

BIRTH TO KINDERGARTEN COURSE SYLLABUS FOR PROGRAM APPROVAL

1. State Course Number

CECE 1013

2. Course Title

Strengthening the Care and Development of Young Children I

3. Course Description

3.1 Catalog Description

This course develops knowledge, skills, and understanding of the fundamental principles of child development and learning for children ages birth to five. Candidates will be introduced to effective methods for supporting the learning and development of infants, toddlers, and preschool students, as well as approaches for engaging parents around their children's learning and development.

3.2 Narrative Description

This course serves as an introduction to CDA credential process. Successful completion of the course will meet the following requirements for a CDA Credential:

- 45 clock hours of instruction with a minimum of 5 clock hours in 4 of 8 CDA subject areas:
 - Subject area 2 (Advancing children's physical and intellectual development)- 10 hours
 - Subject area 3 (Supporting children's social and emotional development)- 10 hours
 - Subject area 4 (Building productive relationships with families)- 5 hours
 - Subject area 8 (Understanding principles of child development and learning)- 20 hours

4. Prerequisites

None

5. Credit Hours

3 credit hours

6. Primary/Secondary Standards and Competencies

See the attached "Chart 1: Primary and Secondary Standards for Course Syllabus" and "Chart 2: Primary and Secondary Teacher Competencies for Course Syllabus Chart" for a listing of the primary and secondary standards and competencies addressed in the course.

7. Primary Course Objectives, Candidate Learning Outcomes, Artifacts, Tasks, Criteria, and Clinical Experiences

See the attached “Chart 3: Course Learning Objectives, Candidate Learning Outcomes, Artifacts, Tasks, Criteria, and Clinical Experiences” for a listing of the outcomes, artifacts, tasks, criteria, clinical experiences, and clock hours addressed in the course.

8. Textbooks, Materials, & Resources for Students [e.g., Rivers, J. J. (2012). *Early literacy lessons*. Riverdale, NY: Newman Press.]

- 8.1 *The Infant-Toddler CDA “2.0” Competency Standards Book*. (Available from CDA Council) or *Preschool CDA “2.0” Competency Standards Book*. (Available from CDA Council)
- 8.2 *CDA Essentials for Working with Young Children*. (Available from CDA Council)

9. Knowledge Base for Faculty

- 9.1 Empirical Knowledge Base [e.g., Sentry, J. D. (2014). A study of the social and emotional needs of three-year-olds. *Journal of Early Childhood Education*, 21, 10-26.]

To be Developed

- 9.2 Other Knowledge Base: [[e.g., Rogers, A. P., & Springer, G. (2013). *Understanding the Needs of Culturally Diverse Toddlers*. Chicago, IL: New Education Press.]

To be Developed

10. 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.

11. Grading System

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

- A = 93 to 100
- B = 85 to 92
- C = 77 to 84
- D = 70 to 76
- F = Below 70

12. Background Check

Note: The Louisiana Department of Education will provide recommendations for this section.

13. College/University and Procedures and Classroom Policies (e.g., Accommodations for Students with Disabilities, Academic Integrity, Availability of Academic Support, Tobacco-Free Policy, Attendance, Conditions for Making Up Missed Work, Data Management System, etc.)

Note: This section will be completed by individual colleges and universities.

14. Course Outline

Note: This section will be completed by individual colleges and universities.

Dates	Topics	Required Readings	Required Artifacts	Clinical Experiences

15. Other Information

15.1 Specific Guidance for Professional Portfolio- Suggested Activities for Course 1

The Professional Portfolio is required to be completed by all CDA candidates at the time of their application to the Council for Professional Recognition.

The details of the CDA Professional Portfolio are drawn from the requirements in the in the *CDA Essentials for Working with Young Children* workbook.

To assist CDA candidates in completing all the requirements, the criteria for the Professional Portfolio have been broken into three sections that will align with the coursework covered in CECE 1013, CECE 1023 and CECE 1033.

The first grouping for course CECE 1013 is as follows:

Resource Collection:

1. Description (in candidate’s own words) of five of nine (remaining addressed in CECE 1023) learning experiences for Preschool for Toddlers that cover the following;
 - a. Language and Literacy
 - b. Fine Motor (from an indoor activity)
 - c. Gross Motor (from an outdoor activity)
 - d. Emotional Skills/Regulation
 - e. Social Skills

- i. For Preschool (ages 3, 4, or 5) Indicate age group and intended goals, materials and process/teaching strategies. Each specifies how it is developmentally appropriate for that age group
 - ii. For Toddlers(Same as Preschool, but includes 3 activities appropriate for young infants, 3 for mobile infants and 3 for toddlers)
2. Bibliography (Includes Title, authors, publishers, copyright dates and short summaries) of ten developmentally appropriate children's books that have been used by the candidate with young children. Books support a different topic related to children's lives and challenges (e.g. subjects such as cultural/linguistic group identity, gender identity, children with special needs, separation/divorce, etc.

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CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS

STATE COURSE NUMBER AND NAME:	CECE 1013: Strengthening the Care and Development of Young Children I
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CDA Standards	NAEYC Standards – Key Elements	Place an “X” Beside Primary Standards and Put an “X” Beside Secondary Standards addressed in the Course*		
		Primary	Secondary	Foundational
CDA Subject Area 1: Planning a safe and healthy learning environment	NAEYC Standard 1: Promoting Child Development and Learning Candidates prepared in early childhood degree programs are grounded in a child development knowledge base.			
	<i>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.</i>			
	<i>1b: Knowing and understanding the multiple influences on early development and learning</i>			
	<i>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</i>			
CDA Subject Area 2: Advancing children’s physical and intellectual development	NAEYC Standard 4: Using Developmentally Effective Approaches Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur.			
	<i>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children</i>			X
	<i>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of Technology</i>			X
	<i>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches</i>			X
	<i>4d: Reflecting on own practice to promote positive outcomes for each child</i>			X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.			
	<i>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</i>			
	<i>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>			
	<i>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</i>			

CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS (CONT'D.)

CDA Standards	NAEYC Standards – Key Elements	Place an “X” Beside Primary Standards and Put an “X” Beside Secondary Standards addressed in the Course*		
		Primary	Secondary	Foundational
CDA Subject Area 3: Supporting children’s social and emotional development	NAEYC Standard 4: Using Developmentally Effective Approaches Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur.			
	<i>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.</i>			X
	<i>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</i>			X
	<i>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches</i>			X
	<i>4d: Reflecting on own practice to promote positive outcomes for each child</i>			
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.			
	<i>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</i>			
	<i>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>			
	<i>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</i>			
	CDA Subject Area 4: Building productive relationships with families	NAEYC Standard 2: Building Family and Community Relationships Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities.		
<i>2a: Knowing about and understanding diverse family and community characteristics</i>				X
<i>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</i>				X
<i>2c: Involving families and communities in young children’s development and learning</i>				X
CDA Subject Area 5: Managing an effective program operation	Candidates will have training in planning, record keeping, and reporting to maintain effective practices within the classroom. Candidates should learn to contribute to a well-run program, which is responsive to family and child needs.			

CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS (CONT'D.)

CDA Standards	NAEYC Standards – Key Elements	Place an “X” Beside Primary Standards and Put an “X” Beside Secondary Standards addressed in the Course*		
		Primary	Secondary	Foundational
CDA Subject Area 6: Managing a commitment to professionals	NAEYC Standard 6: Becoming a Professional Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.			
	<i>6a: Identifying and involving oneself with the early childhood field</i>			
	<i>6b: Knowing about and upholding ethical standards and other early childhood professional guidelines</i>			
	<i>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</i>			
	<i>6d: Integrating knowledgeable, reflective, and critical perspectives on early education</i>			
	<i>6e: Engaging in informed advocacy for young children and the early childhood profession</i>			
CDA Subject Area 7: Observing and recording children’s behavior	NAEYC Standard 3: Observing, Documenting, And Assessing To Support Young Children And Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.			
	<i>3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</i>			
	<i>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</i>			
	<i>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</i>			
	<i>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</i>			
CDA Subject Area 8: Understanding principles of child development and learning	Standard 1: Promoting Child Development and Learning Candidates prepared in early childhood degree programs are grounded in a child development knowledge base			
	<i>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.</i>			X
	<i>1b: Knowing and understanding the multiple influences on early development and learning</i>			X
	<i>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</i>			X

** Note: A “Primary Standard” is a standard that is the primary focus of a course and specific outcomes are provided to demonstrate that the standard has been addressed. A “Secondary Standard” is a standard where foundational knowledge has already been established in previous courses and knowledge/skills are being reinforced or further expanded in the course. A “Foundational Standard” is a standard which is introduced at a high level in the first three foundational courses, leading to the CDA credential.*

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CHART 2: PRIMARY AND SECONDARY TEACHER COMPETENCIES FOR COURSE SYLLABUS

STATE COURSE NUMBER AND NAME:	CECE 1013: Strengthening the Care and Development of Young Children I
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Teacher Competency	Indicators of the Competency	Place an "X" Beside the Primary Competencies and Put an "X" Beside Secondary Competencies Addressed in the Course*		
		Primary	Secondary	Foundational
1. Sets instructional/ learning outcomes	1a Designs instructional/learning outcomes that:	x		
	1a.1 Are written in terms of what children will learn rather than do			x
	1a.2 Include indicators from applicable ELDS domains (Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development, and Social-Emotional Development)			x
	1a.3 Are appropriate for diverse learners (e.g., special education students, ESL students)			
	1b. Selects plans for activities, interactions, and experiences that align to the Louisiana Birth to Five Early Learning Development Standards (ELDS)			x
2. Provides emotional and behavioral support (aligned with <i>CLASS Pre-K</i> , Emotional Support and <i>CLASS Toddler</i> , Emotional and Behavioral Support domains)	2b. Creates a positive environment that supports emotional connections between children and adults and between children and their peers			x
	2c. Exhibits an awareness and sensitivity to children’s emotional and learning needs			x
	2d. Allows opportunities for exploration while providing comfort, reassurance and encouragement			x
	2e. Places emphasis on children’s perspectives (e.g. interests, motivations and points of view)			x
3. Manages classroom organization (aligned with <i>CLASS Pre-K</i> , Classroom Organization and <i>CLASS Toddler</i> , Emotional and Behavioral Support domains)	3a. Sets clear age-appropriate expectations for children’s behavior			x
	3b. Supports positive behavior by using effective methods (e.g. highlighting positive behaviors, redirecting misbehaviors)			x
	3c. Promotes children’s ability to regulate their own behavior (e.g. using a proactive approach, planning to minimize disruptions)			

CHART 2: PRIMARY AND SECONDARY TEACHER COMPETENCIES FOR COURSE SYLLABUS (CONT'D.)

Teacher Competency	Indicators of the Competency	Place an "X" Beside the Primary Competencies and Put an "X" Beside Secondary Competencies Addressed in the Course*		
		Primary	Secondary	Foundational
3. Manages classroom organization (aligned with <i>CLASS Pre-K</i> , Classroom Organization and <i>CLASS Toddler</i> , Emotional and Behavioral Support domains) (Cont'd.)	3d. Manages instructional/learning time and routines so children have maximum opportunities to be engaged in learning activities			X
	3e. Maximizes children's interest and engagement by being actively involved in the children's learning process			X
	3f. Uses a variety of materials and modalities to gain children's interest and participation in activities			X
4. Provides engaged/instructional support for learning (aligned with <i>CLASS Pre-K</i> , Instructional Support and <i>CLASS Toddler</i> , Engage Support for Learning domains)	4a. Uses interactions and discussions to promote higher-order thinking skills and cognition			X
	4b. Focuses on promoting children's understanding rather than on rote instruction or memorization			X
	4c. Provides feedback that expands children's learning and understanding			X
	4d. Scaffolds learning and provides supportive guidance so that children can to achieve competencies and skills on their own			X
	4e. Provides opportunities for conversations for the purpose of promoting opportunities for language use			X
	4f. Utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways			X
	4g. Models language use and forms through repeating and extending children's responses and through self and parallel talk			X
	4h. Use a variety of words and language forms that are new and unique to extend children's understanding of these parts of language			X

CHART 2: PRIMARY AND SECONDARY TEACHER COMPETENCIES FOR COURSE SYLLABUS (CONT'D.)

Teacher Competency	Indicators of the Competency	Place an "X" Beside the Primary Competencies and Put an "X" Beside Secondary Competencies Addressed in the Course*		
		Primary	Secondary	Foundational
5. Uses assessment to guide planning and understand children's levels of growth and development	5a. Conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities			
	5b. Gather and uses assessment data for the purpose of planning instruction, activities and experiences that further promote children's development and learning			
	5c. Reflect on child assessment data and connections to teacher action and make changes to continuously improve practice			
	5d. Make decisions on the progress of children's development with reliability			

* Note: A "Primary Standard" is a standard that is the primary focus of a course and specific outcomes are provided to demonstrate that the standard has been addressed. A "Secondary Standard" is a standard where foundational knowledge has already been established in previous courses and knowledge/skills are being reinforced or further expanded in the course. A "Foundational Standard" is a standard which is introduced at a high level in the first three foundational courses, leading to the CDA credential.

CHART 3: COURSE LEARNING OBJECTIVES, CANDIDATE FOCUSED LEARNING OUTCOMES, ARTIFACTS, CRITERIA, & CLINICAL EXPERIENCES

COURSE NUMBER AND NAME:	CECE 1013: Strengthening the Care and Development of Young Children I
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CANDIDATE LEARNING OBJECTIVES FOR COURSE:

1. Candidates will describe typical and atypical child development for children from birth to age 5.
2. Candidates will apply understanding of the principles of child development and learning to identify, explain, and practice appropriate teaching strategies that support typical and atypical development for children ages birth to five.
3. Candidates will summarize the influence of positive relationships and supportive interactions on early development and learning in children from birth to kindergarten, including the roles of family and community in early childhood education.

#	Candidate Focused Learning Outcomes	Artifacts	Tasks and Criteria for Minimum Performance	Clinical Experiences and Clock Hours	
				Clinical Experiences	Clock Hours
1	Candidates will observe and explain characteristics of typical and atypical development and learning in children from birth to age five.	Documentation and explanation of observed child behaviors demonstrating characteristics of typical and atypical development.	<p>Candidates will complete a log of observations that describes observed child behaviors. Candidates will provide at least three examples of typical and atypical development observed in children, in the areas of:</p> <ul style="list-style-type: none"> • Language and Literacy • Fine Motor Skills • Gross Motor Skills • Emotional Skills/Regulation • Social Skills • Science/Sensory • Creativity • Self-Concept • Math <p>This task will be evaluated using a rubric.</p>	Live observations or Clinical experience	4
2	Candidates will apply an understanding of the principles of child development to observe and explain a range of developmentally appropriate teaching approaches and resources for children from birth to	Description and written analysis of learning experiences, strategies, and resources (included in CDA Professional	<p>Candidates will complete an accurate written analysis of a range of observed teaching approaches and resources for children ages birth to five, specifically a subset from the following areas:</p> <ul style="list-style-type: none"> • Language and Literacy • Fine Motor Skills • Gross Motor Skills 	Live observations or Video observations	2

	age five who are developing typically and atypically.	Portfolio).	<ul style="list-style-type: none"> • Emotional Skills/Regulation • Social Skills • Science/Sensory • Creativity • Self-Concept • Math <p>For each experience, candidates should indicate the age group, and list the intended goals, materials, and processes/teaching strategies, specifically indicating which teacher competencies should be demonstrated. For each activity, discuss why it is developmentally appropriate for that age group. The written reflection will be evaluated using a rubric.</p>		
3	Candidates will be able recognize signs of atypical development and identify teaching strategies to support all children in an early learning setting.	Description and written analysis of learning experiences, strategies, and resources those are relative to atypically developing children.	<p>Candidates will complete a written analysis that includes details and cites specific evidence of observed teaching practices where teachers are making adjustments to meet the needs of children who may be demonstrating different stages of child development, specifically a subset from the following areas:</p> <ul style="list-style-type: none"> • Language and Literacy • Fine Motor Skills • Gross Motor Skills • Emotional Skills/Regulation • Social Skills • Science/Sensory • Creativity • Self-Concept • Math <p>For each experience, candidates should identify a range of specific needs and list the intended goals, materials, and processes/teaching strategies, specifically indicating which teacher competencies should be demonstrated. The written description will be evaluated using a rubric.</p>	Live observations or Video observations	2
4	Candidates will apply their understanding of the principles of child development and learning to explain a range of developmentally appropriate teaching approaches and resources for children from birth to age five who are and have been using in their field experiences.	Bibliography (included in CDA Professional Portfolio).	Candidates will develop a list of developmentally appropriate children's books and materials that the candidate has either used in field based experience, or have observed being used successfully in classroom observations. Candidate should be able to explain content covered in the selected children's book, and specifically identify how books may relate to children's lives and challenges (e.g. subjects such as cultural/linguistic group identity, gender identity, children with special needs, separation/divorce, etc.)	N/A	

			The bibliography will be evaluated using a checklist.		
5	Candidates will explain the role of teachers in engaging families and communities through building respectful relationships.	Description of strategies for family engagement.	<p>Candidates will describe appropriate activities and relationship-building strategies for family engagement that supports learning and development for infants, toddlers, and preschool-aged children. Descriptions should cite specific evidence gathered in clinical experiences.</p> <p>Candidates will present their written descriptions and experiences to their classmates. Evaluation should be based on both a checklist for the presentation, and a rubric to evaluate the written description.</p>	Live observations	1
6	Candidates will explain the influence of family relationships and interactions on early development and learning.	Documentation of observed teacher/family interactions, strategies, and resources.	<p>Candidates will document and complete a written analysis of observed teacher/family interaction that supports and engages families in early development and learning, including how teachers work with families to communicate how children are developing in each of the five developmental areas listed in, in the areas of:</p> <ul style="list-style-type: none"> • Language and Literacy • Fine Motor Skills • Gross Motor Skills • Emotional Skills/Regulation • Social Skills <p>The written analysis will be evaluated using a rubric.</p>	Live observations/ Clinical experience	1
TOTAL NUMBER OF CLOCK HOURS					10