

Instructor-Supported CDA Certificate Program Syllabus

Setting: Infant/Toddler or Preschool or Family Care

Program Code: 1206-CDA

Program Length: 130 hours

IACET CEU Value: 13.0 CEU's

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.

Program Description: The Instructor-Supported CDA Certificate meets the 120 clock hours of professional development required by The Council for Professional Recognition in order to obtain the National CDA Credential. The program is broken into three Instructional Units. These units focus on the six CDA Competency Standards established by The Council for Professional Recognition. Each student in the Online Instructor-Supported CDA Certificate program 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 Instructor-Supported CDA Certificate program, students should be able to:

- Define the requirements to establish and maintain a safe, healthy learning environment for young children
- Identify the components to advance the physical, cognitive, communicative and creative development of young children
- Define positive guidance techniques to support appropriate social and emotional development of young children
- List the guidelines to establish productive relationships with families
- Identify the components required to ensure a well-run, purposeful early childhood program responsive to the needs of the participants
- Identify the requirements to maintain a commitment to professionalism

Assessment Methodologies Used: Students enrolled Instructor-Supported CDA 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
- 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 obtained from institutions accredited and recognized by U. S. Department of Education and submit documentation as proof. High school diplomas earned outside the U. S., it must be translated by someone who is a member of the American Translators Association, an approved credential evaluation agency approved by the Bureau of Educators Certification, or an accredited college/university.
- 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 7.0 or higher, Mozilla Firefox 3.0 or higher, 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
- Several courses within this program require observation, assessment, and practical application of learning principles in an early childhood learning environment. Students must be working in or have access to an early childhood environment to successfully complete these courses.

Program Completion Requirements: All of the following requirements must be met in order for a student to graduate and receive a certificate of completion for the Instructor-Supported CDA Certificate program of study.

- Complete all assigned coursework and readings
- Receive a passing grade of 70% or better on all quizzes
- Receive a passing grade on all essay assignments
- 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

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 redirects the student to the section of the course that presents the correct information.

Practical Application Courses - These courses end in P or 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 may also require observation and assessment work. The student must complete a series of written exercises designed around the exercises in the course. Each written exercise must be reviewed and approved as satisfactory by the student's assigned 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 the student's assigned 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 the student's assigned Education Coach to complete the course.

Completion of CCEI Coursework: Students may complete a maximum of six (6) courses each day. Submission of final coursework 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

CCEI011 Overview to the Online Instructor-Supported CDA Program

This course provides an overview of the Instructor-Supported CDA Certificate program of study offered by ChildCare Education Institute. Students will review program completion requirements, requirements established by the Council for Professional Recognition in order to receive the CDA Credential, and an overview of each Instructional Unit in the program.

Instructional Unit One

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. Upon successful completion of this course, a student should be able to identify three protective factors or strategies for reducing a child's stress, describe an incident in which a child has made an important connection that furthers their learning and select factors related to the nature vs. nurture debate.

CCEI790 Foundations in Learning: John Dewey's Approach

This course provides a basic introduction to the work of John Dewey, one of America's most influential educators, including an overview of his main theories and their application in today's early childhood classroom.

Reading Assignment

Read Chapter 5 in the Working with Young Children Textbook

CCEI854 Developmental Delights: Birth to Six Months

This course provides a brief overview of the physical, cognitive, social, and emotional development of infants during their first six months of life. Courses in this series introduce early childhood development to child care workers and educators and suggest practical applications for the childcare setting.

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 Twenty-Four Months

This course provides a brief overview of the physical, social, and educational development of children during the 12- to 24-month period of life.

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

CCEI857 Developmental Delights: Two-Year-Olds

This 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.

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

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.

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.)

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.

CCEI968 Inclusion and Children with Special Needs

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

CCEI110A Indoor Safety in the Early Childhood Setting

This course introduces early childhood professionals to indoor safety standards in an early childhood setting.

CCEI110AP1 Toy Safety in the Early Childhood Setting: A Practical Application Course

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.

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

This course requires students to apply their knowledge of outdoor safety. It reviews safety musts and provides opportunities for student observation and technique assessment. This is a follow-up course for *CCEI110B, Outdoor Safety in the Early Childhood Setting*.

Reading Assignment

Read Chapter 26 in the Working with Young Children Textbook

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.

CCEI530B Nutrition II - Nutrition and Food Service in the Child Care Setting

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

CCEI119 Food Allergies

This course provides an overview of food allergies and the basic safety principles to employ in the early care setting to prevent adverse allergic reactions.

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.)

CCEI112A Child Abuse: Signs of Abuse 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.

CCEI112P1 Recognizing the Signs and Behaviors that Indicate Child Abuse: A Practical Application Course

This course requires students to apply their knowledge of assessing and recognizing behaviors that may indicate child abuse or neglect. Reviews through case studies and community research are required for completion. This is a follow-up course for *CCEI112A, Child Abuse: Signs of Abuse and Reporting Requirements for Early Childhood Professionals*.

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.)

CCEI080W Planning a Safe, Healthy Environment

This course provides the opportunity for students to demonstrate knowledge of the basic principles of creating a developmentally appropriate learning environment that is safe, healthy, respectful, and supportive of children and families.

Instructional Unit Two

Reading Assignment

Read Chapter 14 in the Working with Young Children Textbook

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

Upon successful completion of this course, students should be able to define the term positive guidance and explain why it is valuable for caregivers to use it during the early childhood years.

CCEI4002 Positive Guidance, Part 2: Infants and Toddlers

In this course, students will identify strategies for promoting self-identity, self-confidence, and self-control in young children.

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

In this course, participants will learn to identify important developmental milestones of two year-olds and learn positive guidance strategies for this age group.

CCEI4004 Positive Guidance, Part 4: The Preschool Years

In this course, students will learn a wide variety of positive guidance methods for use in the preschool environment (ages 3 to 4).

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

This course focuses on specific guidance methods for early school-age children.

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.

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 discusses why children may misbehave inappropriately, and provides suggested responses to inappropriate behavior.

Reading Assignment

Read Chapter 10 in the Working with Young Children Textbook

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.

CCEI450P1 Evaluating Learning Centers in the Preschool Classroom: A Practical Application Workshop

This course assists teachers with evaluating the learning centers in their classroom for their appropriateness and interest to children. This is a follow-up course for *CCEI450A: Launching Learning Centers in Your Classroom* and *CCEI450B: Liven Up Your Learning Centers*.

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.)

Reading Assignment

Read Chapter 27 in the *Working with Young Children* Textbook

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.

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.)

Reading Assignment

Read Chapter 20 in the *Working with Young Children* Textbook

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

This course requires students to apply their knowledge of strategies and activities that promote language development in infants and toddlers. This is a follow up course to *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. This is a follow up course to *CCEI330: Books and Beyond: Language Development in Young Children*.

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.)

Reading Assignment

Read Chapter 23 in the Working with Young Children Textbook

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 to *CCEI430: Math Madness*.

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.)

Reading Assignment

Read Chapter 24 in the Working with Young Children Textbook

CCEI440 Sensational Science

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

CCEI052R Evaluation Review: Guiding Science 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.

CCEI081W Promoting Physical and Cognitive Development

This course provides the opportunity for students to demonstrate knowledge of the basic principles of the development of educational programs that improve motor, language, and cognitive development of children, including literacy development.

CCEI082W - Supporting Social and Emotional Development

This course provides the opportunity for students to demonstrate knowledge of the basic principles of the development of educational programs that promote the social and emotional development of children.

Instructional Unit Three

Reading Assignment

Read Chapter 32 in the Working with Young Children Textbook

CCEI4006 Positive Guidance, Part 6: Working with Parents

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

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 Educational Process

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

CCEI520P1 Parent Communication: A Practical Application Course

This course requires students to apply their knowledge of parent communication strategies in a child care environment. This is a follow up course to *CCEI520: Parent Communication: Building Partners in the Educational 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: A Practical Application Course

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.

CCEI083W Positive Relationships with Families and Communities

This course provides the opportunity for students to demonstrate knowledge of the basic principles of the promotion of involvement and positive relationships with families and communities.

Reading Assignment

Read Chapter 3 in the Working with Young Children Textbook

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 – Interpreting Data and Improving Practices

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 to *CCEI1220: Assessing Young Children: Part 3 – Interpreting Data and Improving Practices*.

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 to *CCEI1220: Assessing Young Children: Part 3 – Interpreting Data and Improving Practices*.

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 to *CCEI1220: Assessing Young Children: Part 3 – Interpreting Data and Improving Practices*.

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.)

Reading Assignment

Read Chapter 28 in the Working with Young Children Textbook

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 Workshop

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*.

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.)

Reading Assignment

Read Chapter 2 in the Working with Young Children Textbook

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 providing students with the strategies used to retain and motivate staff in a child care center.

CCEI031R - Evaluation Review: Types of Early Childhood Programs

This course provides the opportunity for students to demonstrate knowledge of the various types of early childhood programs. (Note: Students should read Chapter 2 in the Working with Young Children textbook prior to taking this course.)

CCEI084W - Effective Program Operation

This course provides the opportunity for students to identify and demonstrate effective program management techniques.

Reading Assignment

Read Chapter 1 in the Working with Young Children Textbook

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.

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 33 in the Working with Young Children Textbook

PROF102 Elements of Professionalism

The goal of this course is to provide teachers and directors with a greater understanding of what constitutes professionalism in the early childhood industry and how professionalism affects program quality.

CCEI800 The Professional 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

This practical application course requires students to write a professional autobiography dealing with their personal experiences in early childhood education. This is a follow up course to *CCEI800: The Professional Portfolio: Fostering and Documenting Professional Development*.

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. This is a follow up course to *CCEI800: The Professional Portfolio: Fostering and Documenting Professional Development*.

CCEI045R Evaluation Review: A Career for You in Child Care

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.)

CCEI085W Professionalism

This course provides the opportunity for students to identify and demonstrate professionalism in the field of early childhood education.