



**Prosperity Childcare Training Network**  
A Network For Higher Education and Prosperity!

## **CDA 101: Introduction to Child Development**

### **Teaching & Learning**

#### **Course Syllabus**

**[2024]**

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## Instructor Information

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**Instructor:** Jennifer Pasteur MEd CNNP CMP CCP FC

**Email:** [info@leadersinchildcareeducations.com](mailto:info@leadersinchildcareeducations.com)

**Virtual Office Hours:** Available As Needed

**Physical Office Location:** Home Office, Jacksonville, FL

## Course Information

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### Description

The Child Development Associate (CDA) course provides early childhood professionals with educational content knowledge that serves as a preparational guideline and as a resource tool that support theories and experimental investigations upon entering the field of early childhood education.

This course provides early childhood professionals with informative instructional knowledge and theories by relating materials to early childhood education. **Prosperity Childcare Training Network** does not certify students to become certified childcare teachers nor awards students a Child Development Associate. This course provides the first 120 clock hours for the candidate's CDA process. The determination and awarding of CDA certification are awarded through the **Council For Professional Recognition (CDA Council)**.

**Credit hours:** 120 hours

**Prerequisites:** High School Diploma or GED along with Program acceptance.

### Standards

#### *Department/Network Objectives and Outcomes*

**Prosperity CTN of Education Framework:** Prosperity CTN instills an overall framework which encompasses the vision, mission, and student learning outcomes of our network. The framework provides an overall vision indicating the empowered student at the center.

**Prosperity CTN Institute of Education Dispositions Assessment:** Within the Network of Education, all students are assessed after selected courses (on-line or on-site) on several dispositions that the student displays during the term of the course. This assessment is completed by the course instructor and maintained within . Review the Network of Education Dispositions Assessment within Start Here Documents in [PCTNLMS](#).

### *Course Objectives*

#### **Students will:**

Describe, review, and discuss prior knowledge of child development.

Define and discuss theories in child development.

Identify and discuss definitions, elements, and implications of child development.

Identify and discuss the 6 competency standards/goals and the 13 functional areas

Discuss and review the CDA Council, NAEYC, and Accreditation.

Review and Identify all materials and resources needed to obtain a CDA, prepare for the Professional

Portfolio, Testing, Finding A PD Specialist, and Verification Visit.

Recognize, discuss, analyze, and apply creative thinking to lesson plans for innovate learning and development.

**Students are required to have a Professional Portfolio.** The makeup is compiled independently by each Candidate as part of the CDA credentialing process. The compiled resources and documents are reviewed by the CDA PD Specialist during the CDA Verification Visit. The Professional Portfolio is composed of:

Education Documentation

Family Questionnaires

Six (6) Reflective Statements of Competence

Ten (10) Resources

A Professional Philosophy Statement

Which requires each student to have a notebook, email, pencils, pens, sticky notes, index cards, Internet access, and completed homework assignment emailed to the course email.

**\*After completing Intro CDA 101 Course, students should be able to:**

- Define, recognize, and understand their roles as an early childhood professional and teacher.
- Explain, strategize, and implement new learned content while teaching in an early childhood setting.
- Recognize and Comprehend the importance of joining a National Association for the Education of Young Children (NAEYC) and CDA Council.
- Identify all components requirements to obtain the Child Development Associate (CDA) Credential and prepare to meet those requirements.
- Understand the purpose of NAEYC and their Code of Ethics
- Create warm family feel environments inside the classroom, meaningful lesson plans, and implement safe and best practices for children.

**INSTRUCTIONAL STRATEGIES:**

Our network has its own e-learning platform (<https://lms.pctnworldwide.com>) together with a combination of class lectures, hands on with a computer one on one demonstrations, and in-house lab experiences learners can accomplish certificate.

***Student Learning Outcomes***

**CDA 101 Orientation** provides an overview and outline the purpose of this course. It also serves as a guide for the course objectives, introduction about the instructor, summary of important early childhood and child development theories, as well as history of the **Council for Professional Recognition (CDA Council)**. It also provides historical information about **the National Association for the Education of Young Children (NAEYC)**.

In addition, the CDA 101 Orientation will inform students about the course books, gathered resources for their portfolio, and give a description about the CDA Settings (Infant/Toddler, Preschool, Home-based (family) Setting, Bilingual Settings, Home Visitation Settings). Students will also learn how to navigate and begin the CDA credentialing process required and learn how to schedule a Verification Visits/ choosing a PD Specialist and enrolling for CDA exam through Pearson Vue. In conclusion, the orientation will provide information and descriptions about teaching roles and requirements in early childhood and child development classrooms.

## Course List and Descriptions

This course has 18 modules based upon the Competency Standards (Goals) given by the CDA Council. Each module has sections with subjects centered around the 13 Functional Areas within each Competency Standards.

### The subjects included and discussed in the modules are as follows:

- \*Creating a safe, healthy, and learning environment.
- \*Learning and Understanding the elements of Child Development
- \*Advancing the physical and intellectual development of children
- \*Supporting the growth of social-emotional development and positive guidance in children
- \*Creating healthy relationships with families
- \*Managing a productive and organized program operation
- \*Maintaining a commitment to professionalism
- \*Observing and recording children's assessments and behavior

And other subjects' students can learn from to educate and obtain knowledge.

***Clock Awards Awarded:*** There are 18 modules that covers the 6 Competency Standards and the 13 functional areas. In - Class sessions will be held ***Monday through Thursday, Thursday through Sunday, or Saturday thru Tuesday.*** Students can choose when class session is best for their schedule. Each week will consist of (30 clock hours) homework, online discussions, and other requirements outside the classroom.

With combined in-class and out-of-class clock hours the sum will be 120 hrs. which counts toward the CDA credential . There are 4 weeks covering all material from each of the standards. Below, you will find a chart that breaks down the clock hours for each module. All modules are the sum of the standards and functional areas.

## Course Materials

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### Required

*Essentials for Working With Young Children – Third Edition Workbook*

Preschool Setting:

*Preschool CDA Competency Standards Book*

Infant/Toddler Setting:

*Infant-Toddler Competency Standards Book*

Family Childcare Setting: *Family Child-Care Competency Standards Book*

## Modules Lessons and Descriptions

### **Week 1 ( Modules 1-3) Part 1 & 2**

**Lesson 1: SAFE (10hrs.), HEALTHY (15hrs.) & LEARNING ENVIRONMENT (5hrs) Total = (30hrs)**

*Competency Standard I: To Establish and Maintain a Safe, Healthy, Learning Environment*

**Textbook:**

*Essentials for Working With Young Children – Third Edition Workbook*

Preschool Setting:

*Preschool CDA Competency Standards Book*

Infant/Toddler Setting:

*Infant-Toddler Competency Standards Book*

Family Childcare Setting: *Family Child-Care Competency Standards Book*

The purpose of this lesson is to identify and understand Competency Goal I and Functional Areas 1-3 (Safe, Healthy & Learning Environment). In this lesson, each Functional Area is broken down into 3 sections to provide information about the importance of promoting safety, health and nutrition, rules and regulations, strategies, and best practices. Therefore, students will learn how to create a safe program that incorporates various ideas, designs & strategies, teaching theories, rules, materials, and other elements that promote health and safety each day for all children for an innovative learning environment.

### **Week 2 (Modules 4-5) Part 1 & 2**

**Lesson 2: LEARNING ENVIRONMENT(5hrs.), PHYSICAL(15hrs.) & SELF (10hrs) Total = (30hrs)**

*Competency Standard II: To Advance Physical and Intellectual Competence*

**Textbook:**

Preschool Setting:

*Essentials for Working With Young Children – Third Edition Workbook Preschool*

*CDA Competency Standards Book*

Infant/Toddler Setting:

*Infant-Toddler Competency Standards Book*

Family Childcare Setting: *Family Child-Care Competency Standards Book*

The purpose of Lesson 2 is to recognize and understand Competency Goal II and Functional Areas 4-7 (Physical, Cognitive, Communication & Creative). In this lesson, each Functional Area is broken down into 4 sections to provide information about the importance of promoting physical and cognitive development skills while using strategies and research-based practices about encouraging physical and cognitive

development to enhance problem solving and critical thinking. This lesson will feature theories and theorists such as Piaget and Bronfenbrenner who contributed to child development and early childhood which will provide an in-depth understanding theoretical concept about child development. Therefore, the topic on communication and creativity in the classroom will be greatly comprehend in group discussions and activities. The lessons promote the importance of communicating and building positive relationships through verbal and non-verbal interactions while putting forward great theories and experiences. Lastly, this lesson will be about creativity in an early childhood setting and will give in-depth information about learning through play, theories about play based upon Vygotsky on Play and Language, creativity through music, learning centers and the different types of play.

### **Week 3 ( Modules 6-7) Part 1 & 2**

#### **Lesson 3: SELF(5hrs.), CREATIVE(15hrs.) & FAMILY (10 hrs.) Total = (30hrs)**

*Competency Goal III: To Support Social and Emotional Development and to Provide Positive Guidance*  
*Competency Goal IV: To establish positive and productive relationship with families*

#### **Textbook:**

*Essentials for Working With Young Children – Third Edition Workbook*

Preschool Setting:

*Preschool CDA Competency Standards Book*

Infant/Toddler Setting:

*Infant-Toddler Competency Standards Book*

Family Childcare Setting: *Family Child-Care Competency Standards Book*

The purpose of Lesson 3 is to recognize and understand Competency Standards III/IV and Functional Areas 8-11 (Self, Social, Guidance, & Families). In this lesson, each Functional Areas are broken down into 3 sections. The first section will be about self. This lesson will give in-depth details about Social Emotional Learning (SEL). Students will learn about the concept of safe identity classrooms and research-based practices to promote safe classrooms and positive self-esteem in children. Students will also learn about positive guidance, social-emotional strategies, and about promoting healthy learning environments. Lastly, in this session, we will cover information about the importance of creating trusting relationships with families in an early childhood program, learn about different types of culture, diversity, inclusion, home and school culture connections, parent partnerships, communication, and other topics that are related to families in an early childhood education setting.

## Week 4 (Modules 8-9) Part 1 & 2

### Lesson 4: PROGRAM MANAGEMENT(15hrs.) & PROFESSIONALISM (15hrs.) Total = (30hrs)

#### Textbook:

Preschool Setting:

*Essentials for Working With Young Children – Third Edition Workbook Preschool*

*CDA Competency Standards Book*

Infant/Toddler Setting:

*Infant-Toddler Competency Standards Book*

*Competency Goal V: To Ensure a well – run, purposeful program that is responsive to participant needs*

*Competency Goal VI: To Maintain a Commitment to Professionalism*

The purpose of Lesson 4 is to recognize and understand Competency Goal V & VI and Functional Areas 12 & 13 (Program Management/Professionalism). In this lesson, the Functional Areas has only two sections. This lesson will outline the importance of structure for Program Management and Professionalism while implementing system and childcare management software in the program. In addition, students will learn how to run an effective program management program, be able to conduct observations, anecdotal notes, and build great leaders and a team. Students will also visit an early childhood program and review policies. By doing so, students will be able to understand the importance of policies and procedures. Students will have open discussions about job descriptions and the duties of each employee. Students will also cover NAEYC Code of Ethics, professionalism, required annual training and clock hours for professional development as well as the importance of becoming a membership of childcare associations.

**Reliable and speedy Internet access.** This course may feature streaming video. It may also require you to take online tests. A high-speed Internet connection is required. Wireless (Wi-fi) connections may suffice, but a wired connection (Ethernet) is preferred, especially while taking tests.

**Computer competency.** You must be comfortable using email, posting to discussion boards, uploading, and downloading documents, and accessing such resources as search engines and websites (e.g., Google, etc.). Common specific tools include the following:

## Instructor Expectations

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Be certain to check email and your online portal daily. Also, follow the Course Schedule for due dates.

## Course Evaluation and Grading

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Knowledge Checks, Quizzes, Discussion, & Group Activities	Possible Points
Module 1	100
Module 2	100
Module 3	100
Module 4	100
Module 5	100
Module 6	100
Portfolio	600
Total	1200



## **Graded Activities**

All project-based assignments will be graded according to the scoring guides (or grading rubrics) provided. Refer to the Course Schedule for due dates. Graded activities may include:

### ***Discussion Forums***

Discussions allow you to submit assignments, view the work of others, and interact with your peers.

### ***Literary Genres Activity***

This activity will demonstrate your understanding of literary genres and subgenres.

## Grading Information

Final grades will be assigned using these guidelines.

Letter Grade	Percentage Range	Descriptor
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Needs Improvement
F	0-59	Unacceptable

## **Online Policies**

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### **Attendance**

Registration for a class makes the student responsible for attending the class until completed unless officially withdrawn. Students are expected to attend class as scheduled. In an online course, attendance is demonstrated by a student's participation in an academically related activity, such as submission of an academic assignment or exam or contributing to an online discussion forum. For any online discussion forum, the computer must be in good working order and the computer's camera must remain on during the entire session. Excessive absences, early departures, and/or tardies (late arrivals) may interfere with the student's ability to complete the course successfully.

The way make-up work, tests, skill validation, or assignments are given for excused absences is determined by the instructor. Possible excused absences include military service, accidents, court appearances, illness of the student or an immediate family member, or the death of an immediate family member. The student must submit appropriate documentation of extenuating circumstances to the instructor and plan to complete any make-up work within one week of the last day of the excused absence, except major exams. It is the student's responsibility to plan with the instructor to make up missed coursework. Work-related excuses, childcare issues, and/or travel are not considered excused absences. Instructors are not required to provide make-up opportunities for unexcused absences or to give additional time to students who are tardy for tests or quizzes.

A student is considered excessively absent after missing more than two classes (one week), unless all absences are accompanied by extenuating circumstances and proper documentation provided. A student who has excessive absences, early departures, or tardiness (late arrivals) will be in jeopardy of unsuccessful completion of the course.

### **Grammar and Punctuation:**

English must be properly used in assignments. Before you turn in your work, students need to double-check their work for correct sentence structure, grammar, spelling, and punctuation.

### **Late Work and Make-Ups**

Students must make every effort to be present at all examinations. Students must notify the Instructor prior to exam time if the absence is anticipated. The way to make up assignments, exams, and other work will be given for excused absences shall be left solely to the discretion of the instructor. Missed exams will be written (with the instructor's permission) during the final examination week. Make-up exams may be in any format. Examples include multiple-choice, fill in the blank, discussion questions, and matching. If a test review is permitted at the discretion of the instructor, the students may not attend test review for a test that they have not taken.

## **Academic Responsibility**

Please Read Carefully all students.

Assigned homework should be submitted through email only. Any homework submitted outside this submission will not be accepted.

Any students that do not have an email account, please create an account through any source such as yahoo, Gmail, etc.

Our class email should be used for assignment purposes only. In this way, assignments will not be lost or mixed up in any way. Please make sure you save your work on different platforms and devices. You can save it on a Cloud disk, Thumb drive, computer, in your email, & FB Messenger. Technology is faulty so take all precautions.

**[Our Course Email: info@leadersinchildcareeducations.com](mailto:info@leadersinchildcareeducations.com)**

## ***Academic Integrity***

Whether or not academic misconduct has occurred and what classroom sanctions, if any, are to be applied are matters to be determined by the respective instructor.

Academic honesty is expected in and outside of the classroom. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated in this course. Any student who is found to have plagiarized will receive a “0” grade for that assignment. Plagiarism in any form is not acceptable.

# Course Clock Hours

## Justification of Course Clock Hours

To receive the 120 clock hours from Prosperity Childcare Training Network Accelerator Hybrid Course Program, students must complete all lessons, assignments, projects, class participation, in-class and out of class engagement and participation, and all other course requirements must be met to earn 120 clock hours.

There are 18 modules that covers the 6 Competency Standards and the 13 functional areas. In - Class sessions will be held **Monday thru Thursday, Thursday thru Sunday, or Saturday thru Tuesday**. Students can choose when class session is best for their schedule. Our online Synchrony courses will consist of (6 classroom hours daily for four days which will total the amount of 24 hours) and students will have 6 hours of homework, online discussions, and other requirements outside the classroom each week totaling **30 per week for 4 weeks**. All classes combined in-class and out of class will be the sum of 120 hrs. which counts toward the CDA credential . There are 4 weeks covering all material from each of the standards. Below, you will find a chart that breaks down the clock hours for each module. All modules are the sum of the standards and functional areas.

**Safe-10 hrs.**

**Healthy15hrs.**

**Learning Environment- 10 hrs.**

**Physical- 15 hrs.**

**Self- 15 hrs.**

**Creative-15hrs.**

**Family- 10 hrs.**

**Program Management- 15hrs.**

**Professionalism-15 hrs.**

**Total: 120 hrs.**

## CDA Course: 120 Clock Hours Chart – Modules 1-9 and 6 Competency Standards

Overview: There are 18 modules and 6 Competency Standards.

Each lesson focuses on the 6 Competency Standards and the 13 functional areas.

**All classes will be held on (Monday thru Thursday, Thursday thru Sunday, or Saturday thru Tuesday)** There are three sessions students may choose from to help better meet their needs. All Homework is permitted to be turned in Sunday by midnight at the end of each week.

Weeks	Competency Goals	Resource Collection	Other Project Assignments
<p><b>Week 1 (Modules 1, 2, 3,) Part 1 &amp; 2</b></p> <p><b>SAFE-(10hrs.) HEALTHY-(15hrs.) LEARNING ENVIRONMENT (5hrs)</b></p> <p><b>Total : 30 hrs.</b></p>	<p><b>Competency Goal 1, 2, 3,</b></p>	<p><b>RC (I 1,2,3) and RC II</b></p>	<p><b>Begin Portfolio  Work On Class Assignments</b></p>
<p><b>Week 2 (Modules 3, 4,5 ) Part 1 &amp; 2</b></p> <p><b>LEARNING ENVIRONMENT(5hrs.) PHYSICAL(15hrs.) SELF (10hrs)</b></p> <p><b>Total: 30 hrs.</b></p>	<p><b>Competency Goal 2, 3</b></p>	<p><b>RC III</b></p>	<p><b>Family Questionnaires  Work On Portfolio  Work On Class Assignments</b></p>
<p><b>Week 3 (Modules 5 &amp; 6) Part 1 &amp; 2</b></p> <p><b>SELF(5hrs.) CREATIVE(15hrs.) FAMILY (10 hrs.)</b></p> <p><b>Total: 30 hrs.</b></p>	<p><b>Competency Goal 3,4,</b></p>	<p><b>RC IV (1,2,3,4)</b></p>	<p><b>Work On Portfolio  Work On Class Assignments</b></p>

<b>Week 4 (Modules 7,8, 9) Part 1 &amp; 2</b>  <b>PROGRAM MANAGEMENT(15hrs.)</b>  <b>PROFESSIONALISM (15hrs.)</b>  <b>Total: 30 hrs.</b>	<b>Competency Goal 5,6</b>	<b>RC V</b> <b>RC VI</b> <b>(1,2,3)</b>	<b>Professional Philosophy Statement</b>  <b>Work On Portfolio</b>  <b>Work On Class Assignments</b>  <b>CDA Checklist</b>  <b>Complete Portfolio</b>  <b>Schedule PDS Visit</b>  <b>CDA Exam</b>
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**\* A Certificate of Completion is Issued when all of the 120 hrs. and coursework are completed.**

**Evaluation Procedures & Grading Scale**

Each program is graded by taking the average of the grades received for the major project, small projects and/or assignments

**Small and Major Projects** are assessed in this course. Assignments are important because they are 30% of your grade. Assignments are classwork and homework which are given for every class and must be turned in on time to get credit. This is a requirement in order to receive 120 credit hours. Students may not eliminate or refrain from class and group assignments. You must turn in all coursework and all assignments must be turned in to get credit. Small projects aim to help further you're understanding of specific lessons and the major project is your Professional Portfolio both serve as assessments in this course. The assignments together are worth 70% of your grade. Professional Portfolio which will be the most essential element in your CDA process. This will be used during the Verification Visit with your PD Specialist for grading and evaluation.

The major project (40%) and small projects (30%) are combined for a total of 70 points/70% of the student's grade. Overall number of total points: 100%

The assignments collectively are 30 points 30% of the student's grade. It is imperative that all assignments are done entirely and to the best of your understanding for completeness.

<b>Assignment (30points)</b>	<b>30%</b>
<b>Major Project (40points)</b>	<b>40%</b>
<b>Small Projects (30points)</b>	
	<b>Total: 100%</b>

**Completing all class and homework assignment by the end of the course as well as meet all other requirements with a passing grade of 70% and above will result in 120 hours towards the student's Child Development Associate**

The following point totals correspond to the following grades:

**Points Grade:** 100–90 (A) 89–80 (B) 79–70 (c) Below 70 (F)

**Rubric for Major, Small, And Assignments Projects: Professional Portfolio Project**

Highest Total Points: 40	Excellent	Good	Fair	Poor
<b>Reflective Competency Standards Statements (1-6)</b>	<p><b>16 points</b></p> <p>Student demonstrates a full understanding and well written paragraphs about competency standards and Student provides significant detail, including Competency Statements sub topics</p>	<p><b>12 points</b></p> <p>Student demonstrates a good understanding and comprehensible written paragraphs most of the concepts and key points about competency standards Student provides moderate detailing of Competency standards and sub topic of Competency standards</p>	<p><b>8 points</b></p> <p>Student demonstrates a fair understanding of the competency standards and impartial written paragraphs presented. Content lacks detail or clarity.</p>	<p><b>4 points</b></p> <p>Student demonstrates little to no understanding of the Competency standards and key points. Paragraphs are poorly written and lack supporting details.</p>
<b>Resource Collections I- VI for Competency Standards 1-6</b>	<p><b>16 points</b></p> <p>All of the Resource Collections have met the requirements of the CDA Council. The Resource Collections have been compiled and is organized according to the CDA Council's request.</p>	<p><b>12 points</b></p> <p>Most of the Resource Collections have met the requirements of the CDA Council. The Resource Collections have been compiled and is organized according to the CDA Council's request.</p>	<p><b>8 points</b></p> <p>Some of the Resource Collections have been met according to the requirements of the CDA Council. The Resource Collections have been partially compiled and is organized according to the CDA Council's request.</p>	<p><b>4 points</b></p> <p>Little to none of the Resource Collections have met the Requirements of the CDA Council. The Resource Collections have not been compiled and nor are they in order according to the CDA Council's request</p>



<b>Writing of Reflective Competency Goal Statements</b>	<b>8 points</b> Competency Goal Statements are organized and/or contain less than three writing and/or spelling errors and are consistent in writing  Student demonstrates solid sentence-level and paragraph-level writing skills.	<b>6 points</b> Competency Goal Statements are organized and contain some writing and/or spelling errors and are consistent in writing  Student demonstrates adequate sentence-level skills and paragraph-level writing skills.	<b>4 points</b> Competency Goal Statements lack organization, correct grammar and/or show inconsistency in writing  Student demonstrates sentence-level skills, though paragraph-level writing skills minimally meets standard.	<b>2 points</b> Competency Goal Statements lack organization and/or contain several writings and/or spelling errors  Student's sentence-level and paragraph-level writing skills are below standard.
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Writing Skills</b>	<b>10 points</b> Assignments are organized and contains fewer than three writing and/or spelling errors and is consistent with the required writing style.  Student demonstrates solid sentence-level skills and paragraph-level writing skills	<b>8 points</b> Assignment is organized and contains some writing and/or spelling errors and is consistent with the required writing style.  Student demonstrates adequate sentence-level skills and paragraph-level writing skills.	<b>6 points</b> Assignment lacks organization, correct grammar and/or shows inconsistency with the required writing style.  Student demonstrates sentence-level skills, though paragraph-level writing skills	<b>4 points</b> Assignment lacks organization and contains significant writing and/or spelling errors and does not follow the required writing style.  Student's sentence-level and paragraph-level writing skills are well below standard  <div style="background-color: #00FFFF; padding: 2px; text-align: center;"><b>Highest Total Points: 30</b></div>
<b>Assignment Requirements</b>	<b>12 points</b> Student meets all the small project requirements as described in the assignment instructions.	<b>9 points</b> Student meets most of the small requirements as described in the assignment instructions.	<b>6 points</b> Student minimally meets the small project requirements as described in the assignment instructions.	<b>3 points</b> Student addresses few or none of the small project as described in the assignment instructions.  <div style="background-color: #00FFFF; padding: 2px; text-align: center;"><b>Highest Total Points: 30</b></div>

<p><b>Comprehension of Assignments</b></p>	<p><b>12 points</b></p> <p>Student has a full understanding of concepts and issues presented in the lessons and information learned. The student's work is reflective of the lesson in a creative, incisive, symbolic, and comprehensive presentation. Students effectively apply the general principles and ideas presented.</p>	<p><b>9 points</b></p> <p>Student demonstrates a good understanding of the concepts presented in the lessons and information learned.</p> <p>The student's work is a general reflection of the lesson in a creative, incisive, symbolic, and comprehensive presentation but does not fully connecting these to other ideas.</p> <p>Examples generally makes clarity and Students make inferences about the concepts/issues and connects to them to other ideas. Examples support presentation detail, info, and lesson</p>	<p><b>6 points</b></p> <p>Student demonstrates a fair understanding of the concepts and/or issues as presented in the lesson and information learned.</p> <p>Students somewhat applies the general reflection of the lesson in a creative, incisive, symbolic, and comprehensive presentation but does not fully connect these to other ideas.</p> <p>Examples lack detail or clarity. representation of lesson and information.</p>	<p><b>3 points</b></p> <p>A student demonstrates little to no understanding of the concepts and/or issues as presented in the lesson and information learned.</p> <p>Students do not successfully apply the general reflection of the lesson in a creative, incisive, symbolic, and comprehensive presentation and does not make inferences about the concepts/issues or connect them to other ideas.</p> <p>No examples or supporting details are included.</p> <p><b>Highest Total Points: 30</b></p>
<p><b>Writing Skills</b></p>	<p><b>6 points</b></p> <p>Assignments are organized and contains fewer than three writing and/or spelling errors and is consistent with the required writing style.</p> <p>Student demonstrates solid sentence-level skills and paragraph-level writing skills.</p>	<p><b>4 points</b></p> <p>Assignments are organized and contains some writing and/or spelling errors and is consistent with the required writing style.</p> <p>Student demonstrates adequate sentence-level skills and paragraph-level writing skills.</p>	<p><b>2 points</b></p> <p>Assignment lacks organization, correct grammar and/or shows inconsistency with the required writing style.</p> <p>Student demonstrates sentence-level skills, though paragraph-level writing skills</p>	<p><b>0 point</b></p> <p>Assignment lacks organization and contains significant writing and/or spelling errors and does not follow the required writing style.</p> <p>Student's sentence-level and paragraph-level writing skills are well below standard.</p> <p><b>Highest Total Points: 30</b></p>

**\*\*All of the course materials, lessons, textbooks, assignment dates, activities, lessons, and other learning enrichments can be modified or eliminated at any time without student permission. Notifications may be given if modifications, elimination, or upgrades are applied to the course.**

### **Awarded Hours & Graduation Requirements Policy**

To receive the 120 clock hours from **Prosperity Childcare Training Network CDA Program**, students must complete all lessons, meet all course requirements, and ensure that **tuition is paid in full**. If tuition and fees are not paid in full by the end of the course, the certificate will not be issued until the student account is paid in full and a zero balance is confirmed.