

CDEC 1417 (CDA I)

CREDIT

4 Semester Credit Hours

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

None



COURSE DESCRIPTION

The instructor-supported CDA Certificate meets the 120 clock hours of professional development required by The Council for Professional Recognition in order to obtain the National CDA Credential. Topics include a CDA overview, child growth and development, observations and the first three functional areas of study covered in this course which includes safe environments, healthy environments and learning environments within the program.

COURSE OBJECTIVES

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

1. Identify methods to provide a safe environment and utilize skills to teach children safe practices
2. Identify methods to provide an environment that promotes health and prevents illness
3. Identify methods to organize, use relationships, the physical space, materials, daily schedule and routines to create a secure, interesting and enjoyable environment

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 978-0-9889650-8-9
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

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* 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

Module	TOPIC	Due Date
Module 1 Week 1	 Read Introduction, course policies and procedures Blackboard Orientation View this You Tube Videos What are the requirements for the child development credential? (3:00)	 Due the Monday of week 2 Syllabus Quiz Assignments Discussion Posts Self Assessment
Module 2 Safety Week 2	 Read Essentials, 3 rd edition pages 10 to 15 and checklists on pages 23 to 33 Essentials, 3 rd edition pages 16, 17, 27, 29  Read Infant Toddler focus:  https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-1 Providing A Safe Indoor Environment  Objectives - Describe how the environment keeps infants and toddlers safe. - Identify your role in keeping the environment safe for infants and toddlers. - Apply the information from this lesson to keep infants and toddlers safe.	 Due the Monday of week 3 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)

	➤ https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-2 Providing a Safe Outdoor Environment 🎯 Objectives • Describe how the environment keeps infants and toddlers safe outdoors. • Identify your role in keeping the outdoor environment safe for infants and toddlers. • Apply the information from this lesson to keep infants and toddlers safe when outdoors. 👤 Preschool Track ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-1 Providing a Safe Environment Indoors and Outdoors 🎯 Objectives • Describe characteristics of safe indoor and outdoor environments. • Arrange indoor and outdoor materials to promote safety. • Evaluate the condition of materials indoors and outdoors. • Practice safe supervision strategies indoors and outdoors. ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-2 Providing Safe Toys and Materials 🎯 Objectives • Select toys and materials with safety in mind. • Check the condition of toys and materials for safety. • Perform a daily safety check of toys and materials. • Teach children how to use materials and toys safely.	
Module 2 Safety Week 3	📖 Read: Essentials, 3rd edition pages 10 to 18 Essentials, 3rd edition pages 21 to 25 Essentials, 3rd edition pages 29 to 30 Essentials, 3rd edition page 35 👤 Read Infant Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-3	📅 Due the Monday of week 4 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)

	Promoting Safety Through Ratios and Indoor Supervision Practices  Objectives • Describe how ratios and supervision keep infants and toddlers safe in indoor environments. • Identify your PUBLIC Program’s ratio and supervision requirements. • Apply the information from this lesson and your PUBLIC Program’s requirements to promote safety. ➤ https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-4 Promoting Safety Through Ratios and Outdoor Supervision Practices  Objectives • Describe how ratios and supervision keep infants and toddlers safe in outdoor environments. • Identify your Public Program’s ratio and supervision requirements when infants and toddlers are outdoors. • Apply the information from this lesson and your Public Program’s requirements to promote safety outdoors.  Read Preschool focus ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-3 Preschool -- Maintaining Safe Adult-to-Child Ratios  Objectives • State program’s staff-to-child ratio. • Identify exceptions to the program’s standard ratio. • Describe which staff members count in ratios • Implement strategies to maintain accountability. ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-4 Preschool -- Supervision and Accountability Indoors and Outdoors  Objectives • Describe what active, direct supervision looks like. • State program strategies for maintaining accountability in supervision, including during rest time and toileting.	
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	• Design indoor environments to promote effective supervision. • Plan how to provide active, direct supervision outdoors.	
Module 2 Safety Week 4	 Read <i>Essentials, 3rd edition</i> pg 19 <i>Essentials 3rd edition</i> pages 36 to 44  Read: Infant Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-5 Safe Sleep Practices  Objectives • Describe why safe sleep practices are important for infants. • Identify your role in keeping infants safe while sleeping. • Apply the information from this lesson to ensure that safe sleep practices are adhered to at all times. ➤ https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-6 Child Abuse Prevention, Identification, and Reporting  Objectives • Identify your role in identifying, preventing and reporting child abuse. • Apply the information from this lesson to ensure that you are following your program's requirements for identifying, preventing and reporting child abuse.  Read: Preschool Focus ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-5 Teaching Safety Rules  Objectives • Identify what makes a rule effective for preschool children. • Distinguish between a rule and an expectation. • Create effective rules for a preschool classroom. • Explain how to teach rules to preschool children. ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-6 Safe Sleep for Preschool Age Children	 Due the Monday of week 5 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)

	 Objectives ▪ Recognize the varying amounts of sleep preschool children need. ▪ Explain how to promote restful sleep. ▪ Plan safe supervision practices for rest time. ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-7 Child Abuse Prevention, Identification, and Reporting  Objectives ▪ Define the different types of child abuse and neglect. ▪ Recognize possible signs of child abuse and neglect. ▪ Plan ways to strengthen families to prevent abuse and neglect at home and within the program. ▪ Summarize procedures to follow when abuse or neglect is suspected.	
Module 2 Safety Week 5	 Read: Infants and Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-7 Preparing for Emergencies  Objectives • Identify your role in preparing for emergencies. • Recognize the variety of emergencies and disasters you may face. • Apply the information from this lesson to ensure that you are prepared for emergencies. ➤ https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-8 Responding to Injuries  Objectives • Identify your role in responding to injuries. • Recognize when you need to call emergency medical services to respond to an injury. • Develop a plan to maintain classroom order during an emergency.  Read Preschool Focus ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-8 Preparing for Emergencies  Objectives	 Due the Monday of week 6 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s) Self Assessment CDA Portfolio  RC I- 1 CPR/ 1st Aid Card  Competency Goal 1 Functional Area 1 Safety study guide

	- Identify types of emergencies that may occur in a preschool classroom. - Recognize types of disasters that may be unique to program location. - Create a written emergency plan for your program. - Practice your program's emergency plan. ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-9 Responding to Injuries  Objectives - Recognize minor injuries, serious injuries, and life-threatening injuries. - Identify signs and symptoms that indicate when EMS (emergency medical services) should be contacted. - Assess how to respond to an injury. ➤ https://www.virtuallabschool.org/preschool/safe-environments/lesson-10 Special Considerations for Trips Away From Your Program  Objectives - Describe factors to consider when planning a trip away from the program. - Summarize best practices when taking trips away from the program. - Create a plan to keep children safe when on trips away from the program.	
Module 3 Healthy Week 6	 Read Infant Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-1 Staying Healthy: Healthy Environments  Objectives - List ways that infectious diseases can be spread. - Describe hygiene practices that prevent the spread of infectious diseases. - Distinguish between cleaning, sanitizing, and disinfecting. - Implement hygiene practices to cut down the spread of infectious diseases. ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-2 Staying Healthy: Proper Hygiene	 Due the Monday of week 7 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s) Self Assessment ★ Competency Goal 1: Functional Area 1: Safety Unit Test

	 Objectives • Describe proper handwashing technique and the importance of thorough handwashing to prevent the spread of disease. • Recognize circumstances that require handwashing for adults and children throughout the day. • Describe hygiene practices and standard health precautions that prevent the spread of germs.  Read Preschool Track ➤ https://www.virtuallabschool.org/preschool/healthy-environments/lesson-1 Staying Healthy: Healthy Environment  Objectives • List ways that infectious diseases can be spread. • Describe hygiene practices that prevent the spread of infectious diseases. • Distinguish between cleaning, sanitizing, and disinfecting. • Implement hygiene practices to cut down the spread of infectious diseases. ➤ https://www.virtuallabschool.org/preschool/healthy-environments/lesson-2 Staying Healthy: Proper Hygiene  Objectives • Describe proper handwashing technique and the importance of thorough handwashing in preventing the spread of disease. • Recognize circumstances that require handwashing for adults and children throughout the day. • Describe hygiene practices and standard health precautions that prevent the spread of germs.	
Module 3 Healthy Week 7	 Read Infant Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-3 Staying Healthy: Diapering and Toileting  Objectives • Describe the importance of maintaining hygienic conditions in restrooms and changing areas and of following correct diaper and toileting procedures.	 Due the Monday of week 8 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s) CDA Binder:

	- Consistently implement general hygiene practices to cut down the spread of infectious diseases. - For toddlers, promote children's self-care skills and independence while assisting with toileting and clean-up. - Demonstrate ways to diaper and toilet correctly. ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-4 Staying Healthy: Daily Health Checks  Objectives - Describe the purpose and procedure of a daily health check. - Describe the signs or symptoms to look for in a daily health check. - Describe ways you and your program can respond when a child is ill. - Follow your program's procedures for daily health checks, exclusion, and readmission of children.	 RC I- 2 (add menu)
Module 3 Healthy Week 8	 Read Infant Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-5 Staying Healthy: Nutrition, Feeding, and Physical Activity  Objectives - Describe the benefits of family style dining. - Practice and promote portion control for young children. - Demonstrate the proper procedure to bottle-feed infants. - Provide opportunities for active play and physical fitness. ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-6 Staying Healthy: Mental Health Needs Objectives - Describe the emotional effects of stressful events, such as deployment, on children and families. - Describe strategies you can use before, during, and after deployment to support children and families. - Provide support to children and families who experience stressful life events.	 Due the Monday of week 9 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)

	Read Preschool Focus ➤ https://www.virtuallabschool.org/preschool/healthy-environments/lesson-5 Staying Healthy: Nutrition and Physical Activity Objectives • Identify tools you can use to promote healthy habits like fitness and good nutrition. • Describe the benefits of family style dining. • Practice and promote portion control for young children. • Provide opportunities for active play and physical fitness. ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-6 Staying Healthy: Mental Health Needs Objectives • Describe the emotional effects of stressful events, such as deployment, on children and families. • Describe strategies you can use before, during, and after deployment to support children and families. • Provide support to children and families who experience stressful life events.	
Module 3 Healthy Week 9	 Read Infant Toddler Focus: ➤ https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-7 Staying Healthy: Special Health Needs  Objectives • Recognize the need for planning around children with special health care needs like asthma and allergies. • Describe your program's policies regarding medication and individual care plans. • Provide a healthy environment for all children by following procedures related to allergies, medication, and care plans.  Read Preschool Focus ➤ https://www.virtuallabschool.org/preschool/healthy-environments/lesson-7 Staying Healthy: Special Health Needs  Objectives	 Due the Monday of week 10 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)  CDA II Competency Goal I_FA 2_Healthy Study Guide

	• Recognize the need for planning around children with special health care needs like asthma and allergies. • Describe your program's policies regarding medication and individual care plans. • Provide a healthy environment for all children by following procedures related to allergies, medication, and care plans.	
Module 4 Learning Environment Week 10	 Read Infant Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/learning-environments/lesson-1 Learning Environments: An Introduction  Objectives • Recognize the effects of learning environments on infants and toddlers. • Identify features of environments that help infants and toddlers feel secure, comfortable, welcome, and ready to explore and learn. • Describe how to design and maintain a safe and developmentally appropriate environment for infants and toddlers. • List potential learning areas found in infant or toddler environments.  Read Preschool Focus ➤ https://www.virtuallabschool.org/preschool/learning-environments/lesson-1 Learning Environments: An Introduction  Objectives • Recognize the effects of learning environments on preschool-age children. • Identify features of environments that help preschool-age children feel secure, comfortable, welcome, and ready to explore and learn. • Describe how to design and maintain a developmentally appropriate environment for preschoolers. • Determine common interest areas and elements of effective room design for preschool environments.	 Due the Monday of week 11 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)
Module 4 Learning Environment	 Read Infant Toddler Focus https://www.virtuallabschool.org/preschool/learning-environments/lesson-2 The Indoor Environment: Designing and Organizing	 Due the Monday of week 12 Syllabus Quiz(s) Assignment(s)

Week 11 RC I- 3 Lesson Plans	 Objectives • Distinguish between spaces for group activities, privacy, storage, and display. • Learn ways to make environments feel homelike and create provocations. • Describe how to organize materials for independence, easy use, and learning. • Design engaging and well-organized indoor environments for preschoolers.  Read Preschool Focus https://www.virtuallabschool.org/preschool/learning-environments/lesson-2 The Indoor Environment: Designing and Organizing  Objectives • Distinguish between spaces for group activities, privacy, storage, and display. • Learn ways to make environments feel homelike and create provocations. • Describe how to organize materials for independence, easy use, and learning. • Design engaging and well-organized indoor environments for preschoolers.	Discussion Post(s) Journal(s) CDA Portfolio  CDA Competency Statement I ★ Competency Goal 1: Functional Area 2: Healthy Unit Test
Module 4 Learning Environment Week 12	 Read Infant Toddler Focus ➤ https://www.virtuallabschool.org/infant-toddler/learning-environments/lesson-3 The Outdoor Environment: Designing for Engagement  Objectives • Describe the importance of outdoor play for infants and toddlers. • Identify ways of creating safe and developmentally appropriate outdoor environments for infants and toddlers. • Explore what infants and toddlers can learn in outdoor environments.  Read Preschool Focus ➤ https://www.virtuallabschool.org/preschool/learning-environments/lesson-3 The Outdoor Environment: Designing For Learning  Objectives	 Due the Monday of week 13 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s) ⚠ CDA I Functional Area 3: Learning Environments test study guide

	- Describe the outdoor space as a learning environment. - Identify features of outdoor spaces that help children learn. - Design your own safe outdoor space to maximize learning and support engagement.	
Module 4 Learning Environment Week 13	 Read Infant Toddler Focus: https://www.virtuallabschool.org/infant-toddler/learning-environments/lesson-5 The Environment: Schedules and Routines  Objectives - Identify why predictable schedules and routines are important for infants and toddlers. - Define responsive schedules and routines. - Learn ways responsive schedules and routines support learning and development.  Read Preschool Focus ➤ https://www.virtuallabschool.org/infant-toddler/learning-environments/lesson-5 The Environment: Schedules and Routines  Objectives - Identify why predictable schedules and routines are important for infants and toddlers. - Define responsive schedules and routines. - Learn ways responsive schedules and routines support learning and development.	 Due the Monday of week 14 Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)
Module 5 Preparing for CDA credentialing Week 14 & 15	CDEC 1417 FINAL EXAM --Unit Test: CDA Competency Goal I: Functional Area 3: Learning Environment Tips on passing the CDA Observation you tube videos	

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 or academic performance. 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.

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, homework, quizzes, and assignments are usually graded by the Monday one week after the learning module 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!