
Child Development Associate (Certificate)

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THE PROGRAM

The Child Development Associate (CDA) Certificate, offered in partnership with the NYC Early Childhood Professional Development Institute, was created in response to new educational mandates, as well as the need for early childhood professionals to master the knowledge and skills needed to create effective learning environments for children.

The program prepares students to communicate effectively, learn and use new technology, think critically and creatively, and demonstrate cultural awareness. The courses are designed for students who intend to pursue advanced study in early childhood education or a related discipline, and for those who will seek employment or career advancement upon completion of an undergraduate degree program. The structure and curriculum of the CDA Certificate are designed to complement the Child Development Associate (CDA) National Credentialing Program's Competency Standards.

Admission Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or General Educational Development (GED) diploma. A writing sample is also required.

Applications will be reviewed to determine whether prospective students can satisfy the writing requirements and overall responsibilities of a CDA candidate. Current employment and background as an assistant teacher is an advantage but not essential for admission.

Upon admission into the program, students must also:

- Sign a statement of ethical conduct.
- Meet with the CDA Coordinator to identify a state-approved child development center where they can complete the required fieldwork hours per course and can be observed for final assessment, if intending to receive the CDA credential. If students are not currently employed by a state-approved Center, the CDA Coordinator will provide them with a list of approved programs, and will work with them to set up their fieldwork.

CURRICULUM

In order to earn the CDA Certificate, students must complete the required courses, a portfolio, and a formal observation to be submitted to the [Council for Professional Recognition](#) for review. These courses prepare students to:

- Bring a strong developmental perspective to their work with young children and families;
- Support second-language learners and children with special needs;
- Create opportunities to examine and reflect on their teaching;
- Improve classroom practice and learning environments through hands-on activities;
- Strengthen connections between their Centers and children's homes; and,
- Build a repertoire of skills and resources to assist parents in caring effectively for their children.

Program Requirements

12 credits are required for the certificate. Students must complete the following courses:

- EDUC 200 - Child Development Birth – 5 Years
- EDUC 201 - Observing and Recording Development of the Young Child
- EDUC 202 - Integrated Curriculum and Learning Environments
- EDUC 203 - Program, Professional, and Family Dynamics

Fieldwork

120 hours of supervised fieldwork per course is required, regardless of whether the student intends to pursue the CDA. The fieldwork will be supervised by each course instructor. A vital source of evidence of the candidate's skill is actual hands-on work

as a teacher with children and families. The fieldwork/internship is an opportunity to learn through experience. The fieldwork/internship offers the candidate an opportunity to see her practice in light of new knowledge from the CDA course work. Students currently employed by a *licensed* program serving children Birth – 5 years can utilize their place of employment for their fieldwork hours. Students who are not employed by a *licensed* program will be placed in a site that is agreed upon by the instructor and student. Students are required to complete **480** hours of fieldwork prior to completion of the certificate program.

COURSE DESCRIPTIONS

EDUC 200 Child Development Birth – 5 Years 3 Credits

Prerequisite: None

The course will focus on theories of attachment, theories of childhood, and developmental touchpoints essential in learning about children. This knowledge allows teaching professionals to establish nurturing environments conducive to meeting the individual needs of children and families while being respectful and cognizant of family preference and cultural frameworks. This course is designed to provide students with opportunities to explore, reflect, and build a theoretical grounding in child development. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 201 Observing and Recording Development of the Young Child 3 Credits

Co or Prerequisite: EDUC 200

This course is designed to provide students with opportunities to explore, reflect, and build upon the theoretical grounding gained in Child Development Birth – 5 years. The course will focus on presenting a unique system for observing and recording development of children ages 3 to 5 in early childhood classroom settings. The system is based on a progression of children's skill development in six major areas: emotional development, social development, physical development, cognitive development, language development, and creative development. Students will not only explore how to observe, record, and interpret development of children 3 through 5 years of age, but also have opportunities to discuss what these children are like and how to support them in their development with exciting hands-on activities. Students will identify ways to connect their observations to making individual learning plans, assessment of individual children for program development, and developing classroom activities that are developmentally appropriate for young children. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 202 Integrated Curriculum and Learning Environments 3 Credits

Prerequisite: EDUC 200, EDUC 201 or permission of the Program Director

This course is designed to provide students with opportunities to explore, reflect, and build upon the theoretical grounding gained in the Child Development course. The course will focus on establishing and maintaining a safe, healthy, learning environment through the examination of each child's physical, cognitive, language, creative, self, social, and emotional development and their impact on child guidance practices. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.

EDUC 203 Program, Professional, and Family Dynamics 3 Credits

Prerequisite: EDUC 202 or permission of the Program Director

The course will focus on establishing positive and productive partnerships with families, ensuring a well-run, purposeful program responsive to participant needs, and maintaining a commitment to professionalism. Special attention will be given to making connections in working with diverse families and communities, as well as children with special needs. This course is designed to provide students with opportunities to explore, reflect, and build upon their belief and view of early childhood professionals within the field as well as within society. Students will have numerous opportunities to link theory to practice, with a focus on hands-on learning. Students are encouraged to question, reflect, and integrate their experiences and readings while they learn from each other through small group brainstorming, problem solving, and discussions.