**CypherWorx/Child Care Council**

**CDA (Child Development Associate) Credential Courses**

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|  | **CDA 1: PLANNING A SAFE, HEALTHY ENVIRONMENT TO INVITE LEARNING** | NYS OCFS |
| 1 | CDA 1: Sleep is Essential to Good Health | 1,2 |
| 2 | CDA 1: A Critical Look at Child Care Spaces | 1,3,4 |
| 3 | CDA 1: Serving Nutritious Meals and Snacks Using CACFP Meal Patterns | 2 |
| 4 | CDA 1: Multi-Age Learning and Interaction (Also CDA 5) | 1,3 |
| 5 | CDA 1: Child Care in Mixed-Age Groupings (Also CDA 5) | 1,3 |
| 6 | CDA 1: Growth and Development of Infants and Toddlers | 1 |
| 7 | CDA 1: Growth and Development of Preschoolers | 1 |
| 8 | CDA 1: Coping with Food Allergies in Child Care Spaces | 2 |
| 9 | CDA 1: Food Safety Practices | 2 |
| 10 | CDA 1: Reduce the Spread of Germs in Child Care Centers | 2 |
| 11 | CDA 1: Identifying Essential Components of Child Care Supervision (Also CDA 5) | 1,3,4 |
| 12 | CDA 1: Assessing and Implementing a Safe Child Care Environment (Also CDA 5) | 1,3,4 |
| 13 | CDA 1: Management of Effective Preschool Child Care Environments | 1,3,4 |
| 14 | CDA 1: SIDS and Safe Sleep | 1,2 |
| 15 | CDA 1: Coping with Crying (Also CDA 3) | 2,6,9 |
|  | **CDA 2: STEPS TO ADVANCE CHILDREN’S PHYSICAL & INTELLECTUAL DEVELOPMENT** |  |
| 1 | CDA 2: Moderate to Vigorous Physical Activity (MVPA) | 2,3 |
| 2 | CDA 2: Hands-On Math Learning Activities | 3 |
| 3 | CDA 2: The Importance of Sensory-Rich Play | 3 |
| 4 | CDA 2: Developing Children’s Emergent Literacy Skills | 1,3 |
| 5 | CDA 2: Prompting Executive Function Skills | 1,3 |
| 6 | CDA 2: Incorporating Physical Activity Into Every Day | 2,3 |
| 7 | CDA 2: Take it Outside!: The Importance of Outdoor Play | 2,3 |
| 8 | CDA 2: Planning and Implementing Everyday Physical Activities | 2,3 |
| 9 | CDA 2: Successfully Implementing STEAM into the Curriculum | 3 |
|  | **CDA 3: POSITIVE WAYS TO SUPPORT CHILDREN’S SOCIAL & EMOTIONAL ADVANCEMENT** |  |
| 1 | CDA 3: Understanding Adverse Childhood Experiences (ACEs) | 1,6 |
| 2 | CDA 3: Developing Important and Successful Communications Skills | 1 |
| 3 | CDA 3: Benefits of Connecting Seniors and Young Children | 1,3 |
| 4 | CDA 3: Strategies for Dealing with Anger | 1 |
| 5 | CDA 3: Creating a Supportive Classroom Community | 1,3 |
| 6 | CDA 3: Social Emotional Development – Problem Solving (Also CDA 8) | 1 |
| 7 | CDA 3: Respecting the Child’s Perspective (Also CDA 4) | 1,4 |
| 8 | CDA 3: Enhancing Emotional Literacy in Children from Birth to Age Three | 1 |
| 9 | CDA 3: Enhancing Emotional Literacy in Children Ages 3 Through 5 | 1 |
| 10 | CDA 3: Children's Temperament: A Practical Approach to Meeting Individual Needs | 1,3 |
| 11 | CDA 3: Coping with Crying (Also CDA 1) | 2,6,9 |
| 12 | CDA 3: Positive Guidance Toward Problem Solving | 1 |
| 13 | CDA 3: Understanding Poverty and Practical Strategies (Also CDA 4) | 3,4 |
|  | **CDA 4: STRATEGIES TO ESTABLISH PRODUCTIVE RELATIONSHIPS WITH FAMILIES** |  |
| 1 | CDA 4: Strengthening Relationships for Families with the Community | 4 |
| 2 | CDA 4: Cultural Competency for Children and Families | 4 |
| 3 | CDA 4: Family-Teacher Relationships | 4 |
| 4 | CDA 4: Understanding Poverty and Practical Strategies (Also CDA 3) | 3,4 |
| 5 | CDA 4: Respecting the Child's Perspective (Also CDA 3) | 1,4 |
| 6 | CDA 4: Individualized Care and Routines (Also CDA 5) | 1,3,4 |
|  | **CDA 5: STRATEGIES TO MANAGE AN EFFECTIVE PROGRAM OPERATION** |  |
| 1 | CDA 5: Supporting Children and Families Through Transitions | 3,4 |
| 2 | CDA 5: Selecting and Implementing Curriculum to Support Learning (Also CDA 7) | 3,5 |
| 3 | CDA 5: Daily Schedule Development with Child-Centered Activities | 3 |
| 4 | CDA 5: Art and Sensory Experiences that Foster Creativity | 3 |
| 5 | CDA 5: Individualized Care and Routines (Also CDA 4) | 1,3,4 |
| 6 | CDA 5: Multi-Age Learning and Interaction (Also CDA 1) | 1,3 |
| 7 | CDA 5: Identifying Essential Components of Child Care Supervision (Also CDA 1) | 1,3,4 |
| 8 | CDA 5: Child Care in Mixed Age Groupings (Also CDA 1) | 1,3 |
| 9 | CDA 5: Assessing and Implementing a Safe Child Care Environment (Also CDA 1) | 1,3,4 |
| 10 | CDA 5: Planning for and Implementing Transitions | 3,4 |
|  | **CDA 6: MAINTAINING A COMMITMENT TO PROFESSIONALISM** |  |
| 1 | CDA 6: Understanding the CDA Credential and Process | 5 |
| 2 | CDA 6: The Purpose for Ethical Commitment | 5 |
| 3 | CDA 6: Foundation For School Success | 5 |
| 4 | CDA 6: Developing Your Professional Philosophy Statement | 5 |
| 5 | CDA 6: Advocating for Early Childhood Care | 5 |
|  | **CDA 7: OBSERVATION AND ASSESSMENT** |  |
| 1 | CDA 7: Developing Methods of Observation | 1,5 |
| 2 | CDA 7: The Relevance of the Child-Caregiver Attachment | 1,5 |
| 3 | CDA 7: Observation and Assessment of the Learning Environment | 1,3 |
| 4 | CDA 7: Fundamental Tools to Monitor Child Development | 1,5 |
| 5 | CDA 7: Selecting and Implementing Curriculum to Support Learning (Also CDA 5) | 1,5 |
|  | **CDA 8: PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING** |  |
| 1 | CDA 8: Understanding Learning Theories | 1 |
| 2 | CDA 8: Developing High Quality Inclusion Practices | 1,3 |
| 3 | CDA 8: Building Foundations for Language and Literacy Development | 1,3 |
| 4 | CDA 8: The Importance of Stimulating and Focused Interaction | 1,3 |
| 5 | CDA 8: Brain Development in Infant and Toddlers | 1,3 |
| 6 | CDA 8: ADHD | 1,2,4 |
| 7 | CDA 8: Social Emotional Development – Problem Solving (Also CDA 3) | 1 |