

**CHD 201 – Child Development: Introduction to Creative Childcare  
Course Syllabus Fall 2009**

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<b>II. Division Name</b>	Social Science
<b>III. Course Number &amp; Title</b>	CHD 201 - Child Development: Introduction to Creative Childcare
<b>IV. Credit Hours</b>	3
<b>V. Total Contact Hours</b>	47
<b>VI. Prerequisites</b>	PSY 131 and PSY 152
<b>VII. Course Grading Scale</b>	A – E
<b>VIII. Catalog Description</b>	<p>This course is the first in a 2-course sequence designed to help candidates acquire skills and knowledge for the Child Development Associate (CDA) credential. The CDA is a national performance-based credential awarded to caregivers that work with children from birth to age five. Topics include children's developmental stages, planning developmentally appropriate activities for young children, developing curriculum for young children, behavior management, and introduction to CDA credentialing process.</p>
<b>IX. Course Goals</b>	<p>This course is the first in a 2-course sequence designed to help candidates acquire skills, knowledge and documentation for the Child Development Associate (CDA) credential. Topics include the CDA credentialing process, knowledge and skills in working with parents, families, and communities, knowledge of the 6 Competency Goals of the 13 functional areas of the CDA process, and preparation of necessary material for the CDA credential.</p>

## **X. Core & Course Objectives**

To demonstrate an understanding of the CDA credentialing process.

To demonstrate knowledge of child care methods that enhances children's physical and intellectual development.

To demonstrate strategies for managing an effective program operation.

To demonstrate a commitment to professionalism.

To demonstrate knowledge in the 6 Competency Goals and 13 Functional Areas

To prepare the necessary materials to apply for the CDA credential

## **XI. Course Textbook and Materials**

Essentials for CDA's Working With Young Children (Bookstore)

NAEYC Developmentally Appropriate Practice (Bookstore)

CDA Application Packet \$23.00 (you must order this yourself)

Michigan Licensing Rules for Children (provided)

## **XII. CDA Eligibility**

The student must

Be at least 18 years of age

Have a high school diploma, GED or be working toward either

Be able to speak, read, and write English well enough to fulfill the responsibilities of a CDA candidate

Be currently employed or volunteering in a licensed facility providing care for young children a minimum of 15 hours per week. You will need a total of 480 hours before you apply for the assessment.

Select a focus area for the CDA: Infant/toddler, Preschool, or Family Child Care

Be willing to arrange for and work with a Field Advisor who will observe and assist with the observation process. This is your responsibility.

**Field Advisory Eligibility:**

Refer to information in CDA packet

Council for the Professional Recognition

2460 16<sup>th</sup> Street

Washington, DC 20009-3575

(800) 424-4310

Fax (202) 462-6184

[www.cdacouncil.org](http://www.cdacouncil.org)

**XIII. Assessment of Academic Achievement**

Assessment methods for this course include weekly assignments, discussion board activities, a written autobiography, three written competency statements, collection of resource file items, and a yearend project.

**XIV. Participation and Drop Policy**

Attendance is mandatory. If you must miss a class, you are responsible for getting notes and handouts from a classmate. A second absence will result in a lower grade and will result in a makeup assignment in order to receive the full hourly credit for the course. Late arrivals are disruptive to the class and should be avoided. Two late arrivals will count as one absence.

All assignments are due as indicated. Grades will be lowered by 10% for each class after the assigned due date. For extenuating circumstances arrangements must be made with the instructor.

Class participation is expected and is part of your grade.

College level writing is expected on all written assignments. You may be asked to work with the Learning Lab if assignments need grammatical assistance. Please proofread your work carefully. Spelling and grammar errors will lower your grade.

Please respect the confidentiality of all children, families, and staff in your program.

Cell phones and pagers must be turned off during class.

No visitors (child or adult) are allowed during the class, there are no exceptions.

**Drop/Incomplete Policy:** Students may choose to drop a class without the instructor's permission up through the tenth week of the semester. After the tenth week, only the instructor can drop a student. Students who stop attending class without requesting a drop will receive an E.

## **XV. Online Conduct Policy**

- A. Students at HFCC are expected to show respect for order, law, the personal rights of others, the educational mission of the College, as well as maintain standards of personal integrity.
- B. Students working online will be held to the same behavioral standards as students in traditional classrooms. Please be aware that I will be observing your threaded discussions with each other, and I will review those discussions, commenting where appropriate with the goal of helping you to better understand the course content. Specifically, you should adhere to the following guidelines:

Personal correspondence should be conducted elsewhere

Treat and respect others as you would like to be treated

"Flaming", any angry series of words or comments use to personally attack others who may disagree with you is not permitted.

Take time to review the tone, language, word choice, spelling, and grammar of any written correspondence prior to sending it. You will be judged by the quality of your work.

HFCC's computer use policy is in effect. It can be found at <http://www2.hfcc.edu/resources/policy.htm>.

Students are responsible for completing their own online course work.

## **XVI. Academic Dishonesty**

Henry Ford Community College considers academic dishonesty to be a serious offense. It is the policy of the College that determination of and appropriate action in respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses.

Academic dishonesty is any activity intended to improve a student's grade fraudulently.\* It includes, but is not limited to, the following:

1. Unauthorized acquisition of tests or alteration of grades (such as the stealing of tests, test keys, or grade books from faculty offices or elsewhere, or the purchasing of tests or grade books);
2. Unauthorized use of notes, books, or other prohibited materials during an examination;

3. Open cheating on an examination (such as copying from another student's paper);
4. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received;
5. Providing unauthorized assistance with any work for which academic credit is received;
6. Revision of graded work in an attempt to receive additional credit fraudulently;
7. Plagiarism (using another person's work without acknowledgment);
  
8. Any other conduct intended to obtain academic credit fraudulently or dishonestly.

If an instructor fails a student in a course for academic dishonesty, the instructor must immediately notify in writing the student and the registrar of the infraction, retaining copies of both notifications.

The registrar maintains a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she is dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal is placed on the student's transcript. The notation may be expunged at the discretion of the appropriate vice president if the student petitions for its removal after at least two years have elapsed since the disciplinary action.

If a student believes that the accusation is false, he or she may appeal through the Student Complaint Procedure. If the appeal reaches the Student Complaint Board, the Board may consider only whether the charge is justified. The Board may not set aside or change the penalty given by the instructor unless the charge of academic dishonesty is set aside.

\*Any action that violates the Student Conduct Policy and Due Process Procedure is also subject to review under that policy.

## **XVII. Student Support Services**

### **Data & Voice Administration**

If you need assistance with username and password issues, please contact Data & Voice Administration. Data & Voice Administration is located on the second floor of the Andrew Mazzara Administrative Conference Center. To reach the department help desk, please dial 313.845.6345

### **Instructional Technology**

If you require assistance accessing UCompass Educator Courses, please contact Instructional Technology at 313.845.9663, ext. 4, 5, or 6 or via e-mail at [signorelli@hfcc.edu](mailto:signorelli@hfcc.edu), [kolin@hfcc.edu](mailto:kolin@hfcc.edu), [gagaddis@hfcc.edu](mailto:gagaddis@hfcc.edu). Instructional technology is located on the lower level of the Learning Technology Center (same building as Campus Safety), room A-004.

### **Media Center**

Located in the second floor of the library, the Media Center is an open access computer lab where students can go to work on computer assignments, access the internet, and/or check their e-mail. For more information, you may contact the Media Center at 313.845.6386. For more information regarding the Library Services, you may phone 313.845.9606.

## Assisted Learning Services

The assisted Learning Services Program is designed to assist physically challenged, learning disabled, or academically disadvantaged students at Henry Ford Community College to overcome barriers to education through supportive services. In addition, the Assisted Learning Services Department also provides tutoring services to the general student population. Assisted Learning Services is located in the LRC (Learning Resources Center), north side (parking lot side) main level. For more information, you may contact the office at 313.845.9617 or for the hearing impaired 313.845.9804.

## Learning Lab

Located in the second floor of the Learning Resource Center, the Learning Lab assists HFCC students with identifying and improving the skills needed for success in the areas of Reading, Writing and Math. Although operation hours may slightly vary each semester, generally the Learning Lab is open Monday, Tuesday, Wednesday, Thursday, from 7:30 a.m. – 8:40 p.m., on Friday from 7:30 a.m. – 4:30 p.m., and Saturday from 9:40a.m. – 1:40 p.m. For more information, contact the Learning Lab at 313.845.9643.

## XVIII. Packets

Packets are readings, activities, and assignments for a particular week. You will be able to access a course packet every Thursday morning at 9:00 AM. The packet will provide details regarding the readings required for that particular week as well as specifics for the activities and/or assignments from that packet will be due the following Tuesday at 11:59 a.m. or during the following weeks class meeting time as specified on the course schedule.

## XIX. Course Requirements:

Assignments	Possible Points	
Practice Activities	100	5.56%
Critical Thinking Activities	300	16.67%
Autobiography	100	5.56%
Competency Statements	300	16.67%
Chat Room	400	22.22%
Reading Quizzes	350	19.44%
Discussion Questions	150	8.33%
Final- Newsletter and Mock Parent/Teacher Conferences	100	5.56%
	1800	100.00%

## Grading Scale:

A	100% - 90%
B	89% - 80%
C	79% - 65%
D	65% - 50%
E	49% - 0%

## CHD 201 Course Outline

Fall 2009, Instructor: Marie Gaab

<b>Week 1</b>	Review of the CDA Process
<b>Week 2</b>	Introduction to the Early Childhood Profession
<b>Week 3</b>	Developmentally Appropriate Practice
<b>Week 4</b>	Creating a safe environment
<b>Week 5</b>	Promoting good health and nutrition
<b>Week 6</b>	Creating a rich learning environment
<b>Week 7</b>	Standards
<b>Week 8</b>	Child/caregiver relationship
<b>Week 9</b>	Diversity
<b>Week 10</b>	Social Development
<b>Week 11</b>	Guidance
<b>Week 12</b>	Positive Relationships with Families
<b>Week 13</b>	Communication
<b>Week 14</b>	Parent Involvement
<b>Week 15</b>	Parent/teacher conferences
<b>Week 16</b>	Final Exam Week/Mock Parent Teacher Conferences in Chat Room