

ClassesOnline4U Classes CDA Subject Areas (150+ Clock Hours)

We do offer a complete CDA Credential program, but our individual classes may also be used in a personally designed program toward your 120 required hours of training. We recommend that you:

1. Obtain a Field Advisor (contact [CDA Council](#) for a list or help).
2. Purchase the CDA Training Manual, [Essentials](#) or a similar help, such as [Caring for Children in Family Child Care](#).
3. Review your trainings from over the 5 years previous to when you will submit your application to see what trainings you already have that can be documented and would fit within one of the 8 subject areas.
4. Lay out a plan for obtaining the rest of the hours of training so that you will meet the minimum standard of 10 hours in each of the subject areas while at the same time obtaining your 120 hours of training.
5. Work with your Field Advisor to complete the other critical stages of the program. (See our [web page outline of stages](#))

The following chart shows which classes (right column) may be used for the 8 subject areas (left column) required for your CDA. The last two subject areas do not have competency goals or functional areas specifically associated with them. Some classes appear in more than one subject area. They may only be used in one subject area or the other, depending upon your needs, but not more than one. The primary subject area is in normal font; secondary subject areas are in *italics*. There are 6 Goals with 13 functional areas. The 8 subject areas correspond to the 6 goals, plus there are two additional subject areas at the bottom of the chart. You must have at least 10 hours in each of the 8 subject areas. For a quick summary, our classes provide the following training opportunities.

<u>Subject Area</u>	<u>Functional Area</u>	<u># of Classes</u>
1. Safety, health and learning environment	Safe, Healthy, Learning Environment	a. 36 hours
2. Physical and intellectual development	Physical, Cognitive, Communication, Creative	b. 38 hours
3. Social and emotional development	Self, Social, Guidance	c. 40 hours
4. Productive relationships with families	Families	d. 10 hours
5. Managing an effective program operation	Program Management	e. 17 hours
6. Professionalism	Professionalism	f. 13 hours
7. Observing and recording children's behavior	No specific functional area	g. 10 hours
8. Principles of child growth and development	No specific functional area	h. 14 hours

CDA COMPETENCY GOALS Subject Areas	FUNCTIONAL AREAS	CLASSES
<p>Goal I. To establish and maintain a safe, healthy learning environment. Subject Area. (10 hrs required) 1. Planning a safe, healthy environment to invite learning. <i>e.g. Safety, first aid, health, nutrition, space planning, materials and equipment, play.</i></p>	<p>1. Safe: Candidate provides a safe environment to prevent and reduce injuries. Candidate Performance Items: 1.1 All toys and materials provided for use by children are safe. 1.2 Supervision is appropriate for developmental level of children. 1.3 Emergency procedures are planned in advance and are well organized.</p>	<p>Classes - 1 clock hr unless otherwise noted 1. Automated External Defibrillators 2. Back Care 3. Disaster Preparedness 4. Disasters: Large and Small 5. Keeping Children Safe (2 clock hours) 6. Playground Safety</p>
	<p>2. Healthy: Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness. 2.1 General hygiene practices are consistently implemented to cut down the spread of infectious disease. 2.2 Health maintenance habits in children are encouraged. 2.3 Diapering/toileting procedures are organized to maintain health. 2.4 Meals/snacks meet the developmental needs of children. 2.5 Pleasant and appropriate environment conducive to rest is provided daily.</p>	<p>Classes - 1 clock hr unless otherwise noted 1. Basic Cleanliness 2. Bloodborne Pathogens 3. Bone Health 4. Childhood Rash 5. Common Illnesses: What to do. 6. Fetal Alcohol Syndrome (2 clock hours) 7. Giving Medicines to Children 8. Headlice 9. SIDS 10. Shaken Baby Syndrome 11. Basic Kitchen Sanitation 12. Feeding Children 13. General Nutrition 14. Special Dietary Needs 15. A Healthy Environment (2 hours) Courses 1. HIV/AIDS (2 clock hours) 2. Preschool Fitness I (5 clock hours)</p>

	<p>3. Learning Environment: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.</p> <p>3.1 Well-arranged space, which meets the developmental needs of children during routines and play, is provided.</p> <p>3.2 A variety of developmentally-appropriate materials are made available.</p> <p>3.3 Materials for play are well-organized.</p> <p>3.4 Schedule provided meets children’s need for routine and play.</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Creative Learning Environments (4 clock hours) 2. Designing Centers #1 3. Designing Centers #2 4. Designing Centers #3 5. Lunchtime is Learning Time 6. <i>Skills for Everyday Living – 1</i> 7. <i>Skills for Everyday Living – 2</i>
<p>Goal II. To advance physical and intellectual competence Subject Area. (10 hrs required) 2. Steps to advance children’s physical and intellectual development <i>e.g. Large and small muscle, language and literacy, discovery, art, music</i></p>	<p>4. Physical: Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.</p> <p>4.1 A variety of activities are offered which enable children to develop their large muscles.</p> <p>4.2 A variety of activities are offered which enable children to develop their small muscles.</p> <p>4.3 Program activities adapt to meet individual needs and special needs of children with disabilities.</p> <p>4.4 Opportunities are offered to help children develop their senses.</p> <p>5. Cognitive: Candidate provides activities and</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Physical Development (2 clock hours) 2. Preschool Fitness 0: Introduction 3. Preschool Fitness 1: Basics 4. Preschool Fitness 2: Warm-up 5. Preschool Fitness 3: Sports Skills 6. Preschool Fitness 4: Aerobics 7. Preschool Fitness 5: Strength Training 8. Preschool Fitness 6: Cooldown 9. Preschool Fitness 7: Relaxation 10. Preschool Fitness 8: Education (2 clock hours) 11. <i>Preschool Fitness 9: Behavior Management (2 clock hours)</i> 12. Exercises: Inside and Out <p>Courses</p> <ol style="list-style-type: none"> 1. Preschool Fitness I (5 clock hours) <p>Classes - 1 clock hr unless otherwise noted</p>

	<p>opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children.</p> <p>5.1 A variety of age-appropriate materials and activities that encourage curiosity, exploration, and problem-solving are accessible to children throughout the day.</p> <p>5.2 Interactions provide support for play, exploration, and learning.</p> <p>5.3 Individual learning styles are recognized.</p>	<ol style="list-style-type: none"> 1. <i>Basic Curriculum I</i> 2. Basic Curriculum II 3. Basic Curriculum III 4. Basic Curriculum IV 5. Teaching with Color 6. Cognitive Development (2 hours) <p>Courses</p> <ol style="list-style-type: none"> 1. Basic Curriculum (4 clock hours)
	<p>6. Communication: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.</p> <p>6.1 Communication with each child is frequent.</p> <p>6.2 Talk with children is developmentally appropriate.</p> <p>6.3 Children are encouraged to talk.</p> <p>6.4 Children’s attempts to communicate are responded to positively.</p> <p>6.5 A developmentally-appropriate, print-rich environment, in which children learn about books, literature, and writing, is provided.</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Promoting Children’s Communication (2 hours) 2. Basics of Signing 3. Sign Language with Infants 4. Sign Language with Toddlers 5. Sign Language with Preschoolers 6. <i>Lunchtime is Learning Time</i>
	<p>7. Creative: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Creative Development (2 hours) 2. Arts and Crafts Basics

	<p>ways and to express their creative abilities.</p> <p>7.1 Individual expression and creativity are appreciated.</p> <p>7.2 Many appropriate music experiences are available to children.</p> <p>7.3 Art experiences are age appropriate and varied.</p> <p>7.4 Dramatic play experiences, with a variety of age-appropriate props, are available.</p> <p>7.5 A variety of age-appropriate block play opportunities are available.</p>	<p>3. Holiday Arts and Crafts 1&2 (2 clock hours)</p> <p>4. Holiday Arts and Crafts 3&4 (2 clock hours)</p> <p>5. Holiday Arts and Crafts 5&6 (2 clock hours)</p>
<p>Goal III. To support social and emotional development and to provide positive guidance Subject Area. (10 hrs required) 3. Positive ways to support children’s social and emotional development <i>e.g. Self-esteem, independence, self-control, socialization</i></p>	<p>8. Self: Candidate provides physical and emotional security for each child and helps each child to know, accept and take pride in himself or herself and to develop a sense of independence.</p> <p>8.1 Children are given the message that each is important, respected, and valued.</p> <p>8.2 Individual children are able to develop a sense of security.</p> <p>8.3 Diapering/toileting procedures are developmentally appropriate and set up to encourage self-help skills.</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <p>1. Coping With A Crying Baby</p> <p>2. Skills for Everyday Living -1</p> <p>3. Skills for Everyday Living – 2</p> <p>4. Egocentric: Self-worth, Individuality (3 clock hours)</p> <p>5. Sense of Security (2 clock hours)</p> <p>6. Self-help Skills (2 clock hours)</p> <p>7. Circle of Security (2 clock hours)</p>
	<p>9. Social: Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.</p> <p>9.1 Each child feels accepted in the group.</p> <p>9.2 Feelings of empathy and respect for others are encouraged.</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <p>1. Bullying Basics</p> <p>2. Bullying Prevention, Part 1</p> <p>3. Bullying Prevention, Part 2</p> <p>4. Cultural Diversity Introduction</p> <p>5. Feelings: Self-awareness, Control (3 clock hours)</p> <p>6. Group Acceptance (2 clock hours)</p>

	<p>9.3 Non-biased curriculum is used. 9.4 Children are encouraged to respect the environment.</p>	<p>7. Multicultural Activities and Holidays (2 hours) 8. Prosocial Behavior (3 clock hours) 9. <i>Skills for Everyday Living – 1</i> 10. <i>Skills for Everyday Living - 2</i></p>
	<p>10. Guidance: Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group. 10.1 Methods for avoiding problems are implemented. 10.2 Positive guidance techniques are used. 10.3 Guidance practices are related to knowledge of each child’s personality and developmental level.</p>	<p>Classes - 1 clock hr unless otherwise noted 1. Introducing Children to Daycare (2 hours) 2. Setting Limits (2 hours) 3. Temperaments (2 hours) 4. Basic Behavior Management I 5. Basic Behavior Management II 6. Basic Behavior Management III 7. Writing Good Rule Lists 8. Preschool Fitness 9: Behavior Management (2 clock hours) Courses 1. Basic Behavior Management (3 clock hours)</p>
<p>Goal IV. To establish positive and productive relationships with families Subject Area. (10 hrs required) 4. Strategies to establish productive relationships with families <i>e.g. Parent involvement, home visits, conferences, referrals</i></p>	<p>11. Families: Candidate maintains an open, friendly, and cooperative relationship with each child’s family, encourages their involvement in the program, and supports the child’s relationship with his or her family. 11.1 Various opportunities to appreciate children’s families are part of the regular program. 11.2 Information about families’ culture, religion, and childrearing practices is used in program experiences.</p>	<p>Classes - 1 clock hr unless otherwise noted 1. <i>Fetal Alcohol Syndrome (2 clock hours)</i> 2. Talking with Parents 3. Special Needs Children (2 clock hours) 4. Dealing with Difficult People 5. Parents are People, Too 6. Partnering with Families (3 clock hours)</p>

	<p>11.3 Various opportunities are offered to help parents understand the development of their child and understand their child's point of view.</p> <p>11.4 Resources are provided to help families meet their child's needs.</p>	
<p>Goal V. To ensure a well-run, purposeful program responsive to participant needs</p> <p>Subject Area. (10 hrs required)</p> <p>5. Strategies to manage an effective program operation <i>e.g. Planning, record keeping, reporting</i></p>	<p>12. Program Management: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.</p> <p>12.1 Candidate manages, by using all available resources, to ensure an effective operation.</p> <p>12.2 Candidate is a competent organizer, planner, record-keeper, communicator, and cooperative co-worker.</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Basic Child Abuse 2. Basic Curriculum I 3. Basic Medication Management 4. Budgeting 101 5. Budgeting 102 6. Daycare Financial Analysis 7. Financial Basics 8. Hiring Techniques 9. Personnel Policy 10. Staff Meetings 11. Staff Orientation 12. The Director 1 13. The Director 2 14. The Director 3 15. The Director 4 (2 clock hours) 16. Time Management <p>Courses</p> <ol style="list-style-type: none"> 1. The Director (5 clock hours)
<p>Goal VI. To maintain a commitment to professionalism</p> <p>Subject Area. (10 hrs required)</p> <p>6. Maintaining a commitment to</p>	<p>13. Professionalism: Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and</p>	<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Managing Stress 2. Workplace Burnout 3. Write Like A Pro 4. Communication Basics

<p>professionalism <i>e.g. Advocacy, ethical practices, work force issues, professional associations</i></p>	<p>professional growth and for the benefit of the children and families. 13.1 Candidate makes decisions based on knowledge of early childhood theories and practices, and promotes quality in child care services. 13.2 The candidate also takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families. 13.3 Candidate keeps abreast of current regulatory, legislative and work force issues and how they affect the welfare of young children.</p>	<ol style="list-style-type: none"> 5. Risk Management 101 (3 clock hours) 6. Working with Humor 7. Dealing with Difficult People 8. Becoming a Professional (2 clock hours) 9. Being a Professional (2 clock hours)
<p>Subject Area. (10 hrs required) 7. Observing and recording children’s behavior <i>e.g. Tools and strategies for objective information collection</i></p>		<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Basic Observation and Assessment 2. Observation, Assessment and Respect 3. Observing Young Children 4. Observation Methods (3 clock hours) 5. Linking Assessments to Lesson Planning (2 clock hours) 6. Observation Practicum (2 clock hours)
<p>Subject Area. (10 hrs required) 8. Principles of child growth and development <i>e.g. Developmental milestones from birth through age 5, cultural influences on development</i></p>		<p>Classes - 1 clock hr unless otherwise noted</p> <ol style="list-style-type: none"> 1. Basic Child Development: The Brain 2. Basic Child Development: Infant I 3. Basic Child Development: Infant II 4. Basic Child Development: Toddler I 5. Basic Child Development: Toddler II 6. Basic Child Development: Preschool I

		<ol style="list-style-type: none">7. Basic Child Development: Preschool II8. Basic Child Development: School Age9. Child Development Theory (3 hours)10. <i>Coping with a Crying Baby</i>11. <i>Fetal Alcohol Syndrome (2 clock hours)</i> <p>Courses</p> <ol style="list-style-type: none">1. Basic Child Development (8 clock hours)
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