

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
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| ADM100 | The Eco-Friendly Child Care Center, Part 1: Green Lifestyle and Environmental Health | Beginner | 1 |
| <p>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.</p> | | | |
| ADM101 | The Eco-Friendly Child Care Center, Part 2: Environmental Education and Sustainability | Beginner | 1 |
| <p>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.</p> | | | |
| ADM102 | Family Child Care Basics | Beginner | 3 |
| <p>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.</p> | | | |
| ADM103 | Basic Transportation and Field Trip Safety for Child Care Centers | Beginner | 2 |
| <p>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.</p> | | | |
| ADM107 | Coping With Crises and Traumatic Events | Beginner | 3 |
| <p>Emergencies and natural disasters can happen suddenly with little or no warning. This course provides essential information on recommended practices and strategies and other important resources to help guide the process of planning to survive and recover from disasters, emergencies, and other types of potentially traumatic events.</p> | | | |
| ADM108 | The Mentoring Process: Developing Professionalism from Within | Beginner | 1 |
| <p>This course explores the many aspects of mentoring, from formal to informal relationships that are established between staff members. The course will identify the benefits of mentoring in an early childhood setting and outline a method directors can use to create a mentoring program in their environment.</p> | | | |
| ADM109 | Developing Leadership in Early Care and Education | Intermediate | 3 |
| <p>This course examines what it means to be a successful leader in the field of early care and education (ECE) which includes afterschool or out-of-school-time care. While there are certain universal qualities to any good leader, regardless of profession, leaders in the ECE industry face some unique challenges and responsibilities that are not covered in typical corporate leadership books and seminars.</p> | | | |
| ADM110 | Technology and Social Media Policy in the Early Care and Education Environment | Intermediate | 4 |
| <p>This course examines the impact of digital technologies, the Internet, and social media on the early care and education environment and offers recommended strategies and best practices for using various technological tools. Program policies are a central focus of the comprehensive course, with emphasis on crafting policies that best promote effective, high-quality care.</p> | | | |

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| ADM111 | Employee Performance Management in Out-of-School Programs | Intermediate | 4 |
| <p>This course provides important strategies and practices to help managers establish an effective performance management system, thereby helping employees meet performance goals while increasing motivation and reducing turnover.</p> | | | |
| ADM112 | Program Leadership: Staff Retention and Motivation | Intermediate | 2 |
| <p>Employees are much more likely to feel motivated when they are part of an organization with effective, dedicated leadership. An organization's success begins with its leadership. But success is produced and maintained by the staff as they bring the leadership's vision and policies to reality. As an organization's leadership improves, so does the sense of unity and common purpose among staff members. This course discusses the role that effective leadership has on staff retention and motivation.</p> | | | |
| CCEI059T | Principles from the NAEYC Code of Ethical Conduct | Beginner | 1 |
| <p>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</p> | | | |
| CCEI001 | Curriculum: What Is It and Why Is It Important? | Beginner | 1 |
| <p>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.</p> | | | |
| CCEI110A | Indoor Safety in the Early Childhood Setting | Beginner | 1 |
| <p>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</p> | | | |
| CCEI110B | Outdoor Safety in the Early Childhood Setting | Beginner | 1 |
| <p>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</p> | | | |
| CCEI112A | Child Abuse: Signs of Abuse and Reporting Requirements for Early Childhood Professionals | Beginner | 1 |
| <p>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</p> | | | |
| CCEI112D | Child Abuse: The Impact of Maltreatment on Relationship Skills and Bonding | Beginner | 1 |
| <p>This course educates professional caregivers about the impact of maltreatment on a child's 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</p> | | | |
| CCEI116A | Oral Health in Early Childhood | Beginner | 1 |
| <p>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.</p> | | | |

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| CCEI117 | Sudden Infant Death Syndrome | Beginner | 1 |
| <p>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</p> | | | |
| CCEI118 | Shaken Baby Syndrome | Beginner | 1 |
| <p>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, understand head trauma, 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.</p> | | | |
| CCEI119 | Food Allergies in the Early Care Setting | Beginner | 1 |
| <p>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 program'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</p> | | | |
| CCEI120 | Brain Development and the Effects of Early Deprivation | Intermediate | 1 |
| <p>This course examines the effects of early childhood deprivation, maltreatment and abuse on brain development.</p> | | | |
| CCEI1200 | Assessing Young Children: Part 1 – Introduction to Assessment | Beginner | 1 |
| <p>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</p> | | | |
| CCEI1210 | Assessing Young Children: Part 2 - Methods of Assessment | Intermediate | 1 |
| <p>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</p> | | | |
| CCEI122 | Active Learning in Early Childhood | Intermediate | 1 |
| <p>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.</p> | | | |
| CCEI1220 | Assessing Young Children: Part 3 – Interpreting Data and Improving Practices | Intermediate | 1 |
| <p>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.</p> | | | |
| CCEI2421TX | Texas Minimum Standards: Part I | Beginner | 1 |
| <p>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.</p> | | | |

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| CCEI3010 | Birth to Five: Physical Development in Young Children | Beginner | 1 |
| <p>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</p> | | | |
| CCEI3011 | Birth to Five: Emotional Development in Young Children | Beginner | 1 |
| <p>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</p> | | | |
| CCEI3012 | Birth to Five: Cognitive Development in Young Children | Beginner | 1 |
| <p>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</p> | | | |
| CCEI3013 | Birth to Five: Social Development in Young Children | Beginner | 1 |
| <p>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</p> | | | |
| CCEI3014 | How Children Learn | Beginner | 1 |
| <p>Upon successful completion of this course, participants will be able to define the four domains in which learning and development occur, identify Piaget's stages of cognitive development, explain how children learn through the observation of models, and identify additional common learning theories and teaching strategies based on research into brain development.</p> | | | |
| CCEI3022 | Parent-Teacher Conferences | Beginner | 1 |
| <p>This course explores the teacher'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</p> | | | |
| CCEI4001 | Positive Guidance, Part 1: What Is Positive Guidance and Why Is It Important? | Beginner | 1 |
| <p>Upon successful completion of this course, students should be able to define the term <i>positive guidance</i> and explain why it is valuable for caregivers to use it during the early childhood years. Students will be introduced to foundational theories behind <i>positive guidance</i>, as well as basic methods for implementing it in the classroom.</p> | | | |
| CCEI4002 | Positive Guidance, Part 2: Infants and Toddlers | Beginner | 1 |
| <p>Upon successful completion of the course students will be able to define the term <i>positive guidance</i> 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.</p> | | | |
| CCEI4003 | Positive Guidance, Part 3: The Terrific Twos! Positive Reinforcement and Setting Limits | Beginner | 1 |
| <p>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 <i>positive guidance</i>, along with specific methods for promoting a child's self-esteem, self-confidence, and decision-making abilities.</p> | | | |

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| CCEI4004 | Positive Guidance, Part 4: The Preschool Years | Beginner | 1 |
| <p>This course provides information about the use of <i>positive guidance</i> methods in the preschool environment. Course topics include background information on Erik Erikson's stages of psychosocial development; descriptions of Dr. Jane Nelsen's <i>Eight Methods for Positive Discipline</i>; and other important methods for promoting self esteem, personal responsibility, and good decision making in young children.</p> | | | |
| CCEI4005 | Positive Guidance, Part 5 – The Early School-Age Years | Beginner | 1 |
| <p>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.</p> | | | |
| CCEI4006 | Positive Guidance, Part 6: Working with Parents | Beginner | 1 |
| <p>Upon successful completion of this course, participants will be able to identify strategies for sharing <i>positive guidance</i> principles and methods with parents. This course focuses on effective communication methods and practical tools intended to promote the use of <i>positive guidance</i> in the home as well as the child care environment. Emphasis is placed on the challenge of sharing <i>positive guidance</i> methods while respecting family values and goals.</p> | | | |
| CCEI430 | Math Madness | Beginner | 1 |
| <p>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.</p> | | | |
| CCEI440 | Sensational Science | Beginner | 1 |
| <p>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, identify appropriate materials to include in a science center, and identify basic activities for promoting early science skills.</p> | | | |
| CCEI450A | Launching Learning Centers in Your Classroom | Beginner | 1 |
| <p>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</p> | | | |
| CCEI520 | Parent Communication: Building Partners in the Educational Process | Beginner | 1 |
| <p>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.</p> | | | |
| CCEI530A | Nutrition I: The USDA Food Program and Meal Planning | Beginner | 1 |
| <p>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</p> | | | |
| CCEI530B | Nutrition II: Nutrition and Food Service in the Childcare Setting | Beginner | 1 |
| <p>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</p> | | | |

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| CCEI540A | Nutrition III - Preventing Foodborne Illnesses: Sanitation and Hygiene in the Child Care Environment | Beginner | 1 |
| <p>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</p> | | | |
| CCEI540B | Nutrition IV: Preventing Food Borne Illnesses: Reducing Risks through Food Selection and Storage | Beginner | 1 |
| <p>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</p> | | | |
| CCEI540C | Nutrition V: Preventing Food Borne Illness: Safe Food Preparation and Handling | Beginner | 1 |
| <p>This course defines methods to be used to prevent cross-contamination of food and describes the bacteria that 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</p> | | | |
| CCEI640 | Creating a Multicultural Environment | Beginner | 1 |
| <p>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.</p> | | | |
| CCEI670 | Bright Beginnings: Age Appropriate Activities for Infants and Toddlers | Beginner | 1 |
| <p>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</p> | | | |
| CCEI680A | Orientation to Child Care: Roles and Responsibilities for Teachers | Beginner | 1 |
| <p>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</p> | | | |
| CCEI690 | Rainbows and Rembrandts: Enhancing Art in the Preschool Classroom | Beginner | 1 |
| <p>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</p> | | | |
| CCEI760 | Rainbows and Rembrandts: Including Fine Art in Young Children's Programs | Intermediate | 1 |
| <p>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</p> | | | |
| CCEI770 | Making Time! Time Management Skills for Administrators | Beginner | 1 |
| <p>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</p> | | | |

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| CCEI810 | Brain Development and Learning: What Every Early Care and Education Professional Should Know | Beginner | 1 |
| <p>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</p> | | | |
| CCEI854 | Developmental Delights: Birth to Six Months | Beginner | 1 |
| <p>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</p> | | | |
| CCEI855 | Developmental Delights: Six to Twelve Months | Beginner | 1 |
| <p>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</p> | | | |
| CCEI857 | Developmental Delights: Two-Year-Olds | Beginner | 1 |
| <p>The course provides a brief overview of the physical, social, and cognitive 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</p> | | | |
| CCEI861 | Developmental Delights: Twelve to Twenty-Four Months | Beginner | 1 |
| <p>This course provides a brief overview of the physical, social, and cognitive 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</p> | | | |
| CCEI881 | Developmental Delights: Three Year Olds | Beginner | 1 |
| <p>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</p> | | | |
| CCEI882 | Developmental Delights: Four and Five-Year-Olds | Beginner | 1 |
| <p>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</p> | | | |
| CCEI891 | Developmental Domains in Early Childhood Development | Beginner | 1 |
| <p>This course provides an overview of growth and development during early childhood and the factors that effect classroom practices. Participants will learn about developmental domains (physical, cognitive, social, and emotional), and associated principles and theories, such as attachment, stranger anxiety, and maternal deprivation.</p> | | | |
| CCEI900 | Safety in the Infant/Toddler Classroom | Beginner | 1 |
| <p>This course presents practices and recommendations for preventing injuries and reducing unnecessary hazards in the indoor child care setting. Participants will learn about various indoor health and safety risks, safe feeding and diapering practices, and the appropriate use of various equipment and materials in the early childhood environment.</p> | | | |

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| CCEI950 | Children and Divorce | Beginner | 1 |
| <p>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</p> | | | |
| CCEI954 | Building a Team Environment | Beginner | 1 |
| <p>This course presents guidance and strategies for increasing employee satisfaction and reducing turnover through strong teamwork and an appropriate organization climate. Participants will learn about the benefits of teamwork and the importance of empowering rather than belittling employees.</p> | | | |
| CCEI955 | Effective Methods of Evaluating Staff | Beginner | 1 |
| <p>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</p> | | | |
| CCEI956 | Budgeting Basics for Directors: Part I | Beginner | 1 |
| <p>In this course, participants will gain a detailed understanding of the processes used in planning a budget and learn how to maintain and stay within that budget. Upon successful completion of this course, a student should be able to create a process for determining an effective budget and accurate financial records for a child care center, determine what items should be included in a budget and list five common money management pitfalls.</p> | | | |
| CCEI957 | Budgeting Basics for Directors: Part II | Intermediate | 1 |
| <p>Upon successful completion of this course, participants should be able to identify strategies and practices for developing an operating budget, including how to calculate full-time enrollment, salary schedules, and tuition rates and fees.</p> | | | |
| CCEI959 | Legal and Regulatory Issues for Child Care Centers | Beginner | 1 |
| <p>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</p> | | | |
| CCEI960 | Staff Communication: Educational Partnerships | Beginner | 1 |
| <p>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</p> | | | |
| CCEI962 | Successful Staffing | Beginner | 1 |
| <p>This course, intended for directors, managers, administrators, and aspiring leaders, provides participants with a better understanding of the importance of having an effective team of childhood and educational 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 childcare professionals, and list a variety of training methods available to program managers and staff. Course level - Beginner</p> | | | |
| CCEI963 | Advocacy for the Center, Parents, Children and Staff | Beginner | 1 |
| <p>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</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------|--------------|
| CCEI965 | Staff Retention & Motivation Part I | Beginner | 1 |
| <p>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</p> | | | |
| CCEI966 | Staff Retention & Motivation Part II | Intermediate | 1 |
| <p>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</p> | | | |
| CCEI967 | Sensory Learning For All Ages | Beginner | 1 |
| <p>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</p> | | | |
| CCEI968 | Inclusion and Children with Special Needs | Beginner | 1 |
| <p>This course provides participants with a greater understanding of the importance of including children with disabilities in the early childhood environment. Participants will learn basic characteristics of various disabilities or conditions, along with strategies for making reasonable accommodations for all children and their families.</p> | | | |
| CCEI975 | Successfully Marketing Your Program Part I – Marketing 101: Spreading the Word About Your Program | Beginner | 1 |
| <p>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</p> | | | |
| CCEI975B | Successfully Marketing Your Program, Part 2: Enrollment and Retention | Beginner | 1 |
| <p>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.</p> | | | |
| CCEI980 | Customer Service for the Center Administrator | Beginner | 1 |
| <p>This course examines practical tips for excellent customer service methods in child care programs and provides strategies for training staff in client service. Upon successful completion of this course, students should be able to define customer service, identify guidelines for excellent customer relations and identify strategies for implementing customer service methods in a child care program. Course level - Beginner</p> | | | |
| CHD100 | Music in Early Childhood | Beginner | 1 |
| <p>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</p> | | | |
| CHD101 | Promoting Speaking and Listening Skills | Beginner | 1 |
| <p>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.</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------|--------------|
| CHD102 | Dual Language Learning in the Early Childhood Environment | Intermediate | 2 |
| <p>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.</p> | | | |
| CHD103 | The Child's Digital Universe: Technology and Digital Media in Early Childhood | Intermediate | 3 |
| <p>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.</p> | | | |
| CHD104 | The Importance of Play in Early Childhood | Intermediate | 2 |
| <p>This course provides an overview of the importance of play for promoting optimal development across all domains during early childhood and beyond. Participants will learn about the benefits of play, different types of play, and ways to promote more play in children's lives.</p> | | | |
| CHD105 | Focusing on Expressive Play and Artistic Development | Intermediate | 2 |
| <p>This course focuses on the importance various forms of play have on the development of the whole child, with emphasis on expressive play, which can be incorporated throughout most activities in the early childhood environment. Because drawing is an important element of expressive play, this course explores the typical development of drawing skills in children and how those skills relate to other areas of development. With a better understanding of the expressive play needs of young children, early childhood professionals can support children's healthy, optimal development across all developmental domains.</p> | | | |
| CLM100 | Teaching Multiage Groups | Beginner | 3 |
| <p>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.</p> | | | |
| COG100 | Exploring Visual/Spatial Intelligence | Intermediate | 1 |
| <p>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.</p> | | | |
| COG101 | Critical Thinking Skills in the Preschool Environment | Intermediate | 1 |
| <p>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.</p> | | | |
| CUR101 | Tray Tasking - An Approach to Emerging Reading and Writing Skills | Intermediate | 1 |
| <p>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</p> | | | |
| CUR102 | Environmental and Functional Print | Beginner | 1 |
| <p>This course, written by well known author Vicki Folds, Ed.D., explains literacy awareness through a print rich environment utilizing environmental and functional print. Students learn how to enrich the preschool classroom using commonly found materials. Word walls and other suggestions are 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 and identify print rich materials. Course Level - Beginner</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------|--------------|
| CUR103 | Outdoor Learning | Intermediate | 3 |
| <p>This course provides comprehensive information on integrating outdoor learning into the early childhood curriculum, including developmental benefits, recommended practices, and numerous ideas for activities.</p> | | | |
| CUR104 | The Toddler Curriculum | Beginner | 2 |
| <p>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.</p> | | | |
| CUR105 | Infant Care | Beginner | 2 |
| <p>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.</p> | | | |
| CUR106 | STEM in Early Childhood Education | Beginner | 2 |
| <p>This course provides basic information about STEM (Science, Technology, Engineering, and Mathematics) education so early childhood educators can promote the development of foundational science and math skills in young children.</p> | | | |
| CUR107 | Understanding the Infant-Toddler Environment Rating Scale (ITERS-R) | Intermediate | 2 |
| <p>This course provides an introduction to the Infant/Toddler Environment Rating Scale (ITERS) and is intended primarily for childcare practitioners (teachers and administrators) whose programs are or may be subject to quality ratings by program monitors, regulatory agencies, researchers, or other formal observers, as well as anyone considering the use of ITERS or other rating scales to evaluate their own program or classroom.</p> | | | |
| CUR108 | Understanding the Early Childhood Environment Rating Scale (ECERS-R) | Intermediate | 4 |
| <p>This course provides an introduction to the Early Childhood Environment Rating Scale (ECERS) and is intended primarily for childcare practitioners (teachers and administrators) whose programs are or may be subject to quality ratings by program monitors, regulatory agencies, researchers, or other formal observers, as well as anyone considering the use of ECERS or other rating scales to evaluate their own program or classroom.</p> | | | |
| CUR109 | The School-Age Child Care Environment: General Guidelines for a High-Quality Out-of-School Program | Beginner | 3 |
| <p>This course presents basic recommendations for designing and maintaining a safe, healthy, productive learning environment for school-age children. The course is intended primarily for childcare professionals who care for school-age children in an afterschool setting but is also relevant and helpful for anyone who works with children in grade K and up.</p> | | | |
| CUR110 | What the Common Core State Standards Mean for Early Childhood Education | Intermediate | 2 |
| <p>This course presents an overview of the Common Core State Standards, as well as a general examination of the role of learning standards in early childhood education. Participants will learn why the Standards were developed and how early childhood professionals have reacted thus far to their implementation.</p> | | | |
| CUR111 | Cultural Competence and Promoting Awareness of Diversity in Child Care | Advanced | 4 |
| <p>The strategies presented in this course focus on curriculum materials, daily activities, and also on the way cultural diversity permeates almost every aspect of teaching. When teachers work to develop an environment focused on acceptance of diversity, everyone in the environment understands that cultural differences are positive strengths that allow all individuals to make unique contributions. Note: This is an advanced level course. It includes 4 practical application questions which require written responses. These questions must be graded by a CCEI Education Coach before a certificate of completion will be issued.</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------|--------------|
| CUR112 | Constructivist Learning Theory and Approaches to Hands-On Learning | Intermediate | 3 |
| <p>This course features examination of "hands-on learning" in the context of constructivist learning theory, including the theories of Piaget, Vygotsky, and Bruner and the teaching methods established by Maria Montessori and the Reggio Emilia community.</p> | | | |
| CUR113 | STEAM: Enhancing STEM Education with the Arts | Beginner | 2 |
| <p>This course provides early childhood educators with the tools and insights necessary to enhance STEM related learning outcomes through the integration of a wide variety of art activities.</p> | | | |
| CUR114 | 21st Century Social Studies in the Early Childhood Environment | Intermediate | 3 |
| <p>This course explores the purpose of social studies in early childhood classroom, with emphasis on grades preK–2. This course provides an overview of the new C3 Framework for Social Studies State Standards along with recommended best practices and classroom activities covering a wide range. Important connections are drawn between social studies curriculum goals and the development of social-emotional skills.</p> | | | |
| CUR115 | Mathematical Talk and Play | Beginner | 2 |
| <p>This course presents practices and strategies for promoting mathematical talk and play in the early learning environment. Course participants will learn how to expand the early math curriculum beyond rote counting, sorting, and patterning activities by incorporating more advanced concepts such as stable order, one-to-one correspondence, order irrelevance, cardinality, and abstraction into children's play and routines.</p> | | | |
| CUR116 | Understanding the Early Childhood Environment Rating Scale (ECERS-3) | Intermediate | 4 |
| <p>This course provides an introduction to the most recent revision of the Early Childhood Environment Rating Scale (ECERS) and is intended primarily for early childhood professionals whose programs are or may be subject to quality ratings by program monitors, regulatory agencies, or other formal observers. If you are an early childhood professional, this course will help you understand the basics about what ECERS observers look for during the observation period and how you can use the ECERS as a guide to improve the quality and effectiveness of your program.</p> | | | |
| CUR117 | Authentic Assessment in Early Care and Education | Beginner | 3 |
| <p>This course provides comprehensive, research-based guidance about assessment in early childhood education. Course participants will learn about recommended assessment methods and practices, with emphasis on observation and authentic assessment. This course also provides recommended strategies for analyzing assessment data as a means to individualize instruction and improve the overall early learning environment.</p> | | | |
| CUR118 | Outdoor STEAM Activities and Project Based Learning | Beginner | 2 |
| <p>This course explores ways that teachers can enhance outdoor learning experiences through the integration of STEAM activities and project based learning. The course provides a wide variety of project ideas that are sure to engage and fascinate young learners.</p> | | | |
| CUR119 | Theater Arts in Early Childhood Education | Intermediate | 2 |
| <p>This intermediate-level course explores ways to incorporate theater arts into the early childhood curriculum to promote development of social-emotional, cognitive, early literacy/language skills. Course content is relevant to teachers of all age groups, though many of the activities will be appropriate for pre-K and up. Participants will learn about the connection between early dramatic play and structured, teacher-planned activities that build cultural knowledge and skills related to critical thinking, creativity, and emotional expression. This course provides numerous ideas for activities and teaching strategies teachers can start using right away, plus resources and guidance to assist in creating staged theatrical performances.</p> | | | |
| FAM101 | Supporting Fathers and Promoting Father Involvement in the ECE Program | Beginner | 2 |
| <p>This course presents the latest research on a number of topics concerning fathers and fatherhood, along with pertinent recommended practices for childcare providers. Course participants will learn about the importance of dad-style play, strategies for promoting more father involvement in the ECE program, and tips for supporting fatherless children.</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------|--------------|
| GUI100 | Bullying in the Preschool Environment | Beginner | 1 |
| <p>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.</p> | | | |
| GUI101 | Classroom Management | Intermediate | 2 |
| <p>This course provides a range of strategies and practices for promoting appropriate behavior, positive social and emotional development, and a productive, effective learning environment. Strategies are designed mainly for grades preK-3 (ages 4 to 8) but most strategies are appropriate for work with any age group, grades preK-12.</p> | | | |
| GUI102 | Conflict Resolution in the Early Childhood Environment | Intermediate | 3 |
| <p>This course offers strategies and practices for addressing and resolving a wide variety of social, emotional, and behavioral conflicts likely to arise in the early childhood environment.</p> | | | |
| GUI103 | Understanding Aggressive and Defiant Behaviors | Intermediate | 3 |
| <p>Aggressive and defiant behaviors in children pose tremendous challenges to adults at every level, from the early childhood environment through high school. In this course, participants will learn about the underlying causes of aggressive behavior, the reasons why aggressive behaviors cannot be ignored, and strategies and practices for helping children develop positive social-emotional skills.</p> | | | |
| GUI104 | Individualized Guidance, Instruction, and Support in Early Childhood Care and Education | Intermediate | 3 |
| <p>This course presents strategies for individualizing instruction in order to meet the needs of all young children, including but not limited to those with special needs. Major topics include differentiated instruction, Universal Design for Learning (UDL), and Response-to-Intervention (RTI) in the context of early care and education environment.</p> | | | |
| GUI105 | The Role of Risk in Early Childhood | Beginner | 2 |
| <p>This course explores the important role of risk-taking during early childhood development. Course participants will learn about safe, appropriate risks in all areas of the learning environment, including physical and social-emotional risks that help all young children—including those with special needs—develop advanced skills and self-confidence.</p> | | | |
| HLTH100 | Early Childhood Obesity | Beginner | 1 |
| <p>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</p> | | | |
| HLTH101 | Preparing for an Influenza Pandemic | Beginner | 1 |
| <p>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</p> | | | |
| HLTH102 | Preventing the Spread of Bloodborne Pathogens | Beginner | 1 |
| <p>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, standard precautions, and other safety practices.</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------|--------------|
| HLTH103 | Fit for Life | Intermediate | 2 |
| <p>This course provides strategies and methods to improve physical fitness and incorporate movement activities across the early childhood curriculum.</p> | | | |
| HLTH104 | Basic Health and Hygiene Practices for the Early Childhood Setting | Beginner | 2 |
| <p>This course provides basic information everyone should know about preventing the spread of infectious diseases in the child care setting. Participants will learn about various types of pathogens and how they are spread, along with recommended hygiene practices, how to recognize signs and symptoms of disease, immunization policies, criteria for excluding a child from group care, communicating with families regarding disease, and maintaining a clean environment.</p> | | | |
| HLTH105 | Medication Administration in the Child Care Environment | Beginner | 3 |
| <p>This course provides detailed information on best practices and procedures for the safe, effective, lawful, developmentally appropriate administration of medications in the child care environment.</p> | | | |
| HLTH106 | Fire Safety in the Early Care and Education Environment | Beginner | 1 |
| <p>This course presents strategies and practices for promoting fire safety in the early care and education environment. Course participants will learn about the dangers of fire in school along with recommendations for evacuation policies and procedures, maintaining a safe environment, and teaching young children about fire safety.</p> | | | |
| HLTH107 | CCDBG Health and Safety Basics | Beginner | 6 |
| <p>This course provides basic information and recommended practices for the following core health and safety content areas from the Child Care and Development Block Grant (CCDBG). Topics include: Indoor/Outdoor Safety; Handling and Storage of Hazardous Materials; Transportation and Field Trip Safety; SIDS and SUIDS Prevention; Shaken Baby Syndrome; Preventing and Managing Infectious Disease; Food Allergies; Medication Administration; and Emergency and Disaster Preparedness.</p> | | | |
| LIT100 | Storytelling for Enrichment, Early Literacy, and Fun | Intermediate | 2 |
| <p>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.</p> | | | |
| LIT101 | The Read-Aloud Process: Building the Components of Literacy | Intermediate | 1 |
| <p>This course is about the preparation and skills a teacher needs in order to ensure that read-alouds in the early childhood environment accomplish the literacy-building goals of a good early childhood curriculum. This course is about the process of conducting effective, meaningful read-alouds in order to build foundational literacy skills that children will use for the rest of their lives.</p> | | | |
| LIT102 | Building Literacy Through Nursery Rhymes and Children's Poetry | Intermediate | 2 |
| <p>This course explores the use of nursery rhymes and children's poetry as learning tools in the Early Care and Education (ECE) environment. Course participants will learn why rhymes and poems are good for the brain and overall child development and techniques for using poetry in the ECE environment. This course also focuses on teaching a basic understanding of poetic forms and literary devices every ECE professional should know.</p> | | | |
| NFS100 | Healthy Habits: Nutrition and Fitness Practices | Beginner | 1 |
| <p>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.</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------|--------------|
| PROF100 | Stress Management for Child Care Providers | Beginner | 1 |
| <p>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</p> | | | |
| PROF101 | Adult Learning: Theories and Strategies for Trainers and Directors | Intermediate | 1 |
| <p>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.</p> | | | |
| PROF102 | Elements of Professionalism | Beginner | 1 |
| <p>The goal of this course is to provide teachers and directors with a greater understanding of what constitutes professionalism in the early childhood industry and how professionalism affects program quality.</p> | | | |
| PROF103 | Strategies for Success in Challenging Conversations | Beginner | 2 |
| <p>This course focuses on effective communication strategies to use during challenging conversations. Participants will explore elements of communication breakdowns in an effort to prevent them from occurring during important conversations with parents, coworkers, and children.</p> | | | |
| SCH100 | School-Age Development, Ages 5 to 7 | Beginner | 2 |
| <p>This course focuses on the developmental stages and characteristics of children ages 5 to 7, the upper range of the “early childhood stage,” as well as recommended strategies and practices for supporting children’s developmental needs. Emphasis is on the afterschool and other out-of-school care environments, but the content is appropriate for anyone who works with school-age children.</p> | | | |
| SCH101 | School-Age Child Development, Ages 8 to 11 | Beginner | 2 |
| <p>This course focuses on the developmental stages and characteristics of children ages 8 to 11, the stage known as “middle childhood,” as well as recommended strategies and practices for supporting children’s developmental needs. Emphasis is on the afterschool and other out-of-school care environments, but the content is appropriate for anyone who works with school-age children.</p> | | | |
| SCH102 | Stages of Development, Ages 12 to 14 | Beginner | 3 |
| <p>This course focuses on the developmental stages and characteristics of children ages 12 to 14, the typical age of early adolescence, as well as recommended strategies and practices for supporting children’s developmental needs. Emphasis is on the afterschool and other out-of-school care environments, but the content is appropriate for anyone who works with school-age children.</p> | | | |
| SCH103 | Successful Homework Support for School-Age Children | Beginner | 3 |
| <p>This course provides an overview of current homework research, best practices, systems, and tools to consider using to support school-age (5-to-14 year-old) children working on homework assignments in an afterschool or out-of-school-time setting.</p> | | | |
| SCH104 | Successful Transitions with School-Aged Children | Beginner | 2 |
| <p>This course presents recommended strategies and practices for easing different types of transitions in the school-age care environment. This includes transitions from one setting or activity to another as well as life’s many other transitions, some of which arise unexpectedly. The cognitive and social-emotional skills required for successful classroom transitions are surprisingly similar to those required for making healthy, positive transitions through life’s many changes and surprises.</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------|--------------|
| SCH105 | Service-learning for School-Age Children and Older Youth | Intermediate | 2 |
| <p>This course provides in-depth study of the use of service-learning as an educational strategy designed to engage, motivate and increase knowledge, skills and civic involvement for school-age children and older youth.</p> | | | |
| SCH106 | Character Education in the School-Age Child Care Environment | Intermediate | 3 |
| <p>This course explores the importance of character education in schools and out-of-school programs, focusing on environments for school-age children and adolescents.</p> | | | |
| SOC100 | How to Raise Emotionally Healthy Children: Meeting the Five Critical Needs of Children | Beginner | 1 |
| <p>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</p> | | | |
| SOC101 | Healthy Social and Emotional Development vs. Challenging Behavior in Young Children | Advanced | 2 |
| <p>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.</p> | | | |
| SOC102 | From Chaotic to Calm: Managing Stress in the Classroom | Beginner | 1 |
| <p>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.</p> | | | |
| SOC103 | Gender Bias and Stereotypes | Intermediate | 1 |
| <p>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.</p> | | | |
| SOC104 | Promoting Empathy and Other Prosocial Behaviors | Beginner | 1 |
| <p>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.</p> | | | |
| SOC105 | Addressing Homelessness: The Role of the Early Childhood Educator | Beginner | 2 |
| <p>This course provides participants with an understanding of their role in supporting children and families who experience homelessness. The course explores the prevalence of homelessness as well as its causes and impacts on the developing child. Participants will discover ways they can promote positive outcomes for those who are affected by homelessness through a variety of policies and classroom practices.</p> | | | |
| SOC106 | The Value of Mindfulness in Early Childhood Settings | Beginner | 2 |
| <p>This course provides participants with an understanding of their role in supporting mindfulness practices in the early childhood environment. The course explores the need for these calming and reflective approaches when working with young children. Participants will discover ways to plan for mindfulness throughout each day and arrange the early childhood classroom to support this approach.</p> | | | |

Online Professional Development Course Catalog

(1 Course Hour = .1 CEU)

| Course ID | Course Name | Course Level | Course Hours |
|---------------|-------------------------------------------------|-----------------|--------------|
| SOC107 | Building Social and Emotional Competence | Beginner | 2 |

This course explores how social and emotional skills develop over time and ways that ECE professionals can use their understanding of this development to create an environment that supports children's individual needs.

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| SPN100 | Inclusive Literacy Lessons | Intermediate | 2 |
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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

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| SPN101 | Understanding Autism Spectrum Disorder | Beginner | 1 |
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The goal of this course is introduce participants to autism spectrum disorder (ASD) and the characteristics of children who are diagnosed with autism spectrum disorder. Participants will also be introduced to several students with autism spectrum disorder and many of the classroom strategies that support these students.

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| SPN102 | Attention Deficit Disorders | Beginner | 1 |
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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.

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| SPN103 | Teaching Young Children with Autism Spectrum Disorder | Intermediate | 2 |
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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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| SPN104 | Making Sense of Sensory Processing | Beginner | 1 |
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This course introduces early childhood professionals to sensory processing, the complex process by which the brain interprets sensory information, and a basic examination of sensory processing disorders. Course content includes helpful teaching practices and strategies for meeting the needs of all learners.

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| SPN105 | Meeting the Requirements of the Americans with Disabilities Act | Beginner | 2 |
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Child care professionals work with children and families with varying needs and abilities. It is important that providers understand their ethical and legal responsibility to every child regardless of abilities. The purpose of this training is to provide child care professionals with a clear understanding of the requirements of the Americans with Disabilities Act (ADA). The course also provides an overview of what inclusion means and what it looks like in an early care environment.