CCEI Florida Child Care Professional Credential (FCCPC) Certificate Program Syllabus

Settings: Infant/Toddler or Preschool or School-Age
Program Code: 5101-FL
Program Length: 130 Hours
IACET CEU Value: 13 CEUs
Program Start Date: Rolling Enrollment – Start Anytime
Program End Date: 365 days from enrollment date

Textbook Information: Textbook is required and must be purchased at the student's expense.

> *Working With Young Children* by Judy Herr; 6th Edition; Goodheart-Willcox Publishing; ISBN - 159070813X; Approximate Cost: $60

Program Description: The CCEI Florida Child Care Professional Credential (FCCPC) Certificate program of study is designed to provide the 120 clock hours of professional development required by the Department of Children and Families in the State of Florida. The program is broken into Instructional Units that focus on the eight FCCPC Content Areas. Each student in the CCEI Florida Child Care Professional Credential (FCCPC) Certificate program of study receives support from an Education Coach (EC). Each EC is an Early Childhood specialist and has previous experience working in a child care center or school.

Program Objectives: Upon satisfactorily completing the CCEI Florida Child Care Professional Credential (FCCPC) Certificate program of study, students should be able to:

- Demonstrate the completion of 480 contact hours in an early childhood setting
- Demonstrate knowledge of basic principles of child growth and development
- Identify the components to advance the physical, cognitive, communicative and creative development of young children
- Demonstrate the ability to create a developmentally appropriate learning environment that is safe, healthy, respectful, and supportive of children and families
- Identify the requirements of a safe, healthy learning environment for young children
- Demonstrate the ability to develop educational programs that promote the social and emotional development of children
- Define positive guidance techniques to support appropriate social and emotional development of young children
- Define emotional and cognitive development

- Demonstrate the ability to develop educational programs that improve motor, language, and cognitive development of children, including literacy development
- Demonstrate the ability to promote involvement and positive relationships with families and communities
- List the guidelines to establish productive relationships with families
- Demonstrate an understanding of and ability to apply the principles of screening and assessment of young children
- Define assessment as it relates to children in the early care setting
- Demonstrate the ability to identify and implement professionalism in the field of early childhood education
- Identify the requirements to maintain a commitment to professionalism
- Demonstrate the ability to identify and implement effective early childhood program management techniques
- Identify the components required to ensure a well-run, purposeful early childhood program responsive to the needs of the participants
- Demonstrate the ability to prepare an early childhood professional portfolio
- List the required components to document professional growth

Assessment Methodologies Used: Students enrolled in the CCEI Florida Child Care Professional Credential (FCCPC) Certificate program of study are assessed using the following methods:

- Competency based multiple choice questions
- Student written essays with written feedback
- Student activity and/or observations with written feedback
- End of course quizzes in multiple choice format
- Formal Classroom Observation
- Early Childhood Portfolio Review
- Cumulative Final Exam in multiple choice format

Enrollment Requirements:

- Must be 18 years of age or older
- Must possess a high school diploma or GED and submit documentation as proof. In accordance with Florida DCF requirements, students with a high school diploma awarded from a school outside of the United States or Puerto Rico must have their diploma evaluated for U.S. equivalency before submitting a copy to CCEI.
- Must have access to a computer and printer
- Must have a valid email address
- Must have access to the Internet through a JavaScript enabled web browser (i.e. Internet Explorer 6.0 or higher, Mozilla Firefox, etc.)
- Must be able to speak, read, and write well enough in the language the course is presented in to understand and complete the course material
- Must submit proof of 480 clock hours, in the last five (5) years, of working with children in an early childhood care setting. Of the 480 clock-hour requirement, 80 clock hours must be completed while enrolled in the program

Program Completion Requirements: All of the following requirements must be met in order for a student to graduate and receive the CCEI Florida Child Care Professional Credential (FCCPC) Certificate program of study Certificate of Completion.

- Complete all assigned coursework and readings
- Passing grade of 70% or better on all quizzes
- Receive a passing grade on all essay assignments
- Complete formal classroom observation by a CCEI approved observer, while working with children as a lead teacher in an early childhood classroom setting
- Complete Early Childhood Portfolio including the required collected material reviewed by your CCEI approved observer
- Pass a cumulative final exam in multiple choice format with a 70% or better
- Submit all documentation forms that are required for the program:
    - Proof of high school diploma or GED
    - Verification of required Contact Hours Statement
    - Observer Qualification Verification Form
    - Formal Observation Form and Summary Score Sheet
    - Early Childhood Portfolio Review Form

About the Coursework:

Competency Based Courses

These courses are content driven, and measure the student's comprehension of the stated course objectives. These courses contain competency based questions that do not allow the participant to move forward in the course unless questions are answered correctly. If a student answers incorrectly, the course reverts to the slide that presents the correct information.

Practical Application Courses – these course numbers end in P1 or P2

These courses require the student to apply concepts they have learned by doing actual exercises in the field or classroom. These courses also require observation and assessment work. The student must complete a series of written exercises detailing how he/she practically applies the concept addressed. Each written exercise must be reviewed and approved as satisfactory by a CCEI Education Coach to complete the course.

Evaluation Review Courses – these course numbers end in R

These courses require participants to complete writing assignments, including 250-word essays that demonstrate competency on specific topics. Written assignments must be reviewed and approved as satisfactory by a CCEI Education Coach to complete the course.

Competency Statements – these course numbers end in W

These courses require the student to write a series of competency statements demonstrating the student's comprehension of the topic addressed. Competency statements must be reviewed and approved as satisfactory by a CCEI Education Coach to complete the course.

Documentation Courses – these course numbers contain the letters RQ.

These courses require the student to submit some form of approved documentation.

Completion of CCEI Coursework: Students may complete a maximum of six (6) courses each day. Submission of final coursework, including observation and portfolio review, should occur at least two (2) weeks before end-of-program deadline to allow for grading and revisions. After completion of all required documentation and coursework, student will have access to final exam. Please refer to the Student Handbook for specific Academic Policy requirements.

Orientation to CCEI Online Training

CCEI014_CP_CE   **Overview to the CCEI Birth Through Five Florida Child Care Professional Credential (FCCPC)**

This course will provide students with an overview to the CCEI Birth Through Five Florida Child Care Professional Credential (FCCPC) Certificate program of study with ChildCare Education Institute (CCEI).

Documentation

CCEI1000RQ_CP_CE   Verification of Required Contact Hours

Students must have their center Director, Assistant Director, or Owner complete the Verification of Required Contact Hours Statement as written proof of 480 clock hours working with children in an early childhood setting in the last five (5) years. A minimum of 80 clock hours within the 480 hour requirement must be completed while completing the CCEI Florida Child Care Professional Credential (FCCPC) Certificate program of study. The completed and notarized Verification of Required Contact Hours Statement must be submitted to and approved by the CCEI Compliance Department to satisfy the documentation requirement.

CCEI1001RQ_CP_CE   Observer Qualification Verification

CCEI requires the student to obtain an observer who holds specific educational and experiential requirements and can demonstrate competency in the eight (8) content areas. The Observer Qualification Verification Form must be completed and submitted to the CCEI Compliance department along with documentation of proof that the educational and experiential requirements have been satisfied. Observers should not perform the student's observation assessment until notification by CCEI's Compliance department that they have been approved.

CCEI1002RQ_CP_CE   Formal Observation

CCEI requires that each student is formally observed once during the course of the program. This observation must be done within an early childhood classroom setting while the student is working with children as the lead teacher. CCEI provides an Observation Form and an Observation Instrument that must be used by the student-selected, CCEI approved observer when conducting the observation. The completed and notarized Observation Form and corresponding Summary Score Sheet must be submitted to and approved by the CCEI Compliance department to satisfy the documentation requirement.

CCEI1005RQ_CP_CE   **Early Childhood Portfolio Review**

Throughout the program students will compile and maintain an Early Childhood Portfolio (ECP). The ECP must be reviewed by the student's CCEI approved observer and the Early Childhood Portfolio Review Form must be completed, signed by the observer, and submitted to and approved by the CCEI Compliance department to satisfy the documentation requirement.

Content Area 1

CCEI810   Brain Development and Learning: What Every Early Care and Education Professional Should Know

This course explores the areas of the brain as they relate to learning, and how nature and nurture affect brain development.

CCEI790   Foundations in Learning – Hands-On Learning: John Dewey's Approach

The purpose of this course is to provide a basic introduction to the work of John Dewey, one of America's most influential educators.

CCEI854   Developmental Delights: Birth to Six Months

This course provides a brief overview of the physical, social, and educational development of children during their first six months of life.

CCEI855   Developmental Delights: Six to Twelve Months

This course provides a brief overview of the physical, social, and educational development of children during the six to twelve month period of life.

CCEI861   Developmental Delights: Twelve to Eighteen Months

This course provides a brief overview of the physical, social, and educational development of children ages twelve to eighteen months.

Reading Assignment
Read Chapter 5 in the Working with Young Children Textbook

CCEI039R   Evaluation Review: Understanding Children from Birth to Age Two

This course provides the opportunity for students to demonstrate knowledge of the development of children birth to age two. (Note: Students should read Chapter 5 in the Working with Young Children textbook prior to taking this course.)

Reading Assignment

Read Chapter 6 in the Working with Young Children Textbook

CCEI040R   Evaluation Review: Understanding Two and Three Year Olds

This course provides the opportunity for students to demonstrate knowledge of the development of children ages two and three. (Note: Students should read Chapter 6 in the Working with Young Children textbook prior to taking this course.)

Reading Assignment

Read Chapter 7 in the Working with Young Children Textbook

CCEI041R   Evaluation Review: Understanding Four and Five Year Olds

This course provides the opportunity for students to demonstrate knowledge of the importance new experiences play on the development of four and five year olds. (Note: Students should read Chapter 7 in the Working with Young Children textbook prior to taking this course.)

CCEI857   Developmental Delights: Two-Year Olds

The course provides a brief overview of the physical, social, and educational development of children ages two to three years.

CCEI881   Developmental Delights: Three Year Olds

This course provides a brief overview of the physical, social, and educational development of children ages three to four years.

CCEI882   Developmental Delights: Four and Five Year Olds

This course provides a brief overview of the physical, social, and educational development of four and five year old children.

CCEI968   Inclusion and Children with Special Needs

This course provides participants with a greater understanding of the importance of including children with various disabilities in the regular early childhood classroom.

CCEI080W_CP_CE   Statement of Competence, Content Area 1

This course is designed to give students the opportunity to demonstrate their knowledge of the basic principles of child growth and development by writing a 250 minimum word statement that includes career goals, and examples of positive early childhood practices.

Content Area 2

CCEI900   **Safety in the Infant/Toddler Classroom**

This course present practices and recommendations for preventing injuries and reducing unnecessary hazards in the indoor child care setting.

CCEI110A   **Indoor Safety in the Early Childhood Setting**

This course introduces early childhood professionals to indoor safety standards that must be met in an early childhood setting.

CCEI110AP1   **Indoor Safety in the Early Childhood Setting: A Practical Application Workshop**

This course assists child care professionals with the application of toy safety. It reviews safety musts and provides opportunities for student observation and technique assessment. This is a follow-up course for *CCEI110A, Indoor Safety in the Early Childhood Setting*.

CCEI110AP2   **Infant/Toddler Safety in the Early Childhood Setting: A Practical Application Course**

This course assists child care professionals with the application of safety practices in an infant/toddler classroom. It reviews proper procedures for safety, provides opportunities for student observation, and links the participant to an instructor for feedback. This is a follow-up course for *CCEI110A, Indoor Safety in the Early Childhood Setting*.

CCEI110B   **Outdoor Safety in the Early Childhood Setting**

This course identifies common outdoor injuries and appropriate ways to prevent them. Student will learn about the various components of playground safety and hazards, as well as the steps that must be taken to prevent accidental poisoning.

CCEI110BP1   **Outdoor Safety in the Early Childhood Setting - Practical Application Course**

This course assists child care professionals with the application of outdoor safety. It reviews safety musts, provides opportunities for student observation and technique assessment, and links the participant to an instructor for feedback. This is a follow-up course for *CCEI110B, Outdoor Safety in the Early Childhood Setting*.

HLTH104   **Basic Health and Hygiene Practices for the Early Childhood Setting**

This course provides basic information everyone should know about preventing the spread of infectious diseases in the child care setting.

CCEI530A   Nutrition I: The USDA Food Program and Meal Planning

This course explains the USDA's food plan, food groups and recommended serving sizes and components for each food group for planning meals and snacks in an early childhood education setting. Participants will plan a menu using the USDA Guidelines.

CCEI530B   Nutrition II: Nutrition and Food Service in the Childcare Setting

This course examines proper food service methods to be implemented in the childcare setting.

Reading Assignment

Read Chapter 26 in the Working with Young Children Textbook

CCEI037R   Evaluation Review: Guiding Food and Nutrition Experiences

This course provides the opportunity for students to demonstrate knowledge of how to appropriately guide food and nutrition experiences for young children. (Note: Students should read Chapter 26 in the Working with Young Children textbook prior to taking this course.)

Reading Assignment

Read Chapter 9 in the Working with Young Children Textbook

CCEI032R   Evaluation Review: Preparing the Environment

This course provides the opportunity for students to demonstrate knowledge of the components needed to encourage creativity in an early childhood classroom. (Note: Students should read Chapter 9 in the Working with Young Children textbook prior to taking this course.)

CCEI112A   Child Abuse: Signs and Reporting Requirements for Early Childhood Professionals

This course identifies and defines the major categories of child abuse, explains the responsibilities of mandated reporters, lists methods of reporting, and emphasizes the importance of visual checks.

CCEI081W_CP_CE   Statement of Competence, Content Area 2

This course is designed to give students the opportunity to demonstrate their knowledge of the creation of a developmentally appropriate learning environment that is safe, healthy, respectful, and supportive of children and families by writing a 250 minimum word statement that includes career goals and examples of positive early childhood practices.

Content Area 3

CCEI4001   **Positive Guidance, Part 1: What Is Positive Guidance and Why Is It Important?**

This course is the first in a six part series on positive discipline for young children. Participants will gain a better understanding of the value of working with infants to encourage brain development through a positive environment.

CCEI4002   **Positive Guidance, Part 2: Infants and Toddlers**

This course is the second in a six part series on positive discipline for young children. Participants will gain a better understanding of the value of working with infants to encourage brain development through a positive environment.

CCEI4003   **Positive Guidance, Part 3: The Terrific Twos! Positive Reinforcement and Setting Limits**

This course is the third in a six part series on positive discipline for young children. Participants will gain a better understanding of the value of working with infants to encourage the development of autonomy in a positive environment.

CCEI4004   **Positive Guidance, Part 4: The Preschool Years**

This course is the fourth in a six part series on positive discipline for young children. Participants will gain a better understanding of the value of working with infants to encourage healthy sleeping and eating habits.

CCEI4005   **Positive Guidance, Part 5: The Early School-Age Years**

This course is the fifth in a six part series on positive discipline for young children. Participants will gain a better understanding of the value of working with children during potty training.

Reading Assignment

Read Chapter 17 in the Working with Young Children Textbook

CCEI057R   **Evaluation Review: Handling Daily Routines**

This course provides the opportunity for students to demonstrate knowledge of the components needed to effectively handle daily routines in an early childhood classroom. (Note: Students should read Chapter 17 in the Working with Young Children textbook prior to taking this course.)

CCEI550   **Cool Cooking**

This class explores cooking as a classroom activity and focuses on activities that require little or no heat.

Reading Assignment

Read Chapter 14 in the Working with Young Children Textbook

CCEI054R   **Evaluation Review: Developing Guidance Skills**

This course provides the opportunity for students to demonstrate knowledge of effective positive guidance techniques. (Note: Students should read Chapter 14 in the Working with Young Children textbook prior to taking this course.)

CCEI660   **Supporting Appropriate Choices: The Preschool Teacher and Classroom Discipline**

This course defines discipline as it relates to the ECE setting and explains why children may behave inappropriately.

CCEI082W_CP_CE   **Statement of Competence, Content Area 3**

This course is designed to give students the opportunity to demonstrate their knowledge of the development of educational programs that promote the social and emotional development of children by writing a 250 minimum word statement that includes career goals and examples of positive early childhood practices.

Content Area 4

CCEI1010   **Planning an Early Childhood Environment that Promotes Creativity**

This course defines creativity and explains the value of encouraging creativity in young children.

CCEI450A   **Launching Learning Centers in Your Classroom**

This course examines the process of establishing and enhancing learning centers in an early childhood education setting.

CCEI450B   **Liven Up Your Learning Centers**

This course focuses on enhancing traditional learning centers in the classroom.

Reading Assignment

Read Chapter 10 in the Working with Young Children Textbook

CCEI033R   **Evaluation Review: Selecting Toys, Equipment, and Educational Materials**

This course provides the opportunity for students to demonstrate knowledge of selecting appropriate toys and equipment for an early childhood environment. (Note: Students should read Chapter 10 in the Working with Young Children textbook prior to taking this course.)

CCEI690   **Rainbows and Rembrandts: Enhancing Art in the Preschool Classroom**

This course introduces preschool teachers to the basic concepts of developing and managing art projects.

CCEI760   **Rainbows and Rembrandts: Including Fine Art in Young Children's Programs**

This course is designed to provide an understanding of the development of aesthetic art appreciation in preschool children.

Reading Assignment

Read Chapter 27 in the Working with Young Children Textbook

CCEI058R   **Evaluation Review: Guiding Music and Movement Experiences**

This course provides the opportunity for students to demonstrate their knowledge of music as a form of communication. (Note: Students should read Chapter 27 in the Working with Young Children textbook prior to taking this course.)

CCEI330   **Books and Beyond: Language Development in Young Children**

This course introduces methods for creating a learning environment that provides the opportunity for children to develop language through speaking, reading, writing, and listening.

CCEI330P1   **Books and Beyond: Language Development in the Infant/Toddler Classroom – A Practical Application Course**

This course aids the early childhood teacher in evaluating strategies and activities that promote language development in infants and toddlers. This is a follow-up course for *CCEI330, Books and Beyond: Language Development in Young Children.*

CCEI330P2   **Language Development in the Preschool Classroom: A Practical Application Course**

This course assists the early childhood teacher in evaluating his or her environment for activities that promote language development in the preschool classroom. It is a follow-up course to *CCEI330, Books and Beyond: Language Development in Young Children.*

Reading Assignment

Read Chapter 20 in the Working with Young Children Textbook

CCEI048R   **Evaluation Review: Guiding Storytelling Experiences**

This course provides the opportunity for students to demonstrate their knowledge of guiding storytelling experiences in the early childhood classroom. (Note: Students should read Chapter 20 in the Working with Young Children textbook prior to taking this course.)

CCEI430   Math Madness

This course explains how children learn pre-math skills during the preschool years and provides suggestions for numerous math activities for young children.

CCEI430P1   Math Madness: A Practical Application Course

This course requires students to apply their knowledge of concepts that help preschool children learn the thinking skills that are the foundation for formal math activities. This is a follow-up course for *CCEI430, Math Madness.*

Reading Assignment

Read Chapter 23 in the Working with Young Children Textbook

CCEI051R   Evaluation Review: Guiding Math Experiences

This course provides the opportunity for students to demonstrate knowledge of math experiences that promote the development of key math concepts. (Note: Students should read Chapter 23 in the Working with Young Children textbook prior to taking this course.)

CCEI440   Sensational Science

This course examines age appropriate guidelines and activities for setting up a science center that includes activities that build curiosity.

Reading Assignment

Read Chapter 24 in the Working with Young Children Textbook

CCEI052R   Evaluation Review: Guiding Sciences Experiences

This course provides the opportunity for students to demonstrate knowledge of guiding science experiences and explain various ways to teach science concepts. (Note: Students should read Chapter 24 in the Working with Young Children textbook prior to taking this course.)

CCEI820   Games & Group Activities for Children of all Ages

This course identifies the benefits of playing games with children of various ages and provides students with numerous suggestions for enhancing daily group activities.

CCEI083W_CP_CE   Statement of Competence, Content Area 4

This course is designed to give students the opportunity to demonstrate their knowledge of the development of educational programs that improve motor, language, and cognitive development of children, including literacy development by writing a 250 minimum word statement that includes career goals, and examples of positive early childhood practices.

Content Area 5

CCEI4006   **Positive Guidance, Part 6: Working with Parents**

In this course, students will learn strategies for sharing positive guidance principles and methods with parents.

Reading Assignment

Read Chapter 32 in the Working with Young Children Textbook

CCEI044R   **Evaluation Review: Involving Parents and Families**

This course provides the opportunity for students to demonstrate knowledge of positive caregiver/family alliances in early childhood programs. (Note: Students should read Chapter 32 in the Working with Young Children textbook prior to taking this course.).

CCEI520   **Parent Communication: Building Partners in the Education Process**

This course discusses the importance of open communication between parents and teachers.

CCEI520P1   **Parent Communication: A Practical Application Course**

In this course, participants will demonstrate knowledge of communication strategies between parents and teachers. This is a follow-up course for *CCEI520, Parent Communication: Building Partners in the Education Process*

CCEI3022   **Parent-Teacher Conferences**

This course explores the parent's role in parent-teacher conferences.

CCEI640   **Creating a Multicultural Environment**

This course explains multiculturalism and the importance of introducing new cultures in the early childhood classroom.

FAM100P   **Family Involvement Overview**

This course addresses the importance of family involvement when designing a program to meet the developmental needs of young children.

CCEI961   **Parenting Children Ages 1-4**

This course provides parents and early childhood professionals with an inside look at the numerous jobs a parent fills.

CCEI084W_CP_CE   Statement of Competence, Content Area 5

This course is designed to give students the opportunity to demonstrate their knowledge of the promotion of involvement and positive relationships with families and communities by writing a 250 minimum word statement that includes career goals and examples of positive early childhood practices.

Content Area 6

Reading Assignment
Read Chapter 3 in the Working with Young Children Textbook

CCEI043R   Evaluation Review: Observing Children: A Tool for Assessment

This course provides the opportunity for students to demonstrate knowledge of Assessment tools used to record and interpret data. (Note: Students should read Chapter 3 in the Working with Young Children textbook prior to taking this course.)

CCEI1200   Assessing Young Children Part 1 - Introduction to Assessment

In this course, students will gain an understanding of the importance of assessing young children and learn how to create a narrative summary for the assessment of each child.

CCEI1210   Assessing Young Children Part 2 - Methods of Assessment

In this course, students will examine six methods for assessing young children and discover how to successfully apply these techniques in the early childhood classroom.

CCEI1220   Assessing Young Children Part 3 - Pulling it All Together

In this course, students will focus on understanding how to interpret assessment data.

CCEI1220P1   Informal Assessment: Observations - A Practical Application Course

In this course, students will use observation methods to assess a young child in the classroom setting. This is a follow-up course for *CCEI1220, Assessing Young Children Part 3 - Pulling it All Together*.

CCEI1220P2   Informal Assessment: Frequency Charts and Checklists - A Practical Application Course

In this course, students will implement and analyze the use of a developmental checklist and a frequency chart. This is a follow-up course for *CCEI1220, Assessing Young Children Part 3 - Pulling it All Together*.

CCEI1220P3   **Informal Assessment: Child Interviews - A Practical Application Course**

In this course, students will practice using child interviews as one element of an effective assessment system. This is a follow-up course for *CCEI1220, Assessing Young Children Part 3 - Pulling it All Together*.

CCEI085W_CP_CE   **Statement of Competence, Content Area 6**

This course is designed to give students the opportunity to demonstrate their knowledge, understanding and application of the principles of screening and assessment by writing a 250 minimum word statement that includes career goals and examples of positive early childhood practices.

Content Area 7

CCEI680A   **Orientation to Child Care: Roles and Responsibilities for Teachers**

This course discusses the roles and responsibilities of being a teacher in an early childhood setting.

CCEI059T   **Principles from the NAEYC Code of Ethical Conduct**

This course gives participants the opportunity to explore the principles behind the NAEYC Code of Ethical Conduct.

Reading Assignment

Read Chapter 1 in the Working with Young Children Textbook

CCEI030R   **Evaluation Review: You: Working with Young Children**

This course provides the opportunity for students to demonstrate knowledge of the requirements for staff working with young children. (Note: Students should read Chapter 1 in the Working with Young Children textbook prior to taking this course.)

Reading Assignment

Read Chapter 2 in the Working with Young Children Textbook

CCEI031R   **Evaluation Review: Types of Early Childhood Programs**

This course provides the opportunity for students to demonstrate knowledge of the types of early childhood programs. (Note: Students should read Chapter 1 in the Working with Young Children textbook prior to taking this course.)

Reading Assignment

Read Chapter 33 in the Working with Young Children Textbook

CCEI045R   **Evaluation Review: A Career for You in Early Childhood Education**

This course provides the opportunity for students to demonstrate knowledge of the important considerations in choosing a career in early childhood education. (Note: Students should read Chapter 33 in the Working with Young Children textbook prior to taking this course.)

CCEI963   **Advocacy for the Center, Parents, Children and Staff**

This course examines the many reasons educators should advocate for their center, parents, children and staff and effective ways of doing so.

CCEI800   **The Director/Teacher's Portfolio: Fostering and Documenting Professional Development**

This course introduces the practice of developing a professional director/teacher portfolio as a means of enhancing professional growth.

CCEI805P1   **Professionalism Applied: Creating an Autobiography - A Practical Application Course**

This course requires students to students to write a professional autobiography dealing with their personal experiences in early childhood education.

CCEI805P2   **Growing as an Early Childhood Professional**

This practical application course provides students with information regarding professional growth in the early childhood care and education field.

CCEI086W_CP_CE   **Statement of Competence, Content Area 7**

This course is designed to give students the opportunity to explain the identification and demonstration of professionalism in the field of early childhood education by writing a 250 minimum word statement that includes career goals and examples of positive early childhood practices.

Content Area 8

Reading Assignment

Read Chapter 28 in the Working with Young Children Textbook

CCEI038R   **Evaluation Review: Guiding Field Trip Experiences**

This course provides the opportunity for students to demonstrate knowledge of key points of consideration for field trip experiences. (Note: Students should read Chapter 28 in the Working with Young Children textbook prior to taking this course.)

ADM103   **Basic Transportation and Field Trip Safety for Child Care Centers**

This course presents recommended practices and policies for the safe, developmentally appropriate transport of young children to and from child care centers.

CCEI110CP1   **Transportation and Field Trip Safety: A Practical Application Course**

This course requires students to apply their knowledge of transportation and field trip safety concepts. This is a follow-up course for *ADM103, Basic Transportation and Field Trip Safety for Child Care Centers*.

CCEI959   **Legal and Regulatory Issues for Child Care Centers**

This course focuses on legal issues that affect early care and education centers.

CCEI965   **Staff Retention & Motivation Part I**

This course provides students with an overview of the strategies used to retain and motivate staff in a child care center.

CCEI966   **Staff Retention & Motivation Part II**

This course is the second in a two-part series about staff retention and motivation in an early childhood education setting.

CCEI087W_CP_CE   **Statement of Competence, Content Area 8**

This course is designed to give students the opportunity to explain the identification and demonstration of effective program management techniques by writing a 250 minimum word statement that includes career goals and examples of positive early childhood practices.