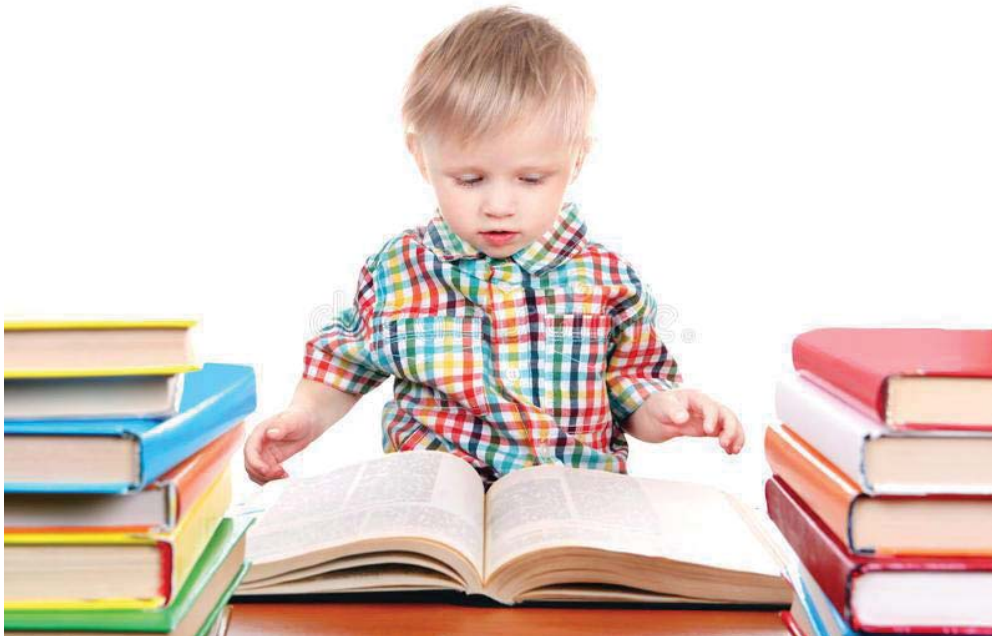




CHILD DEVELOPMENT EDUCATION ALLIANCE, INC.
5939 Blackthorn Road, Jacksonville, FL 32244

**CHILDHOOD EDUCATION CATALOG
FOR THE
FLORIDA CHILD CARE PROFESSIONAL CREDENTIAL**
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Volume 11
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GOVERNING BODY

The Administration and Staff of the Child Development Education Alliance, Inc.

Donna K Thornton-Roberts, CDEA Board President
Masters, Averett University
Bachelors of Science, Bluefield College

Angie Lechwar, Director of Training
Bachelor of Science, Florida State University
Master of Arts, University of North Florida

Support Staff

Gloria Williams, Membership Coordinator
Rebecca Simms, Training Coordinator
BS, Lee University Cleveland, Tennessee

Contracted Instructors

Angie Lechwar, BS, Elementary Education, Florida State University;
MA, Elementary Education and Early Child Hood, University of North Florida

Child Development Education Alliance, Inc. Board of Directors

The Board of the Child Development Education Alliance, Inc. has oversight of policies and functions.

| | |
|---------------------------|-----------------------|
| Donna K. Thornton-Roberts | President |
| Gabriel Smith | Vice President |
| Shari Lumberson | Secretary |
| Sen. Stephen Wise | Treasurer and Chaplin |
| Ellen McKinley | President Emeritus |

MISSION STATEMENT

It is the mission of CDEA to provide the highest standards of educational excellence within Christ-centered early-care and education programs, implemented through the following:

- Assisting early-care educators in applying the principles of child development and age appropriate education within the context of Christian programs.
- Providing a positive influence with state legislatures, child care licensing agencies, and other professional child development organizations.
- Guiding professionals and parents to provide young children with Judeo-Christian values and a belief system that will enable them to become secure, productive adults.
- Offering opportunities for Christian programs to build a well-trained staff based on developmentally appropriate concepts.
- Encouraging Christian staff to participate in community events which promote the benefits of a developmental approach to early childhood education.
- Promoting collaborative efforts to assist children and families needing financial assistance.

PURPOSES of CDEA

It is the purpose of this organization and of its credentials to guide and support early-care educators in Christian programs and assist in their efforts as follows:

- To enhance quality child development programs in Christian settings.
- To promote the acceptance of all children.
- To reaffirm the role of the traditional family.
- To improve the quality of early childhood education through the recognition of the importance of teaching Judeo-Christian moral and spiritual values.
- To assist policymakers in their efforts to provide children with a safe, and healthy environment in which to grow and learn.
- To be a positive influence with the legislature, child care licensing agencies, and other professional child development organizations.
- To be a positive image of Christian education in the early childhood field.
- To provide young children with moral and spiritual values as well as a Christian belief system that will enable them to become secure, productive adults.
- To provide administrators with up-to-date, accurate information on legislation which affects Christian early childhood programs.
- To assist parents, family providers, teachers, administrators and churches in their efforts to guide and teach young children.
- To provide opportunities for Christian child development programs to build a well-trained staff, based on Biblical values and developmentally appropriate concepts.
- To facilitate the networking of Christian early childhood professionals and programs.
- To unite the Christian community into a strong but Christ-like advocacy for maintaining the right to teach young children the moral and spiritual values of the Christian faith in our programs.
- To promote community efforts in the area of early childhood education.
- To advance Judeo-Christian values and developmental, age-appropriate education.

ACADEMIC CALENDAR

Online

Enrollment in **CDEA**'s online training fits every schedule. It is convenient and affordable and allows participants a full year to complete the training they need for a credential or renewal of a credential.

Classroom

CDEA Christian Ministry Modules are available in Jacksonville, Florida and as requested in other parts of the country. These modules may be combined with other state-approved training in Florida or CDA acceptable training elsewhere for a CCDE Credential.

On-site classes are not offered on the following days:

January 1 - 2

Easter Weekend

Mother's Day Weekend

Memorial Day Weekend

Father's Day Weekend

July 4

Labor Day Weekend

Veterans Day Weekend

Thanksgiving Day Weekend

The week before or after Christmas

ADMISSIONS POLICIES AND REQUIREMENTS

The **CHILD DEVELOPMENT EDUCATION ALLIANCE, INC.** will admit students to its credential programs that meet the following criteria:

- Be eighteen years of age.
- Have a high school diploma or GED issued by a Florida Department of Education approved accrediting agency.
- The applicant must be working in a setting reflects the credential applied for.

It is the policy of **CDEA** to admit all students that meet the admission requirements as outlined in the Credential Manual without regard for race, gender, or religion.

CDEA will make every effort to accommodate those applicants with disabilities under federal law. All online training is Americans with Disabilities Act (ADA) ready.

Any student denied admission will be informed in writing and will be given the reason(s) in writing. All records denying admission will be kept with the **CDEA** office for a period of not less than one (1) year.

Online training and credential process must be completed within one (1) year of enrollment date. Failure to complete the training will require student to buy a six months extension from Smart Horizons and **CDEA**. All training completed within the year will remain on transcript and need not be repeated.

The following requirements are necessary to complete the process and receive a credential:

- Complete the formal education requirement of the Florida Child Care Professional Credential (FCCPC) and the Christian Ministry Modules or Values-Based Modules
- Be a member of the **CDEA** or other professional organization approved by **CDEA**.
- Work currently in an environment that meets the eligibility requirements of the Florida Child Care Professional Credential (FCCPC). If the student changes jobs and calls us, we are glad to assist in any way we can.
- Complete all requirements as listed on Appendix F in the Credential Manual.

LICENSURE

The **CDEA** Early Childhood Training Division is licensed by the Commission for Independent Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. They may be contacted toll-free at 1-888-224-6684.

TRAINING OVERVIEW

Child Development Education Credentials

COURSE CDE 120 - FORMAL EDUCATION

The Child Development Education Credential requires 120 hours of Formal Education and an approved curriculum that includes 18 identified character development traits incorporated in a systematic approach are required. It does not require additional coursework as it is designed for those who are already implementing a curriculum which includes character development.

Units of Credit

One online training hour is equivalent to .1 CEU's (Continuing Education Unit).

Formal Education must include at least 10 hours of training in each of the following eight areas:

- Child Development
- Social/Emotional Development
- Physical/Mental Development
- Health, Safety, Learning Environment
- Family Relations
- Program Management
- Professionalism
- Observing and Recording

Christian Child Development Education Credential (CCDE)

COURSE CCDE 121 – CHRISTIAN MINISTRY MODULES FOR CCDE

The Christian Child Development Education Credential was developed to foster the efforts of Christian child development programs and upgrade the quality of care while maintaining a loving Christian environment. It is an entry level credential approved in some states as an equivalency to the National CDA. **The CCDE requires both the Christian Ministry Modules and the Formal Education components**

The Christian Ministry Modules include 24 hours of additional training offered by the **CDEA**. The Christian Ministry Modules are required for the CCDE Endorsement in addition to the Formal Education. The Christian Ministry Modules may be offered on-line at no additional costs. They may be taken separately by those interested in this endorsement. See www.cdealliance.org/training/on-line.

Christian Ministry Modules are offered in three 8-hour segments:

- Module 1 Moral/Spiritual Development of the Child
- Module 2 The Ministry of the Teacher/Administrator
- Module 3 Relationships with Families, Churches/Programs and Communities

Each Module is composed of 8 hours of online instruction. The Christian Ministry Modules include written responses to Personal Learning Activities from the text, *Teaching in Christian Weekday Early Education*, and implementation of guidelines in the text.

Values-Based Child Development Education Credential (VCDE)

COURSE VCDE 122: VALUES-BASED MODULES FOR VCDE

The VCDE is offered to those whose programs are not currently implementing a comprehensive character development program used to teach morals and values. It is designed to support a values-based philosophy and expand the moral capacities of young children.

The Values-based Modules include 24 hours of additional training offered by the **CDEA**. The Values-based Modules are required for the VCDE Endorsement in addition to the 120 hours of Formal Education. The Values-based Modules are offered as part of the **CDEA**'s online training.

See www.cdealliance.org/training/on-line.

The VCDE requires both the Values-based Modules and the 120 hours of Formal Education.

Values-based Modules are offered in three 8-hour segments:

- Module 1 The Moral Development of the Child
- Module 2 The Influence of the Teacher/Administrator
- Module 3 Relationships with Families, Programs and Communities

Each Module is composed of 8 hours of online instruction time. The Values-based Modules require written responses to the Study Guide based on the text, *The Kindness Curriculum*, and implementation of activities online and in the text.

PROCEDURES FOR ACQUIRING CCDE/VCDE CREDENTIAL

- [] 1. Fax/Email (scanned) a completed and signed Student Enrollment Agreement and a copy of an accredited High School Diploma/Transcript or GED to **CDEA**.
- [] 2. Make payment of Registration Fee, purchase online Credential Training and begin 120 hours of Formal Education.
- [] 3. The VCDE Credential Manual and The Kindness Curriculum or the CCDE Manual and Teaching in the Christian Weekday Early Education will be shipped to you when the online training order is place. The Kindness Textbook or Teaching in the Christian Weekday Early Education Textbook will be used as the primary resource for the Vales-based Modules. The CDE Credential is online and does not require a textbook.
- [] 4. The Welcome Email contains the conference call schedule and Pathway to Success for your convenience.
- [] 5. Use the Pathway to Success to guide you throughout your training process. **You have one (1) year to complete your credential.** After a year, you will be charged an extension fee to continue with online coursework and credential process.
- [] 6. As early as possible, enlist an eligible Mentor meeting requirements outlined under "Mentor Eligibility Requirements" who is willing to make 2 required observations. Administrators may choose to make 2 visits to different accredited programs. See "Mentor Visits Specific to Administrators."
- [] 7. Develop a portfolio as detailed in **Appendix D**. This is discussed thoroughly on the Information Conference Call.
- [] 8. Mail your completed Application for CCDE/VCDE/CDE Credential, **Appendix F**, and ALL required materials to **CDEA**, P. O. Box 14012, Jacksonville, FL 32238. **Applications must be received 6-8 weeks prior to your Verification Visit Deadline. Incomplete Applications will result in a DELAY in application being processed for your Visit.**
- [] 9. After review of your Application, an Area Coordinator will be assigned to you. The Area Coordinator will schedule your Verification Visit which includes a formal classroom observation during which you will act in the role of the lead teacher, portfolio review, and interview (**See Appendix E for sample questions**).
- [] 10. Upon receiving the documentation from your Area Coordinator, the Credential Review Team will examine the submitted materials. A credential will be awarded if the observation and materials are satisfactory. **Candidate must meet Observation Tool scoring guidelines of a minimum score of 80% on each page and 85% in each category.**
- [] 11. The **CDEA** will submit required information to the Department of Children and Families Program Office for issuance of a Staff B-5 Credential. Once the Credential is issued, DCF will post your FCCPC Credential within 2-4 weeks. You may go online to check your DCF transcript.
- [] 12. **Appeal Process** - If endorsements for your CCDE/VCDE/CDE Credential are not satisfactory, the reasons for denial will be explained in writing with suggestions for necessary improvements. Upon receiving your denial notice, you may appeal to the Executive Director or President of the **CDEA** Board for an additional observation. Within thirty days, a second observation with a different Area Coordinator will be scheduled. You must resubmit **Appendix F** with a fee of \$150.00 for the subsequent Verification Visit. If you fail to meet the standard a second time, you must wait a year before reapplying.

COST OF CCDE/VCDE with ONLINE TRAINING

Registration Fee \$ 150.00

Online CCDE Credential Training \$ 399.00

Formal Education -120 hours

Christian Ministry Modules- 24 hours or Values-Based Modules - 24 hours

Credential Manual

Textbook

Professional Membership

Credential Process – \$ 650.00

TOTAL COST
Training & Process **\$1,199.00**

CCD Only – With prior training

Program Information with Classroom Training obtained from a different entity

Registration Fee (non-refundable) \$150.00

*120 Formal Education Hours obtained from a state approved source *Cost Unknown*

24 hours Online Christian Ministry Modules \$99.00

Free Online

***Text - Teaching in Christian Weekday Early Education** Text Not included

Credential Process - Approval of Formal Training,

CDEA Observation Visit, and Certification \$550.00

Total Cost of Process plus 120 Formal Ed. Hours **\$799.00**

Costs are subject to change. Visit www.cdealliance.org for current pricing.
Payment must be made in full before Verification Visit.

*Online courses are available, see www.cdealliance.org

RENEWAL PROCESS FOR CREDENTIALS

To renew a credential every five years, a candidate must submit the following documentation and a re-certification fee of \$50 to the **CDEA**:

1. Documentation of a current Red Cross or other agency pediatric First Aid and CPR Certificate.
2. Documentation of 80 hours of work experience with young children and their families within the past year.
3. A letter of recommendation regarding competence with young children from an early childhood professional.
4. Documentation of recent (within current year) membership in the **CDEA**. **Appendix J**
5. Documentation of 4.5 Continuing Education Units (CEUs), three college credits, 45 hours at a public vocational or technical school, or a combination thereof, in early childhood education or child development within the last 5 years.
6. Documentation of Work History, **Appendix K**. Teachers - pg 43, Administrators - pg 44.
7. CCDE Renewal/Conversion Application. **Appendices L and M**
8. Three completed Parent Opinion Questionnaires. **Appendix N and O**

A TIMELINE FOR SUCCESS

Follow process for Pathways to Success

For those who wish to attain your credential quickly, multi-tasking allows you to take the online Credential Training while working on the Credential Process.

Enroll

***1-3 days**

- Fax/Email Student Enrollment Agreement with a copy of Accredited High School Diploma/Transcript or GED to **CDEA**.
- Pay for VCDE Credential Training
- Upon approval of Accredited High School Diploma/Transcript by DCF your training will be ordered.
- Receive Username/Password via email info@smarthorizons.org

Begin VCDE Credential Training & Credential Process

***4-6 months**

- VCDE Credential Manual will be shipped to you upon training being ordered
- Textbook, *The Kindness Curriculum* will be shipped to you
- Complete Information Conference Call
- Follow Mentor guidelines in VCDE Credential Manual & complete initial Mentor observation
- Complete Formal Education online (120 hours)
- Complete portfolio as outlined in the VCDE Credential Manual

Complete VCDE Credential Training & Credential Process

***1-2 months**

- Complete Values Education Modules (24 hours)
- Attend 3 Values Education Module Conference Calls
- Complete final Mentor observation

Submit Application for VCDE Credential

***2 months**

- Ensure all steps on Application are complete
- Mail Application with ALL REQUIRED documentation and Credential Process payment to **CDEA**
- Allow 6-8 weeks to schedule your Verification Visit - incomplete Applications will result in a scheduling delay of your Verification Visit

Receive VCDE Credential/FCCPC

***2 months**

- The Credential Review Process takes 6-8 weeks after Verification Visit to complete
- VCDE Credential will be issued after favorable recommendations by the Area Coordinator and Credential Review Team
- CDEA** will forward credential status to DCF for issuance of a FCCPC/B-5 Staff Credential

***Timeframes depicted are only to be used as a guide. They are representative of most students, but not all. Online VCDE Credential Training must be completed before annual subscription expires. Credential Process must be completed within one year from date training was ordered.**

ARTICULATION

All online classes issue continuing educations units (CEUs) through The International Association of Continuing Education and Training (IACET). When this high-quality training is combined with the **CDEA**'s comprehensive system of observations, some Community Colleges and Universities will offer credit towards an Associate's or Bachelor's Degree. Up to 9 credit hours may be articulated for the CCDE (testing may be required by the accepting institution). For a current list of Colleges offering credit, see up to date postings on the web at www.cdealliance.org.

Presently confirmed: Florida State College at Jacksonville, Liberty University
NOVA University, Palm Beach Atlantic University & TCC

Articulation of other training that may be accepted as Formal Education for the CCDE only are DCF approved training including Credit or Non-Credit Early Childhood Education/Child Development courses offered through a State College, a University, a Community College, a Vocational Program, and/or a State approved Equivalency Program. All students must still take the 24 hour Christian Ministry Module.

OVERVIEW OF CREDENTIAL OBJECTIVES AND COMPETENCIES

Objectives and competencies are divided into five (5) areas: The Child, The Environment, The Family, The Early Care Educator, and The Program.

All subject areas of the objectives should be addressed as the objectives are achieved. The objectives are used as guides for attaining the nineteen 19 areas of competency which characterize a professional in a setting. Both the Formal Education and additional modules offer guidance to attain these competencies. The competencies should be reflected in the classroom environment, the portfolio, the interview, and the parent-participation forms during the Verification Visit.

Objectives

8 hours

Topic: The Child

Objective: Through professional development the Early-care Educator will become proficient in the following areas and implement these in their program in order to empower the child to reach his/her full potential.

Subject Areas:

PHYSICAL/MENTAL DEVELOPMENT

- Stages of Development
- Sequential Patterns of Development
- Understanding Development
- How Preschoolers Learn
- Basic Needs and Characteristics of Each Age
- Special Needs

SOCIAL/EMOTIONAL DEVELOPMENT

- Self-Image
- Behavior
- Guidance/Discipline
- Self-Control
- Developing Empathy
- Special Needs

PERSONAL GROWTH

- Age-Appropriate Bible Stories, Verses, and Materials
- Teaching Strategies for Presenting Bible-Related Materials
- Implementation of Biblical Concepts and Moral/Spiritual Values throughout the day
- Opportunities for the Child to Incorporate the Values of Biblical Concepts and materials in Play and Interaction with Others.

8 hours

Topic: The Early Care Educator

Objective: The Ministry of the Early Care Educator will be evident in interaction with children, families, and other staff as growth is realized the areas referenced below.

Subject Area:

PROFESSIONAL DEVELOPMENT

- Commitment/Training
- Professional Associations
- Advocacy
- Professional Ethics
- Staff Relationships
- Progressing as a Professional
- Time Management
- Stress Management
- Tools and Techniques

PROGRAM MANAGEMENT

- Records and Reports
- Handbooks/Contracts
- State Requirements
- Celebrating Holidays
- Daily Schedules
- Program Planning/Implementation
- Yearly Planning
- Theme/Unit Planning
- Weekly/Daily Planning
- Implementation of Plans

OBSERVATIONS

- Methods of Recording Observations
- Frequency of Observations
- Uses of Observations
- Observing for Program Planning
- Ethics of Observations

PERSONAL AND SPIRITUAL GROWTH

- Ministry to Others
- Personal Time in Bible Study
- Ordering Your Day
- Seeking God's Will
- Strengthening Your Family
- A Positive Christian Self-image

PERSONAL GROWTH

- Ordering Your Day
- Strengthening Your Family
- Developing a Positive Self-image

8 hours **Topic: The Family, The Environment, The Community**

Objectives: Early care educators will provide a safe, healthy, learning environment which incorporates Christian values in a developmentally appropriate setting. They will build relationships with the church, children, families, and communities which will honor the Lord and draw others to Him.

Subject Areas:

COMMUNICATION WITH FAMILIES

- Good First Impressions
- Oral and Written Communications
- Benefits of Involvement
- Barriers to Involvement
- Visiting in the Home
- Parent Responses
- Ministry to Families

A NUTRITIOUS, HEALTHY, AND SAFE LEARNING ENVIRONMENT

- Learning Centers
- Appropriate Wall Usage
- Good Hygiene
- Clean and Sanitary Facilities
- Safe Equipment
- First Aid and CPR Training
- Balanced Meals and Healthy Snacks
- Children's Participation in Food Preparation
- Serving Food Family Style

SPACE/RESOURCES

- Room Arrangement or Family Home Environment
- Use and Storage of Resources
- Consumable Supplies
- Special-Needs Equipment

THE CHURCH AND COMMUNITY INVOLVEMENT (for CCDE only)

- Church Staff Relations
- Relations with Church Body
- Positive Relations with Preschool Leadership in Other Programs
- Collaboration of Shared Space
- Positive Influence in the Community
- Subsidizing Care to the Children in the Community
- Participation in Community Events

COMMUNITY INVOLVEMENT (VCDE and CDE)

- Positive Influence in the Community
- Participation in Community Events

CCDE COMPETENCY MODULES

The Child

To meet the needs of the child, the applicant provides the following:

1. Activities and equipment for large and small motor skills and eye-hand coordination that enhance the physical growth of the child.
2. Cognitive activities which enhance the child's auditory and visual concepts, language, and processing skills.
3. Activities which affirm a child's self-worth, and disciplinary practices which promote self-control and a healthy self-image including opportunities for creativity in art and music.
4. Activities which encourage social growth and development including varied opportunities for a child to feel accepted and show acceptance of others through communication and mutual respect.

Christian Endorsement

5. Opportunities for moral/spiritual growth including age-appropriate Bible based values used through out the curriculum in conjunction with Bible stories, thoughts, conversation and songs to assist the child in understanding Biblical concepts.

or

Values-Based

5. Opportunities for character development, including age-appropriate values in conjunction with stories, conversation and songs to assist the child in developing a moral character.

The Early Care Educator

To project a personal and professional image which reflects knowledge of early childhood education and Christian concern for children, the applicant shows consistency in the following ways:

6. Applies principles based on knowledge of early childhood education and maintains up-to-date training.
7. Reflects a Christian attitude towards others and works in harmony with the program and staff.
8. Utilizes observation and recording techniques for the purpose of curriculum planning, referrals, and parent conferences.

The Environment, Family, and Program

THE ENVIRONMENT

To consistently provide a safe, healthy environment for growth and development, the applicant provides an atmosphere with the following attributes:

9. Activities and equipment appropriate for the age and size of the children are provided and maintained in good repair.
10. Good hygiene is modeled and taught through everyday experiences. Good nutrition is provided at mealtime, snack time, and in cooking activities.
11. Knowledge of space and material is utilized in room arrangement. Routines, the learning environment, and adequate resources that encourage learning through play and hand-on experiences are utilized.

THE FAMILY

To communicate with families in a positive, productive manner, the program consistently embodies the following practices:

12. Implements an open-door parent-involvement among the family, the child, and the applicant.
13. Encourages family members to attend or participate in program functions, field trips, and parties.
14. Communicates clearly regarding the philosophy of the program before student enrollment.
15. Provides parents with a means of communicating with the administrator when needed.

THE PROGRAM

To implement a program based on the needs of the children which is organized and holistic in its approach, the applicant should demonstrate the following professional practices:

16. Show competency in using available resources.
17. Organize materials for easy access for use each day.
18. Maintain records on each child, including written observations.
19. Adhere to lesson plans and schedules which are age appropriate and prepared in advance for each session

VCDE COMPETENCY MODULES

The Child

To meet the needs of the child, the applicant provides the following:

1. Activities and equipment for large and small motor skills and eye-hand coordination that enhance the physical growth of the child.
2. Cognitive activities which enhance the child's auditory and visual concepts, language, and processing skills.
3. Activities which affirm a child's self-worth, and disciplinary practices which promote self-control and a healthy self-image, including opportunities for creativity in art and music.
4. Activities which encourage social growth and development including varied opportunities for a child to feel accepted and show acceptance of others through communication and mutual respect .
5. Opportunities for moral development including age-appropriate values are to be used throughout the curriculum in conjunction with stories, conversation and songs to assist the child in developing moral values.

The Early Care Educator

To project a personal and professional image which reflects knowledge of early childhood education and concern for children the applicant shows consistency in the following practices:

6. Applies principles based on knowledge of early childhood education and maintains up-to-date training.
7. Reflects a professional attitude towards others and works in harmony with the program and staff.
8. Utilizes observation and recording techniques for the purpose of curriculum planning, referrals, and parent conferences.

The Environment, Family, and Program

THE ENVIRONMENT

To provide a consistently safe, healthy environment for growth and development, the applicant provides an atmosphere with the following attributes:

9. Activities and equipment appropriate for the age and size of the children are provided and maintained in good repair.
10. Good hygiene is modeled and taught through everyday experiences. Good nutrition is provided at mealtime, snack time, and in cooking activities.
11. Knowledge of space and material is utilized in room arrangement. Routines, the learning environment, and adequate resources that encourage learning through play and hand-on experiences are utilized.

THE FAMILY

To communicate with families in a positive, productive manner, the program: consistently embodies the following practices:

12. Implements an open-door parent involvement among the family, the child, and the applicant.
13. Encourages family members to attend or participate in program functions, field trips, and parties.
14. Communicates clearly regarding the philosophy of the program before student enrollment.
15. Provides parents with a means of communicating with the administrator when necessary.

THE PROGRAM

To implement a program based on the needs of the children which is organized and holistic in its approach, the applicant should demonstrate the following professional practices:

16. Show competency in using available resources.
17. Organize materials for easy access for each days use.
18. Maintain records on each child, including written observations.
19. Adhere to lesson plans and schedules which are age appropriate and prepared in advance for each session.

ENDORSEMENT CRITERIA CCDE 121 – Christian Ministry Module Outline

8 hours

The Child

Moral/spiritual values are best presented to young children by the modeling of Christian parents, early care educators, and other significant adults.

Bible stories, thoughts, and songs are presented to children in a manner appropriate for their age and stage of development.

All moral/spiritual concepts are presented in a kind and loving manner.

Children can trust God only after they have learned to trust others around them.

Children develop trust when they are nurtured, respected, and guided by caring adults.

Understanding how the child develops in all areas of growth is necessary to facilitate moral and spiritual development.

8 hours

The Early Care Educator

Christian teachers, administrators, and family home providers are aware of the influence they have in the lives of young children and their families.

They seek God's leadership as they minister in His name.

They enjoy a personal walk with the Lord as He seeks to give them a full and abundant life.

They seek to understand the ways children learn about God through their natural developmental stages.

They understand that intrinsic values are not taught to the child, but are caught by the child, as modeled by the teacher and other adults.

They know our role as Christians is to be "salt and light" in the world and in our profession.

They realize professional development is compatible with our ministry as Christian teachers, administrators, and family home providers.

They assume the role of advocacy for Christian early childhood policies as Christians in early care and education programs.

The Family, The Environment, The Community

THE FAMILY

Christian staff members and family providers should be a positive Christian influence to the families of the children in our programs. These should include, but not be limited to the following:

- Conduct regular family conferences which are productive for the child, the family, and the program.
- Acknowledge that the influence of the family is paramount in the life of a child and affirm that the greatest gift a child can have is a Christian home.
- Provide families free access to the program and encourage their participation in program-related and church-related activities.
- Minister to families in time of need.
- Plan program activities which involve the family and reaffirms for the child the personal relationship between the family and the program.
- Pray for the families of the children who are entrusted to our care.

THE ENVIRONMENT

As Christians who minister to preschoolers, we should work in harmony with church, staff, families, committees, and others who share the facility and provide for the ministry of the program.

If the facility for the Christian program is a Family Child Care Home, we include our family in the decision-making process regarding the use of space, toys and other matters that may affect their home life.

We understand the role of the Christian preschool program and the part it plays in the overall ministry when located in the church.

We encourage a spirit of teamwork with others who use the same space.

We provide an environment that is safe and healthy for young children as they associate the concept of church/Christians with their environment and assimilate these concepts and feelings into their value system.

We provide space, equipment, toys, and furnishings that are developmentally appropriate for the ages and abilities of the children in our care.

THE COMMUNITY/RELATIONSHIPS

We understand the role of early childhood programs and the part they play in the overall care and education provided for young children and their families.

We realize that our reputation as a caring preschool program is built by word-of-mouth publicity.

We acknowledge that our impact in the community is influenced by every staff person or family member associated with our program.

We are aware that our reputation affects the reputation of our program and how others see us.

ENDORSEMENT CRITERIA VCDE 122 – Values-Based Module Outline

Character Development

8 hours

The Child

Values are best presented to young children by the modeling of parents, early care educators, and other significant adults.

Character stories, thoughts, and songs are presented to children in a manner appropriate for their age and stage of development.

All moral concepts are presented in a kind and loving manner.

Children can trust others only after they have learned trust from others around them.

Children develop trust when they are nurtured, respected, and guided by caring adults.

Understanding how the child develops in all areas of growth is necessary to facilitate moral development.

8 hours

The Early Care Educator

Teachers, administrators, and family home providers are aware of the influence they have in the lives of young children and their families.

They seek to understand the ways children learn values through their natural developmental stages.

They understand that intrinsic values are not taught to the child, but are caught by the child, as modeled by the teacher and other adults.

They realize professional development is compatible with goals for becoming teachers, administrators, and family home providers of excellence.

They assume the role of advocacy for early childhood policies in early care and education programs.

8 hours

The Family, The Environment, The Community

THE FAMILY

Staff and family providers should be a positive influence to the parents of the children in our programs. These should include, but not be limited to, the following:

- Conduct regular family conferences which are productive for the child, the family, and the program.
- Acknowledge that the influence of the family is paramount in the life of a child and affirm that the greatest gift a child can have is a caring family.
- Provide families free access to the program and encourage their participation in program-related activities.
- Assist families in time of need.
- Plan program activities which involve the family and reaffirms for the child the personal relationship between the family and the program.

THE ENVIRONMENT

As professionals who work with preschoolers, we should work in harmony with staff, families, committees, and others.

If the facility for the program is a Family Child Care Home, we include our family in the decision-making process regarding the use of space, toys and other matters that may affect their home life.

We encourage a spirit of teamwork with others who use the same space.

We provide an environment that is safe and healthy for young children as they associate the concept of values with their environment and assimilate these concepts and feelings into their value system.

We provide space, equipment, toys, and furnishings that are developmentally appropriate for the ages and abilities of the children in our care.

THE COMMUNITY/RELATIONSHIPS

We understand the role of early childhood programs and the part they play in the overall care and education provided for young children and their families.

We realize that our reputation as a caring preschool program is built by "word-of-mouth" publicity.

We acknowledge that our impact in the community is influenced by every staff person or family-member associated with our program.

We are aware that our reputation affects the reputation of our program and how others see us.



CHILD DEVELOPMENT EDUCATION ALLIANCE, INC.
5939 Blackthorn Road, Jacksonville, FL 32244

FLORIDA CHILD CARE PROFESSIONAL CREDENTIAL COURSES

CDE or CDA - 120 Hours - FORMAL EDUCATION

60 minutes = 1 Clock Hour =.1 CEU

The 120 hours are applied to a the CCDE, VCDE, CDE, or the National CDA

Course Numbering System – Courses are numbered according to the content area they support and the order in which the educational content was released

ECE – Early Childhood Education

GEN – General Education

Total Hours Available of Formal Training: 120

Advancement of Physical and Intellectual Development (1.1 CEU/11 Hours)

- ECE 0101** Discovery of Math (.1 CEU/1 Hour)
- ECE 0102** Early Literacy (.1 CEU/1 Hour)
- ECE 0103** Equipment, Activities, and Strategies for Promoting Physical Activity (.1 CEU/1 Hour)
- ECE 0104** Experiencing Music in the Classroom (.1 CEU/1 Hour)
- ECE 0105** Methods for Enhancing Intellectual Development (.2 CEU/2 Hours)
- ECE 0106** Physical Activity (.1 CEU/1 Hour)
- ECE 0107** Physical Activity for Children with Disabilities (.1 CEU/1 Hour)
- ECE 0108** Teaching Science to Young Children (.1 CEU/1 Hour)
- ECE 0109** Using the Arts as a Teaching Tool (.1 CEU/1 Hour)
- ECE 0110** Visual Arts to Enhance Development (.1 CEU/1 Hour)

Commitment to Professionalism (2.3 CEU/23 Hours)

- GEN 0001** Blood-Borne Pathogens (.2 CEU/2 Hours)
- ECE 0201** Child Abuse: Identification and Reporting (.1 CEU/1 Hour)
- ECE 0202** Child Abuse: Physical-Abuse Awareness (.2 CEU/2 Hours)
- ECE 0203** Child Abuse: Sexual-Abuse Awareness (.1 CEU/1 Hour)
- ECE 0204** Computer Technology in Early Childhood Education (.2 CEU/2 Hours)
- GEN 0002** Conflict Resolution for Adults (.1 CEU/1 Hour)
- ECE 0205** Disability Laws Pertaining to Early Child Care (.2 CEU/2 Hours)
- GEN 0003** Ethics and Ethical Behavior (.2 CEU/2 Hours)
- ECE 0206** Finding and Using Resources on the Internet (.1 CEU/1 Hour)
- ECE 0207** Introduction to Computer Technology (.1 CEU/1 Hour)
- ECE 0208** Managing Your Child Care Business (.3 CEU/3 Hours)
- ECE 0209** Professional Practices (.1 CEU/1 Hour)
- ECE 0210** Reading Prescription Labels (.1 CEU/1 Hour)
- GEN 0004** Sexual-Harassment Awareness (.1 CEU/1 Hour)
- GEN 0005** Stress Management (.1CEU/1 Hour)
- GEN 0006** Time Management (.1 CEU/1 Hour)

Effective Program Operation (1.5 CEU/15 Hours)

| | |
|-----------------|--|
| ECE 0301 | Assessing Child Care Business Practices (.1 CEU/1 Hour) |
| ECE 0302 | Assessing Child Care Programs (.2 CEU/2 Hours) |
| ECE 0303 | Early Childhood Program Accreditation (.3 CEU/3 Hours) |
| ECE 0304 | Early Childhood Programs for Multilingual Children (.1 CEU/1 Hour) |
| ECE 0305 | Environmental Safety (.1 CEU/1 Hour) |
| ECE 0306 | Risk Management (.2 CEU/2 Hours) |
| ECE 0307 | Staffing Child Care Programs (.1 CEU/1 Hour) |
| ECE 0308 | Transition to Kindergarten (.3 CEU/3 Hours) |
| ECE 0309 | Working with Children with Disabilities (.1 CEU/1 Hour) |

Enhancement of Social and Emotional Development (1.3 CEU/13 Hours)

| | |
|-----------------|---|
| ECE 0401 | Child Self Esteem (.1 CEU/1 Hour) |
| ECE 0402 | Childhood Anger and Anger Management (.1 CEU/1 Hour) |
| ECE 0403 | Conflict Management for Children (.1 CEU/1 Hour) |
| ECE 0404 | Guidance and Discipline (.2 CEU/2 Hours) |
| ECE 0405 | Multiculturalism (.1 CEU/1 Hour) |
| GEN 0007 | Post-Traumatic Stress Disorder (.1 CEU/1 Hour) |
| ECE 0406 | Praise and Rewards (.1 CEU/1 Hour) |
| ECE 0407 | Special Care: Inclusion (.1 CEU/1 Hour) |
| ECE 0408 | Stranger Anxiety and Separation Anxiety (.1 CEU/1 Hour) |
| ECE 0409 | Stress in Young Children (.2 CEU/2 Hours) |
| ECE 0410 | Teaching Tolerance (.1 CEU/1 Hour) |

Observing and Recording Progress and Behavior of Children (1.5 CEU/15 Hours)

| | |
|-----------------|---|
| ECE 0501 | Assessing Childhood Development (.2 CEU/2 Hours) |
| ECE 0502 | Assessing Children's Physical Development (.2 CEU/2 Hours) |
| ECE 0503 | Behavior Management for School-Age Children (.1 CEU/1 Hour) |
| ECE 0504 | Behavior Management for Young Children (.1 CEU/1 Hour) |
| ECE 0505 | Bullying: Identification and Prevention (.1 CEU/1 Hour) |
| ECE 0506 | Children's Temperaments (.1 CEU/1 Hour) |
| ECE 0507 | Documenting Children's Behaviors (.1 CEU/1 Hour) |
| ECE 0508 | Learning Styles (.1 CEU/1 Hour) |
| ECE 0509 | Positive Solutions for Challenging Behaviors (.2 CEU/2 Hours) |
| ECE 0510 | Recognizing Levels of Social Play (.1 CEU/1 Hour) |
| ECE 0511 | Using Portfolios in Early Childhood Programs (.2 CEU/2 Hours) |

Positive Relationships with Families (1/3 CEU/13 Hours)

| | |
|-----------------|---|
| ECE 0601 | Cross-Cultural Communications (.2 CEU/2 Hours) |
| ECE 0602 | Effective Written Communication (.2 CEU/2 Hours) |
| ECE 0603 | Encouraging Parental Involvement (.1 CEU/1 Hour) |
| ECE 0604 | Helping Children Cope with Grief (.2 CEU/2 Hours) |
| ECE 0605 | Open House (.1 CEU/1 Hour) |
| ECE 0606 | Overcoming Difficulties in Communicating with Parents (.1 CEU/1 Hour) |
| ECE 0607 | Relating with Parents (.1 CEU/1 Hour) |
| ECE 0608 | Surviving Toddlerhood (.2 CEU/2 Hours) |
| ECE 0609 | Working and Communicating with Families (.1 CEU/1 Hour) |

Principles of Child Growth and Development (1.3 CEU/13 Hours)

| | |
|-----------------|--|
| ECE 0701 | Language Development (.2 CEU/2 Hours) |
| ECE 0702 | Stages of Cognitive Development in Infants (.1 CEU/1 Hour) |
| ECE 0703 | Stages of Cognitive Development in Preschoolers (.1 CEU/1 Hour) |
| ECE 0704 | Stages of Cognitive Development in Toddlers (.1 CEU/1 Hour) |
| ECE 0705 | Stages of Physical Growth and Development in Infants (.1 CEU/1 Hour) |
| ECE 0706 | Stages of Physical Growth and Development in Preschoolers (.1 CEU/1 Hour) |
| ECE 0707 | Stages of Physical Growth and Development in Toddlers (.1 CEU/1 Hour) |
| ECE 0708 | Stages of Social and Emotional Development in Infants (.1 CEU/1 Hour) |
| ECE 0709 | Stages of Social and Emotional Development in Preschoolers (.1 CEU/1 Hour) |
| ECE 0710 | Stages of Social and Emotional Development in Toddlers (.1 CEU/1 Hour) |
| ECE 0711 | Toilet Training (.2 CEU/2 Hours) |

Safe and Healthy Environment (1.7 CEU/17 Hours)

| | |
|-----------------|---|
| ECE 0801 | Child Oriented Spaces (.1 CEU/1 Hour) |
| ECE 0802 | Childhood Obesity (.1 CEU/1 Hour) |
| ECE 0803 | Health (.1 CEU/1 Hour) |
| ECE 0804 | Health: Curriculum Development Tools (.1 CEU/1 Hour) |
| ECE 0805 | Infant and Toddler: Health and Safety (.2 CEU/2 Hours) |
| ECE 0806 | Nutrition (.2 CEU/2 Hours) |
| ECE 0807 | Nutrition: Curriculum Development Tools (.1 CEU/1 Hour) |
| ECE 0808 | Outdoor Play Safety (.1 CEU/1 Hour) |
| ECE 0809 | Safety (.2 CEU/2 Hours) |
| ECE 0810 | Safety and Security Procedures (.2 CEU/2 Hours) |
| ECE 0811 | Safety: Curriculum Development Tools (.1 CEU/1 Hour) |
| ECE 0812 | Shaken Baby Syndrome and Sudden Infant Death Syndrome (.1 CEU/1 Hour) |
| ECE 0813 | Special-Interest Centers (.1 CEU/1 Hour) |

¡Cursos ahora disponible en español!

**COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY
REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.**

Additional Endorsements Include: **ENDORSEMENT IN CHRISTIAN MINISTRY**

Course # 121 – Christian Ministry Modules for CCDE

CCDE M1 ~ Module I - The Moral and Spiritual Development of the Child (v.1.1) (.8 CEU/8 Hours)

CCDE M2 ~ Module II - The Ministry of the Teacher or Administrator (v.1.1) (.8 CEU/8 Hours)

CCDE M3 ~ Module III -The Relationships with Parents, the Program, and the Community (v.1.1)
(.8 CEU/8 Hours)

ENDORSEMENT IN VALUES-BASED MODULES

Course # 122 - Values-Based Modules

VCDE M1 ~ Module I - The Moral Development of the Child (v.1.1) (.8 CEU/8 Hours)

VCDE M2 ~ Module II - The Influence of the Teacher or Administrator (v.1.1) (.8 CEU/8Hours)

VCDE M3 ~ Module III - The Relationships with Parents, the Program, and the Community (v.1.1) (.8
CEU/8Hours)

GRADING SYSTEM

70% on each class in Course # 120

80% on each page of the Observation Tool

Overall average of 85% on Observation Tool

Must pass Interview answering all questions with a 'Qualified' response

Must complete portfolio as described in the CCDE Credential Manual



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FORTY-FIVE HOUR CREDENTIAL RENEWAL

4.5 CEUs for *STAFF CREDENTIAL RENEWAL* (Aligned with DCF Requirements)

Advancement of Physical and Intellectual Development (.6 CEU/6 Hours)

Discovery of Math (.5 CEU/5 Hours)

- ECE 0102 Early Literacy (.1 CEU/1 Hour)
- ECE 0104 Experiencing Music in the Classroom (.1 CEU/1 Hour)
- ECE 0107 Physical Activity for Children with Disabilities (.1 CEU/1 Hour)
- ECE 0108 Teaching Science to Young Children (.1 CEU/1 Hour)
- ECE 0109 Using the Arts as a Teaching Tool (.1 CEU/1 Hour)

Commitment to Professionalism (.6 CEU/6 Hours)

- ECE 0201 Child Abuse: Identification and Prevention (.1 CEU/1 Hour)
- ECE 0204 Computer Technology in Early Childhood Education (.2 CEU/2 Hours)
- GEN 0002 Conflict Resolution for Adults (.1 CEU/1 Hour)
- ECE 0209 Professional Practices (.1 CEU/1 Hour)
- GEN 0009 Stress Management (.1 CEU/1 Hour)

Effective Program Operation (.6 CEU/6 Hours)

- ECE 0304 Early Childhood Programs for Multilingual Children (.1 CEU/1 Hour)
- ECE 0308 Transitioning to Kindergarten (.3 CEU/3 Hours)
- ECE 0309 Working with Children with Disabilities (.1 CEU/1 Hour)
- ECE 0307 Staffing your Child Care Program (.1 CEU/1 Hour)

Enhancement of Social and Emotional Development (.5 CEU/5 Hours)

- ECE 0401 Child Self Esteem (.1 CEU/1 Hour)
- ECE 0402 Childhood Anger and Anger Management (.1 CEU/1 Hour)
- GEN 0002 Conflict Management for Children (.1 CEU/1 Hour)
- ECE 0806 Praise and Rewards (.1 CEU/1 Hour)
- ECE 0401 Separation Anxiety and Stranger Anxiety (.1 CEU/1 Hour)

Observing and Recording Progress and Behavior of Children (.5 CEU/5 Hours)

- ECE 0501 Assessing Childhood Development (.2 CEU/2 Hours)
- ECE 0505 Bullying: Identification and Prevention (.1 CEU/1 Hour)
- ECE 0506 Children's Temperaments (.1 CEU/1 Hour)
- ECE 0507 Documenting Children's Behaviors (.1 CEU/1 Hour)

Positive Relationships with Families (.6 CEU/6 Hours)

- ECE 0601 Cross-Cultural Communication (.2 CEU/2 Hours)
- ECE 0602 Effective Written Communication (.2 CEU/2 Hours)
- ECE 0603 Encouraging Parental Involvement (.1 CEU/1 Hour)
- ECE 0606 Overcoming Difficulties in Communicating with Parents (.1 CEU/1 Hour)

Principles of Child Growth and Development (.5 CEU/5 Hours)

- ECE 0701 Language Development (.2 CEU/2 Hours)
- ECE 0705 Stages of Physical Growth and Development in Infants (.1 CEU/1 Hour)
- ECE 0706 Stages of Physical Growth and Development in Preschoolers (.1 CEU/1 Hour)
- ECE 0707 Stages of Physical Growth and Development in Toddlers (.1 CEU/1 Hour)

Safe and Healthy Environment (.7 CEU/7 Hours)

- ECE 0802 Childhood Obesity (.1 CEU/1 Hour)
- ECE 0805 Infant and Toddler Health and Safety (.2 CEU/2 Hours)
- ECE 0807 Nutrition: Curriculum Development Tools (.2 CEU/2 Hours)
- ECE 0808 Outdoor Play Safety (.1 CEU/1 Hour)
- ECE 0813 Special Interest Centers (.1 CEU/1 Hour)

DIRECTOR CREDENTIAL RENEWAL **(4.5 CEUs Aligned with DCF Requirements)**

Overview of Child Care Center Management (2.5 CEU/25 Hours)

- ECE 0301 Assessing Child Care Business Practices (.1 CEU/1 Hour)
- ECE 0201 Child Abuse: Identification and Prevention (.1 CEU/1 Hour)
- ECE 0801 Child Oriented Spaces (.1 CEU/1 Hour)
- ECE 0601 Cross-Cultural Communications (.2 CEU/2 Hours)
- ECE 0602 Effective Written Communication (.2 CEU/2 Hours)
- ECE 0603 Encouraging Parental Involvement (.1 CEU/1 Hour)
- ECE 0305 Environmental Safety (.1 CEU/1 Hour)
- ECE 0206 Finding and Using Resources on the Internet (.1 CEU/1 Hour)
- ECE 0208 Managing Your Child Care Business (.3 CEU/3 Hours)
- ECE 0605 Open House (.1 CEU/1 Hour)
- ECE 0808 Outdoor Play Safety (.1 CEU/1 Hour)
- ECE 0606 Overcoming Difficulties in Communicating with Parents (.1 CEU/1 Hour)
- ECE 0210 Reading Prescription Labels (.1 CEU/1 Hour)
- ECE 0607 Relating with Parents (.1 CEU/1 Hour)
- ECE 0306 Risk Management (.2 CEU/2 Hours)
- ECE 0810 Safety and Security Procedures (.2 CEU/2 Hours)
- ECE 0307 Staffing Child Care Programs (.1 CEU/1 Hour)
- ECE 0609 Working and Communicating with Families (.1 CEU/1 Hour)
- ECE 0309 Working with Children with Disabilities (.1 CEU/1 Hour)

Child Care and Education Organizational Leadership and Management **(.4 CEU/4 Hours)**

- ECE 0209 Professional Practices (.1 CEU/1 Hour)
- GEN 0004 Sexual Harassment Awareness (.1 CEU/1 Hour)
- GEN 0005 Stress Management (.1 CEU/1 Hour)
- GEN 0006 Time Management (.1 CEU/1 Hour)

Child Care and Education Programming (1.6 CEU/16 Hours)

- ECE 0301 Assessing Childhood Development (.2 CEU/2 Hours)
- ECE 0301 Assessing Children's Physical Development (.2 CEU/2 Hours)
- ECE 0301 Computer Technology in Early Childhood Education (.2 CEU/2 Hours)
- ECE 0301 Documenting Children's Behaviors (.1 CEU/1 Hour)
- ECE 0301 Early Childhood Program Accreditation (.3 CEU/3 Hours)
- ECE 0301 Early Childhood Programs for Multilingual Children (.1 CEU/1 Hour)
- ECE 0301 Health: Curriculum Development Tools (.1 CEU/1 Hour)
- ECE 0301 Introduction to Computer Technology (.1 CEU/1 Hour)
- ECE 0301 Nutrition: Curriculum Development Tools (.1 CEU/1 Hour)
- ECE 0301 Safety: Curriculum Development Tools (.1 CEU/1 Hour)
- ECE 0301 Special Interest Centers (.1 CEU/1 Hour)



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10-HOUR IN-SERVICE TRAINING OPTIONS

Aligned with DCF Requirements
Option 1 (1.0 CEU/10 Hours)

Commitment to Professionalism

ECE 0201 Child Abuse: Identification and Prevention (.1 CEU/1 Hour)
GEN 0003 Ethics and Ethical Behavior (.2 CEU/2 Hours)

Effective Program Operation

ECE 0301 Assessing Child Care Business Practices (.1 CEU/1 Hour)
ECE 0306 Risk Management (.2 CEU/2 Hours)
ECE 0307 Staffing Child Care Programs (.1 CEU/1 Hour)

Positive Relationships with Families

ECE 0605 Open House (.1 CEU/1 Hour)
ECE 0601 Cross-Cultural Communication (.2 CEU/2 Hours)

Option 2 (1.0 CEU/10 Hours)

Commitment to Professionalism

ECE 0202 Child Abuse: Physical Abuse Awareness (.2 CEU/2 Hours)
ECE 0209 Professional Practices (.1 CEU/1 Hour)
GEN 0005 Stress Management (.1 CEU/1 Hour)

Effective Program Operation

ECE 0302 Assessing Child Care Programs (.2 CEU/2 Hours)
ECE 0304 Early Childhood Programs for Multilingual Children (.1 CEU/1 Hour)

Positive Relationships with Families

ECE 0603 Encouraging Parental Involvement (.1 CEU/1 Hour)

Safe and Healthy Environment

ECE 0810 Safety and Security Procedures (.2 CEU/2 Hours)

10-HOUR IN-SERVICE TRAINING OPTIONS

Option 3 (1.0 CEU/10 Hours)

Commitment to Professionalism

ECE 0203 Child Abuse: Sexual Abuse Awareness (.1 CEU/1 Hour)

GEN 0006 Time Management (.1 CEU/1 Hour)

GEN 0004 Sexual Harassment Awareness (.1 CEU/1 Hour)

Effective Program Operation

ECE 0303 Early Childhood Program Accreditation (.3 CEU/3 Hours)

ECE 0305 Environmental Safety (.1 CEU/1 Hour)

Enhancement of Social and Emotional Development

ECE 0405 Multiculturalism (.1 CEU/1 Hour)

Positive Relationships with Families

ECE 0604 Helping Children Cope with Grief (.2 CEU/2 Hours)

Option 4 (1.0 CEU/10 Hours)

Commitment to Professionalism

GEN 0002 Conflict Resolution for Adults (.1 CEU/1 Hour)

ECE 0205 Disability Laws Pertaining to Early Child Care (.2 CEU/2 Hours)

ECE 0208 Managing Your Child Care Business (.3 CEU/3 Hours)

Enhancement of Social and Emotional Development

GEN 0007 Post-Traumatic Stress Disorder (.1 CEU/1 Hour)

ECE 0407 Special Care: Inclusion (.1 CEU/1 Hour)

Positive Relationships with Families

ECE 0609 Working and Communication with Families (.1 CEU/1 Hour)

Safe and Healthy Environment

ECE 0807 Nutrition: Curriculum Development Tools (.1 CEU/1 Hour)

FINANCIAL AID

T.E.A.C.H. Early Childhood Scholarship Program

You may be eligible for a T.E.A.C.H. scholarship even if you have another scholarship.

What is T.E.A.C.H.?

The T.E.A.C.H. (Teacher Education And Compensation Helps) Program does the following:

1. Links training, compensation and commitment to improving the quality of early child care.
2. Provides scholarships for early childhood caregivers and center directors to work toward earning an AS degree in Early Childhood Education, a Child Development Associate (CDA) credential, a Florida Staff Credential, a Director Credential and credential renewal classes.
3. Involves a partnership for the sharing of expenses by the caregiver receiving the scholarship, the sponsoring child care center or the family child care home, and the T.E.A.C.H. Early Childhood® Scholarship Program.

Who is eligible for a T.E.A.C.H. scholarship?

Any caregiver or director who meets all of the following criteria is eligible to apply for a scholarship:

- Has a high school diploma or GED.
- Works in a licensed or license-exempt early child care facility, in a licensed or registered family child care home or in a licensed after school program.
- Works a minimum of 20 hours per week with a birth through pre-K population or in an after school program for a minimum of 520 hours per year.
- Has the support of their sponsoring center, home or program.
- Has a desire for continued education.
- Is a Florida resident.

What does the T.E.A.C.H. scholarship cover?

The scholarship provides the following assistance:

- A portion of the cost of tuition and books.
- A per-semester stipend for travel or internet access fees.
- For some scholarship models, reimbursement to the center for release time required for the teacher to participate.

For more information please contact:
T.E.A.C.H. Early Childhood® Scholarship Program
Children's Forum
2807 Remington Green Circle, Tallahassee, FL 32308
(850) 487-6302 or Toll Free (877) FL-TEACH
www.thechildrensforum.com/teach.htm

Cancellation and Refund Policy:

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by electronic mail, by Certified Mail or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.
3. Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee (\$150).
4. Cancellation after attendance has begun, through 40% completion during the program year, will result in a Pro Rata refund computed to the total hours completed to the total program hours.
5. Cancellation after completing more than 40% of the program and/or after one year will result in no refunds. No refunds for training or FCCPC process fees will be paid after one year from the enrollment date. The online training subscription is active for one year from the enrollment date. Extensions may be purchased from Smart Horizons by calling [1-800-261-6248](tel:1-800-261-6248).
6. If the credential process is not completed within a period of two years from the enrollment date, the student will be considered inactive. Inactive files can be reactivated within 90 days of inactive date for a fee of \$50.00. This reactivation is valid for six months. Otherwise, the student would need to repay the Credential Process fee at the present rate.
7. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
8. Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from student.
9. If the course is cancelled, the student will be notified and enrolled in the next available course.

LIBRARY, LEARNING RESOURCES, AND INFORMATION SERVICES Credential Modules

The **CDEA** maintains an area of its building that houses resources that not only credential students use but those who are currently working in early childhood settings. The resource center constitutes the following kinds of materials books in early childhood development and education.

| | |
|-------------------------|--------------------|
| Instructional Curricula | LCD Projector |
| CDs | CD Player |
| Training Guides | Overhead Projector |
| Curriculum Guides | Screen |

120 Hours of Formal Education

CDEA partners with Smart Horizons to offer 120 hours of Formal Education. Resources and references are available for each training hour to those enrolled in **CDEA**'s Online Training.

REASONS FOR DISMISSAL FROM CCDE MODULES

Classes are on line. Drops only for incompletions.

PROCEDURES FOR STUDENT COMPLAINTS

Students should address complaints to the **CDEA** Credentials Coordinator. If satisfactory resolution cannot be reached, student may contact the **CDEA** Executive Director. If satisfactory resolution cannot be reached, the Executive Committee of the **CDEA** Board will be consulted. Decisions of the Executive Committee of the Board will be final.

Students who feel a grievance is unresolved may refer their grievance to Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (850) 245-3200 or toll free 888-224-6684.

CCDE Pathway to Success

Section 1

Your CCDE Credential Manual should arrive soon. Write down questions you may have. Complete Information Conference Call. Time and date in your Thank you email from **CDEA** (training@cdealliance.org)

Training

Advancement of Physical and Intellectual Development ~ 11 Hours of Training

Enhancement of Social and Emotional Development ~ 13 Hours of Training

Principles of Child Growth and Development ~ 13 Hours of Training

Module 1 ~ The Moral and Spiritual Development of the Child ~ 8 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Answer Discussion Questions in Module 1
- Respond to Personal Learning Activities located in your textbook – Teaching in Christian Weekday Early Education (purchase online at www.cdealliance.org)
 - Chapter 1
 - Chapter 3
 - Chapters 5-11
- Write your Competency Statements for the following areas:
 - Physical and Intellectual Development
 - Social and Emotional Development
 - Child Growth and Development
- Complete Conference Call 1. You must register for the call by calling (904)573-8831.

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Enlist a Mentor (See mentor qualifications found in your manual)
- Collect Parent Communications (minimum of 3)
- Document parent participation through Parent Participation Forms
- Resources
 - Print online resources within the Christian Ministry Module that are applicable to your program. (Minimum of 5).

For Administrators

- Discipline Procedures
- Goals for Children
- Themes/Units of Study
- Enlist a Mentor or Enlist a center to do an Administrator's Site Visit with
- Resources

- Print online resources within the Christian Ministry Module that are applicable to your program. (Minimum of 5).
- List of Curricula - primary, secondary, and supplemental

Section 2

Training

Commitment to Professionalism ~ 23 Hours of Training

Effective Program Operations ~ 15 Hours of Training

Observing and Recording Progress and Behavior of Children ~ 15 Hours of Training

Module 2 ~ The Ministry of the Teacher or Administrator ~ 8 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Answer Discussion Questions in Module 2
- Respond to Personal Learning Activities located in Teaching in Christian Weekday Early Education book
 - Chapter 4
 - Chapters 12-15
 - Chapters 17-19
- Write your Autobiography
- Write your Competency Statements for the following areas:
 - Professionalism
 - Program Management
 - Observing and Recording
- Complete Conference Call 2. You must register for the call by calling (904)573-8831.

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Complete your first Mentor Observation
- Print out your Daily Schedule
- Secure your professional membership with CDEA
- Complete your Child Observations (minimum of 3)
- Collect your program's Record Keeping Forms
- Collect Parent Communications
- Document parent participation through Parent Participation Form
- Resources
 - Print online resources within the Christian Ministry Module that are applicable to your program. (Minimum of 5).
- Church/Program Functions

- Shared Space Procedures (if applicable)
- Samples of Recorded Observations required for staff
- Publicity Flyers/Promotions
- Record of Field Trips
- Collect your program's Record Keeping Forms
- Child Observation Tool
- State License/Exemption Documentation
- Proof of Insurance
- Professional Membership to CDEA
- Staff Information/Policies
- Staff Evaluation Form (blank)
- Daily Staff Schedules
- Hiring Procedures
- Staff Development Plan
- Records of Staff Meetings
- Statement of Program Philosophy
- Complete First Mentor Observation OR Complete one Administrator's Site Visit
- Yearly Budget
- Monthly Financial Reports
- Long Range Plans
- Resources
 - Print online resources within the Christian Ministry Module that are applicable to your program. (Minimum of 5).

Section 3

Training

Positive Relationships with Families ~ 13 Hours of Training

Safe and Healthy Environment ~ 19 Hours of Training

Module 3 ~ The Relationships with Parents, the Program, and the Community

~ 8 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Answer Discussion Questions in Module III
- Respond to Personal Learning Activities located in your Teaching in Christian Weekday Early Education book
 - Chapter 2
 - Chapter 16
 - Chapters 20-22
- Write your Competency Statements for the following areas:
 - Families

- Safe and Healthy Environment
- Complete Conference Call 3. You must register for the call by calling (904)573-8831.
- Email or call CDEA at training@cdealliance.org or (904) 573-8831/33 to request your completion letter after completing all training.

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Complete your Final Mentor Observation
- Print out 15 Health parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Print out 15 Safety parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Print out 15 Nutrition parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Curriculum: Gather 20 consecutive days of lesson plans
- Collect Final Parent Communications (minimum of 3)
- Document parent participation through Parent Participation Forms (minimum of 3)
- Child Care Agencies: list information including contact information for 15 local and state child care agencies.
- Enlist CPR/Pediatric First Aid training or check the expiration dates if already completed. Must be current at the time credential is awarded.
- Resources
 - Print online resources within the Christian Ministry Module that are applicable to your program. (Minimum of 5).

For Administrators

- Parent Information Policies
- Parent Communication
- List of Parent Involvement Activities within the past year
- Sample Health Forms
- Fire Marshall Records including Fire Drill Log
- Food Management Training (if applicable)
- Enlist CPR/Pediatric First Aid training or check the expiration dates if already completed. Must be current at the time credential is awarded.
- Final Mentor's Observation OR Second Administrator's Site Visit
- Child Care Agencies: list information including contact information for 15 local and state child care agencies.
- List of age-appropriate songs, activities and book titles that reflect those listed on teacher's lesson plans.
- Resources
 - Print online resources within the Christian Ministry Module that are applicable to your program. (Minimum of 5).

Pathway to Success

VCDE Section 1

Your VCDE Credential Manual should arrive soon. Write down questions you may have. Complete Information Conference Call. You are registered for the first one. Time and date in your Thank you email from CDEA (training@cdealliance.org)

Training

Advancement of Physical and Intellectual Development ~ 11 Hours of Training

Enhancement of Social and Emotional Development ~ 13 Hours of Training

Principles of Child Growth and Development ~ 13 Hours of Training

Module 1 ~ The Moral Development of the Child ~ 8 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Answer Discussion Questions
- Write your Competency Statements for the following areas:
 - Physical and Intellectual Development
 - Social and Emotional Development
 - Child Growth and Development
- Complete Conference Call 1 (See Conference Call Schedule in your library. You must register for the call by calling (904)573-8831).

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Enlist a Mentor (See mentor qualifications found in your manual)
- Collect Parent Communications (minimum of 3)
- Document parent participation through Parent Participation Forms
- Resources
 - Print online resources within the Values Module that are applicable to your program. (Minimum of 5).

For Administrators

- Discipline Procedures
- Goals for Children
- Themes/Units of Study
- Enlist a Mentor or Enlist a center to do an Administrator's Site Visit with
- Resources

- Print online resources within the Values Ministry Module that are applicable to your program. (Minimum of 5).
- List of Curricula - primary, secondary, and supplemental

Section 2

For Teachers

Training

Commitment to Professionalism ~ 23 Hours of Training

Effective Program Operations ~ 15 Hours of Training

Observing and Recording Progress and Behavior of Children ~ 15 Hours of Training

Module 2 ~ The Influence of the Teacher or Administrator ~ 8 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Answer Discussion Questions
- Write your Autobiography
- Write your Competency Statements for the following areas:
 - Professionalism
 - Program Management
 - Observing and Recording
- Complete Conference Call 2 (See Conference Call Schedule in your library. You must register for the call by calling (904)573-8831).

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Complete your first Mentor Observation
- Print out your Daily Schedule
- Secure your professional membership with CDEA
- Complete your Child Observations (minimum of 3)
- Collect your program's Record Keeping Forms
- Collect Parent Communications
- Document parent participation through Parent Participation Form
- Resources

- Print online resources within the Values Ministry Module that are applicable to your program. (Minimum of 5).

For Administrators

- Church/Program Functions
- Shared Space Procedures (if applicable)
- Samples of Recorded Observations required for staff
- Publicity Flyers/Promotions
- Record of Field Trips
- Collect your program's Record Keeping Forms
- Child Observation Tool
- State License/Exemption Documentation
- Proof of Insurance
- Professional Membership to CDEA
- Staff Information/Policies
- Staff Evaluation Form (blank)
- Daily Staff Schedules
- Hiring Procedures
- Staff Development Plan
- Records of Staff Meetings
- Statement of Program Philosophy
- Complete First Mentor Observation OR Complete one Administrator's Site Visit
- Yearly Budget
- Monthly Financial Reports
- Long Range Plans
- Resources
 - Print online resources within the Values Ministry Module that are applicable to your program. (Minimum of 5).

Section 3

Training

Positive Relationships with Families ~ 13 Hours of Training

Safe and Healthy Environment ~ 19 Hours of Training

Module 3 ~ The Relationships with Parents, the Program, and the Community

~ 8 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Answer Discussion Questions
- Write your Competency Statements for the following areas:
 - Families
 - Safe and Healthy Environment
- Complete Conference Call 3 (See Conference Call Schedule in your library. You must register for the call by calling (904)573-8831).
- Complete the “Review of Basic Principles” Questions found in the manual.
- Email info@smarthorizons.com to request your completion letter after completing all trainings.

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Complete your Final Mentor Observation
- Print out 15 Health parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Print out 15 Safety parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Print out 15 Nutrition parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Curriculum: Gather 20 consecutive days of lesson plans
- Collect Final Parent Communications (minimum of 3)
- Document parent participation through Parent Participation Forms (minimum of 3)
- Child Care Agencies: list information including contact information for 15 local and state child care agencies.
- Enlist CPR/Pediatric First Aid training or check the expiration dates if already completed. Must be current at the time credential is awarded.
- Resources
 - Print online resources within the Values Ministry Module that are applicable to your program. (Minimum of 5).

For Administrators

- Parent Information Policies
- Parent Communication
- List of Parent Involvement Activities within the past year
- Sample Health Forms
- Fire Marshall Records including Fire Drill Log
- Food Management Training (if applicable)
- Enlist CPR/Pediatric First Aid training or check the expiration dates if already completed.
Must be current at the time credential is awarded.
- Final Mentor's Observation OR Second Administrator's Site Visit
- Child Care Agencies: list information including contact information for 15 local and state child care agencies.
- List of age-appropriate songs, activities and book titles that reflect those listed on teacher's lesson plans.
- Resources
 - Print online resources within the Values Ministry Module that are applicable to your program. (Minimum of 5).

CDE Pathway to Success

Section 1

Your CDE Manual should be arriving any day. Write down questions you may have. Complete Information Conference Call. You are registered for the first one. Time and date in your Thank you email from CDEA (training@cdealliance.org)

Training

Advancement of Physical and Intellectual Development ~ 11 Hours of Training

Enhancement of Social and Emotional Development ~ 13 Hours of Training

Principles of Child Growth and Development ~ 13 Hours of Training

Observing and Recording Progress and Behavior of Children ~ 15 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Write your Competency Statements for the following areas:
 - Physical and Intellectual Development
 - Social and Emotional Development
 - Child Growth and Development
 - Observing and Recording
- Complete Conference Call 1. You must register for the call by calling (904) 573-8831.

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Enlist a Mentor (See mentor qualifications found in your manual)
- Collect Parent Communications (minimum of 3)
- Document parent participation through Parent Participation Forms

For Administrators

- Discipline Procedures
- Goals for Children
- Themes/Units of Study
- Enlist a Mentor or Enlist a center to do an Administrator's Site Visit with
- List of Curricula - primary, secondary, and supplemental

Section 2

Training

Commitment to Professionalism ~ 23 Hours of Training

Effective Program Operations ~ 15 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Write your Autobiography
- Write your Competency Statements for the following areas:
 - Professionalism
 - Program Management
- Complete Conference Call 2. You must register for the call by calling (904) 573-8831.

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Complete your first Mentor Observation
- Print out your Daily Schedule
- Secure your professional membership with CDEA (FACCUM, FLAEYC or other national professional organization to be approved by CDEA)
- Complete your Child Observations (minimum of 3)
- Collect your program's Record Keeping Forms
- Collect Parent Communications
- Document parent participation through Parent Participation Form

For Administrators

- Church/Program Functions
- Shared Space Procedures (if applicable)
- Samples of Recorded Observations required for staff
- Publicity Flyers/Promotions
- Record of Field Trips
- Collect your program's Record Keeping Forms
- Child Observation Tool
- State License/Exemption Documentation
- Proof of Insurance
- Professional Membership to CDEA
- Staff Information/Policies
- Staff Evaluation Form (blank)
- Daily Staff Schedules
- Hiring Procedures
- Staff Development Plan
- Records of Staff Meetings
- Statement of Program Philosophy
- Complete First Mentor Observation OR Complete one Administrator's Site Visit
- Yearly Budget
- Monthly Financial Reports
- Long Range Plans

Section 3

Training

Positive Relationships with Families ~ 13 Hours of Training

Safe and Healthy Environment ~ 19 Hours of Training

Required Assignments

The following written assignments are also part of your portfolio. Be sure to copy and paste the written assignments into a file that you can later access. These assignments should be printed and are part of your portfolio.

- Write your Competency Statements for the following areas:
 - Families
 - Safe and Healthy Environment
- Complete Conference Call 3. You must register for the call by calling (904) 573-8831.
- Email or call CDEA training@cdealliance.org or (904) 573-8831/33 to request your completion letter after completing all trainings.

Portfolio Assignments

These are suggested items you may want to stop and do for your portfolio while this information is fresh in your mind. If you follow these suggested steps, your portfolio will be completed as you complete your training.

For Teachers

- Complete your Final Mentor Observation
- Print out 15 Health parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Print out 15 Safety parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Print out 15 Nutrition parent and teacher resources and 10 curriculum ideas (See Appendix D)
- Curriculum: Gather 20 consecutive days of lesson plans
- Collect Final Parent Communications (minimum of 3)
- Document parent participation through Parent Participation Forms (minimum of 3)
- Child Care Agencies: list information including contact information for 15 local and state child care agencies.
- Enlist CPR/Pediatric First Aid training or check the expiration dates if already completed. Must be current at the time credential is awarded.

For Administrators

- Parent Information Policies
- Parent Communication
- List of Parent Involvement Activities within the past year
- Sample Health Forms
- Fire Marshall Records including Fire Drill Log
- Food Management Training (if applicable)
- Enlist CPR/Pediatric First Aid training or check the expiration dates if already completed. Must be current at the time credential is awarded.
- Final Mentor's Observation OR Second Administrator's Site Visit
- Child Care Agencies: list information including contact information for 15 local and state child care agencies.
- List of age-appropriate songs, activities and book titles that reflect those listed on teacher's lesson plans.