

BIRTH TO KINDERGARTEN COURSE SYLLABUS #1

1. State Course Number

CECE 1013

2. Course Title

Strengthening the Care and Development of Young Children I

3. Course Description

Introduction to the CDA credentialing process and principles of child development and learning of children from birth to age five. Successful completion of the course will result in student meeting the following requirements for a CDA Credential: 45 clock hours of instruction with a minimum of 10 clock hours in 1 of 8 CDA subject areas and 10 clock hours of clinical experiences.

4. Prerequisites

None (Concurrent enrollment in CECE 1023 & CECE 1033)

5. Credit Hours

3 credit hours

6. Course Objectives

- 6.1 To demonstrate an understanding of principles of child development and learning of children from birth to age five.
- 6.2 To demonstrated an understanding of standards and competencies that must be exhibited by educators when educating children from birth to kindergarten.
- 6.3 To demonstrate an understanding of standards and developmentally appropriate competencies to be exhibited by children from birth to kindergarten.
- 6.4 To exhibit an understanding of the requirements to obtain a Child Development Associate (CDA) Credential.

7. Standards and Competencies

7.1 Standards

Child Development Associate (CDA) Credential Standards.

<http://www.cdacouncil.org/the-cda-credential>

National Association for the Education of Young Children Standards 2013.

<http://www.naeyc.org/ncate/standards>

Louisiana Birth to Kindergarten Standards

<http://www.louisianabelieves.com/docs/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=7>

7.2 Knowledge and Competencies

Louisiana Workforce Knowledge and Competencies.

<http://pathways.nsula.edu/assets/Site-Files/CDS/Louisiana-WKCs-August-2013.pdf>

COMPASS

<http://www.louisianabelieves.com/teaching/compass>

CLASS

<http://www.teachstone.com/about-the-class/>

TS GOLD

<https://teachingstrategies.com/assessment/>

Council for Exceptional Children Division for Early Childhood Recommended Practices in Early Intervention/Early Childhood Special Education

http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf

8. Knowledge Base for Faculty

Empirical Knowledge Base

Charlesworth, R., Hart, C. H., Burts, D. C., & DeWolf, M. (1993). The LSU studies: Building a research base for developmentally appropriate practice. In S. Reifel (Ed.), *Advances in early education and day care: Perspectives on developmentally appropriate practice, Volume 5* (pp. 3-27). Greenwich, CT: JAI Press.

Hart, C. H., Burts, D. C., & Charlesworth, R. (1997). Integrated developmentally appropriate curriculum: From theory and research to practice. In C. H. Hart, D. C.

Burts, & R. Charlesworth (Eds.), *Integrated developmentally appropriate curriculum and developmentally appropriate practice: Birth to age 8*. (Pp. 1-27). Albany, NY: State University of New York Press.

Other Knowledge Base

The Infant-Toddler “CDA 2.0” Competency Standards Book. (Available from CDA Council)

Preschool CDA “2.0” Competency Standards Book. (Available from CDA Council)

CDA Essentials for Working with Young Children. (Available from CDA Council)

9. Course Outcomes, Evidence, and Criteria for Mastery

9.1 Outcome, Evidence, and Criteria for Mastery #1

Outcome #1: Professional Portfolio containing evidence that candidates have completed 45 clock hours and mastered 1 (i.e., understanding principles of child development and learning) of the 8 required CDA subject areas.

Types of Evidence and Criteria for Mastery

- Artifact #1: Professional Resource File Organizer
- Artifact #2: Autobiography (300-600 words)
- Artifact #3: Documentation of CDA Training
- Artifact #4: Documentation of Work/Clinical Experience
- Artifact #5: Assessment of Knowledge and Skills

10. Textbooks, Materials, & Resources for Students

Herr, Judy. (2012). *Working With Young Children - 7th edition*. Goodheart-Wilcox Publisher: Illinois.

Pierce, Debra (To be released in 2014). *The CDA Prep Guide – The Complete Review Manual for the Child Development Associate Credential – Third Edition*. Redleaf Press: Minnesota.

The Infant-Toddler “CDA 2.0” Competency Standards Book. (Available from CDA Council)

Preschool CDA “2.0” Competency Standards Book. (Available from CDA Council)

CDA Essentials for Working with Young Children. (Available from CDA Council)

11. Description of Field-Based Experiences

Teacher candidates will be required to complete 10 clock hours of clinical experiences which will involve observations of teachers and children in birth to kindergarten settings.

Teacher candidates who are employed full time in birth to kindergarten settings will be allowed to use their existing employment for the observations provided there are effective clinical educators available to observe within the setting.

12. Qualifications of Faculty Teaching the Course

Faculty will possess a minimum of a Master's degree with 18 credit hours in the discipline in which they are teaching and a minimum of three years of experience working with children from birth to kindergarten.

Southern Association of Colleges and Schools Commission on Colleges (SACS) Standard 3.7.1: This institution employs competent faculty qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution will give primary consideration to the highest earned degree in the discipline. The institution will also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of the faculty

13. Accommodations for Students with Disabilities

The institution is committed to providing appropriate auxiliary aids and services for students with disabilities in an effort to ensure their full participation in all activities, programs, and services to the university. If in need of special accommodations due to a disability, contact the office of disability services at the institution.

14. Academic Integrity

High standards of academic integrity are crucial for the institution to fulfill its educational mission. To uphold these standards, procedures have been established by the institution to address academic misconduct. The institution expects students to accept responsibility for their actions and hold themselves and others to the highest standards of performance in an academic environment. Students are responsible for submitting work for evaluation that reflects their individual performance and should not assume any assignment given by any faculty is a "group" effort or work unless

18. Availability of Academic Support

Faculty will provide designated times when they will be directly available to interact with students electronically or through face-to-face interaction if academic support is needed. Teacher candidates may request other times if their schedules do not allow them to interact during the identified times.

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BIRTH TO KINDERGARTEN COURSE SYLLABUS #2

1. State Course Number

CECE 1023

2. Course Title

Strengthening the Care and Development of Young Children II

3. Course Description

An introduction to: 1) planning and implementing a safe and healthy learning environment; 2) planning and implementing steps to advance children's physical and intellectual development; 3) planning and implementing positive ways to support children's social and emotional development; and 4) observing and recording children's behavior. Successful completion of the course will result in student meeting the following requirements for a CDA Credential: 45 clock hours of instruction with a minimum of 10 clock hours in each of 4 of 8 CDA subject areas and ___ clock hours of clinical experiences.

4. Prerequisites

None (Concurrent enrollment in CECE 1013 & CECE 1033)

4. Credit Hours

3 credit hours

6. Course Objectives

6.1 To plan and implement a safe and healthy learning environment – safety, first aid, health, nutrition, space planning, materials, and equipment, play while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards (CDA competency 1, NAEYC standard 1 & standard 5; Louisiana Workforce Knowledge & Competencies for ECE content area 4 & 6: COMPASS Domain 2; CLASS Classroom Organization Domain).

6.2 To plan and implement steps to advance children's physical and intellectual Development – large and small muscle, language and literacy, discovery, art, music, mathematics, social studies, science, technology, and dual language learners while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards (CDA competency 2: NAEYC standard 1 & standard 5; Louisiana Workforce Knowledge & Competencies for ECE content area 1: COMPASS Domain 1 & 3b & 3c; CLASS Instructional Support Domain).

5.3 To plan and implement positive ways to support children’s social and emotional development – adult modeling, self-esteem, self-regulation, socialization, cultural identity, conflict resolution while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards (CDA competency 3, NAEYC standard 4; Louisiana Workforce Knowledge & Competencies for ECE content area 1 & 5; COMPASS Domain 1 & 3b & 3c; CLASS Emotional Support Domain).

6.4 To observe and record children’s behavior – tools and strategies for objective observation and assessment for children’s behavior, learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, individual education plans while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards & Teaching Strategies Gold (CDA competency 7, NAEYC standard 4 & standard 5; Louisiana Workforce Knowledge & Competencies for ECE content area 2; COMPASS Domain 3d).

7. Standards and Competencies

7.1 Standards

Child Development Associate (CDA) Credential Standards.

<http://www.cdacouncil.org/the-cda-credential>

National Association for the Education of Young Children Standards 2013.

<http://www.naeyc.org/ncate/standards>

Louisiana Birth to Kindergarten Standards

<http://www.louisianabelieves.com/docs/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=7>

Head Start Child Development and Early Learning Framework (3-5 year olds)

<http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf>

7.2 Knowledge and Competencies

Louisiana Workforce Knowledge and Competencies.

<http://pathways.nsula.edu/assets/Site-Files/CDS/Louisiana-WKCs-August-2013.pdf>

COMPASS

<http://www.louisianabelieves.com/teaching/compass>

CLASS

<http://www.teachstone.com/about-the-class/>

TS GOLD

<https://teachingstrategies.com/assessment/>

Council for Exceptional Children Division for Early Childhood Recommended Practices in Early Intervention/Early Childhood Special Education

http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf

8. Knowledge Base for Faculty

Empirical Knowledge Base

Charlesworth, R., Hart, C. H., Burts, D. C., & DeWolf, M. (1993). The LSU studies: Building a research base for developmentally appropriate practice. In S. Reifel (Ed.), *Advances in early education and day care: Perspectives on developmentally appropriate practice, Volume 5* (pp. 3-27). Greenwich, CT: JAI Press.

Hart, C. H., Burts, D. C., & Charlesworth, R. (1997). Integrated developmentally appropriate curriculum: From theory and research to practice. In C. H. Hart, D. C. Burts, & R. Charlesworth (Eds.), *Integrated developmentally appropriate curriculum and developmentally appropriate practice: Birth to age 8*. (Pp. 1-27). Albany, NY: State University of New York Press.

Other Knowledge Base

The Infant-Toddler "CDA 2.0" Competency Standards Book. (Available from CDA Council)

Preschool CDA "2.0" Competency Standards Book. (Available from CDA Council)

CDA Essentials for Working with Young Children. (Available from CDA Council)

9. Course Outcomes, Evidence, and Criteria for Mastery

9.1 Outcome, Evidence, and Criteria for Mastery

Outcome #1: Professional Portfolio containing evidence that candidates have completed 45 clock hours and mastered 4 (i.e., planning and implementing a safe and healthy learning environment; planning and implementing steps to advance children's physical and intellectual development; planning and implementing positive ways to support children's social and emotional development; and observing and recording children's behavior) of the 8 required CDA subject areas.

Types of Evidence and Criteria for Mastery

- Artifact #1: Documentation of CDA Training
- Artifact #2: Documentation of Work/Clinical Experience
- Artifact #3: Competency Statement for CDA Goal 1 (To establish and maintain a safe, healthy learning environment) and the three Functional Areas (i.e., Safe, Healthy, and Learning Environment)
- Artifact #4: Competency Statement for CDA Goal 2 (To advance physical and intellectual competence) and the four Functional Areas (i.e., Physical, Cognitive, Communicative, Creative)
- Artifact #5: Competency Statement for CDA Goal 3 (To support social and emotional development and to provide positive guidance) and the three Functional Areas (i.e., Self, Social, and Guidance).
- Artifact #6: Observations and Recording of Children's Behavior

Students will prepare the following projects to demonstrate mastery on course content.

- *ITERS or ECERS Classroom Observations:* Students will complete classroom observational assessments using either the ITERS or ECERS and write a summary which provides a report of results and recommendations on areas of need, as identified by the ITERS or ECERS tools on the following areas:

Space and Furnishings Section

Program Structure Section

Parents and Staff Section

Multicultural Classroom Environment Checklist (from Cultural Diversity in Learning and Learners article)

Active Physical Play Section of ITERS or Space for Gross Motor Play of ECERS

Personal Care Routines Section

Interaction Section

Language-Reasoning Section of ECERS or the Listening & Talking Section of ITERS

Activities Section

- *TS Gold Child Observations:* Students will complete a child observational assessment using the TS Gold Assessment tool and write a summary which provides a report of results and recommendations on areas of need in the following areas:

Cognitive Development

Physical Development
Social-Emotional Development
Mathematics
Science and Technology
Social Studies
Language Development
Literacy Development
The Arts

Artifact #7: Assessment(s) of Knowledge and Skills.

10. Textbooks, Materials, & Resources

Harms, T., Clifford, R.M., & Cryer, D. (2005). *Early Childhood Environment Rating Scale (revised edition)*. Teachers College Press: New York.

Harms, T., Cryer, D., & Clifford, R.M. (2003). *Infant/Toddler Environment Rating Scale (revised edition)*. Teachers College Press: New York.

Henniger, M.L. (2013). *Teaching young children: An introduction (5th edition)*. Western Washington University, Woodring College of Education
ISBN-10: 0132862549 • ISBN-13: 9780132862547

Nebraska Department of Education, Iowa Department of Education, Iowa Area Education Agencies, & Head Start-State Collaboration Offices (n.d.) *Cultural Diversity in Learning and Learners. The Primary Program: Growing and Learning in the Heartland* (second edition). Available from;
http://www.education.ne.gov/oec/pubs/pri_pro/CulturalDiversity.pdf

Teachstone Training, LLC (2011). *Classroom Assessment Scoring System (CLASS) Dimensions Guide, Pre-K*. http://www.amazon.com/Classroom-Assessment-Scoring-System-Dimensions/dp/159857227X/ref=sr_1_1?ie=UTF8&qid=1376926785&sr=8-1&keywords=class+dimensions+guides

11. Description of Field-Based Experiences

Teacher candidates will be required to complete (*to be determined*) clock hours of clinical experiences which will involve observations of teachers and children in birth to kindergarten settings.

Teacher candidates who are employed full time in birth to kindergarten settings will be allowed to use their existing employment for the observations provided there are effective clinical educators available to observe within the setting.

12. Qualifications of Faculty Teaching the Course

Faculty will possess a minimum of a Master's degree with 18 credit hours in the discipline in which they are teaching and a minimum of three years of experience working with children from birth to kindergarten.

Southern Association of Colleges and Schools Commission on Colleges (SACS) Standard 3.7.1: This institution employs competent faculty qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution will give primary consideration to the highest earned degree in the discipline. The institution will also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of the faculty

13. Accommodations for Students with Disabilities

The institution is committed to providing appropriate auxiliary aids and services for students with disabilities in an effort to ensure their full participation in all activities, programs, and services to the university. If in need of special accommodations due to a disability, contact the office of disability services at the institution.

14. Academic Integrity

High standards of academic integrity are crucial for the institution to fulfill its educational mission. To uphold these standards, procedures have been established by the institution to address academic misconduct. The institution expects students to accept responsibility for their actions and hold themselves and others to the highest standards of performance in an academic environment. Students are responsible for submitting work for evaluation that reflects their individual performance and should not assume any assignment given by any faculty is a "group" effort or work unless specifically noted on the assignment. In all other cases, students must assume the work is to be done independently. If the student has a question regarding the instructor's expectations for individual assignments, projects, tests, or other items submitted for a grade, it is the student's responsibility to seek clarification.

Any Student found to have committed or to have attempted to commit Academic Misconduct is subject to the disciplinary sanctions set forth by the institution.

11. Sequence of Course Assignments

Week of:	Readings	Assignment
	Chapter 1: Overview of the Profession	
	Chapter 2: Historical Contexts	
	Chapter 3: Early Childhood Program Models Copple & Bredekamp, 2009: NAEYC Position Statement on Developmentally Appropriate Practice in Early Childhood Programs serving Children from Birth through Age 8 (p. 1-32)	Complete an observation of a classroom using the <i>Space and Furnishings Section</i> of the ITERS or ECERS
	Chapter 4: Understanding How a Child Develops and Learns	Complete an observation of a child using TS Gold <i>Cognitive Development</i>
	Chapter 5: Play in Childhood	Complete an observation of a classroom using the <i>Program Structure Section</i> of ITERS or ECERS
	Chapter 6: Guiding Young Children	
	Chapter 7: Working with Families and Communities	Complete an observation of a classroom using the <i>Parents and Staff Section</i> of ITERS or ECERS
	Chapter 8: Diversity and Young Children Nebraska Department of Education, Iowa Department of Education, Iowa Area Education Agencies, & Head Start-State Collaboration Offices (n.d.): Cultural Diversity in Learning and Learners. http://www.education.ne.gov/oec/pubs/pri_pro/CulturalDiversity.pdf NAEYC (2009). Where we stand on responding to linguistic and cultural diversity. http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf	Complete <i>Multicultural Classroom Environment Checklist</i>
	Chapter 9: Planning the Physical Environment: Indoors	Complete an observation of a child using TS Gold

		<i>Physical Development</i>
	Chapter 10: Planning the Physical Environment: Outdoors	Complete an observation of a classroom using <i>Active Physical Play</i> Section of ITERS or <i>Space for Gross Motor Play</i> of ECERS
	Chapter 11: Developmentally Appropriate Curriculum	
	Chapter 12: Health and Wellness	Complete an observation of a classroom using the <i>Personal Care Routines</i> Section of ITERS or ECERS
	Chapter 13: Supporting Emotional and Social Development	Complete an observation of a child using TS Gold <i>Social-Emotional Development</i> and a classroom observation using <i>Interaction</i> Section of ITERS or ECERS
	Chapter 14: Mathematics, Science, and Social Studies Learning NAEYC & NCTM (2002). Early Childhood Mathematics: Promoting a Good Beginning http://naeyc.org/files/naeyc/file/positions/psmath.pdf	Complete an observation of a child using TS Gold <i>Mathematics</i> and TS Gold <i>Science and Technology</i> and TS Gold <i>Social Studies</i>
	Chapter 15: Language and Literacy Learning NAEYC & IRA: Where we stand on Learning to Read & Write (2009) http://naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf	Complete an observation of a child using TS Gold <i>Language Development</i> and TS Gold <i>Literacy Development</i> and complete an observation of a classroom using the <i>Language-Reasoning</i> Section of ECERS or the <i>Listening & Talking</i> Section of ITERS
	Chapter 16: The Creative Arts	Complete an observation of a child using <i>The Arts</i> Section of TS Gold and an observation of a classroom using the <i>Activities</i> Section of ITERS or ECERS
	Chapter 17: Technology and Young Children	

16. Background Check

Louisiana law requires Students to have a background check completed at the Louisiana State Police office in order to enter child care facilities. The cost is \$55.00 and is good for one year.

17. Grading System

The following grading system will be used to assign grades in the course:

A	=	93 to 100
B	=	86 to 92
C	=	80 to 86
D	=	70 to 79
F	=	Below 70

18. Availability of Academic Support

Faculty will provide designated times when they will be directly available to interact with students electronically or through face-to-face interaction if academic support is needed. Teacher candidates may request other times if their schedules do not allow them to interact during the identified times.

BIRTH TO KINDERGARTEN COURSE SYLLABUS #3

1. State Course Number

CECE 1033

2. Course Title

Strengthening the Care and Development of Young Children III

3. Course Description

An introduction to: 1) establishing positive and productive relationships with families; 2) ensuring a well-run, purposeful program responsive to participant needs, and 3) maintaining a commitment to professionalism. Successful completion of the course will result in student meeting the following requirements for a CDA Credential: 45 clock hours of instruction with a minimum of 10 clock hours in each of 3 of 8 CDA required subject areas and __ clock hours of clinical experiences.

4. Prerequisites

None (Concurrent enrollment in CECE 1013 & CECE 1023)

5. Credit Hours

3 credit hours

6. Course Objectives

6.1 To build productive relationships with families

6.2 To manage an effective program operation

6.3 To maintain a commitment to professionalism

7. Standards and Competencies

7.1 Standards

Child Development Associate (CDA) Credential Standards.

<http://www.cdacouncil.org/the-cda-credential>

National Association for the Education of Young Children Standards 2013.
<http://www.naeyc.org/ncate/standards>

Louisiana Birth to Kindergarten Standards
<http://www.louisianabelieves.com/docs/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=7>

7.2 Knowledge and Competencies

Louisiana Workforce Knowledge and Competencies.
<http://pathways.nsula.edu/assets/Site-Files/CDS/Louisiana-WKCs-August-2013.pdf>

COMPASS
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CLASS
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TS GOLD
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8. Knowledge Base for Faculty

Empirical Knowledge Base

Charlesworth, R., Hart, C. H., Burts, D. C., & DeWolf, M. (1993). The LSU studies: Building a research base for developmentally appropriate practice. In S. Reifel (Ed.), *Advances in early education and day care: Perspectives on developmentally appropriate practice, Volume 5* (pp. 3-27). Greenwich, CT: JAI Press.

Hart, C. H., Burts, D. C., & Charlesworth, R. (1997). Integrated developmentally appropriate curriculum: From theory and research to practice. In C. H. Hart, D. C. Burts, & R. Charlesworth (Eds.), *Integrated developmentally appropriate curriculum and developmentally appropriate practice: Birth to age 8*. (Pp. 1-27). Albany, NY: State University of New York Press.

Other Knowledge Base

The Infant-Toddler “CDA 2.0” Competency Standards Book. (Available from CDA Council)

Preschool CDA “2.0” Competency Standards Book. (Available from CDA Council)

CDA Essentials for Working with Young Children. (Available from CDA Council)

9. Course Outcomes, Evidence, and Criteria for Mastery

9.1 Outcome, Evidence, and Criteria for Mastery

Outcome #1: Professional Portfolio containing evidence that candidates have completed 45 clock hours and mastered 3 (i.e., building productive relationships with families; managing an effective program operation; and maintaining a commitment to professionalism) of the 8 required CDA subject areas.

Types of Evidence and Criteria for Mastery

Artifact #1: Documentation of CDA Training

Artifact #2: Documentation of Work/Clinical Experience

Artifact #3: Competency Statement for CDA Goal 4 (To establish positive and productive relationships with families) and the one Functional Area (i.e., Families)

Artifact #4: Competency Statement for CDA Goal 5 (To ensure a well-run purposeful program responsive to participant needs) and the one Functional Area (i.e., Program Management).

Artifact #5: Competency Statement for CDA Goal 6 (To maintain a commitment to professionalism) and the one Functional Areas (i.e., Professionalism)

Artifact #6: Assessment of Knowledge and Skills

10. Textbooks, Materials, & Resources

10.1

10.2

10.3

11. Description of Field-Based Experiences

Teacher candidates will be required to complete (*to be determined*) clock hours of clinical experiences which will involve observations in birth to kindergarten settings.

Teacher candidates who are employed full time in birth to kindergarten settings will be allowed to use their existing employment for the observations provided there are effective clinical educators available to observe within the setting.

12. Qualifications of Faculty Teaching the Course

Faculty will possess a minimum of a Master's degree with 18 credit hours in the discipline in which they are teaching and a minimum of three years of experience working with children from birth to kindergarten.

Southern Association of Colleges and Schools Commission on Colleges (SACS) Standard 3.7.1: This institution employs competent faculty qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution will give primary consideration to the highest earned degree in the discipline. The institution will also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of the faculty

13. Accommodations for Students with Disabilities

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18. Availability of Academic Support

Faculty will provide designated times when they will be directly available to interact with students electronically or through face-to-face interaction if academic support is needed. Teacher candidates may request other times if their schedules do not allow them to interact during the identified times.

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ASSESSMENT OF BIRTH TO KINDERGARTEN CANDIDATES

Teacher candidates will be required to demonstrate specific competencies at various decision points as they progress through the programs. Decision points include the following:

Decision Point 1: **Admission to institution and degree pathway:** (e.g., High school diploma; high school GPA; background check; etc.)

Decision Point 2: **Entry into Birth to Kindergarten Methods courses** (e.g., Grade of C or better in first three required Birth to Kindergarten courses; CDA Portfolio; background check; etc.)

CDA Portfolio Artifacts:

Strengthening the Care and development of Young Children I

- Artifact #1: Professional Resource File Organizer
- Artifact #2: Autobiography (300-600 words)
- Artifact #3: Documentation of CDA Training
- Artifact #4: Documentation of Work/Clinical Experience
- Artifact #5: Assessment of Knowledge and Skills

Strengthening the Care and development of Young Children II

- Artifact #1: Documentation of CDA Training
- Artifact #2: Documentation of Work/Clinical Experience
- Artifact #3: Competency Statement for CDA Goal 1 (To establish and maintain a safe, healthy learning environment) and the three Functional Areas (i.e., Safe, Healthy, and Learning Environment)
- Artifact #4: Competency Statement for CDA Goal 2 (To advance physical and intellectual competence) and the four Functional Areas (i.e., Physical, Cognitive, Communicative, Creative)
- Artifact #5: Competency Statement for CDA Goal 3 (To support social and emotional development and to provide positive guidance) and the three Functional Areas (i.e., Self, Social, and Guidance).
- Artifact #6: Assessment of Knowledge and Skills

Strengthening the Care and development of Young Children III

- Artifact #1: Documentation of CDA Training
- Artifact #2: Documentation of Work/Clinical Experience
- Artifact #3: Competency Statement for CDA Goal 4 (To establish positive and productive relationships with

families) and the one Functional Area (i.e., Families).

Artifact #4: Competency Statement for CDA Goal 5 (To ensure a well-run purposeful program responsive to participant needs) and the one Functional Area (i.e., Program Management).

Artifact #5: Competency Statement for CDA Goal 6 (To maintain a commitment to professionalism) and the one Functional Areas (i.e., Professionalism)

Artifact #6: Assessment of Knowledge and Skills

Decision Point 3: **Awarding of Associate Degree** (e.g., Grade of C or better in all Birth to Kindergarten courses; Associate Birth to Kindergarten Portfolio; etc.)

Decision Point 4: **Official Entry into Birth to Kindergarten Teacher Preparation Program.** (e.g., GPA; passage on Praxis I assessments; Associate Birth to Kindergarten Portfolio; background check; etc.)

Decision Point 5: **Entrance into Birth to Kindergarten Residency** (e.g., Grade of C or better in all education courses; GPA; background check; etc.)

Decision Point 6: **Awarding of Baccalaureate Degree** (e.g., Grades of B or better in Residency; GPA; passage of Praxis Professional Knowledge assessment; etc.)