal Journal #1.</li> <li>• <u><b>Submit both on-line by 2/28/17</b></u></li> </ul> Read Chapter 4- Physical

	<ul style="list-style-type: none"> <li>• Quiz on Chapter 3</li> </ul>	
2/28/17 (On-Line)	<p>Competency Standard II <b><u>Functional Area: Physical</u></b></p> <ul style="list-style-type: none"> <li>• Understanding Physical Development of Infants, toddlers, and Preschoolers.</li> <li>• Promoting Children’s Gross Motor Development</li> <li>• Promoting Children’s Fine Motor Development</li> <li>• Connecting Children’s Physical Development to the Development of the Whole Child.</li> </ul>	<p>Read Chapter 5– Cognitive <b><u>Discussion Question/Activity</u></b></p>
3/7/17	<p><b><u>Functional Area: Cognitive</u></b></p> <ul style="list-style-type: none"> <li>• What is Early Childhood Cognitive Development</li> <li>• Major Learning Theories</li> <li>• Executive Function and School Relations</li> <li>• Learning Through Play</li> <li>• Children as Scientist: Content Learning</li> <li>• Quiz on Chapter 5</li> </ul>	<p>Read Chapter 6– Communication</p>
3/14/17	<p><b><u>Spring Break</u></b></p>	
3/21/17 (On-Line)	<p><b><u>Functional Area: Communication</u></b></p> <ul style="list-style-type: none"> <li>• Creating an Environment That Supports Language and Literacy</li> <li>• Supporting Children’s Oral Language Development</li> <li>• Supporting Dual Language Learners</li> <li>• Fostering Children’s Reading Development</li> <li>• Fostering Children’s Writing Development</li> <li>• Partnering with Families</li> </ul>	<p>Read Chapter 7– Creative <b><u>Discussion Question/Activity</u></b></p>

<p>3/28/17</p>	<p><b><u>Functional Area: Creative</u></b></p> <ul style="list-style-type: none"> <li>• Environments That Promote Creativity</li> <li>• Creativity Through Daily Interactions and Experiences</li> <li>• Promoting the Visual Arts</li> <li>• Creativity Through Music, Movement, and Dance</li> <li>• Creativity Through Dramatic Play and Story Retelling</li> <li>• Quiz on Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• Write Reflective Competency Statement II</li> <li>• Personal Journal #2</li> <li>• <b><u>Submit both on-line by 4/4/17</u></b></li> </ul> <p>Read Chapter 8-Self</p>
<p>4/4/17 (On-Line)</p>	<p>Competency Standard III</p> <p><b><u>Functional Area: Self</u></b></p> <ul style="list-style-type: none"> <li>• Appreciating Each Child</li> <li>• Promoting Children’s Sense of Self</li> <li>• Developing a Sense of Racial Identity</li> <li>• Guiding Children in Expressing Their Feelings</li> <li>• Helping Each Child Flourish</li> </ul>	<p>Read Chapter 9– Social</p> <p><b><u>Discussion Question/Activity</u></b></p>
<p>4/11/17</p>	<p><b><u>Functional Area: Social</u></b></p> <ul style="list-style-type: none"> <li>• Encouraging Successful Social Interaction</li> <li>• Supporting Children’s Play</li> <li>• Forming Friendships</li> <li>• Helping Children Resolve Conflict</li> <li>• Building Prosocial Skills</li> <li>• Quiz on Chapter 9</li> </ul>	<p>Read Chapter 10– Guidance</p>
<p>4/18/17 (On-Line)</p>	<p><b><u>Functional Area: Guidance</u></b></p> <ul style="list-style-type: none"> <li>• Setting Effective Rules</li> <li>• Addressing Challenging Behaviors Positively</li> <li>• Employing Positive Guidance Techniques</li> <li>• Understanding Time-Out and Effective Alternatives</li> <li>• Addressing Ongoing Challenging Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Write Reflective Competency Statement III</li> <li>• Personal Journal #3</li> <li>• <b><u>Submit both on-ground on 4/25/17</u></b></li> </ul> <p><b><u>Discussion Question/Activity</u></b></p> <p>Read Chapter 11-Families</p>



	<ul style="list-style-type: none"> <li>• Stopping Bullying</li> <li>• Partnering with Families</li> </ul>	
4/25/17	<p>Competency Standard IV  <b><u>Functional Area: Families</u></b></p> <ul style="list-style-type: none"> <li>• Defining Family</li> <li>• Establishing Partnerships with Families</li> <li>• Encouraging Family Participation</li> <li>• Communication with Families</li> <li>• Meeting Formally with Families</li> <li>• Supporting Families in Their Child's Development.</li> <li>• Quiz on Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>• Write Reflective Competency Statement IV</li> <li>• Family Resource Guide</li> <li>• Submit both on-line by 5/2/17</li> </ul> <p>Read Chapter 12-Program Management and Chapter 13-Professionalism</p>
5/2/17 (On-Line)	<p>Competency Standard V  <b><u>Functional Area: Program Management</u></b></p> <p>Competency Standard VI  <b><u>Functional Area: Professionalism</u></b></p>	<ul style="list-style-type: none"> <li>• Write Reflective Competency Statement V and Reflective Statement VI</li> <li>• Personal Journal #4</li> <li>• Final Discussion/Activity</li> <li>• Add all assignments to Professional Portfolio.</li> </ul>
5/9/17	<p><b><u>Last Day of Class-Submit Completed Professional Portfolio</u></b></p>	