

Washtenaw Community College Comprehensive Report

CCP 123 Essentials of Early Care and Education - II Effective Term: Winter 2014

Course Cover

Division: Advanced Technologies and Public Service Careers

Department: Public Service Careers

Discipline: Child Care Professional

Course Number: 123

Org Number: 15400

Full Course Title: Essentials of Early Care and Education - II

Transcript Title: Essentials of Child Care - II

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Course Change

Change Information:

Consultation with all departments affected by this course is required.

Course title

Course description

Pre-requisite, co-requisite, or enrollment restrictions

Change in Grading Method

Outcomes/Assessment

Objectives/Evaluation

Rationale: The CDA Council has changed the requirements for the national child care credential (CDA - Child Development Associate), and there are new state requirements to meet Quality Rating Scale requirements, necessitating changes in our courses.

Proposed Start Semester: Winter 2013

Course Description: This course provides an overview of the essential elements of child care and early education and provides part of the formal training for the national child care credential, the Child Development Associate (CDA). Seven of the CDA functional areas are included: physical, cognitive, communication, creative, self, social, and guidance. Students must be at least 18 years of age with a high school diploma/GED or be concurrently enrolled in a state approved vocational high school child care program to register for this course. The national CDA certificate requires reflection on assignments on current work with children. Concurrent enrollment in CCP 133 is required. The title of this course was previously Child Development Credentialing II.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-Level Math

No Level Required

Requisites

Prerequisite

Consent required
and

Corequisite

CCP 133

General Education

Request Course Transfer

Proposed For:

Central Michigan University

Ferris State University

Michigan State University

Western Michigan University

Other : The University of Michigan - Dearborn, Madonna University, Concordia University,
Siena Heights University

Student Learning Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.

Assessment 1

Assessment Tool: multiple choice tests

Assessment Date: Fall 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: Tests will be scored electronically using a departmentally-developed answer sheet.

Standard of success to be used for this assessment: 60% of students will score 60% (six out of ten) on each of the six subtests that cover each of the seven areas covered in the course.

Who will score and analyze the data: Members of the CCP Advisory Committee will analyze the scores and make recommendations to the program.

2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.

Assessment 1

Assessment Tool: Competency statements (papers) written by students in each functional area covered in the course (physical, cognitive, communication, creativity, self, social, and guidance).

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: one third of enrolled students (minimum of ten)

How the assessment will be scored: Papers will be scored using a departmentally-developed rubric.

Standard of success to be used for this assessment: 60% of sampled papers

will be scored 8 - 10 on a ten point scale (10 being highest and 1 the lowest).

Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will blind-score the papers and make recommendations to the program.

3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.

Assessment 1

Assessment Tool: Professional Portfolio

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: a selected sample of resource items from one third of randomly selected students

How the assessment will be scored: departmentally-developed rubric for each of the resource items required in the course

Standard of success to be used for this assessment: 60% of resource items will score between 8 and 10 on a ten point scale (1 is lowest and 10 highest).

Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will blind-score the items and make recommendations to the program.

4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.

Assessment 1

Assessment Tool: activity plans

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: one third of enrolled students, minimum of ten

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 60% of sampled work will be scored 8 -10 on a ten point scale (1 is lowest and 10 highest).

Who will score and analyze the data: Members of the CCP Advisory Committee or their designates will score the work samples and make recommendations to the program staff.

Course Objectives

1. Identify, describe and reflect upon how to provide opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities. (CDA functional area 7 - creative)

Matched Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.
 4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.
2. Identify, describe and reflect upon how to provide physical and emotional security for each child and help each child to know, accept and take pride in himself or herself and to develop a sense of independence. (CDA functional area 8 - self)

Matched Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.
 4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.
3. Identify, describe and reflect upon how to help each child feel accepted in the group, help children learn to communicate and get along with others and encourage feelings of empathy and mutual respect among children and adults. (CDA functional area 9 - social)

Matched Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.
 4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.
4. Identify, describe and reflect upon how to provide a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group. (CDA functional area 10 - guidance)

Matched Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.
 4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.
5. Identify, describe and reflect upon how to offer activities that develop large and small muscle development, adapt activities for individual styles and special needs of children and provide opportunities for children to develop their senses (CDA functional area 4 - Physical)

Matched Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.
 4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.
6. Identify, describe and reflect upon how to provide a variety of age-appropriate materials

and activities, how to interact with children to encourage play, exploration and problem-solving and how to recognize and respond to individual learning styles and needs (CDA functional area 5 - cognitive).

Matched Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
 3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.
 4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.
7. Identify, describe and reflect upon how to have frequent communication with each child, how to use developmentally appropriate talk with children, how to encourage children to talk and to communicate non-verbally, how to positively respond to children's efforts to communicate and provide a developmentally appropriate print-rich environment in which children learn about books, literature and writing (CDA functional area 6 - communication).

Matched Outcomes

1. Identify appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
2. Describe and reflect upon appropriate practices for a child care professional in the seven functional areas covered in the course: physical, cognitive, communication, creativity, self, social, and guidance.
3. Compile specific resource items suitable for use by a child care professional working with young children and their families for a Professional Portfolio.
4. Write developmentally appropriate activity plans to support play and learning in Science/Sensory, Language and Literacy, Creativity, Fine and Gross Motor, Self Concept, Emotional Skills/ Self Regulation, Social Skills and Math.

New Resources for Course

To meet new curriculum standards (state and national) for child care and preschool programs, we need to add natural materials and hands-on activities including facilities for growing plants, materials from nature such as "tree cookies for building and branches, physical activity props and curriculum resource books, and instructional DVD's. These were included in budget requests for 2013/14.

Course Textbooks/Resources

Textbooks

Brunson Day, Carol. *Essentials for the Child Development Associate Working with Young Children*, 2013 ed. CDA Council, 2013

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: Previously requested - repeat request for side-by-side classrooms to accommodate the Prop Box Extravaganza and other class activities associated with CCP 209 (winter semesters); teacher work room that includes book binder machine, laminator, computer/scanner/printer with internet access, equipment requested in 2013-14 budget request.

Reviewer

Action

Date

Faculty Preparer:*Sally Adler**Faculty Preparer**Mar 16, 2013***Department Chair/Area Director:***Ruth Walsh**Recommend Approval**Mar 18, 2013***Dean:***Marilyn Donham**Recommend Approval**Mar 19, 2013***Vice President for Instruction:***Bill Abernethy**Approve**Jun 24, 2013*