



# Child Development Training

## PROGRAM OUTLINE

### PROGRAM GOAL AND OUTCOMES

#### Program Goal

This certificate is designed to meet the CDA requirement for 120 hours of formal education related to professional child care, covering the fundamentals of early childhood education, child growth and development, and health, safety, and nutrition for young children.

Program Outcomes	Courses	Evidence of Learning
Know how to supervise and monitor the safety of children in their care	Foundations of the Teaching Learning Process	Multiple-choice lesson exams
	Observation Report Project	Multiple-choice lesson exams
	ECE111 Webinar	Webinar
	Graded Toy Project	Graded project
Understand the preparation of meals and snacks, helping children keep good hygiene, changing diapers, and sanitizing toys and play equipment	Foundations of a Healthy Lifestyle	Multiple-choice lesson exams
	Living a Healthy Life	Multiple-choice lesson exams
	From Theory to Practice	Multiple-choice lesson exams
Know how to organize activities and implement a curriculum that allow children to learn about the world and explore interests; support children's emotional and social development, encouraging understanding of others and positive self-concepts	Foundations of Curriculum	Multiple-choice lesson exams
	Foundations for Formal Education	Multiple-choice lesson exams
	Theory and Research in Child Development	Multiple-choice lesson exams
	Foundations of Development	Multiple-choice lesson exams
	Cognitive and Language Development	Multiple-choice lesson exams
	Personality and Social Development	Multiple-choice lesson exams
	Contexts for Development	Multiple-choice lesson exams
Recognize signs of emotional or developmental problems in children and bring the problems to the attention of parents	Social Skills and Motor Development	Multiple-choice lesson exams
	Cognitive Development, Language, and Emerging Literacy	Multiple-choice lesson exams
Understand the keeping of records of children's progress, routines, and interest, including daily observations and information about activities, meals served, and medications administered	Understanding Observation and Behavior	Multiple-choice lesson exams
	Developing Creativity and Sharing Assessment Data	Multiple-choice lesson exams

## PROGRAM STRUCTURE

### Orientation to Early Childhood Education

Lesson 1	<b>Starting Your Program</b>
Lesson 2	<b>New Student Orientation</b>

### ECE 111: Fundamentals of Early Childhood Education

Lessons 3–9	<b>Fundamentals of Early Childhood Education</b>
Textbook	<b><i>Foundations of Early Childhood Education</i></b>

### ECE 220: Child Growth and Development

Lessons 10–15	<b>Child Growth and Development</b>
Textbook	<b><i>Childhood and Adolescence: Voyages in Development</i></b>

### ECE 130: Health, Safety, and Nutrition for Young Children

Lessons 16–21	<b>Health, Safety, and Nutrition for the Young Child</b>
Textbook	<b><i>The Young Child and the Environment</i></b>

### ECE 240: Assessment in Early Childhood Education

Lessons 22–26	<b>Assessment in Early Childhood Education</b>
Textbook	<b><i>Observing Development of the Young Child</i></b>

This certificate fulfills the requirement for 120 hours of professional education required to obtain your CDA credential. In addition, you must meet the following eligibility requirements:

- Be 18 years of age or older
- Hold a high school diploma or GED
- Have 480 hours of professional experience working in the setting in which you're seeking your credential within the last 3 years
- Purchase an application packet which costs \$25.00 from the Council for Professional Recognition at **[www.cdacouncil.org](http://www.cdacouncil.org)**
- Pay the \$425.00 application fee and complete all requirements mandated by the Council for Professional recognition, including creating a professional portfolio, obtaining parent questionnaires, demonstrating professionalism in your credential setting, a reflective dialog, and a CDA examination at your local Pearson Vue test center

# COURSE DESCRIPTIONS AND OBJECTIVES

## SYP001: Starting Your Program

The Starting Your Program course is designed to help you make a smooth transition to Penn Foster, including learning how to use all the tools and resources that are available to you. The goal is to help you become a confident, independent learner.

By the end of this course, you'll be able to do the following:

- Further express your goals and expectations
- Navigate the Penn Foster learning environment, including your Student Portal
- Describe what it takes to be a successful online learner
- Identify your preferred study aids and learning styles
- Determine personal financial goals
- Practice some important study and time management skills
- Access and use helpful resources, such as the Penn Foster Virtual Library, and various help features

## ECE 111: Fundamentals of Early Childhood Education

This is a survey course that discusses the similarities and differences in young children, the components of quality early childhood education programs, and the role of the professional early childhood educator.

By the end of this course, you'll be able to do the following:

- Plan the steps needed in developing an ideal model of a childcare setting
- Analyze the effects of environment and adherence to routines on the developmental appropriacy of a child
- Prepare a holistic curriculum for developing linguistic, analytical, and social skills in early childhood education
- Record observations of child interactions in an early childhood facility
- Prepare a report of an interview with an ECE Site Supervisor

## ECE 220: Child Growth and Development

This course presents a variety of theoretical viewpoints to provide you with a well-balanced view of a child's developmental process. Current studies and research provide you with an understanding of the principal topics of child psychology as well as recent trends in socially relevant problem areas.

By the end of this course, you'll be able to do the following:

- Demonstrate an understanding of the liberal arts, natural sciences, and social sciences
- Identify the important processes, time periods, and issues in development
- Explain the elements of biological, physical, and perceptual development
- Explain how the elements of cognition and language impact development
- Analyze socioemotional development and how this relates to the self and identity
- Analyze how social contexts impact development and growth
- Compare child development in two separate age groups

## ECE 130: Health, Safety, and Nutrition for Young Children

Each day seems to bring more dire news about health, especially children's health. Children are watching more television, spending more time in front of screens and spending less time engaging in physical exercise. There's bad news about the American diet, which includes contaminated, fatty, and processed foods. We're alerted to the presence of various toxins in the air, water, soil, and food. This means higher rates for cancer, heart disease, childhood obesity, and diabetes. We aren't in very good shape, and children are inheriting our polluted world and bad habits. Early childhood educators and staff have the potential to create enormously positive changes in the way children eat, exercise, and avoid injurious habits. The good news is that children love to stay physically active, and they're far more open to new foods and different diets than most adults are. Physical fitness and healthy habits almost come naturally to children!

By the end of this course, you'll be able to do the following:

- Identify the environmental and biological threats to children's health and safety and how to protect children from them
- List developmentally appropriate toys and materials
- Describe the importance of nutrition, physical activity, and mental and physical health education
- Identify the basic concepts of nutrition and food for children
- List the resources available for children with special health needs and facility design considerations
- Consider how a center director would ensure health, safety, and nutrition of children in a program

## ECE 240: Assessment in Early Childhood Education

The current emphasis on producing high-quality, comprehensive programming for young children requires early-learning professionals to develop excellent observation and assessment skills. To do your best work on behalf of children, you must be able to accurately determine the skill level of each child. As early-learning programs and elementary schools begin to work cooperatively to provide seamless transitions for children, your observations and assessments will follow them throughout their school years. The first two chapters of the textbook describe the purpose of observation and assessment in the early childhood classroom, and the process of collecting and recording these observations in the Child Development Checklist. Chapters 3 through 11 cover the specific sections of the checklist and provide practical suggestions for fostering children's development in each learning area. The final chapter discusses how you can share your observations with the children's family members.

By the end of this course, you'll be able to do the following:

- Analyze the importance of observation and understanding the development of self-esteem related to assessment
- Categorize the assessment methods of social and emotional skills and motor development
- Distinguish between the teaching processes related to cognitive development, language, and emerging literacy
- Point out the importance of developing creativity and sharing assessment data with families
- Observe a child and fill out a Child Development Checklist

**Note:** The titles of your learning materials may be different from those listed on your program outline. There is no need to call your instructor about these differences. While the titles of certain learning materials may differ, the educational content is the same. All learning materials are designed to give you the finest education in your field. If you need instructional assistance, however, be sure to call for help. We reserve the right to revise the program of study and the instructional materials and to substitute for the items of equipment offered.