

CDEC 2422 (CDA II)

CREDIT

4 Semester Credit Hours

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

none

COURSE DESCRIPTION

Students will learn to support children's physical, cognitive, communication, and creative development by designing developmentally appropriate activities that promote growth, exploration, and self-expression.

COURSE OBJECTIVES:

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

1. Use a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine and gross motor) of all children
2. Use a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning and problem solving and to lay the foundation for all later learning.
3. Use a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings

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

1. Essentials for Working with Young Children by Valora Washington, Ph.D., Editor, **THIRD** Edition

ISBN number is 978-0-9903072-8-0

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

a. CDA Competency Standards Infant-Toddler Edition>>> if you are an Infant/Toddler Teacher ISBN number is 978-0-9889650-1-0

OR

b. CDA Competency Standards Preschool Edition>>> if you are a Preschool Teacher



**LAMAR INSTITUTE
OF TECHNOLOGY**

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

WEEKS	TOPIC	ASSIGNMENTS (Due on this Date)
Module 1 Week 1	Introduction Week: ➤ Blackboard Orientation ➤ Syllabus Quiz ➤ All About Me Discussion/ Put picture on profile ➤ Assignment: Exploring the CDA Portfolio Scavenger Hunt	 Due the Monday of week 2
Module 2 Physical Domain Week 2	 Read: Essentials pages: Read Essentials 3rd edition, pages 172 to 197.  Watch these You Tube videos in the learning module: EYFS - Physical Development - Gross Motor Skills 4:27 What are Gross Motor Skills? (3:24) <i>Motor Skills Guide for Infants (0–12 Months) (14:00)</i> Newborn Reflexes: The Power of Your Newborn (4:57) Crossing the Midline From Head to Toe by Eric Carle (2:16) By the end of this module, you will be able to: ➤ Explain the sequence of physical development in infants, toddlers, and preschoolers.	 Due the Monday of week 3: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz

	➤ Identify reflexes and milestones that show how children's bodies grow and change. ➤ Describe the difference between gross motor and fine motor development. ➤ Give examples of how teachers can support physical development from birth to age 5. ➤ Recognize the role of fitness (endurance, strength, and flexibility) in young children's health. ➤ Plan activities that promote gross motor development and physical fitness in early childhood programs.	
Module 2 Physical Domain Week 3	 Read Essentials, 3rd edition pages 197 to 204  Watch these You Tube videos in the learning module: Fine Motor Development Art for Kids Hub You Tube – Preschool <i>Action Songs, Fingerplays and More – LittleStoryBug (27 minutes, 15 fun songs)</i>  Learning Objectives (Short Version) • Students will explain what fine motor skills are and why they matter. • Students will name the four stages of fine motor development in infants. • Students will identify fine motor activities for infants, toddlers, preschoolers, and early school-age children. • Students will describe how teachers and caregivers help children build fine motor skills. • Students will explain how fine motor skills connect to thinking, problem solving, and confidence. • Students will read and use charts to match activities and materials to the skills they support.	 Due the Monday of week 4: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Binder item  RC II -5 Gross Motor (Outdoor) Learning Experience
Module 2 Physical Domain	 Read Essentials, 3rd edition pages 205 to 207  Learning Objectives	 Due the Monday of week 5: Assignment(s) Discussion Post(s)

Week 4	- Students will describe the four main areas of child development (physical, social, emotional, cognitive). - Students will explain that all areas of development are connected and affect each other. - Students will give examples of activities that use more than one area of development at the same time. - Students will describe how physical skills, like skipping or pulling a wagon, support learning in other areas. - Students will explain why movement and daily physical activity help children learn and grow.	Journal reflection(s) Open Book Quiz CDA Binder item  RC II –4 Fine Motor) (Indoor) Learning Experience  CDA II FA 4 Physical study guide
Module 3 Cognitive Domain Week 5	 Read Essentials, 3rd edition, - Pages 209–221 - Pages 237–246:  Watch these videos: The Importance of Play (5:25) DIY Role Play Kitchen/Toddler (2:58)  Learning Objectives - Students will describe how infants, toddlers, and preschoolers learn and think. - Students will identify key thinking skills like sorting, counting, using symbols, and pretend play. - Students will explain how culture and family shape children’s thinking. - Students will recognize signs that a child may need extra help with cognitive development. - Students will explain how play helps children build thinking skills, language, and self-control.	 Due the Monday of week 6: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz  CDA II FA 4 Physical Domain Unit Test
Module 3 Cognitive Domain Week 6	 Read Essentials, 3rd edition pages 222 to 227  Watch these You Tube videos: Drawing A Person With My 2-Year-Old (Preschool Lesson) (6:31)	 Due the Monday of week 7: Assignment(s) Discussion Post(s) Journal reflection(s)

Module 4 Communication Domain Week 8	 Read Essentials, 3rd Edition Pages 265–274  Watch these You Tube videos: Early Literacy Skills (5:33)  Learning Objectives • Students will describe how infants, toddlers, and preschoolers learn to communicate using sounds, gestures, words, and sentences. • Students will explain what communication includes (listening, speaking, reading, writing) and why it is important. • Students will identify the difference between receptive language (understanding) and expressive language (sharing ideas). • Students will describe what emergent literacy is and how young children begin reading and writing. • Students will identify early writing stages such as scribbling, drawing, and forming basic shapes. • Students will explain phonological awareness and give examples like rhyming and hearing syllables. • Students will describe print concepts (how books work) and alphabet knowledge (letters and sounds). • Students will explain how culture, temperament, and first language affect communication and learning. • Students will describe how language and literacy skills grow from infancy through preschool.	 Due the Monday of week 9: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz ★ CDA II FA 5 Cognitive Unit Test
Module 4 Communication Domain Week 9	 Read Essentials, 3rd edition Pages 275–291  Watch You Tube Videos How to Draw a Lion – Letter L (5:45) Oral Language: Why It Matters for Young Children (5:33) Five Predictors of Early Literacy (6:33)	 Due the Monday of week 10: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz

	Scaffolding Children's Learning (2:54)  Learning Objectives • Students will explain what a print-rich classroom is and why labels, signs, and books help children learn. • Students will identify different types of children's books and choose age-appropriate books for infants, toddlers, and preschoolers. • Students will describe how teachers support literacy for different age groups using pictures, labels, writing tools, and real-world print. • Students will explain how to set up literacy centers such as writing areas, book areas, listening centers, and technology stations. • Students will describe how to support children with disabilities using adaptive tools and scaffolding. • Students will explain how teachers build vocabulary and conversation skills through daily routines and meaningful talk. • Students will identify ways infants, toddlers, and preschoolers develop oral language through interaction, songs, stories, and play. • Students will describe how scaffolding helps children grow in language and literacy. • Students will name the four types of vocabulary: listening, speaking, reading, and writing.	
Module 4 Communication Domain Week 10	 Read Essentials, 3rd edition Pages 299 to 315  Watch these You Tube videos: "The Name Game" (2:20) . How to Read to Preschoolers and Kindergarten Students (11:12) Seven Stages of Children's Writing Development (Apple Slice, Feb 2020) (3:52)  Learning Objectives	 Due the Monday of week 11: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz

	- Students will describe how infants, toddlers, and preschoolers learn to enjoy books and stories. - Students will explain how teachers build early reading and writing skills through daily routines, play, and read-alouds. - Students will identify ways to support early writing, including scribbling, name writing, and fine-motor practice. - Students will describe how to help dual language learners using visuals, repetition, and home-language support. - Students will explain how families and teachers work together to create strong literacy habits at home and school.	CDA Binder item  RC II – 2 Language and Literacy Learning Experience  CDA II FA 6 Communication study guide
Module 5 Creative Domain Week 11	 Read Essentials, 3rd edition pages 317 to 331  Watch these You Tube videos: Art for Kids Hub You Tube Video Process Art vs. Product Art in Early Childhood Education (1:37) Preschool Art: Process vs Product Art (3:37) Are You Using Loose Parts? STEAM/STEM (3:14) GYCB Segment 3: Objective 1 - Open-Ended Classroom Materials (4:11) GYCB Essential Dispositions- Inspiring Creativity (4:11) Pre-School-U: Creativity and Imagination(2:58)  Learning Objectives - Students will explain what creativity is and why it matters. - Students will describe how the arts help children learn and grow. - Students will identify ways teachers and families support creativity.	 Due the Monday of week 12: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz ★ CDA II FA 6 Communication Unit Test

	- Students will describe how infants, toddlers, and preschoolers explore creativity through play and materials. - Students will explain how classroom spaces and centers encourage imagination and creative thinking.	
Module 5 Creative Domain Week 12	 Read Essentials, 3rd edition pages 332 to 344  Watch these You Tube videos: Ms. Dana's short video (3 minutes and 37 seconds) Reggio-Emilia Inspired Play Dough Activity (1:06) Reggio Emilia approach inspired activity - playdough project for toddlers preschooler n kindergarten(1:14) Fruity Colour Play Sensory Art for Infants (0–2 Years) (2:09) Essential Dispositions - Inspire Creativity (1:28) Creative Art with Young Children (5:00) Pre-School-U: Creativity and Imagination (2:58)  Learning Objectives - Students will explain how creativity develops in infants, toddlers, and preschoolers. - Students will describe ways teachers support creativity through play, art, movement, and open-ended materials. - Students will identify the stages of early drawing and how they connect to fine-motor and writing skills. - Students will explain how art experiences help children express ideas, solve problems, and think in new ways. - Students will describe how to adapt creative activities for children with different abilities and needs.	 Due the Monday of week 13: Assignment(s) Discussion Post(s) Journal reflection(s) Open Book Quiz CDA Binder item  RC II –3 Creative Arts Learning Experience

Module 5 Creative Domain Week 13	 Read Essentials, 3rd edition Pages 344 to 353  Watch these You Tube Videos Creative Movement in Early Childhood Settings (6:55)  Learning Objectives • Students will explain why music and movement help children grow, including building big muscles, small muscles, and self-control. • Students will describe how to set up a music and movement area with instruments, props, and space to explore. • Students will explain what dramatic play and sociodramatic play are and why they are important for learning. • Students will identify the teacher's role in supporting pretend play through questions, props, and cultural materials. • Students will describe how to guide superhero or weapon play in positive, safe ways. • Students will explain how storytelling and retelling help children think, imagine, and understand stories.	 Due the Monday of Week 14: CDA Binder item  CS II Competency Statement  CDA II FA 7 Creativity study guide
Module 6 Review and Preparation for CDA Credentialing Portfolio Week 14 & 15	CDA Portfolio submission for CDA II Final Exam: CDA II FA 7 Creativity Unit Test	

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

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|----------------------------|-----|
| ➤ 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 \(lit.edu\)](#).

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

I expect to respond to your emails within 24 hours. For the most expedited response, please email me directly. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the Monday of the next Module.

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!