

## Washtenaw Community College Comprehensive Report

### ECD 143 Building Blocks of Early Care-II Effective Term: Fall 2025

#### Course Cover

**College:** Advanced Technologies and Public Service Careers

**Division:** Advanced Technologies and Public Service Careers

**Department:** Public Service Careers

**Discipline:** Early Childhood Development

**Course Number:** 143

**Org Number:** 15400

**Full Course Title:** Building Blocks of Early Care-II

**Transcript Title:** Build Blocks of Early Care-II

**Is Consultation with other department(s) required:** No

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

**Reason for Submission:** New Course

**Change Information:**

**Rationale:** New course sequence and master syllabi developed based on new certification requirements.

**Proposed Start Semester:** Fall 2025

**Course Description:** In this course, students will learn additional components of early care and education. Students will identify developmentally appropriate practices in early childhood education in the CDA functional areas of physical, cognitive, communication, creative, self, social, and guidance. They will construct competency statements in the aforementioned functional areas, and develop lesson plans and resource collections that meet national CDA standards. This is the second of three courses required for national CDA Certification.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

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

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

No Level Required

#### Requisites

**Prerequisite**

ECD 142

**Corequisite**

ECD 133

## **General Education**

### **Request Course Transfer**

#### **Proposed For:**

Eastern Michigan University  
Ferris State University  
Oakland University  
Western Michigan University  
Other : University of Michigan - Dearborn, Madonna, Northern Michigan University  
Central Michigan University

### **Student Learning Outcomes**

1. Identify developmentally appropriate practices in early care and education in the CDA functional areas of physical, cognitive, communication, creative, self, social, and guidance.

#### **Assessment 1**

Assessment Tool: Outcome-related test questions  
Assessment Date: Winter 2028  
Assessment Cycle: Every Three Years  
Course section(s)/other population: All sections  
Number students to be assessed: All students  
How the assessment will be scored: Answer key  
Standard of success to be used for this assessment: 75% of students will score 70% or higher.  
Who will score and analyze the data: Department faculty

2. Write reflective Competency Statements (CS) which address all items and sub-items identified in the CDA functional areas of physical, cognitive, communication, creative, self, social, and guidance.

#### **Assessment 1**

Assessment Tool: Competency Statement (CS) assignments  
Assessment Date: Winter 2028  
Assessment Cycle: Every Three Years  
Course section(s)/other population: All sections  
Number students to be assessed: All students  
How the assessment will be scored: Departmentally-developed rubrics that meet national CDA requirements.  
Standard of success to be used for this assessment: 75% of students will score 75% or higher.  
Who will score and analyze the data: Departmental faculty

3. Create learning experiences (lesson plans) for young children in each of the following curricula areas: science/sensory, language and literacy, creative arts, fine motor, gross motor, self-concept, emotional skills/regulation, social skills, and mathematics (RC II).

#### **Assessment 1**

Assessment Tool: Learning Experience (RC II) assignments  
Assessment Date: Winter 2028  
Assessment Cycle: Every Three Years  
Course section(s)/other population: All sections  
Number students to be assessed: All students  
How the assessment will be scored: Departmentally-developed rubrics that meet national CDA requirements.  
Standard of success to be used for this assessment: 75% of students will score 75% or higher.  
Who will score and analyze the data: Departmental faculty

4. Create a bibliography that includes short summaries of ten developmentally appropriate children's books. Each book should support a different topic related to children's lives and challenges (RC III).

#### **Assessment 1**

Assessment Tool: Bibliography assignment (RC III)

Assessment Date: Winter 2028

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric that meets national CDA requirements.

Standard of success to be used for this assessment: 75% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

#### **Course Objectives**

1. Identify developmentally appropriate practices in early childhood care and education in the CDA functional area of physical development.
2. Write reflective Competency Statements (CS II) which address all items and sub-items identified in the CDA functional area of physical development.
3. Create developmentally appropriate learning experiences in the areas of fine and gross motor (RC II, 4 and 5).
4. Identify developmentally appropriate practices in early childhood care and education in the CDA functional area of cognitive development.
5. Write reflective Competency Statements (CS II) which address all items and sub-items identified in the CDA functional area of cognitive development.
6. Create developmentally appropriate learning experiences in the areas of science/sensory and mathematics (RC II, 1 and 9).
7. Identify developmentally appropriate practices in early childhood care and education in the CDA functional area of communication.
8. Write reflective Competency Statements (CS II) which address all items and sub-items identified in the CDA functional area of communication.
9. Create a developmentally appropriate learning experience in the area of language and literacy (RC II, 2).
10. Identify developmentally appropriate practices in early childhood care and education in the CDA functional area of creative.
11. Write reflective Competency Statements (CS II) which address all items and sub-items identified in the CDA functional area of creative.
12. Create a developmentally appropriate learning experience in the area of creative (RC II, 3).
13. Identify developmentally appropriate practices in early childhood care and education in the CDA functional area of self.
14. Write reflective Competency Statements (CS III) which address all items and sub-items identified in the CDA functional area of self.
15. Create a developmentally appropriate learning experience in the area of self-concept (RC II, 6).
16. Identify developmentally appropriate practices in early childhood care and education in the CDA functional area of social.
17. Write reflective Competency Statements (CS III) which address all items and sub-items identified in the CDA functional area of social.
18. Create a developmentally appropriate learning experience in the area of social skills (RC II, 8).
19. Identify developmentally appropriate practices in early childhood care and education in the CDA functional area of guidance.
20. Write reflective Competency Statements (CS III) which address all items and sub-items identified in the CDA functional area of guidance.
21. Create a developmentally appropriate learning experience in the area of emotional skills/regulation (RC II, 7).
22. Create a bibliography and summary of developmentally appropriate children's books (RC III) that illustrate children's cultural or linguistic group identity and/or gender identity.

23. Create a bibliography and summary of developmentally appropriate children's books (RC III) that illustrate children with special needs in everyday situations.
24. Create a bibliography and summary of developmentally appropriate children's books (RC III) that illustrate diverse family structures (i.e., separation/divorce/remarriage/grandparent or other related families).
25. Create a bibliography and summary of developmentally appropriate children's books (RC III) that illustrate the phases of the cycle of life from human reproduction to death.

## **New Resources for Course**

### **Course Textbooks/Resources**

#### Textbooks

Council for Professional Recognition. *he Child Development Associate National Credentialing Program and CDA Competency Standards*, ed. Washington, DC: Council for Professional Recognition, 2020, ISBN: 9780988965003.

Washington, V. *Essentials for Working with Young Children*, Third ed. Washington, DC: Council for Professional Recognition, 2023, ISBN: 9780988965089.

#### Manuals

#### Periodicals

#### Software

### **Equipment/Facilities**

Level III classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b>		
<i>Beth Marshall</i>	<i>Faculty Preparer</i>	<i>Oct 15, 2024</i>
<b>Department Chair/Area Director:</b>		
<i>Beth Marshall</i>	<i>Recommend Approval</i>	<i>Feb 07, 2025</i>
<b>Dean:</b>		
<i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>Feb 07, 2025</i>
<b>Curriculum Committee Chair:</b>		
<i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Apr 24, 2025</i>
<b>Assessment Committee Chair:</b>		
<i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Apr 26, 2025</i>
<b>Vice President for Instruction:</b>		
<i>Brandon Tucker</i>	<i>Approve</i>	<i>Apr 28, 2025</i>