

CDEC 2424 (CDA III)

CREDIT

4 Semester Credit Hours

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

none

COURSE DESCRIPTION

Topics include child growth and development and the next five functional areas of study covered in this course which includes Self, Social, Guidance, Families, Program Management and Professionalism

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

- *Develop a warm, positive, supportive and responsive relationship with each child and helps each child learn about and take pride in his or her individual and cultural identity
- *Help each child function effectively in the group, learn to express feelings, acquire social skills, and make friends and promote mutual respect among children and adults
- *Establish a positive, responsive and cooperative relationship with each child's family, engage in two-way conversation with families, encourage their involvement in the program and support the child's relationship with his or her family.
- * Be a manager who uses observation, documentation and planning to support children's development and learning and be a competent organizer, planner, record keeper, communicator and a cooperative co-worker
- *Make decisions based on knowledge of research-based early childhood practices, promote high quality childcare and take advantage of trainings

INSTRUCTOR CONTACT INFORMATION

Instructor:	Sharon Kruger, M.Ed.
Email	skruger@lit.edu
Office phone:	409-241-3163
Office:	Technical Center Room 220
Office hours:	Refer to Starfish

REQUIRED TEXTBOOK AND MATERIALS

Require a laptop or device to allow you to access LIT Blackboard

Purchase these books:



**LAMAR INSTITUTE
OF TECHNOLOGY**

1. Essentials for Working with Young Children by Valora Washington, Ph.D., Editor, **THIRD** Edition ISBN number is 978-0-9889650-8-9

2. Only **ONE** of the following books depending on the age group you work with:

a. CDA Competency Standards Infant-Toddler Edition ISBN number is 978-0-9889650-1-0

OR

b. CDA Competency Standards Preschool Edition ISBN number is 978-0-9889650-0-3

Starting February 2, 2026, the Council for Professional Recognition requires the CDA Portfolio to be submitted electronically.

All students planning to apply for the CDA Credential must have a way to save their CDA Portfolio documents electronically. This is required so the documents can be uploaded and submitted to the Council for Professional Recognition when the student completes their CDA Credential application.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

COURSE CALENDAR

Discussion posts, journals, quizzes, and assignments are usually graded by Monday one week after the learning module/week ends.

All assignments are due on Monday after the week they are assigned.

I reserve the right to update the syllabus throughout the semester.

WEEK	TOPIC	DUE DATE
Module 1 Week 1	Introduction Week: ➤ Blackboard Orientation Test ➤ Intent to Graduate ➤ CDA credentialing ➤ LIT Help Desk ➤ Discussion post	Everything is due the first Monday of Week 2:
Module 2 Self Week 2	 Read Essentials, 3 rd edition, pages 356 to 377  Watch these You Tube videos How To Draw A Horse – Preschool (5:22)  Learning Objectives Students will be able to: • Explain that every child is unique and has their own strengths.	Due the first Monday of Week 3: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz

	• Describe how young children learn about themselves as they grow. • Give examples of how adults help build self-esteem. • Tell how nature and nurture shape a child's growth. • Describe how children notice gender and explore gender roles. • Identify different temperaments and why children need different support. • Name learning skills like curiosity, focus, and problem-solving. • Tell what an IFSP and IEP are and who might use them. • Explain why it matters for children to see themselves in the classroom. • Tell the difference between equality and equity	
Module 2 Self Week 3	 Read Essentials 3rd Edition pages 377 to 392.  Learning Objectives 1. Self-Esteem • Explain what self-esteem is. • Describe how teachers help children feel confident. • Give an example of using strengths to learn new skills. 2. Expressing Feelings • Name common feelings. • Explain how teachers help children express feelings safely. • Give an example of solving a problem using feeling words. 3. Optimism, Resilience, and Grit • Tell what optimism, resilience, and grit mean. • Describe how children can keep trying when things are hard. 4. Cultural Wealth • Explain that children bring knowledge from home. • Give an example of using a child's experience in learning.	 Due the first Monday of Week 4: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio  RC II-6 Self-Concept Learning Experience  CDA III Functional Area 8: Self Study Guide

Module 3: Social Week 4	 Read Essentials 3rd, edition, pages 393 to 413  Watch these You Tube Videos Art for Kids Hub You Tube Videos The importance of Pretend Play (1:15) Early Childhood Development My fav pretend play activity for toddlers (4:55) How Can Technology Affect Children's Social Development? (0:28) Baby's social development milestones (2:37) Serve & Return Interaction Shapes Brain Circuitry (1:42) How to Teach Sharing in 3 Stages (7:33) What Are the 6 Stages of Play? (2:03)  Learning Objectives • Describe how infants, toddlers, and preschoolers grow socially. • Identify how the classroom environment supports social skills. • Name the main stages of play and what they show about social growth. • Explain what pretend play is and why it helps children learn. • Give examples of how teachers encourage sharing, helping, and cooperation.	Due the first Monday of Week 5: Assignment(s) Discussion Post(s) Journal(s) reflection(s) Open Book Quiz ★ CDA III Functional Area 8: Self Unit Test
Module 3: Social Week 5	 Read <i>Essentials</i>, 3rd edition, pages 414–446  Watch these You Tube videos. Secure, Insecure, Avoidant Ambivalent Attachment in Mothers Babies (3:38) The Attachment Theory: How Childhood Affects Life (7:35)	 Due the first Monday of Week 6: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio

	How Does The Attachment Theory Affect Your Childhood Life? (7:28)  Learning Objectives • Explain what secure and insecure attachment mean. • Describe how teachers help children feel safe and included. • Give examples of how teachers support friendships. • Name pro-social behaviors like sharing and helping. • Explain how teachers model and teach kindness.	 RC II-8 Social Skills  CDA III Functional Area 9: Social Study Guide
Module 4: Guidance Week 6	 Read Essentials, 3rd edition, pages 427 to 446  Watch these You Tube videos CSEFEL: V1 13 Demonstrating rules (3:49) CSEFEL: V1 12 stop go rules (0:58) Conflict in the Early Years (4:55) The Marshmallow test (2:48)  Learning Objectives • Explain how classroom setup supports positive behavior. • Describe why age-appropriate expectations help children succeed. • Give examples of ways teachers prevent stress and problem behaviors. • Name simple classroom rules and why they matter. • Explain what positive guidance is and how it teaches self-regulation. • Tell the difference between punishment and positive guidance. • Describe why rewards don't work long-term. • Explain how behavior communicates a child's needs. • Give basic ways to support children with autism.	 Due the first Monday of Week 7: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio:  RC III A bibliography of 10 children's books on topics  CDA III Functional Area 9: Social Unit Test

	Describe simple steps for helping children solve conflicts	
Module 4: Guidance Week 7	 Read Essentials 3rd edition, pages 446 to 456.  Learning Objectives - Explain why challenging behaviors need early support. - Describe the basic steps for understanding a child's behavior. - Explain what a behavior support plan is. - Tell why time out can be harmful and what time in means. - Name the three types of aggression (physical, instrumental, relational). - Describe simple ways teachers prevent bullying. - Give examples of how children can respond to teasing. - Explain why teachers and families should work together on behavior.	 Due the first Monday of Week 8: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio  RC II-7 Emotional Skills/Regulation CDA Portfolio  Competency Standard III Statement – Supporting Social and Emotional Development  CDA III Functional Area 10: Guidance Study Guide
Module 5: Families Week 8	 Read Essentials, 3rd Edition, pages 459–472  Learning Objectives Students will be able to: - Explain that families can look many different ways. - Name different family structures. - Describe why it's important to show all families in the classroom. - Explain how culture shapes family routines and expectations. - Describe what a family partnership is and why it helps children learn. - Give examples of how teachers welcome and communicate with families. - Explain the purpose of an intake interview and the kinds of questions teachers ask.	 Due the first Monday of Week 9: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio  RC IV - 1 name and contact info on family counseling RC IV - 2 Name and contact information of translation services

	Describe simple ways to solve conflicts with families respectfully. Discussion Post(s) Journal reflection(s) Open Book Quiz	RC IV-3 Name, contact information and brief descriptions of at least 2 agencies for special needs children. RC IV-4 Three or more websites with description and one current article from each website ★ CDA III Functional Area 10: Guidance Unit Test
Module 5: Families Week 9	 Read Essentials 3rd Edition, pages 472–498  Learning Objectives Students will be able to: - Explain why family engagement helps children learn. - Give examples of how families can join classroom activities. - Describe simple ways families support learning at home. - Identify clear ways teachers communicate with families. - Explain the purpose of home visits and conferences. - Describe how teachers support families of children with disabilities. - Explain why confidentiality is important.	 Due the first Monday of Week 10: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio:  Family Questionnaire Summary ★ CDA IV Functional Area 11: Families Study Guide
Module 6: Program Management Week 10	 Read Essentials, 3rd edition pages, 499 to 517  Learning Objectives Students will be able to: - Explain why teachers observe and assess children. - Describe what authentic assessment is. - Give examples of what teachers look for during observations.	Due the first Monday of Week 11: Assignment(s) Discussion Post(s) Journal(s) reflection(s) Open Book Quiz

	- Identify simple observation tools like notes, checklists, and running records. - Explain why observations must be factual and objective. - Describe what a portfolio is and what goes inside it. - Explain how portfolios show a child's growth.	CDA Portfolio  RC V Samples of record keeping forms CDA Portfolio  Competency Statement IV ★ CDA IV Functional Area 11: Families Unit Test
Module 6: Program Management Week 11 x	 Read Essentials, 3rd edition, pages 517 to 532  Learning Objectives Students will be able to: - Explain the steps of the curriculum planning cycle. - Describe how teachers plan for individual children and groups. - Explain what IFSPs and IEPs are. - Tell the difference between themes and studies. - Give examples of open-ended questions teachers ask children. - Identify important records teachers must keep. - Explain why records must stay private. - Describe how teachers work with colleagues and community helpers.	 Due the first Monday of Week 12: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Portfolio  RC VI-1 regulation of child care centers and family child care homes CDA Portfolio  Competency Statement V (to ensure a well-run, purposeful program that is responsive to participant needs) CDA Portfolio  Competency Statement V (to ensure a well-run, purposeful program that is responsive to participant needs) ⚠ CDA III Functional Area 12: Program

		Management Study Guide
Module 7: Professionalism Week 12	 Read Essentials, 3rd Edition, pages 534–559  Learning Objectives Students will be able to: • Explain what intentional teaching is. • Describe why teachers reflect on their work. • Identify ways teachers keep learning and improving. • Explain what a mentor does. • Describe why ethical choices matter in teaching. • Name the most important rule: never harm a child.	Due the first Monday of Week 13: Assignment(s) Open Book Quiz CDA Portfolio  RC VI-2 early childhood associations  RC VI-3 legal requirements in your state regarding child abuse and neglect CDA Portfolio  Competency Statement VI (to maintain a commitment to professionalism) ★ CDA III Functional Area 12: Program Management Unit Test
Module 7: Professionalism Week 13	 Read Essentials, 3rd edition, pages 547 to 559.  Learning Objectives Students will be able to: • Explain what IDEA is and why IFSPs and IEPs matter. • Describe what “least restrictive environment” means. • Identify best practices for inclusive teaching. • Explain why teachers keep learning through professional development. • Describe what advocacy means and give simple examples. • Identify qualities of a strong, respectful workplace.	 Due the first Monday of Week 14: Open Book Quiz  CDA III Functional Area 13: Professionalism Study Guide CDA Portfolio  Personal Philosophy Statement

	Explain how teachers work with families, colleagues, and the community.	
Module 8: Preparing for CDA Credentialing Weeks 14- 15	★ Final Exam CDA FA 13: Professionalism Unit Test 📺 Watch these You Tube videos Steps to Earning Your CDA! (13:57) Optional: Part 3: CDA Exam Prep for Child Development Associate (30:38)	Due the last day of classes for the semester. CDA Portfolio 📁 CDA III Electronic CDA Portfolio Binder components

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Portfolio 30%
- Assignment 20%
- Discussion Post/ Replies 20%
- Journal 10%
- Weekly Quiz 15
- Unit Tests 5%

GRADE SCALE:

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

MAKE-UP WORK

Late Submission Policy ---

Assignments submitted more than 4 days after the due date will receive a deduction of up to 10%.

Please check the grading rubric for the exact amount. If no rubric is provided, a flat 10% deduction will be applied. If you need to request an exception to this policy, please send me a message. Review the grading rubric prior to each submission.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://www.lit.edu/specialpopulations).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

For this online course: You are responsible for the content of any work submitted for this course. Use of AI to generate your first draft of text is permitted, BUT you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations and misinterpretations of abstract concepts. Utilize them with caution.

In your submissions:

- Clearly state whether an AI tool was used or not
- Name the specific tool (e.g., Chat GPT, Grammarly)
- Make sure you are providing specific and relevant information while writing your papers
- NO factual errors from AI or that will result in a zero on the assignment
- Edit and personalize AI Suggestions to show your own thinking or that will result in a zero on the assignment

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

Remember this: Netiquette (Online Etiquette) Statement

Always sign your names to any contribution you choose to make.

Be constructive in your responses to others in the class.

Do not use all caps (Doing so may be interpreted as shouting).

Re-read your postings before sending them.

Always think before you write. Respond respectfully.

Use appropriate grammar and structure. Spell-check your postings.

Use short paragraphs focused on one idea.

STUDENT EXPECTANT TIME REQUIREMENT

Response Times

During the work week, I usually reply to emails within 24 hours. For the fastest response, please email me directly. If you send a message on Friday afternoon, I will reply on Monday. Discussion posts, journals, quizzes, and assignments are usually graded by Monday one week after the learning module/week ends.

Student Success Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. Online students should expect to spend at least as much time on this course as in the traditional, face-to-face class.

Additionally, students are expected to:

- Log on at least three times a week, on different days, to complete assignments, assessments, discussions and/or other Module deliverables as directed by the instructor and outlined in the syllabus.
- Participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.
- Spend 8 – 12 hours per work actively engaged within this course.

If you find that you cannot meet the class's minimum requirements, please contact your instructor as soon as possible.

Drop Dates

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#).

I am very passionate about the CDA Program and I am very excited to have each of you in my class. Hoping you learn a lot and leave knowing how important you are in the classroom!