

**Master Course Outline
With Sample Syllabus**

Child Development Associate (CDA) Credential Preparation

ECED 180

Course Description:

This course is designed for early care and education providers who wish to obtain a Child Development (CDA) Credential. Students will study the national standards for evaluation and credentialing by the Council of Early Childhood Professional Recognition and become familiar with the Direct Assessment System. Students will examine and review the CDA Competencies and Functional Areas and their integration with early childhood theory and practice. A majority of this coursework will assist students in the development of their professional resource file and the completion of other necessary documentation and the final assessment process. Students will prepare to apply for the CDA Credential with one of the following endorsements: center-based preschool, center-based infant/toddler, family day care, or home visitor. This course emphasizes best practices that support diversity, equity, inclusion and belonging.

Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:

Course Objective	Alignment with Standards
1. The 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition.	OSEP: All Priority Areas DEC/EI/ECSE: All Standards PS&C for ECE: All Standards CKC's: All domains, sub-domains, and categories
2. The individual's prior experiences in the field of early care and education including their experience with children with	OSEP: All Priority Areas DEC/EI/ ECSE: All Standards PS&C for ECE: All Standards CKC's: All domains, sub-domains, and categories

disabilities, developmental delays, language and/or cultural differences.	
3. The NAEYC Code of Ethical Conduct	DEC/EI/ ECSE: 7.4 PS&C for ECE: 6b CKC's: 7.A.3
4. Early Childhood theories	OSEP: Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; Literacy and STEM; and Supporting Social and Emotional Development DEC/EI/ ECSE: 1.1 and 2.1 PS&C for ECE: All of Standards 1, and 4, and 5b CKC's: 1.A.1, 2: 2.B.1, 2.B.2, 2.B.3; 3.A.2, 3.B.1, 5.A.1 and 7.B.1
5. Safe, healthy, inclusive learning environments	OSEP: Intervention and Instruction and Working with Children and Families from Diverse Backgrounds DEC/EI/ ECSE: 1.3, 1.4, 5.2; and 6.3 PS&C for ECE: 1d, 4c CKC's: 1.B.1, 3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 6.A.1 6.A.3, 6.A.4, 6.A.5 and 6.A.6
6. Developmental domains.	OSEP: Literacy and STEM and Supporting Social and Emotional Development DEC/EI/ ECSE: 1.1, 1.2 PS&C for ECE: 1a CKC's: 1.A.1; and 3.A.3
7. Developmentally Appropriate practice and its relationship to inclusive play.	OSEP: Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development and Technology DEC/EI/ ECSE: All of Standards 1, 5, and 6 PS&C for ECE: All of Standards 1 and 4, 2a, 5b and 5c CKC's: 1.A.1, 2.A.2, 2.B.1., 2.B.2., 3.A.1, 3.A.3, 3.B1, 3.B.2 and 3.B.4

<p>8. Guidance and behavior of all children including children with disabilities, developmental delays, language and/or cultural differences in home and school settings.</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ ECSE: All of Standard 1; 2.1, 2.3, 3.3; 4.1; 6.4, 6.5.6.6 and 6.7 PS&C for ECE: All of Standards 1 and 4, 2a, 3a, and 3b CKC's: All of Domain 1, 2.A.1, 2.A.2, 2.B.2, 3.B.3 and 3.B.4, 4.A.1, and 4.B.1, 5.A.1, 5.A.2, 5.B.1, 5.B.2, 6.A.3 and 6.A.5, 7.A.4 and 7 B.1</p>
<p>9. Positive and productive relationships with all families.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families, Transitions and Collaborating DEC/EI/ ECSE: 2.1, 2.2., 3.2 and 3.3 , 4.3 and 4.4, 5.1, 6.1 and 6.2 PS&C for ECE: 1c, All of Standard 2, 3d and 6d CKC's: 1.A.2, 1.B.1, 1.B.3, 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3, 3: 3.A.1, 3.A.2, 3.A.3 and 3.B.4, 4: 4.B.1., All of Domain: 5, 6.A.4 and 6.A.6, 7.B.1,</p>
<p>10. CDA Professional Resource File</p>	<p>OSEP: All Priority Areas DEC/EI/ ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains</p>

Student Outcomes: Upon completion of this course, students will be able to:

Student Outcomes:	Alignment with Standards
<p>1. Identify and describe the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition.</p>	<p>OSEP: All Priority Areas DEC/EI/ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains</p>
<p>2. Relate their prior experiences in the field of early care and education including their</p>	<p>OSEP: All Priority Areas DEC/EI/ ECSE: All Standards PS&C for ECE: All Standards</p>

<p>experience with children with disabilities, developmental delays, language and/or cultural differences.</p> <p>Competency Goal VI: To maintain a commitment to professionalism</p> <p>Functional area: Professionalism</p>	<p>CKC's: All Domains</p>
<p>3. Establish solutions to hypothetical ethical scenarios</p> <p>Competency Goal VI: To maintain a commitment to professionalism</p> <p>Functional area: Professionalism</p>	<p>DEC/EI/ ECSE: 7.4 PS&C for ECE: 6b CKC's: 7.A.3</p>
<p>4. Discuss Early Childhood theories.</p> <p>Competency Goal VI: To maintain a commitment to professionalism</p> <p>Functional area: Professionalism</p>	<p>OSEP: Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; Literacy and STEM; and Supporting Social and Emotional Development DEC/EI/ ECSE: 1.1 and 2.1 PS&C for ECE: All of Standards 1, and 4, and 5b CKC's: 1.A.1, 2: 2.B.1, 2.B.2, 2.B.3; 3.A.2, 3.B.1, 5.A.1 and 7.B.1</p>

<p>5. Evaluate an environment with attention to safety, health, and learning.</p> <p>Competency Goal I: To establish and maintain a safe, healthy learning environment</p> <p>Functional areas Safe, Healthy, and Learning Environment</p>	<p>OSEP: Intervention and Instruction and Working with Children and Families from Diverse Backgrounds DEC/EI/ ECSE: 1.3, 1.4, 5.2; and 6.3 PS&C for ECE: 1d, 4c CKC's: 1.B.1, 3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 6.A.1 6.A.3, 6.A.4, 6.A.5 and 6.A.6</p>
<p>6. Demonstrate an understanding of developmental domains.</p> <p>Competency Goal II: To advance physical and intellectual competence</p> <p>Functional areas: Physical, Cognitive, Communication, and Creative</p>	<p>OSEP: Literacy and STEM and Supporting Social and Emotional Development DEC/EI/ ECSE: 1.1, 1.2 PS&C for ECE: 1a CKC's: 1.A.1; and 3.A.3</p>
<p>7. Plan DAP inclusive play experiences</p> <p>Competency Goal II continued</p>	<p>OSEP: Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development and Technology DEC/EI/ ECSE: All of Standards 1, 5, and 6 PS&C for ECE: All of Standards 1 and 4, 2a, 5b and 5c CKC's: 1.A.1, 2.A.2, 2.B.1., 2.B.2., 3.A.1, 3.A.3, 3.B1, 3.B.2 and 3.B.4</p>
<p>8. Compare and contrast strategies for guiding children's behavior including children with disabilities, developmental delays, language and/or cultural differences in home and school.</p>	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ ECSE: All of Standard 1; 2.1, 2.3, 3.3; 4.1; 6.4, 6.5.6.6 and 6.7 PS&C for ECE: All of Standards 1 and 4, 2a, 3a, and 3b CKC's: All of Domain 1, 2.A.1, 2.A.2, 2.B.2, 3.B.3 and 3.B.4, 4.A.1, and 4.B.1, 5.A.1, 5.A.2, 5.B.1, 5.B.2, 6.A.3 and 6.A.5, 7.A.4 and 7 B.1</p>

<p>Competency Goal III: To support social and emotional development and to provide positive guidance</p> <p>Functional areas: Self, Social and Guidance</p>	
<p>9. Recommend strategies for establishing positive and productive equitable relationships with all families.</p> <p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional area: Families</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families, Transitions and Collaborating DEC/EI/ ECSE: 2.1, 2.2., 3.2 and 3.3 , 4.3 and 4.4, 5.1, 6.1 and 6.2 PS&C for ECE: 1c, All of Standard 2, 3d and 6d CKC's: 1.A.2, 1.B.1, 1.B.3, 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3, 3: 3.A.1, 3.A.2, 3.A.3 and 3.B.4, 4: 4.B.1., All of Domain: 5, 6.A.4 and 6.A.6, 7.B.1,</p>
<p>10. Complete the required CDA Professional Resource File</p> <p>Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs.</p> <p>Functional area: Program Management</p>	<p>OSEP: All Priority Areas DEC/EI/ ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains</p>

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
<p>1. Identification and description of the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition.</p>	<p>OSEP: All Priority Areas DEC/EI/ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains</p>
<p>2. The individual's prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP: All Priority Areas DEC/EI/ ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains</p>
<p>3. The NAEYC Code of Ethical Conduct</p>	<p>DEC/EI/ ECSE: 7.4 PS&C for ECE: 6b CKC's: 7.A.3</p>
<p>4. Early Childhood theories</p>	<p>OSEP: Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; Literacy and STEM; and Supporting Social and Emotional Development DEC/EI/ ECSE: 1.1 and 2.1 PS&C for ECE: All of Standards 1, and 4, and 5b CKC's: 1.A.1, 2: 2.B.1, 2.B.2, 2.B.3; 3.A.2, 3.B.1, 5.A.1 and 7.B.1</p>
<p>5. Safe, healthy, inclusive learning environment.</p>	<p>OSEP: Intervention and Instruction and Working with Children and Families from Diverse Backgrounds DEC/EI/ ECSE: 1.3, 1.4, 5.2; and 6.3</p>

	<p>PS&C for ECE: 1d, 4c CKC's: 1.B.1, 3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 6.A.1 6.A.3, 6.A.4, 6.A.5 and 6.A.6</p>
6. Developmental domains	<p>OSEP: Literacy and STEM and Supporting Social and Emotional Development DEC/EI/ ECSE: 1.1, 1.2 PS&C for ECE: 1a CKC's: 1.A.1; and 3.A.3</p>
7. Developmentally appropriate practice and its relationship to inclusive play experiences.	<p>OSEP: Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development and Technology DEC/EI/ ECSE: All of Standards 1, 5, and 6 PS&C for ECE: All of Standards 1 and 4, 2a, 5b and 5c CKC's: 1.A.1, 2.A.2, 2.B.1., 2.B.2., 3.A.1, 3.A.3, 3.B1, 3.B.2 and 3.B.4</p>
8. Strategies for guiding all children's behavior including children with disabilities, developmental delays, language and/or cultural differences in home and school settings.	<p>OSEP: Intervention and Instruction and Supporting Social and Emotional Development DEC/EI/ ECSE: All of Standard 1; 2.1, 2.3, 3.3; 4.1; 6.4, 6.5.6.6 and 6.7 PS&C for ECE: All of Standards 1 and 4, 2a, 3a, and 3b CKC's: All of Domain 1, 2.A.1, 2.A.2, 2.B.2, 3.B.3 and 3.B.4, 4.A.1, and 4.B.1, 5.A.1, 5.A.2, 5.B.1, 5.B.2, 6.A.3 and 6.A.5, 7.A.4 and 7 B.1</p>
9. Strategies for establishing positive and productive relationships with all families	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families, Transitions and Collaborating DEC/EI/ ECSE: 2.1, 2.2., 3.2 and 3.3 , 4.3 and 4.4, 5.1, 6.1 and 6.2 PS&C for ECE: 1c, All of Standard 2, 3d and 6d CKC's: 1.A.2, 1.B.1, 1.B.3, 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3, 3: 3.A.1, 3.A.2, 3.A.3 and 3.B.4, 4: 4.B.1., All of Domain: 5, 6.A.4 and 6.A.6, 7.B.1,</p>
10. CDA Professional Resource File	<p>OSEP: All Priority Areas DEC/EI/ ECSE: All Standards PS&C for ECE: All Standards</p>

Standards:

CT State Core Knowledge and Competencies (CKC) <https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf>

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers that Support Adults who Work with Young Children and Families

<https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf>

Division for Early Childhood

<https://www.dec-sped.org/>

Early Intervention/Early Childhood Special Education (EI/ECSE)

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

Key Experiences: (These can be in-class activities, graded assignments, or anything in-between.)

Child Abuse and Neglect certificate. If training is not valid throughout this semester, student must do online training
Written autobiography reflecting on the student's prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences. (CO 1, CO 2, CO 10)

Review of the NAEYC Code of Ethical Conduct using the scenarios from Teaching the Code of Ethics, Teaching the NAEYC Code of Ethical Conduct: A resource guide, revised edition, Eva Moravcik, Nancy K. Freeman, and Stephanie Feeney, 3rd edition (CO 3)

Assessment of an Early Childhood Environment (CO 5)

Introduce the CT Early Learning Development Standards (E.L.D.S.) connecting them to the developmental domains. (CO 6 and CO 7)

Observe videos of children's challenging behaviors and discuss the various guidance strategies at school and at home that could be implemented. (CO 4 and CO 8)

Survey family communications in your program (newsletters, apps, conferences, etc.). Compare and contrast what programs do for family communication.(CO 9)

Explore the multiple aspects of program management. (CO 1, CO 5, and CO 10)

Complete your CDA Portfolio (All of the Course Objectives)

RESOURCES

Books: CDA Essentials Workbook ISBN 978-0990307297

Articles:

NAEYC

Early Childhood Inclusion

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf

The Power of Inclusion When Your Preschooler Attends an Inclusive Preschool Program

<https://www.naeyc.org/our-work/families/inclusion-preschool-program>

Advancing Equity in Early Childhood Education

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf>

Zero to Three

The ABCs of Diversity and Inclusion: Developing an Inclusive Environment for Diverse Families in Early Childhood Education

<https://www.zerotothree.org/resource/the-abcs-of-diversity-and-inclusion-developing-an-inclusive-environment-for-diverse-families-in-early-childhood-education/>

CDA Partnering with Immigrant Families (Competency Goal Relationships with Families)

<https://www.cdacouncil.org/wp-content/uploads/2022/09/Partnering-with-Immigrant-Parents.pdf>

Teaching nonverbal autistic children to talk (Competency Goal Physical and Cognitive; Functional area communication)

<https://www.autismspeaks.org/expert-opinion/seven-ways-help-your-child-nonverbal-autism-speak>

Websites:

CDA Resource Library

<https://www.cdacouncil.org/en/resource-library/>

A Pinterest collection of 8 ECE newsletters to families:

<https://www.pinterest.com.au/samfordpi/early-childhood-newsletters/>

The Empowered Educator

Writing Engaging and Useful Newsletters for Parents

<https://www.theempowerededucatoronline.com/2015/05/writing-effective-and-interesting-newsletters-for-parents.html/>

Vanderbilt University Iris Center

Early Childhood Environments – multi-page article on physical, social and temporal learning environments for young children.

<https://iris.peabody.vanderbilt.edu/module/env/cresource/#content>

Preschool Professional (a 4-part “course”), Includes reading and video

<https://www.virtuallabschool.org/preschool/professionalism/lesson-1>

5 Professional Early Childhood Educational Associations

<https://www.bestcollegereviews.org/lists/five-professional-early-childhood-education-associations/>

Childcare.gov; Ensuring Safe and Healthy Child Care

<https://childcare.gov/consumer-education/ensuring-safe-and-healthy-childcare>

NAEYC, Code of Ethical Conduct

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Videos:

Designing Classroom Environments

<https://www.youtube.com/watch?v=2XCuieFyDS8>

How to Manage Classroom Behavior in Preschool with a Calm Learning Environment

<https://www.youtube.com/watch?v=eqUAOu4RleM>

Meaningful Inclusion in Early Childhood

<https://www.youtube.com/watch?v=a2wJqDw9B68>

Video (Competency goal Physical and Cognitive Area; Functional Goal Creative)

<https://www.youtube.com/watch?v=GGQxsrBjTs>



[Music Therapist Teaches You a Great Song for Special Needs](#)

As a board certified music therapist, I love using music to make learning fun and engaging. Please sign up for my newsletter full of great tips and special education resources at

<http://www.therhythmtree.com/user-registration>

www.youtube.com

Positive Discipline in my daycare with toddlers and preschoolers

https://www.youtube.com/watch?v=li8KPK_HL1g

Audio Podcast:

Google search results of Early Childhood Education podcasts

<https://www.google.com/search?client=safari&rls=en&q=early+childhood+educatiion+podcast&ie=UTF-8&oe=UTF-8>

<https://www.childcaresites.com/podcast-player>

Additional Resource:

Children's Books:

Maisy Goes to Preschool by Lucy Cousins

Lola Goes to School by Anna McQuinn

Rosie Goes to Preschool by Karen Katz

Carl Goes to Daycare by Alexandra Day

The Kissing Hand by Audrey Penn

Cleversticks by Bernard Ashley

SAMPLE SYLLABUS

Instructor: _____ **Office:** _____
Telephone: _____ **Office Hours:** _____ or by app't
E-mail: _____
Text: _____

Evaluation and grading:

Assessments and Assignments:

Assessments and Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	<p>Welcome and Introductions</p> <p>Identification and description of the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition</p> <p>Setting up the Portfolio</p>		<p>Collect a Summary of your state’s legal requirements for reporting child abuse and neglect.</p> <p>*Child Abuse and Neglect certificate. If training is not valid throughout this semester, student must do online training</p>	
2	<p>Identification and description of the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition. (Continued)</p> <p>Writing your practice to meet the Competency Goals and Functional Areas</p> <p>Discuss The individual’s prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences.</p>		<p>Collect Current certification in pediatric CPR and first aid.</p> <p>*Written autobiography reflecting on the student’s prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences.</p> <p>*Survey parents and collect responses</p>	

3	<p>Competency Goal I: To establish and maintain a safe, healthy learning environment Functional areas Safe, Healthy, and Learning Environment</p>		<p>Name, address and phone number of a local agency which provides information on nutrition for children</p> <p>Submit sample menu, weekly plan, and room environment.</p>	
4	<p>Continuation of Competency Goal I Safe, healthy, inclusive learning environment. *Assessment of an Early Childhood Environment</p>		<p>Submit written Competency Goal I: To establish and maintain a safe, healthy learning environment Functional areas Safe, Healthy, and Learning Environment</p>	
5	<p>Competency Goal II: To advance physical and intellectual competence Functional areas: Physical, Cognitive, Communication, and Creative *Introduce the CT Early Learning Development Standards (E.L.D.S.) connecting them to the developmental domains.</p>		<p>Collect Four songs, finger plays, word games or poems that promote phonological awareness</p> <p>Collect A list of children’s books with title, author, publisher and copyright date and short summary of each book dealing with the following topics – separation, divorce, remarriage, or blended families; diversity; positive self-concept; everyday routines; human life cycle; and special needs.</p>	
6	<p>Continuation of Competency Goal II Developmentally appropriate practice and its relationship to inclusive play experiences. Early Childhood theories</p>		<p>Submit written Competency Goal II: To advance physical and intellectual competence Functional areas: Physical, Cognitive, Communication, and Creative</p>	

			Write Nine learning experiences – 3 for each age 3-5 years that promote physical, intellectual and creative development	
7	<p>Competency Goal III: To support social and emotional development and to provide positive guidance Functional areas: Self, Social and Guidance</p> <p>Strategies for guiding all children’s behavior including children with disabilities, developmental delays, language and/or cultural differences in home and school settings.</p> <p>*Observe videos of children’s challenging behaviors and discuss the various guidance strategies that could be implemented.</p>		Two resources that are designed to assist teachers in dealing with challenging behavior	
8	Continuation of Competency Goal III		Submit Written Competency Goal III: To support social and emotional development and to provide positive guidance Functional areas: Self, Social and Guidance	

9	<p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional area: Families</p> <p>Strategies for establishing positive and productive relationships with all families</p> <p>* Compare and contrast what programs do for family communication. (newsletters, apps, conferences, etc.).</p>		<p>Collect an Agency name and contact where resources can be obtained for those whose home language is other than English</p> <p>Submit Documentation of the school's center's policy on parent's rights and responsibilities and what the center does for parents.</p> <p>Gather family resource guides, website articles, and appropriate community resources.</p> <p>Obtain four pamphlets or articles that help parents understand the development of how young children develop and learn</p>	
10	<p>Continuation of Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional area: Families</p>		<p>Submit written Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional area: Families</p>	
11	<p>Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs.</p> <p>Functional area: Program Management</p> <p>*Explore the multiple aspects of program management.</p>		<p>Collect Three samples of record keeping forms used in early childhood programs – to include an accident report form, emergency form and a third form of your choice</p> <p>Obtain the name, address, and phone number of a state agency that regulates childcare centers and homes.</p>	

12	Continuation of Competency Goal V Functional Area Program Management		<p>Submit written Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs. Functional area: Program Management</p> <p>Obtain an observation tool used to record children's behavior –include one blank and one which you complete.</p>	
13	<p>Competency Goal VI: To maintain a commitment to professionalism Functional area: Professionalism</p> <p>* Review of the NAEYC Code of Ethical Conduct and Professionalism (Scenarios from Teaching the Code of Ethics, Teaching the NAEYC Code of Ethical Conduct: A resource guide, revised edition, Eva Moravcik, Nancy K. Freeman, and Stephanie Feeney, 3rd edition)</p>		<p>Submit the name, address, and phone number of two or three professional organizations for early childhood professionals</p>	
14	Continuation of Competency Goal VI Functional Area Professionalism		<p>Submit written Competency Goal VI : To maintain a commitment to professionalism Functional area: Professionalism</p>	
15	Final presentations		<p>Submission of *CDA Professional Resource File Submit parent surveys</p>	
16	Final Presentations			

*** Key Experiences.**