

## BIRTH TO KINDERGARTEN SYLLABI WORK GROUP OVERVIEW OF MAY 28, 2014 CONFERENCE CALL AND NEXT STEPS

The Birth to Kindergarten Syllabi Work Group has identified the elements of the syllabi for the first three courses to be offered for a Birth to Kindergarten program and members need to now review the elements in the attached documents and verify that common needs have been addressed.

The work group has identified the need to require Strengthening the Care and Development of Young Children I and II during the first semester of the Freshman year and the Care and Development of Young Children III during the second semester of the Freshman year to provide adequate time for candidates to develop key knowledge to prepare required artifacts for the CDA Professional Resource file. A revised listing of courses can be found on pages 20 and 21. Feedback about this decision is needed from members who could not attend the May 28 meeting.

The work group has identified the need to develop a better understanding of the types of artifacts required for a CDA Professional Resource File and the criteria that is used by CDA to determine if CDA expectations have been met. Jeanne Burns will contact appropriate personnel and provide members with feedback regarding the findings. Work group members will then need to use the information to provide input about the artifacts and criteria for mastery.

The work group made the decision to require the same 3 CDA resources as textbooks for the first three CDA courses and allow individual faculty members to identify additional textbooks and resources for each course. The names of the 3 CDA resources can be found within each syllabi. Feedback about this decision is needed from members who could not attend the May 28 meeting is desired.

The work group made the decision to show the alignment between the objectives and the standards on each syllabus. This alignment has not yet been completed. Work group members are asked to volunteer to take specific standards/competencies (e.g., COMPASS) and show the alignment for objectives that have not yet been aligned.

It was determined that clarification was needed regarding “Background Checks” for teacher candidates observing in early childhood settings. Ivy Starns will obtain official language and it will be incorporated into the syllabi.

The work group made the decision to combine information pertaining to college/university and classroom policies under one heading. This section will need to be further developed by individual faculty members who teach the courses based upon their internal institution policies and classroom expectation.

Due to differences that will occur based upon number of days courses are taught per week and whether courses are taught during regular semesters, summers, etc., it was determined that it would not be possible to provide a sequence of readings and assignments for courses. However, the need was identified to identify major content that needed to be covered to address CDA clock hours, required artifacts for each course, and types of clinical experiences for each course. A section called “Core Course Content, Readings, Assignments, and Clinical Experiences has been added to the syllabi. Work group members need to examine this section and provide feedback.

Initial discussions occurred about decision points that need to occur about candidates as they progress through the birth to kindergarten pathway. See pages 22-23 for the draft decision points. Work group members need to provide input into types of documentation and criteria that should exist for the first three decision points

The element pertaining to Empirical Knowledge Base and Other Knowledge Base has not yet been completed for each course. Work group members need to use the form on page 24 to identify appropriate research and resources to ensure that faculty have a common knowledge base when teaching each course. Please be aware that references for knowledge base will need to exist for ALL birth to kindergarten syllabi.

The next Birth to Kindergarten Syllabi Work Group conference call will occur on June 27 (10:00 AM – 12:00 PM).

## 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

### 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 while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards. (CDA Subject Area 4; NAEYC Standards 2 & 4) *(Note: COMPASS, Workforce, CLASS, and DEC Standards to be identified by work group team members.)*
- 6.2 To demonstrated an understanding of standards and competencies that must be exhibited by educators when educating children from birth to kindergarten. (CDA Subject Area 4; NAEYC Standards 2 & 4) *(Note: COMPASS, Workforce, CLASS, and DEC Standards to be identified by work group team members.)*
- 6.3 To demonstrate an understanding of standards and developmentally appropriate competencies to be exhibited by children from birth to kindergarten. (CDA Subject Area 4; NAEYC Standards 2 & 4) *(Note: COMPASS, Workforce, CLASS, and DEC Standards to be identified by work group team members.)*

- 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 Standard (CDA)*

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

*National Association for the Education of Young Children Standards 2013*

(NAEYC) <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>

*Classroom Assessment Scoring System (CLASS)*

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

*Teaching Strategies GOLD (GOLD)*

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

*Council for Exceptional Children Division for Early Childhood Recommended Practices in Early Intervention/Early Childhood Special Education (DEC)*

[http://dec.membershipsoftware.org/files/DEC\\_RPs\\_%205-1-14.pdf](http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf)

## **8. Knowledge Base for Faculty**

### **8.1 Empirical Knowledge Base**

*To be identified by Birth to Kindergarten Syllabi Work Group members.*

### **8.2 Other Knowledge Base**

*To be identified by Birth to Kindergarten Syllabi Work Group members.*

## 9. Course Outcome(s), Artifacts, and Criteria for Mastery

### 9.1 Outcome, Artifacts, and Criteria for Mastery

**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 Artifacts:

- 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

#### Criteria for Mastery:

*To be determined by Birth to Kindergarten Syllabi Work Group.*

## 10. Textbooks, Materials, & Resources for Students

#### Required:

*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)

#### Additional:

To be identified by the instructor.

## 11. Description of Field-Based Experiences

Teacher candidates will be required to complete 10 clock hours of clinical experiences which will involve observations (e.g., video, face-to-face, etc.) 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. Core Course Content, Readings, Assignments, and Clinical Experiences

Topics	Required Readings	Required Artifacts (Assignments)	Clinical Experiences
Child Development and Learning of Children (Birth to Age Five) (Minimum of 10 clock hours of CDA Training)	<i>CDA Essentials for Working with Young Children</i>	Autobiography Documentation of CDA Training	Observation (Minimum of 10 clock hours of clinical experiences)
Requirements for CDA Credential	<i>The Infant-Toddler CDA "2.0" Competency Standards Book</i>  <i>Preschool CDA "2.0" Competency Standards Book</i>	Professional Resource File  Documentation of Work Experiences	
Standards & Competencies for Birth to Kindergarten Children	<i>Louisiana Birth to Kindergarten Standards</i>  <i>TS GOLD Child Observations</i>		
Standards and Competencies for Birth to Kindergarten Educators	<i>National Association for the Education of Young Children Standards 2013</i>  <i>Council for Exceptional Children Division for Early Childhood Recommended Practices in</i>		

	<p><i>Early Intervention/Early Childhood Special Education</i></p> <p><i>Practices in Early Intervention/Early Childhood Special Education</i></p> <p><i>Louisiana Workforce Knowledge and Competencies</i></p> <p><i>COMPASS</i></p> <p><i>CLASS</i></p>	
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**14. Background Check**

*(The work group will add a statement about requirements for observation.)* Louisiana law requires Students to have a background check completed at the Louisiana State Police office in order to interact directly with children in child care facilities. The cost is \$55.00 and is good for one year.

**15. 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

**16. College/University and Classroom Policies**

**a. 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, Students should contact the office of disability services at the institution.

**b. 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.

**c. 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.

**d. Other Policies (e.g., Attendance, Tobacco-Free Policy, etc.)**

To be identified by instructor.

## 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 10 clock hours of clinical experiences.

### 4. Prerequisites

CECE 1013 or Concurrent enrollment in CECE 1013.

### 5. Credit Hours

3 credit hours

### 6. Course Objectives

- 6.1 To plan and implement a safe and healthy learning environment while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards (CDA Subject Area 1, NAEYC Standards 1 & 5; COMPASS Domain 2; Louisiana Workforce Knowledge & Competencies for ECE Content Area 4 & 6; CLASS Classroom Organization Domain). *(Note: DEC Standards to be identified by work group team members.)*
- 6.2 To plan and implement steps to advance children's physical and intellectual development while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards (CDA Subject Area 2: NAEYC Standards 1 & 5; COMPASS Domains 1 & 3b & 3c; Louisiana Workforce Knowledge & Competencies for ECE Content Area 1; CLASS Instructional Support Domain). *(Note: DEC Standards to be identified by work group team members.)*



- 6.3 To plan and implement positive ways to support children’s social and emotional development while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards (CDA Subject Area3, NAEYC standard 4; COMPASS Domains 1 & 3b & 3c; Louisiana Workforce Knowledge & Competencies for ECE content area 1 & 5; CLASS Emotional Support Domain). *(Note: DEC Standards to be identified by work group team members.)*
- 6.4 To observe and record children’s behavior while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards (CDA Subject Area 7, NAEYC Standards 4 & 5; COMPASS Domain 3d; Louisiana Workforce Knowledge & Competencies for ECE Content Area 2) *(Note: DEC Standards to be identified by work group team members.)*

## **7. Standards and Competencies**

### **7.1 Standards**

*Child Development Associate (CDA) Credential Standard (CDA)*

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

*National Association for the Education of Young Children Standards 2013*

(NAEYC) <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>

*Classroom Assessment Scoring System (CLASS)*

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

*Teaching Strategies GOLD (GOLD)*

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

*Council for Exceptional Children Division for Early Childhood Recommended Practices in Early Intervention/Early Childhood Special Education (DEC)*

[http://dec.membershipsoftware.org/files/DEC\\_RPs\\_%205-1-14.pdf](http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf)

## 8. Knowledge Base for Faculty

### Empirical Knowledge Base

*To be identified by Birth to Kindergarten Syllabi Work Group members.*

### Other Knowledge Base

*To be identified by Birth to Kindergarten Syllabi Work Group members.*

## 9. Course Outcome(s), Artifacts, and Criteria for Mastery

### 9.1 Outcome, Artifacts, 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 Artifacts:

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

#### Criteria for Mastery:

*To be determined by Birth to Kindergarten Syllabi Workgroup.*

## 10. Textbooks, Materials, & Resources

*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)

**Additional:**

To be identified by the instructor.

**11. Description of Clinical Experiences**

Teacher candidates will be required to complete a minimum of 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. Core Course Content, Readings, Assignments, and Clinical Experiences**

<b>Topics</b>	<b>Required Readings</b>	<b>Required Artifacts (Assignments)</b>	<b>Clinical Experiences</b>
Safe and Healthy Learning Environment (Minimum of 10 clock hours of CDA Training)	<i>CDA Essentials for Working with Young Children</i>	Competency Statement for CDA Goal 1  Documentation of CDA Training	Observation (Minimum of 10 clock hours of clinical experiences)

Children’s Physical and Intellectual Development (Minimum of 10 clock hours of CDA Training)	<i>CDA Essentials for Working with Young Children</i>	Competency Statement for CDA Goal 2  Documentation of CDA Training	
Children’s Social and Emotional Development (Minimum of 10 clock hours of CDA Training)	<i>CDA Essentials for Working with Young Children</i>	Competency Statement for CDA Goal 3  Documentation of CDA Training	
Observing and Recording Children’s Behavior (Minimum of 10 clock hours of CDA Training)	<i>Observation Rubrics Selected by Instructor (e.g., ITERS or ECERS Classroom Observations; TS Gold Child Observations, etc.)</i>	Observations and Recordings of Children  Documentation of CDA Training	

**14. Background Check**

*(The work group will add a statement about requirements for observation.)* Louisiana law requires Students to have a background check completed at the Louisiana State Police office in order to interact directly with children in child care facilities. The cost is \$55.00 and is good for one year.

**15. 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

**16. College/University and Classroom Policies**

**a. 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.

**b. 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.

**c. 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.

**d. Other Policies (e.g., Attendance, Tobacco-Free Policy, etc.)**

To be identified by the instructor.

## 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 10 clock hours of clinical experiences.

### 4. Prerequisites

CECE 1013 and CECE 1023

### 5. Credit Hours

3 credit hours

### 6. Course Objectives

- 6.1 To build productive relationships with families while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards. (CDA 4; NAEYC 2 & 4) *(Note: COMPASS, Workforce, CLASS, and DEC Standards to be identified by work group team members.)*
- 6.2 To manage an effective program operation while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards. (CDA 5; NAEYC 6) *(Note: COMPASS, Workforce, CLASS, and DEC Standards to be identified by work group team members.)*
- 6.3 To maintain a commitment to professionalism while demonstrating an understanding of the Louisiana Birth to Kindergarten Standards. (CDA 6; NAEYC 6) *(Note: COMPASS, Workforce, CLASS, and DEC Standards to be identified by work group team members.)*

### 7. Standards and Competencies

#### 7.2 Standards

*Child Development Associate (CDA) Credential Standard (CDA)*  
<http://www.cdacouncil.org/the-cda-credential>

*National Association for the Education of Young Children Standards 2013 (NAEYC)* <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>

*Classroom Assessment Scoring System (CLASS)*  
<http://www.teachstone.com/about-the-class/>

*Teaching Strategies GOLD (GOLD)*  
<https://teachingstrategies.com/assessment/>

*Council for Exceptional Children Division for Early Childhood Recommended Practices in Early Intervention/Early Childhood Special Education (DEC)*  
[http://dec.membershipsoftware.org/files/DEC\\_RPs\\_%205-1-14.pdf](http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf)

## **8. Knowledge Base for Faculty**

### **Empirical Knowledge Base**

*To be identified by Birth to Kindergarten Syllabi Work Group members.*

### **Other Knowledge Base**

*To be identified by Birth to Kindergarten Syllabi Work Group members.*

## **9. Course Outcome(s), Artifacts, and Criteria for Mastery**

### **9.1 Outcome, Artifacts, 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

### **Criteria for Mastery:**

*To be determined by Birth to Kindergarten Syllabi Workgroup.*

## **10. Textbooks, Materials, & Resources**

### **Required:**

*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)

### **Additional:**

To be identified by the instructor.

## **11. Description of Clinical Experiences**

Teacher candidates will be required to complete a minimum of 10 clock hours of clinical experiences which will involve observations (e.g., video, face-to-face, etc.) 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. Core Course Content, Readings, Assignments, and Clinical Experiences

Topics	Required Readings	Required Artifacts (Assignments)	Clinical Experiences
Relationships with Families (Minimum of 10 clock hours of CDA Training)	<i>CDA Essentials for Working with Young Children</i>	Competency Statement for CDA Goal 4  Documentation of CDA Training	Observation (Minimum of 10 clock hours of clinical experiences)
Purposeful Program Responsive to Needs (Minimum of 10 clock hours of CDA Training)	<i>CDA Essentials for Working with Young Children</i>	Competency Statement for CDA Goal 5  Documentation of CDA Training	
Commitment to Professionalism (Minimum of 10 clock hours of CDA Training)	<i>CDA Essentials for Working with Young Children</i>	Competency Statement for CDA Goal 6  Documentation of CDA Training	

#### 14. Background Check

*(The work group will add a statement about requirements for observation.)* Louisiana law requires Students to have a background check completed at the Louisiana State Police office in order to interact directly with children in child care facilities. The cost is \$55.00 and is good for one year.

#### 15. 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

#### 16. College/University and Classroom Policies

##### a. 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.

##### b. 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.

**c. 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.

**d. Other Policies (e.g., Attendance, Tobacco-Free Policy, etc.)**

To be identified by the instructor.

DRAFT

**DEGREE DESIGNATION: ASSOCIATE OF SCIENCE (AS) - DEGREE SUBJECT AREA (MAJOR):  
BIRTH TO KINDERGARTEN ASSOCIATE &  
DEGREE DESIGNATION: BACHELOR OF SCIENCE (BS)  
DEGREE SUBJECT AREA (MAJOR): BIRTH TO KINDERGARTEN EDUCATION**

**FRESHMAN: First Semester**

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CENL 1013	English Composition I	3
CMAT	Math (Contemporary Math, Applied Algebra, College Algebra, etc.)	3
CECE 1013	Strengthening the Care and Development of Young Children I	3
CECE 1023	Strengthening the Care and Development of Young Children II	3
CART, CTHE, CMUS, CDNC	Fine Arts (Art/Dance, Music/Theater )	3

**FRESHMAN: Second Semester**

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CENL 1023	English Composition II	3
GBIO	General Biology I	3
CECE 1033	Strengthening the Care and Development of Young Children III	3
CECE 1043	Infant/Toddler Development	3
CECE 1053	Preschool & Kindergarten Development	3

**SOPHOMORE: First Semester**

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CHIST	History (American, Western Civilization, World Civilization, etc.)	3
GBIO	General Biology II	3
CECE 2013	Language and Literacy Development	3
CECE 2023	Infant to Toddler Methods and Environment	3
CECE 2033	Preschool to Kindergarten Methods and Environment	3

**SOPHOMORE: Second Semester**

<i>State Common Numbers</i>	<i>Course Name</i>	<i>Credit Hours</i>
CENL	English Literature (American, British, World, etc.)	3
CMAT 1303	Math (Contemporary Math, Applied Algebra, College Algebra, Introductory Statistics, etc.)	3
CGEG	Geography (Human, World, Physical, etc.)	3
CECE 2043	Families and Family Systems	3
CECE 2053	Birth to Kindergarten Practicum	3
CENL	English Literature (American, British, World, etc.)	3

<b>TOTAL AS DEGREE CREDIT HOURS OR TOTAL YEAR 1 &amp; YEAR 2 HOURS FOR BS DEGREE</b>	<b>60</b>
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**DEGREE DESIGNATION: BACHELOR OF SCIENCE (BS)**  
**DEGREE SUBJECT AREA (MAJOR): BIRTH TO KINDERGARTEN EDUCATION**

**JUNIOR AND SENIOR YEAR COURSES**

**CONCENTRATION: BIRTH TO KINDERGARTEN TEACHER**

**Passage of Praxis I assessments and other university requirements  
(e.g., GPA) needed for admittance to the concentration**

<i>Areas</i>	<i>Courses</i>	<i>Credit Hours</i>
<b>General Education</b>	(1) English Literature (American, British, World, etc.) (2) Political Science (3) Natural Science (Physical: Chemistry, Geology, Physics, Astronomy/Meteorology)	3 3 3
<b>Knowledge of the Learner and Learning Environment</b>	Educational Psychology, Behavior Management, Diverse Learners, & Assessment of Young Children	9
<b>Language/Literacy</b>	Advanced Language/Literacy Development & Children's Literature	6*
<b>Methodology</b>	Math, Science, Social Studies, Art, Music, & Physical Education	6
<b>Academic Residency and Seminars</b>	Full Academic Year Residency and Seminars for Birth to Kindergarten teaching:  (1) Professional Teaching Clinical & Seminar I (Birth to Kindergarten) (2) Professional Teaching Clinical & Seminar II (Birth to Kindergarten)	24
<b>Flexible Hours</b>	Elective or course hours to be determined by the university	6

<b>TOTAL JUNIOR &amp; SENIOR CREDIT HOURS FOR BIRTH TO KINDERGARTEN TEACHER</b>	<b>60</b>
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<b>TOTAL BS DEGREE CREDIT HOURS</b>	<b>120</b>
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\*Addresses Board of Elementary and Secondary's requirement for 9 credit hours of reading courses.

## 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; etc.)

**Decision Point 2:**            **Entry into Birth to Kindergarten Methods courses - Beginning of Sophomore year)** (e.g., Grade of C or better in five required Birth to Kindergarten courses; B2K Portfolio; background check; etc.)

### **B2K 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

### **Infant/Toddler Development**

Artifacts: *To be determined by work group.*

### **Preschool & Kindergarten Development**

Artifacts: *To be determined by work group.*

**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.)

**BIRTH TO KINDERGARTEN (B2K) COURSES, TEXTBOOKS, AND FACULTY KNOWLEDGE BASE INPUT FORM**

<b>B2K Education Courses</b>	<b>CR</b>	<b>Recommended Textbooks</b>	<b>Empirical Research References</b>	<b>Other Resources References</b>
<b>FRESHMAN YEAR</b>				
Strengthening the Care and Development of Young Children I	3	<i>The Infant-Toddler CDA "2.0" Competency Standards Book. Preschool CDA "2.0" Competency Standards Book. CDA Essentials for Working with Young Children.</i>		
Strengthening the Care and Development of Young Children II	3	<i>Same as above.</i>		
Strengthening the Care and Development of Young Children III	3	<i>Same as above</i>		
Infant/Toddler Development	3			
Preschool & Kindergarten Development	3			
<b>SOPHOMORE YEAR</b>				
Language and Literacy Development	3			
Preschool to Kindergarten Methods and Environment	3			
Preschool to Kindergarten Methods and Environment	3			
Families and Family Systems	3			
Families and Family Systems	3			
<b>JUNIOR YEAR</b>				
<b>Knowledge of Learner:</b> Educational Psychology, Behavior Management, Diverse Learners, & Assessment of Young Children	9			
<b>Language/Literacy:</b> Advanced Language/Literacy Development & Children's Literature	6			
<b>Methodology:</b> Math, Science, Social Studies, Art, Music, & Physical Education	6			
<b>SENIOR YEAR</b>				
Professional Teaching Clinical & Seminar I (Birth to Kindergarten)	12			
Professional Teaching Clinical & Seminar II (Birth to Kindergarten)	12			