CHILDCARE EDUCATION INSTITUTE
Teacher Enrichment Training Solutions

3059 Peachtree Industrial Blvd., N.W
Suite 100
Duluth, GA 30097
800-499-9907
http://www.cceionline.edu

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

Course ID	Course Name	Course Level	Course Hours
ADM100	**The Eco-Friendly Child Care Center, Part 1: Green Lifestyle and Environmental Health**	**Beginner**	**1**

The goal of this course is to provide an overview of what constitutes an eco-friendly child care environment, with a major focus on the hazards of environmental exposure and recommended practices for maintaining a safe, healthy environment for young children.

ADM101	**The Eco-Friendly Child Care Center, Part 2: Environmental Education and Sustainability**	**Beginner**	**1**

This course offers strategies for developing and implementing a sustainability plan at a child care center, including activities for promoting environmental awareness in young children and increasing family involvement.

ADM102	**Family Child Care Basics**	**Beginner**	**3**

This course was designed to provide information, resources, and advice to family child care providers. The course provides information regarding the business and regulatory side of family child care, as well as a basic overview of health, safety, child development, and educational issues relevant to those who use their homes to care for children.

ADM103	**Basic Transportation and Field Trip Safety for Child Care Centers**	**Beginner**	**2**

This course presents recommended practices and policies for the safe, developmentally appropriate transport of young children to and from child care centers. Information is based primarily on federal safety standards, which are generally used as the basis for state standards, though specific regulations vary from state to state. Topics include staff training and support; recommended vehicle types and maintenance routines; child passenger restraint systems; operating procedures and practices; safe loading and unloading procedures; field trip safety, and more.

CCEI059T	**Principles from the NAEYC Code of Ethical Conduct**	**Beginner**	**1**

This course gives participants the opportunity to explore the principles behind NAEYC's Code of Ethical Conduct and Statement of Commitment and the need for such a document in the early childhood profession. As a result of participating in this course, students should be able to demonstrate a working knowledge of the NAEYC Code of Ethical Conduct; ways to apply the Code of Ethical Conduct to problem solve ethical early childhood-related issues or dilemmas, and ways to employ the Code of Ethical Conduct to validate professional standards for children, families, staff, community, and themselves. Course level – Beginner

CCEI1001	**Curriculum: What Is It and Why Is It Important?**	**Beginner**	**1**

This course examines the benefits of implementing a well-planned curriculum in an early childhood program. As a result of completing this course, participants should be able to identify the basic steps involved in selecting, planning, and evaluating an effective early childhood curriculum.

CCEI1010	**Planning an Early Childhood Environment that Promotes Creativity**	**Beginner**	**1**

This course defines creativity and explains the value of encouraging creativity in young children. As a result of completing this course, students should be able to define creativity as it relates to the early childhood classroom, describe the value of encouraging creativity in young children, differentiate between a product oriented and non-product oriented project, choose classroom materials that enhance and encourage creativity and describe the teacher's role in a creative classroom. Course level – Beginner

CCEI110A	**Indoor Safety in the Early Childhood Setting**	**Beginner**	**1**

This course introduces early childhood professionals to indoor safety standards in an early childhood setting. Topics covered include toy safety, poison control, the development of appropriate play space, controlling high traffic areas in the center, and other safety standards. Upon successful completion of this course, students should be able to identify common indoor injuries and identify appropriate ways to prevent these injuries. Students will also learn about the basic components of toy safety, potential safety hazards with specific equipment, and ways in which children may be exposed to poisons. Course level – Beginner

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CCEI110B	**Outdoor Safety in the Early Childhood Setting**	**Beginner**	**1**

This course identifies common outdoor injuries and appropriate ways to prevent them. Student will learn about the various components of playground safety and hazards, as well as the steps that must be taken to prevent accidental poisoning. Upon successful completion of this course students should be able to identify common outdoor-related injuries to children and describe appropriate ways to prevent these injuries, list the four basic components of playground safety, identify playground problems and potential hazards and identify the ways children may be exposed to poisons. Course level - Beginner

CCEI112A	**Child Abuse: Signs of Abuse and Reporting Requirements for Early Childhood Professionals**	**Beginner**	**1**

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. Upon successful completion of this course, students should be able to identify and define the four major categories of child abuse, along with the signs, symptoms, and examples of each type of abuse. Course level – Beginner

CCEI112D	**Child Abuse: The Impact of Maltreatment on Relationship Skills and Bonding**	**Beginner**	**1**

This course educates professional caregivers about the impact of maltreatment on a child's ability general relationship skills and bonding abilities. Participants will learn the major consequences of various forms of maltreatment on toddlers, young children, and adolescents, as well as the long-term impacts for adults who were abused as children. Participants will also learn about constructive measures that can be taken to help abused children overcome these disadvantages. Course level - Beginner

CCEI114A	**Health and Hygiene in the Early Childhood Setting**	**Beginner**	**1**

In this course, participants will better understand the importance of health and hygiene in the early childhood setting as well as steps which may be taken to ensure greater sanitation in the classroom and other areas where young children are present. Upon successful completion of this course, students should be able to identify why health issues are important in early childhood settings, how diseases are spread, ways to reduce the spread of illness in the early childhood setting, and areas that need close attention when cleaning and disinfecting. Course level - Beginner

CCEI114B	**Recognizing Infectious Diseases in the Early Childhood Setting**	**Beginner**	**1**

This course aids early childhood professionals in recognizing the symptoms of infectious diseases, and it outlines the necessary steps to prevent the spread of disease in an early childhood setting.

CCEI116A	**Oral Health in Early Childhood**	**Beginner**	**1**

This course addresses the importance of early and consistent oral health care for young children. Upon successful completion of this course, participants will be able to identify the causes and characteristics of dental decay, as well as strategies for promoting good oral hygiene in the classroom and home environments.

CCEI117	**Sudden Infant Death Syndrome**	**Beginner**	**1**

This course is designed to increase knowledge about Sudden Infant Death Syndrome and to inform early care professionals of risk reduction strategies. As a result of participating in this course, participants should be able to define SIDS, identify SIDS as the leading cause of death of infants between one month and one year of age, identify sleep environment dangers, identify the connection between child care and SIDS, identify healthy infant motor development in back sleeping infants and identify SIDS risk reduction recommendations. Course level - Beginner

CCEI118	**Shaken Baby Syndrome**	**Beginner**	**1**

This course addresses the importance of understanding and preventing child abuse associated with Shaken Baby Syndrome. Upon successful completion of this course, students should be able to define Shaken Baby Syndrome, identify the occurrence and the causes of Shaken Baby Syndrome and identify the symptoms of Shaken Baby Syndrome and what to do when Shaken Baby Syndrome is suspected. Course level - Beginner

CCEI119	**Food Allergies in the Early Care Setting**	**Beginner**	**1**

This course provides an overview of food allergies and basic food allergy safety principles to employ in the early care setting. Upon completion of this course, participants will be able to identify the occurrence of food allergies in the United States, identify the center's responsibility to provide a safe environment for children and staff who suffer from food allergies, identify the eight major food allergens, identify contact and airborne sensitivity, list the theories associated with the rise in food allergies, identify the importance of food labeling and packaging and define epinephrine. Course level – Beginner

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CCEI120	**Brain Development and the Effects of Early Deprivation**	**Intermediate**	**1**

This course examines the effects of early childhood deprivation, maltreatment and abuse on brain development. Ways in which Early Childhood Educators may help promote healthy brain development are also discussed. Upon completing this course, student will be able to define maltreatment, identify the lasting effects of early deprivation and maltreatment, recognize the results of research that studies the links between childhood maltreatment and later-life health and well-being, define neurons, synapse, and pruning, select ways in which early childhood educators might encourage the connection between experience and the formation of synaptic pathways, identify the long term effects of synaptic pruning in children, identify the effects of repeated early childhood maltreatment, recognize how critical early experiences affect brain development, define sensitive periods in early childhood brain development, recall stressful events that effect early childhood brain development, define the various types of stress, recognize the five premises of the Cascade Model of Stress Response Theory and identify classroom tips for promoting healthy brain development. Course Level - Intermediate

CCEI1200	**Assessing Young Children: Part 1 – Introduction to Assessment**	**Beginner**	**1**

This is the first of a three-part series dealing with the assessment of young children. Students completing this course will have an understanding of the importance of assessing young children and creating a narrative summary for the assessment of each child. Upon successful completion of this course, students should be able to define assessment, list why it is important for teachers to assess young children, list the four basic areas addressed by developmental milestones and define “performance-based assessment”. Course level - Beginner

CCEI121	**Motor Development and Physical Fitness in Early Childhood**	**Beginner**	**1**

This course provides an understanding of the importance of motor development and physical fitness in the early childhood years and the ways in which they can become part of the curriculum. Participants will be able to define physical fitness as it applies to young children, identify five health related fitness factors, physical activity recommendations for young children and fundamental motor skills. Course level – Beginner

CCEI1210	**Assessing Young Children: Part 2 – Methods of Assessment**	**Intermediate**	**1**

This is the second of a three-part series dealing with the assessment of young children. Participants will examine six methods for assessing young children and discover how to successfully apply these techniques to the early childhood classroom. Upon successful completion of this course, participants should be able to list six methods for assessing young children, create a developmental checklist, conduct successful parent interviews, use self-portraits as an assessment tool, include scribbling, drawing, and writing samples in assessment practices and keep helpful anecdotal records on children. Course level - Intermediate

CCEI122	**Active Learning in Early Childhood**	**Intermediate**	**1**

This course is written by well known author and national trainer, Rae Pica. The course is designed to increase the participant’s knowledge of the ways in which movement and active involvement can be used as tools in exploring and understanding concepts falling under the content areas of art, language arts, mathematics, music, science, and social studies. Upon completion, participants will be able to recognize the difference between authentic, active learning and rote learning, contrast the value of active learning as opposed to rote learning, define and recognize the bodily/kinesthetic intelligence, as identified by Howard Gardner, identify what the research says about the role of active learning in brain development, describe the role of active learning in cognitive development, describe the role of active learning in social/emotional development, discover how to use active learning across the early childhood curriculum and identify concepts under each content area that are suited to active learning. Course level – Intermediate

CCEI1220	**Assessing Young Children: Part 3 – Interpreting Data and Improving Practices**	**Intermediate**	**1**

This is the third in a three-part series dealing with the assessment of young children. Upon successful completion of this course, participants will gain an understanding of how to interpret assessment data. In addition, participants will be familiar with NAEYC's "indicators of effectiveness," which are useful in evaluating the success or quality of a school's assessment system.

CCEI2421TX	**Texas Minimum Standards: Part I**	**Beginner**	**1**

This course introduces students to Texas Regulations, Minimum Standards, and Licensing Requirements. The course is intended for center directors and all employees, and includes information on maintaining compliance in a licensed child care center, safety standards, important health practices, and appropriate discipline and guidance techniques. Upon completion of this course students will have a better understanding of Texas Minimum Requirements and will be able to properly evaluate their child care program for compliance.

CCEI3010	**Birth to Five: Physical Development in Young Children**	**Beginner**	**1**

This course examines the physical changes in children from birth to age five. Emphasis is placed on growth, development of hand-eye coordination, and movement. Upon successful completion of this course, students should be able to list the physical changes children undergo during the first five years of life and identify developmental milestones for young children. Course level – Beginner

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CCEI3011	**Birth to Five: Emotional Development in Young Children**	**Beginner**	**1**

This course examines the emotional development of young children. Participants will learn about Erikson's eight stages of emotional development, methods of increasing emotional literacy, and activities that can be applied in the home to encourage emotional development. Upon successful completion of this course, a student should be able to define Trust vs. Mistrust, Autonomy vs. Shame and Doubt and Initiative vs. Guilt. Course level - Beginner

CCEI3012	**Birth to Five: Cognitive Development in Young Children**	**Beginner**	**1**

Students taking this course will learn about the cognitive changes in children from birth to age five. Emphasis is placed on the development of memory, cause and effect, and problem solving. Upon successful completion of this course, students should be able to list the cognitive changes children undergo during the first five years of life, define early childhood development and identify developmental milestones and developmentally appropriate activities for young children. Course level – Beginner

CCEI3013	**Birth to Five: Social Development in Young Children**	**Beginner**	**1**

This course examines social development in young children during the first five years of life. Emphasis is placed on the development of social interaction skills, self-regulation, and the development of independence. Upon successful completion of this course, students should be able to identify the stages of social development, the causes of temper tantrums and biting and appropriate social development in young children. Course level - Beginner

CCEI3014	**How Children Learn**	**Beginner**	**1**

This course examines the process of learning in young children. Participants will explore theories of learning, including Piaget's theory of cognitive development. Upon successful completion of this course, students will be able to define the four domains in which learning and development occur, define egocentrism, list and explain Piaget's stages of cognitive development, explain how children learn through the observation of models, and define permanence and the learning process.

CCEI3017	**Enriching Language and Problem Solving**	**Beginner**	**1**

Parents are their child's first teacher. As parents enrich language and problem solving in the home, children take an active role in their own learning. Upon successful completion of this course, participants should be able to identify the ways in which teachers and parents can enrich the classroom and home environments in order to optimize development of language and problem-solving skills.

CCEI3022	**Parent-Teacher Conferences**	**Beginner**	**1**

This course explores the parent's role in parent-teacher conferences. Upon successful completion of this course participants should be able to properly prepare for a parent-teacher conference and cultivate a positive relationship between parent and teacher. Course level - Beginner

CCEI3024	**Supporting Family Literacy**	**Beginner**	**1**

This course explains the benefits of supporting family literacy and discusses ways parents and teachers can encourage the development of reading and writing skills. Participants will learn strategies and methods to help parents establish developmentally appropriate practices at home in order to promote early literacy skills and a lifelong love of reading and knowledge. Course level – Beginner

CCEI3025	**Creating a Safe Home Environment**	**Beginner**	**1**

This course examines the importance of creating a safe and secure family home environment to reduce hazards and ensure a child's safety in the home. Child care providers are encouraged to share this information with parents, as well as to use this information to help ensure a safe child care environment. Course level – Beginner

CCEI3026	**Defining Quality Care**	**Beginner**	**1**

This course assists caregivers and parents in identifying the elements of a high-quality child care program. Upon successful completion of this course, participants will be able to use NAEYC's *Ten Standards for High-Quality Early Childhood Education* as the basis for measuring the overall quality of a child care program. In addition to helping parents make informed decisions, this information can help child care providers improve the quality of their programs.

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CCEI330	**Books and Beyond: Language Development in Young Children**	**Beginner**	**1**

This course introduces methods for creating a learning environment that promotes language development through speaking, reading, writing, and listening. Upon successful completion of this course, participants will be able to identify strategies for promoting language and vocabulary development, as well as recommended practices for selecting appropriate books for young children.

CCEI350	**The Developmentally Appropriate Classroom**	**Beginner**	**1**

This course will help you create a learning environment that is safe, secure, and full of opportunities for learning. Upon successful completion of this course, students will be able to recognize the four major things to be considered when designing a developmentally appropriate classroom, and identify keys for successful activity transitions. Course level – Beginner

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

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. Students will be introduced to foundational theories behind *positive guidance,* as well as basic methods for implementing it in the classroom.

CCEI4002	**Positive Guidance, Part 2: Infants and Toddlers**	**Beginner**	**1**

Upon successful completion of the course students will be able to define the term *positive guidance* and identify strategies for promoting self-identity, self-confidence, and self-control in young children. Course participants will also be introduced to theories, theorists, and concepts regarding human behavior and early childhood development.

CCEI4003	**Positive Guidance, Part 3: The Terrific Twos! Positive Reinforcement and Setting Limits**	**Beginner**	**1**

Upon successful completion of this course, participants will be able to identify important developmental milestones for two-year-olds, including cognitive, social, and emotional characteristics. Additionally, students will gain a great understanding of the foundational theories behind *positive guidance,* along with specific methods for promoting a child's self-esteem, self-confidence, and decision-making abilities.

CCEI4004	**Positive Guidance, Part 4: The Preschool Years**	**Beginner**	**1**

This course provides information about the use of *positive guidance* methods in the preschool environment. Course topics include background information on Erik Erikson's stages of psychosocial development; description of Jane Nelson's Eight Methods for Positive Discipline; and a other important methods for promoting self esteem, personal responsibility, and good decision making in young children.

CCEI4005	**Positive Guidance, Part 5 – The Early School-Age Years**	**Beginner**	**1**

This course focuses on specific guidance methods for early school-age children. Recommended methods are based on children's developmental needs, which are significantly advanced compared to younger children. Topics include: developmental milestones of early school-age children; educational theories behind the positive guidance philosophy; goals and motivations of misbehavior; and methods for confronting a variety of specific behaviors in the school-age environment.

CCEI4006	**Positive Guidance, Part 6: Working with Parents**	**Beginner**	**1**

Upon successful completion of this course, participants will be able to identify strategies for sharing *positive guidance* principles and methods with parents. This course focuses on effective communication methods and practical tools intended to promote the use of *positive guidance* in the home as well as the child care environment. Emphasis is placed on the challenge of sharing *positive guidance* methods while respecting family values and goals.

CCEI430	**Math Madness**	**Beginner**	**1**

This course explains how children learn early math skills during the preschool years and provides suggestions for numerous math activities for young children. Upon successful completion of this course, students should be able to define the activities that help children develop math skills such as classifying, patterning, sequencing, comparing, ordering and one to one correspondence, identify materials that belong in a well-stocked math/manipulative center and activities that strengthen early math skills for children in the preschool classroom.

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CCEI440	**Sensational Science**	**Beginner**	**1**

This course examines age appropriate guidelines and activities for setting up a science center that includes activities that build curiosity. Upon successful completion of this course, student should be able to define science as it relates to preschool children and identify appropriate materials to include in a science center. Course level - Beginner

CCEI450A	**Launching Learning Centers in Your Classroom**	**Beginner**	**1**

This course examines the process of establishing and enhancing learning centers in an early childhood education setting. Upon successful completion of this course, students should be able to list common learning centers found in an early childhood classroom and identify the requirements for evaluating and adjusting each classroom center to ensure the appropriateness for young children. Course level - Beginner

CCEI450B	**Liven Up Your Learning Centers**	**Beginner**	**1**

This course focuses on enhancing traditional learning centers in the classroom. Upon successful completion of this course, students should be able to list items that can be used for rotating new materials into learning centers, list a series of appropriate themes for learning centers, and identify items to be added to classroom learning center to enhance traditional learning. Course level - Beginner

CCEI520	**Parent Communication: Building Partners in the Educational Process**	**Beginner**	**1**

This course examines the importance of open communication between parents and teachers. Participants will learn about positive listening and speaking skills, overcoming communication barriers, and other methods and strategies that will help ensure parents are active partners in education.

CCEI530A	**Nutrition I: The USDA Food Program and Meal Planning**	**Beginner**	**1**

This course explains the USDA's food plan, food groups and recommended serving sizes and components for each food group for planning meals and snacks in an early childhood education setting. Participants will plan a menu using the USDA Guidelines. Upon successful completion of this course, students should be able to define the effects of improper nutrition on children's growth and development and create a variety of appropriate meals for young children based on the meal patterns of the CACFP. Course level - Beginner

CCEI530B	**Nutrition II: Nutrition and Food Service in the Childcare Setting**	**Beginner**	**1**

This course examines proper food service methods to be implemented in the childcare setting. Upon successful completion of this course, students should be able to define a food and nutrition policy for a child care center, list steps to reduce choking hazards, and explain proper food preparation and food storage methods for an early childhood environment. Course level - Beginner

CCEI540A	**Nutrition III - Preventing Foodborne Illnesses: Sanitation and Hygiene in the Child Care Environment**	**Beginner**	**1**

This course is designed to help childcare professionals understand how to reduce the risk of foodborne illnesses by following guidelines for food safety, personal hygiene and sanitation in the early childhood environment. Upon successful completion of this course participants should be able to define foodborne illness, identify common signs of foodborne illnesses, identify five personal hygiene behaviors, identify effective hand washing techniques and identify sanitary behaviors that should be used at mealtimes. Course Level - Beginner

CCEI540B	**Nutrition IV: Preventing Food Borne Illnesses: Reducing Risks through Food Selection and Storage**	**Beginner**	**1**

This course examines what elements must be present for food bacteria to grow and describes common food borne illnesses. Upon successful completion of this course, students should be able to list the three necessary components of food safety, list the five factors necessary for bacterial growth, identify the causes of food-borne illnesses, recognize common food-borne illnesses, define “Cross-Contamination” and define methods for proper food storage. Course level - Beginner

CCEI540C	**Nutrition V: Preventing Food Borne Illness: Safe Food Preparation and Handling**	**Beginner**	**1**

This course defines methods to be used to prevent cross-contamination of food and describes the bacteria that are cause most food contamination. Upon successful completion of this course, students should be able to list the three necessary deterrents for preventing food-borne illnesses and define the processes to properly thaw, marinate, wash, and cook food, transport and serve food, and cool and reheat food. Course level - Beginner

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CCEI550	**Cool Cooking**	**Beginner**	**1**

This class explores cooking as a classroom activity and focuses on activities that require little or no heat. Upon successful completion, participants should be able to describe objectives for cooking activities and identify appropriate methods for integrating cooking activities in the preschool classroom. Course level -Beginner

CCEI640	**Creating a Multicultural Environment**	**Beginner**	**1**

This course explains multiculturalism and anti-bias education. Upon successful completion of this course, students will be able to define the goals of multiculturalism, develop an anti-bias classroom, incorporate multiculturalism into learning centers and other classroom activities, and promote cooperative social skills in diverse classrooms.

CCEI660	**Supporting Appropriate Choices: The Preschool Teacher and Classroom Discipline**	**Beginner**	**1**

This course defines discipline as it relates to the ECE setting and explains causes for the inappropriate behavior of children. Upon successful completion of this course, participants should be able to explain the many reasons children make inappropriate choices, why teachers react to inappropriate behavior in different ways and define appropriate and successful discipline techniques. Course Level - Beginner

CCEI670	**Bright Beginnings: Age Appropriate Activities for Infants and Toddlers**	**Beginner**	**1**

This course is designed to help participants understand the importance of developmentally appropriate, and individually appropriate activities in the childcare setting. Upon successful completion of this course, participants will be able to define the four domains in which learning and development occur, list the four stages of Piaget's Theory, define the sensorimotor stage, list the four general guidelines teachers should keep in mind to promote positive interactions with infants and toddlers, list the three factors to consider in arranging an indoor infant and toddler environment, and identify four criteria to use when selecting toys for infants and toddlers. Course Level - Beginner

CCEI680A	**Orientation to Child Care: Roles and Responsibilities for Teachers**	**Beginner**	**1**

This course discusses the roles and responsibilities of being a teacher in an early childhood setting. Upon successful completion of this course, a student should be able to identify five or more roles a preschool teacher fulfills, name three ways to prevent and reduce injuries in the classroom, name three appropriate guidance techniques, learn how to communicate clearly and professionally with parents and other caregivers, and describe ways to create an engaging developmentally appropriate environment that encourages learning through play. Course Level – Beginner

CCEI690	**Rainbows and Rembrandts: Enhancing Art in the Preschool Classroom**	**Beginner**	**1**

This course introduces preschool teachers to the basic concepts of developing and managing art projects. Upon successful completion of this course, students should be able to describe basic objectives for children's learning in the art center, list appropriate methods of observing identify methods of involving parents in the art program and assess the effectiveness of an art center. Class level - Beginner

CCEI760	**Rainbows and Rembrandts: Including Fine Art in Young Children's Programs**	**Intermediate**	**1**

This course is designed to provide an understanding of the development of aesthetic appreciation of art in preschool children. In addition, the course will examine methods for bringing additional art experiences to the children through the use of expert resources, field trips and parental involvement. Upon successful completion of this course, preschool teachers will be able to define appropriate methods of acquainting young children with fine works of art. Course level - Intermediate

CCEI770	**Making Time! Time Management Skills for Administrators**	**Beginner**	**1**

This course outlines effective time management skills for program administrators or directors. Participants will learn how to prioritize deadlines, set goals, and use time more effectively. Upon successful completion of this course, students should be able to clearly state their job purpose, list three types of formal and informal planning and create strategies for using time more efficiently. Course level - Beginner

CCEI780	**Tune In or Tune Out: The Effects of Television and Media on Young Children**	**Beginner**	**1**

This course examines the effects that watching large amounts of television has on children's behavior and development. Participants will discover the influences of violent programming on young minds and will learn effective ways of creating a stimulating, safe, and television-free classroom environment. Upon successful completion of this course, students should be able to identify methods for sharing tips with parents to encourage appropriate viewing times and media content for young children, and how to encourage healthy choices regarding media intake. Course level - Beginner

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CCEI790	**Foundations in Learning: John Dewey's Approach**	**Beginner**	**1**

The purpose of this course is to provide a basic introduction to the work of John Dewey, one of America's most influential educators. This course provides a brief introduction to Dewey's life, main theories, and their application in an early care and education classroom. Upon successful completion of this course, participants should be able to recall important events in John Dewey's life that influenced his work, explain the primary assertions of Dewey's theories of education, describe how Dewey's theories affect the way we work with children in an early childhood classroom, critique their own practice in relation to Dewey's work. Course level - Beginner

CCEI800	**The Professional Portfolio: Fostering and Documenting Professional Development**	**Beginner**	**1**

This course introduces early childhood professionals to the practice of developing a professional director/teacher portfolio as a means of enhancing professional growth. Upon successful completion of this course, students should be able to identify the major components to include in a professional director/teacher portfolio and recall the steps in organizing and arranging a professional director/teacher portfolio. Class level - Beginner

CCEI810	**Brain Development and Learning: What Every Early Care and Education Professional Should Know**	**Beginner**	**1**

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. Course level – Beginner

CCEI820	**Games & Group Activities for Children of All Ages**	**Beginner**	**1**

This course identifies the benefits of playing games with children of various ages and provides students with numerous suggestions for enhancing daily group activities. Upon successful completion of this course, students should be able to identify valuable lessons children learn by playing games and guidelines that should be used in implementing effective developmentally appropriate games and activities. Course level – Beginner

CCEI854	**Developmental Delights: Birth to Six Months**	**Beginner**	**1**

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. Upon successful completion of this course, participants should be able to identify the phases of development in infants ages birth to six months. Course level - Beginner

CCEI855	**Developmental Delights: Six to Twelve Months**	**Beginner**	**1**

This course provides a brief overview of the physical, social, and educational development of children during the six to twelve month period of life. Participants are provided with information about early childhood developmental characteristics as well as practical applications for the classroom that foster development. Upon successful completion of this course, a student should be able to define 'object permanence', list environmental factors that influence early childhood development and list the common signs of teething. Course level - Beginner

CCEI857	**Developmental Delights: Two-Year-Olds**	**Beginner**	**1**

The course provides a brief overview of the physical, social, and educational development of children ages two to three years. Upon successful completion of this course, participants should be able to identify the areas and phases of development for two-year-olds, and identify the factors affecting development. Course level -Beginner

CCEI861	**Developmental Delights: Twelve to Twenty-Four Months**	**Beginner**	**1**

This course provides a brief overview of the physical, social, and educational development of children during the 12- to 24-month period of life. Participants are provided with information about early childhood developmental characteristics as well as practical applications for the classroom that foster development. Course Level - Beginner

CCEI881	**Developmental Delights: Three Year Olds**	**Beginner**	**1**

This course provides a brief overview of the physical, social, and educational development of children ages three to four years. Participants are provided with information about early childhood development characteristics as well as practical applications to foster further development within the classroom. Upon successful completion of this course, participants should be able to define early childhood development, identify how a three-year-old's metabolism affects development, Identify the physical changes to expect in a three-year-old and identify the gross motor skills that a three-year-old should have. Course level – Beginner

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CCEI882	**Developmental Delights: Four and Five-Year-Olds**	**Beginner**	**1**

This course provides a brief overview of the physical, social, and educational development of four and five year old children. Upon successful completion of this course, students should be able to recognize the signs indicating that children are entering a new stage or phase of development, react appropriately to each phase of development, prepare activities to encourage development and identify those children who are consistently not meeting developmental standards or consistently exceeding developmental standards. Course level - Beginner

CCEI890	**Prominent Early Childhood Theorists.**	**Intermediate**	**1**

This course provides an overview of prominent early childhood theorists and the role they played in the development of acceptable practice. Upon successful completion of this course, students should be able to recognize Sigmund Freud's Psychoanalytic Theory, Behavioral/Learning Theory and the work of John Watson, B.F. Skinner, and Edward Thorndike, Lev Vygotsky's Theory of Social Context Learning and Piaget's Stages of Cognitive Development, Object Permanence, Assimilation, and Accommodation, identify Freud's stages of development, theory of personality and defense mechanisms, Psychosocial Theory and the work of Erik Erikson, John Bowlby, and Mary Ainsworth, Trust vs. Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Mutuality, and Attachment Theory and the Zone of Proximal Development and Scaffolding. Course level – intermediate

CCEI891	**Developmental Domains in Early Childhood Development**	**Beginner**	**1**

This course provides an overview of growth and development during early childhood and the factors that effect teacher practices. As a result of participating in this course, students will be able to identify concepts associated with developmental domains, list issues associated with attachment, stranger anxiety, and maternal deprivation and recall key facts about personal and social development in infants. Course level - Beginner

CCEI900	**Safety in the Infant/Toddler Classroom**	**Beginner**	**1**

This course examines methods to prevent many injuries from happening in the classroom by learning the "safety musts" for infant/toddler teachers. Participants will learn to safely handle and supervise infants, properly feed and diaper them, and reduce hazards in the classroom environment. Upon successful completion of this course, students should be able to properly diaper a baby, list the precautions to take to safely put an infant to sleep, list the requirements to childproof an infant/toddler classroom and identify the four types of poison young children could encounter. Course level - Beginner

CCEI950	**Children and Divorce**	**Beginner**	**1**

This course assists early childhood education staff in better understanding the effects of divorce on children. Participants will learn how they can positively impact the lives of children during this difficult time. Upon successful completion of this course, students should be able to define how both age and developmental stages can determine how children cope with divorce. They should also be able to list ways they can better meet the needs of children and families experiencing divorce and separation while allowing children to maintain positive feelings about themselves. Course level – Beginner

CCEI951	**Leadership and Mentoring: Growing Your Staff**	**Beginner**	**1**

This course reinforces to early childhood administrators the importance of leading their staff by using effective mentoring techniques. Upon successful completion of this course, students should be able to define the importance of feedback and constructive criticism of staff and identify principles for being an effective supervisor and motivator. Course level – Beginner

CCEI954	**Building a Team Environment**	**Beginner**	**1**

This course examines how the role of a director or administrator can affect the quality of programs and the needs of the staff within an early childhood program. Upon successful completion of this course, students should be able to list the qualities that outstanding directors possess, define what makes a school function harmoniously, list how small actions from administrators can create positive work environments, and explain what is needed to manage and lead a positive team of early childhood educators. Course Level – Beginner

CCEI955	**Effective Methods of Evaluating Staff**	**Beginner**	**1**

This course will assist both experienced and new directors in effectively evaluating staff in an early childhood setting. Participants will learn proper methods of providing feedback, the importance of performance evaluations, and appropriate methods of supervision for staff. Upon successful completion of this course, students should be able to define how evaluations and feedback can be used as a training tool and discuss the importance of using performance evaluations for staffing early childhood programs. Course level – Beginner

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CCEI959	**Legal and Regulatory Issues for Child Care Centers**	**Beginner**	**1**

This course, intended for directors and administrators, focuses on legal issues that affect early care and education centers. Participants will gain a greater understanding of legal knowledge needed for effective management. Upon successful completion of this course, students should be able to list state and local regulations for child care centers, define state labor laws, develop an appropriate admissions policy for a child care center and create an appropriate questionnaire for new employees. Course level - Beginner

CCEI960	**Staff Communication: Educational Partnerships**	**Beginner**	**1**

This course provides directors, administrators, and aspiring directors with a greater understanding of the value of good communication skills, as well as various techniques for listening and responding appropriately to staff, parents, and children. Upon successful completion of this course, students should be able list key phrases to remember when communicating, identify ways to improve their communication skills, define active listening and explain methods to be used by staff members to effectively communicate among each other. Course level - Beginner

CCEI961	**Parenting Children Ages 1-4**	**Beginner**	**1**

This course provides parents and early childhood professionals with an inside look at the numerous jobs a parent fills. Participants will examine parenting styles, positive discipline techniques, and steps for encouraging positive behaviors in young children. Upon successful completion of this course, students should be able to identify the developmental ages and stages of children from one to four years of age. Course level - Beginner

CCEI962	**Successful Staffing**	**Beginner**	**1**

This course, intended for directors, administrators, and aspiring directors, provides participants with a better understanding of the importance of having an effective team of early childhood staff. Upon successful completion of this course, students should be able to define the importance of the selection process when hiring staff, identify several facts in building a good team of early childhood professionals, and list a variety of training methods available to center directors and staff. Course level - Beginner

CCEI963	**Advocacy for The Center, Parents, Children and Staff**	**Beginner**	**1**

This course examines the many reasons educators should advocate for their center, parents, children and staff and effective ways of doing so. Upon successful completion of this course, students should be able to define the role of an early childhood advocate; the steps required for successful advocacy and list the requirements to organize a successful advocacy campaign. Course level - Beginner

CCEI965	**Staff Retention & Motivation Part I**	**Beginner**	**1**

This course provides students with an overview of the strategies used to retain and motivate staff in a child care center. Upon successful completion of this course, a student should be able to list three qualities to look for in teacher candidates, three interview strategies, three characteristics of a good coach and list the key elements used to guide employees. Course level - Beginner

CCEI966	**Staff Retention & Motivation Part II**	**Intermediate**	**1**

This course is the second in a two-part series about staff retention and motivation in an early childhood education setting. Upon successful completion of this course, a student should be able to define a successful child care organization, identify the characteristics of a leader, and define how to build empowered teams. Course level - Intermediate

CCEI967	**Sensory Learning For All Ages**	**Beginner**	**1**

This course examines sensory experiences in the early childhood classroom and the benefits of these activities for young children. Participants will explore various ways of incorporating sensory learning into every day activities, enhancing sensory learning centers, and appropriate methods of guidance. Upon successful completion of this course, students should be able to identify ways children benefit from sensory experiences, list ways for guiding developmentally appropriate sensory learning experiences and implement developmentally appropriate ideas and props used for sensory learning experiences. Course level - Beginner

CCEI968	**Inclusion and Children with Special Needs**	**Beginner**	**1**

This course provides participants with a greater understanding of the importance of including children with various disabilities in the regular early childhood classroom. Participants will explore ways to adapt the classroom to better accommodate children with disabilities in various centers of a classroom. Upon completion of this course, students should be able to identify ways to adjust their schools philosophy to include children with disabilities, identify what to look for when observing children and what developmental alerts may result in professional referrals, list several types of common disabilities and list ways to adapt learning centers for children with various disabilities. Course level - Beginner

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CCEI975	**Successfully Marketing Your Program Part I – Marketing 101: Spreading the Word About Your Program**	**Beginner**	**1**

This course, offered to directors and aspiring directors in an early childhood education setting, teaches marketing basics. Students will learn to properly define the product offered by a child care center and develop effective marketing strategies targeted at specific communities and families. Upon successful completion of this course, students should be able to list the products the program offers, identify the roles people associated with a center play in marketing and identify the target audience for marketing a child care center. Course level – Beginner

CCEI975B	**Successfully Marketing Your Program, Part 2: Enrollment and Retention**	**Beginner**	**1**

This course offers a review of some marketing basics and focuses on enrollment and retention strategies. Students will learn to develop effective enrollment and retention strategies targeted at specific communities and families. Upon successful completion of this course, students should understand effective practices for generating leads, converting leads into new customers, and retaining families who have already enrolled.

CCEI980	**Customer Service for the Center Administrator**	**Beginner**	**1**

This course examines practical tips for proper customer service methods to be used in a child care center and provides strategies for training staff in the same basics of client services. Upon successful completion of this course, students should be able to define customer service, identify the rules of proper customer relations and identify strategies for implementing proper customer service methods in a child care center. Course level - Beginner

CHD100	**Music in Early Childhood**	**Beginner**	**1**

This course is written by well known author and national trainer, Rae Pica. The goal of this course is to provide an understanding of the importance of music in the early childhood years and the ways in which it can become part of the curriculum and of children's lives. Upon successful completion of this course, students should be able to define the role of music in a child's development, the role of both quality and variety in the selection of music for children, the impact of music on children's moods and behaviors, the musical elements young children can and should experience, and list appropriate musical activities. Course level - Beginner

CHD101	**Promoting Speaking and Listening Skills**	**Beginner**	**1**

This course emphasizes the central role of speaking and listening skills in the development of communication and early literacy skills. Course participants will examine strategies for encouraging young children to express basic needs, ideas, emotions, and questions. Importance is placed on oral language comprehension in conversations and books.

CHD102	**Dual Language Learning in the Early Childhood Environment**	**Intermediate**	**2**

This course provides early childhood professionals with strategies and tools for helping young children develop language and early literacy skills in English as well as the children's home language. Participants will learn the benefits of "dual language" learning for young children along with key strategies for increasing family engagement and promoting rich, dual language development in the classroom.

CHD103	**The Child's Digital Universe: Technology and Digital Media in Early Childhood**	**Intermediate**	**3**

This course presents the latest research and recommendations regarding children's use of technology and digital media, and the ways in which digital devices are reshaping childhood and early childhood education.

CLM100	**Teaching Multiage Groups**	**Beginner**	**3**

This course provides a guide to managing a multiage environment, in which students of different ages and skill levels share a classroom as well as a basic curriculum. Participants will compare multiage to traditional graded classrooms and learn about the potential benefits of incorporating multiage strategies into any classroom. This course also provides comprehensive recommendations and strategies for organizing a classroom, facilitating group projects, managing a peer tutoring program, and much more.

COG100	**Exploring Visual/Spatial Intelligence**	**Intermediate**	**1**

This course introduces participants to visual/spatial intelligence, one of the nine multiple intelligences described by Howard Gardner. Participants will learn about the characteristics of strong visual/spatial intelligence and activities that can promote this type of intelligence in the classroom.

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COG101	**Critical Thinking Skills in the Preschool Environment**	**Intermediate**	**1**

Critical thinking skills are essential for good decision-making and long-term academic and professional success. This course examines critical thinking skills through the lens of Bloom's Taxonomy, which categorizes the different ways humans interact with knowledge. Participants will explore basic, practical classroom strategies that support the development of critical thinking skills in young children.

CUR101	**Tray Tasking - An Approach to Emerging Reading and Writing Skills**	**Intermediate**	**1**

This course is written by well known author Vicki Folds, Ed.D. This course is designed to provide new and innovative ways to engage young children in tasks that promote whole body integration for reading and writing skills. Upon successful completion of this course, students will be able to define Tray Tasking, explain the purpose of Tray Tasking, identify four ways Tray Tasking contributes to reading and writing readiness and identify an Authentic Assessment tool that can be used with Tray Tasking. Course level - Intermediate

CUR102	**Environmental and Functional Print**	**Beginner**	**1**

This course, written by well know author Vicki Folds, Ed.D., explains literacy awareness through a print rich environment utilizing environmental and functional print. Information is shared regarding how to enrich the preschool classroom using commonly found materials. Resources such as word walls are presented which may be easily adopted into any early childhood program. Upon successful completion of this course, students will be able to define, compare and contrast environmental and functional print aspects and identify print rich materials that are environment and functional print resources. Course Level - Beginner

CUR103	**Outdoor Learning**	**Intermediate**	**3**

This course provides comprehensive information on integrating outdoor learning into the early childhood curriculum, including developmental benefits, recommended practices, and numerous ideas for activities.

CUR104	**The Toddler Curriculum**	**Beginner**	**2**

This course is designed specifically for early childhood professionals who work with toddlers, a group that typically includes children between their first and third birthdays. Course participants will learn basic information about appropriate, effective curriculum; recommended guidance and teaching practices; appropriate materials and design elements in the learning environment; and effective strategies for working and communicating with parents.

CUR105	**Infant Care**	**Beginner**	**2**

This course provides basic information on a wide range of topics for infant-care providers. Participants will learn about infant development and typical developmental milestones; essential practices for maintaining a safe, healthy environment; and strategies for promoting optimal growth across all developmental domains.

GUI100	**Bullying in the Preschool Environment**	**Beginner**	**1**

Bullying is one of the most concerning social interactions facing children and schools today. While the media picks up stories of bullying in high school, researchers have shown that bullying behaviors are learned much earlier in life. Preschool is often the first time children are exposed to a social group and it is common for children to begin experimenting with different types of social interactions. Preschool teachers have a strong opportunity and responsibility to create a positive social environment that teaches children appropriate social interactions in order to prevent bullying.

HLTH100	**Early Childhood Obesity**	**Beginner**	**1**

This course discusses early childhood obesity and shares strategies for addressing obesity in the early care setting. Upon successful completion of this course, students should be able to define obesity, identify causes of obesity, list risk factors for obesity and potential complications and list the ramifications of early childhood obesity. Course level - Beginner

HLTH101	**Preparing for an Influenza Pandemic**	**Beginner**	**1**

Based on information obtained from the Department of Health and Human Services, USA and the Centers for Disease Control and Prevention (CDC) this course provides an overview of the requirements for preparing for an influenza pandemic. Upon successful completion of this course, students should be able to define a pandemic, identify the planning and coordination required to be prepared for a pandemic, identify infection control actions, list methods of communication during a pandemic. Course level - Beginner

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HLTH102	**Preventing the Spread of Bloodborne Pathogens**	**Beginner**	**1**

This course covers OSHA standards and other information related to preventing the spread of bloodborne pathogens in the child care setting. Major topics covered include common infectious diseases spread by bloodborne pathogens, universal precautions, and other safety practices.

HLTH103	**Fit for Life**	**Intermediate**	**2**

This course provides strategies and methods to improve physical fitness and incorporate movement activities across the early childhood curriculum.

LIT100	**Storytelling for Enrichment, Early Literacy, and Fun**	**Intermediate**	**2**

This course provides comprehensive guidance for incorporating storytelling into the early childhood environment. Participants will learn why storytelling is important for young children, as well as strategies for effective storytelling and rich follow-up activities such as group discussion and playacting.

NFS100	**Healthy Habits: Nutrition and Fitness Practices**	**Beginner**	**1**

This course offers ideas for promoting healthy eating and active play in the early childhood environment. Participants will learn why and how to develop a nutrition policy, strategies for working with families to promote proper nutrition practices at home, and curriculum enrichment ideas for increasing healthy lifestyle choices and reducing obesity.

PROF100	**Stress Management for Child Care Providers**	**Beginner**	**1**

This course provides an overview of the effects of stress in the lives of child care professionals and to understand coping techniques to manage stress. Participants will be able to define stress, identify four sources of stress, identify four symptoms of stress, and identify techniques for stress management in four categories. Course Level – Beginner

PROF101	**Adult Learning: Theories and Strategies for Trainers and Directors**	**Intermediate**	**1**

This course is designed for directors and other early childhood professionals who train adults or facilitate professional development programs. Participants will learn basic adult learning theories and strategies.

SOC100	**How to Raise Emotionally Healthy Children: Meeting the Five Critical Needs of Children**	**Beginner**	**1**

This course is written by well know author Gerald Newmark, Ph.D. Dr. Newmark is the author of the book "How to Raise Emotionally Healthy Children". This course is designed to introduce students to the five critical needs of emotionally healthy children. Upon successful completion of this course, students will be able to list the five keys to developing an emotionally healthy child, identify the causes for failure to meet the emotional needs of children, identify the problems created for children and families when emotional needs are not met and identify how to succeed in creating an emotionally healthy relationship with children. Course level - Beginner

SOC101	**Healthy Social and Emotional Development vs. Challenging Behavior in Young Children**	**Advanced**	**2**

This course is written by Karen Cairone, M.Ed. Special Projects/Trainer for the Devereux Early Childhood Initiative. When those who work with young children begin to understand temperament, and differentiate between typical behaviors expected of children at certain developmental level versus behaviors that may require more focused interventions, the overall program quality is strengthened through this important knowledge and valuable practice. Upon successful completion of this course, students should be able to define social development, emotional development and temperament, identify the role of developmentally appropriate expectations and behaviors, as well as the importance of individualizing and scaffolding for young children. They will be able to successfully redefine difficult behavior to focus on the positives, identify the key commonalities in the definition of challenging behavior and the reasons children use challenging behavior, identify how trust and attachment play a major role in helping a child with challenging behavior and recognize when challenging behaviors might require further intervention. Course Level - Advanced

SOC102	**From Chaotic to Calm: Managing Stress in the Classroom**	**Beginner**	**1**

This course will provide an understanding of childhood stress and will give information, activity ideas, and tools for easing children's anxieties and worries in the classroom. Upon successful completion of this course, students will be able to define various sources of stress, identify symptoms, and various methods to help children cope.

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SOC103	**Gender Bias and Stereotypes**	**Intermediate**	**1**

This course explores the development of gender identity and stereotypes. Participants will learn how and why gender stereotypes are formed and the ways in which gender stereotyping can impact a child's psychological and social development. In addition, participants will learn strategies for promoting gender equity and equal opportunity in the classroom.

SOC104	**Promoting Empathy and Other "Prosocial" Behaviors**	**Beginner**	**1**

This course examines recent social research into empathy and other "prosocial" behaviors, as well as recommended strategies and practices for guiding young children through the early phases of empathy's long developmental process.

SPN100	**Inclusive Literacy Lessons**	**Intermediate**	**2**

This course is written by well known author and consultant Dr. Pam Schiller. The goal of the course is to introduce, develop, and help children practice literacy skills and concepts. Upon successful completion of this course, students should be able to list the building blocks of literacy development, list the guidelines for working with children with special needs, define visual impairment, list the major types of hearing loss, define cognitive challenges, define functional or self-help skills, define motor development, identify the sequence of normal speech development, identify the sign of behavior or social-emotional issues and define sensory integration disorders. Course level – Intermediate

SPN101	**Understanding Autism Spectrum Disorders**	**Beginner**	**1**

The goal of this course is introduce participants to autism spectrum disorders (ASD) and the characteristics of children who are diagnosed with autism spectrum disorders. Participants will also be introduced to several students with autism spectrum disorders and many of the classroom strategies that support these students.

SPN102	**Attention Deficit Disorders**	**Beginner**	**1**

This course presents basic facts about attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), including characteristics of children diagnosed with ADD and ADHD and recommended classroom accommodations and guidance strategies.

SPN103	**Teaching Young Children with Autism Spectrum Disorder**	**Intermediate**	**2**

This course presents recommended practices and activities for welcoming a child with autism spectrum disorder into the group preschool setting. Included is guidance for designing and implementing a developmentally appropriate, safe, effective program, including strategies for preparing the child and his family for the new environment. Content from this course is excerpted from the book "Teaching Young Children with Autism Spectrum Disorder," by Clarissa Willis.

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