

Moberly Area Community College Common Syllabus

ECE145: CDA Preparation and Observation Current Term

Instructor:

Office hours:

Contact information:

Response time: I typically respond to student emails within 24 hours, Monday through Friday

Classroom number:

Section Number(s):

Class days and time:

Catalog Description: CDA Preparation and Observation

2-3-3

This course is designed for students entering the early childhood education field and plan to earn a Child Development Associate (CDA) credential. This course covers the content of eight subject areas required to meet the learning competencies of the CDA credential. It will also entail observation hours in licensed early childhood centers which may be applied towards the contact hour requirement of the certification process.

Prerequisite:

This is designed for junior and senior high school students who are hoping to enter the ECE field soon after graduation from high school. Completion of Child Development I and II courses (or the equivalent) is required for secondary students. AEL students who completed the CDA 10-week workshop and current AAS in ECE students are also eligible with ECE program permission.

Text:

Essentials for Working with Young Children, 2nd edition by Valora Washington (Ed)

Other Required Materials:

Access to your school computer and a charger if necessary for regular class use.

Special Facilities/Equipment:

Student will be volunteering regularly in a facility that is licensed by and in good standing with the Missouri DHSS, or is operating legally without a license. The student must be volunteering consistently in the same classroom on a daily basis during the semester. If the preschool setting is desired, there must be a minimum of 10 children 3 to 6 years of age enrolled in the program, 8 in the student's classroom and at least two regular caregivers.

If the family childcare setting is desired, there must be a minimum of 2 children birth to 6 years of age not related to the student in care on a regular basis. Hybrid, virtual and online courses require regular access to a MS Office compatible word processing program and internet. For virtual classes (Blackboard Collaborate), high speed internet (DSL or Cable) is recommended.

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Purpose of Course:

The main purpose of this class is to prepare for the Child Development Associate Credential. You will receive instruction in the content of eight subject areas and will be placed in a preschool classroom to work with young children to meet the eligibility requirements for the CDA credential. This course will meet a portion of the 480 contact hour requirement.

Course Objectives (CO):

1. Articulate how to create environments and experiences that respect and affirm cultural, linguistic, and developmental diversity.
2. Uses a variety of communication strategies, including uses of technology, to link families with key community resources appropriate for specific purposes.
3. Plan strategies to involve linguistically diverse families in the enrichment of the learning environment
4. Interpret evidence to evaluate a child's learning and development.
5. Use evidence from classroom-based assessment to guide decisions about children's learning.
6. Recognize early social connections and use effective strategies to support young children in forming positive relationships with peers at varying developmental levels.
7. Use a variety of teaching strategies, to support children's optimal development.
8. Select and use appropriate learning formats (routines, play/centers, large and small groups) based on universal, contextual and individual development of the child/children and group
9. Use the NAEYC professional code of ethics for making decisions.
10. Demonstrate appropriate professional behavior.
11. Seek out professional relationships to enhance professional growth (.e.g., securing a mentor)

Course Content:

1. Child Development
2. Developmentally Appropriate Practice
3. Safety and health issues in preschool
4. Self-Assessment and writing competency statements
5. Organizing a professional resource file according to CDA standards

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

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- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity and equity.

ASSESSMENT OF STUDENT LEARNING:

Grade Scale:

90-100%	A
80-89%	B
70-79%	C

If you receive a grade below a C you will have to retake the course.

60-69%	D
Below 60%	F

Assessment:

(State the way learning outcomes will be measured. They may be measured through, but not limited to, the following: objective and essay question, papers, quizzes, oral presentations, class participation, small group work, and/or projects.)

Schedule of Student Assignments/Activities:

Assignment	Points
Child/Abuse and Neglect Webinar- uploaded certificate (U1)	20
Introducing Healthy Habits (U1)	20
Loose Parts day reflection (U2)	15
Developmental Milestone Checklist (U3)	25
Children’s Book Read Aloud (U3)	15
Favorite Children’s Book (U3)	5
Social/Emotional Webinar (U4)	15
Running Record (U5)	25
Anecdotal Notes (U5)	25
Developmental Checklist (U5)	15
Learning Environment (U7)	15

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Your Favorite Place (U7)	15
Schedules and Routines (U7)	15
Professional Development/Inclusion Webinar (U8)	15
Mentor Teacher Progress check (mid semester, end of semester)- 45 pts each	90
Resource File Items <ul style="list-style-type: none"> - RC VI-3: Child/Abuse Neglect Resources- 5pts (U1) - RC I-3: Menu Planning- 25pts (U1) - RC III: 10 Book reviews- 10pts each (U3 and U4) <ul style="list-style-type: none"> o Part 1- 5 books (U3) o Part 2- 5 books (U4) - RC IV-3: Language Resources- 15pts (U6) - RC IV-4: Child Development Resources- 15pts (U6) - RC VI-1: Child Care Personnel Requirement- 10pts (U7) - RC I-3: Weekly Plan- 35pts (U7) - RC II: 9 Learning Experience Plans- 20pts each (U7) 	385
“This I Believe..” Personal Philosophy Statement (U8)	20
FINAL- Personal Philosophy Showcase	40
Discussion Threads <ul style="list-style-type: none"> - Safety- 5 pts (U1) - Healthy Habits- 5pts (U1) - Learning through Play- 10pts (U2) - Behavior- 10pts (U4) - Observation- 5pts (U5) - Involving Families- 10pts (U6) - Professionalism- 5pts (U8) 	50
Total Points	825

⌘ These assignments are common to all sections of this course. They are suggested artifacts for the student’s Professional Portfolio. However, the student will select work he/she believes best reflects his/her competence in meeting the Program Outcomes.

The instructor may make changes in this syllabus including course content, schedule of activities, assignments, and point distribution to better meet the needs of the students at any time during the semester.

General Notes:

EC Program Policy: The ability to communicate professionally is very important for the Early Childhood Professional. Therefore, 10% of all scores will be based on grammar, punctuation and spelling. The instructor reserves the right to return particularly poorly written assignments to be re-written before they are graded. The student may not request a re-grade; this is only

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offered by the instructor. Students may have one chance to redo an assignment to make corrections and improve their grade.

INSTRUCTOR POLICIES:

Attendance:

Any student who misses two consecutive weeks of class during a regular sixteen week semester or the equivalent proportion of the class time during a shorter session will be dropped from the class by the instructor unless acceptable justification is supplied. Additionally, any student who misses more than one-fourth of the entire number of virtual class meetings in a regular 16- week semester or the equivalent proportion of class time during a shorter session, may be dropped from that class by that instructor if, in the opinion of the instructor, the student does not have reasonable opportunity to succeed in the class. A student's attendance rate will be calculated based upon first day of semester (not the student's date of enrollment in the course).

For online, hybrid, and virtual courses: Student attendance in these courses is defined as active participation in the course. Online, hybrid, and virtual courses will, at a minimum, have weekly mechanisms for student participation, such as any or all of the following methods:

- a. Completion of quizzes or exams
- b. Submission of assignments
- c. Participation in threaded discussions
- d. Communication with the instructor

A student who does not participate in an online, hybrid, or virtual course for two consecutive weeks will be dropped by the instructor unless acceptable justification is supplied. As with ground courses, a student's attendance rate in online courses will also be calculated based upon the first day of the semester. If a student does not demonstrate active participation in the online course within the first two weeks (or the equivalent proportion of class time during a short session), the student will be dropped as "never attended". Simply logging into an online class does not constitute active participation.

For Virtual/Blackboard Collaborate Attendance:

In a virtual class participation includes being able to hear and respond orally during Blackboard Collaborate sessions. A working headset is mandatory to meet this requirement.

If there is a technology glitch that disconnects freezes or otherwise interferes with the instructor's transmission, you are expected to wait ten (10) minutes before leaving Blackboard Collaborate. If the instructor is not able to reconnect, or communicate with you through Blackboard Collaborate, after 10 minutes, she will post an announcement in Tristate with further instructions as soon as possible.

Note: Although it is the student's right to make judgments about the legitimacy of his/her absence from class, the instructor must follow college policy. It is important to notify your instructor in writing or by email in advance of planned absences and as soon as possible in the event of emergency absences, Assignments do count as part of your attendance and should be turned in even when absent. However, the instructor makes every effort to make class time valuable to student success, so absences (including tardiness or leaving early) do affect the

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student's ability to be successful in the course and may lead to dismissal or failure. Therefore, it is recommended that you make arrangements with another student to get notes, handouts and assignments. DO NOT contact instructor for this information.

Students should be aware that dropping a course **and** their last date of attendance in the course may impact their financial aid.

Tardiness:

Per instructor's policy

Make-up and late work:

Per instructor's policy

Extra-Credit:

Per instructor's policy

Additional helpful information about navigating the online environment is available in the last unit of your course, "Helpful Information".

These resources, plus others, are also provided in the student handbook (Redbook) on our website at (<http://www.macc.edu/admissions/student-handbooks-main>). You can also embed help links directly in the course. If you would like assistance with this let us know.

Other:

List any other instructor policies

COLLEGEWIDE POLICIES:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).

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