

## **Frequently Asked Questions Guidance for Staff Qualifications**

***Delacare: Rules for Early Care and Education and School-Age Centers***  
**May 2010**

**State of Delaware**

**Office of Child Care Licensing and Delaware First Professional Development System**

### **Use of this Document:**

*Delacare: Rules for Early Care and Education and School-Age Centers* specify course topics that will be acceptable to qualify staff. The Office of Child Care Licensing and the Delaware First Professional Development System will use this course list in evaluating staff qualifications

Early Care and Education and School-Age Centers may use this document to assist them in evaluating existing staff qualifications and creating professional development plans with their staff.

### **Formal review of qualifications**

Qualifications Applications will be reviewed by the Delaware First Professional Development System in the Department of Education on behalf of the Office of Child Care Licensing. Questions regarding this process should be directed to that office at 302/735-4236.

### **Why these courses?**

The following course list is based on courses currently available at Delaware colleges. Additional courses may also meet the criteria. A course will be accepted for Early Care and Education qualifications based on the course content being primarily focused on children ages birth to eight and their families. A course will be accepted for a School-Age Center qualifications based on the course content being primarily focused on children kindergarten age or older and their families. A course description or syllabus may be required if the course content is not clear. Only accredited college and university programs are accepted to meet qualifications.

## Frequently Asked Questions

### Does my degree have to be from an accredited college or university?

Yes

- To search for recognized accrediting organizations, see the following website:  
[http://www.chea.org/pdf/CHEA\\_USDE\\_AllAccred.pdf](http://www.chea.org/pdf/CHEA_USDE_AllAccred.pdf)
- To search for accreditation information on a specific college use the following link:  
<http://ope.ed.gov/accreditation/Search.aspx>

### What if my degree is from another country?

College transcripts and proof of degree from other countries needs to be evaluated by an Independent Credentialing Agency. The agency will translate the transcript (if translation is necessary) and will determine how the coursework in education equates to coursework offered at American colleges and universities.

An official evaluation report should include the following:

- A course-by-course evaluation of the candidate's non-U.S. coursework as it compares to a four-year college or university program in the U.S.
- The semester-hour equivalent of each area of college-level study.
- A translation of course titles into the English language (if applicable)
- Verification of the completion of teaching certificate and practice/student teaching (if applicable).

Below is a list of Independent Credentialing Agencies

Name of Agency	Location	Contact Information
International Consultants of Delaware, Inc.	Philadelphia, PA	(215) 222-8454 X510
World Education Services, Inc	New York, NY	(212) 966-6311
Joseph Silny & Associates	Miami, FL	(305) 273-1616
Educational Credentials Evaluators, Inc.	Milwaukee, WI	(414) 289-3400
International Education Research Foundation, Inc.	Culver City, CA	(310) 258-9451

### Does my A.A. in General Studies degree count?

Associate in General Studies is not a related degree, however if there is a concentration in Early Childhood (15-30 early childhood credits) will be considered meeting educational requirement for Early Childhood Curriculum Coordinator with degree. If concentration has 30- 40 credits in early childhood credits will be considered meeting educational requirement for Early Childhood Administrator.

### What if I have a Montessori Credential?

Montessori Credential (Full or Associate) in Infant & Toddlers or Early Childhood Education from the American Montessori Society (AMS), International Montessori Council (IMC) or Association Montessori Internationale can be counted as 15 early childhood credits.

Montessori Credential (Full or Associate) in Elementary I or Elementary II from the American Montessori Society (AMS), International Montessori Council (IMC) or Association Montessori Internationale can be counted as 15 school-age credits

### Another Option for School-Age Site Coordinator

At least Bachelors degree with twelve (12) college/university credits related to the needs of the school-age children served and three (3) months of supervised student teaching or twelve (12) months experience working with children school-age or younger in a group setting.

### What if I am already a certified teacher?

Send a copy of your certificate with your application.

#### For Early Childhood positions

- If certified area includes Nursery, Early Childhood, Early Childhood Special Education, Birth to 2<sup>nd</sup> grade or similar qualifies as Early Childhood Administrator. With this certification you meet both the educational and experience requirement. If specialty area requested, transcript with the specific coursework required.
- If the certified area includes K and above, educator's transcript would need to have 15 early childhood credits to meet the education requirement. You also have to meet experience requirement of working 24 months with children preschool age or younger.

#### For School-Age positions:

- If the certified area includes: Elementary Education, Kindergarten and up, Special Education or Middle School, grades up to 8 qualified as School-Age Administrator without reviewing transcript. With this certification you meet both the educational and experience requirement. You would also have a School Age (45) specialty.
- If the certified area was Secondary Education the transcript would need to be evaluated for courses to meet the requirements. With this certification you would meet the experience requirement.

### What does my student teaching count toward?

A minimum of a 6 credit student teaching course (in the early childhood department or with documentation that experience was with preschool age children or younger) may count as 3 months experience or for Early Childhood Teacher position would meet the experience requirement. A 12 credit student teaching (as defined above) may count as 6 month experience.

### What if I think a course that I took should count for early childhood, but it is not on the list?

A course description must be provided for consideration. The course description must state that the course is primarily focused on young children and/or their families.

Generally, courses that cover the life span or older children do not count.

### What If I get a "D" or "F" as my grade in a course?

Sorry, the course would not count.

### What if I have a Paraeducator Permit?

Paraeducator Certification including Title I Para Permits does not meet educational requirement for position. However, coursework used to earn these certifications will be reviewed.

What if I have Child Care Certification from another state?

Send a copy of your certificates and any detailed information you have on the education program. Generally, only certificates that include a minimum of 60 hours of classroom work and formal assessment of learning from an accredited training organization will be accepted.

Common Equivalencies

Substitutes for Delaware First Intern training

- Professional Career Development Institute “The Professional Teacher Assistant Program”

Substitutes TECE 1:

- Maryland Level 3 certificate
- Professional Career Development Institute “The Professional Child Day Care Program” diploma
- Wor-Wic Tech I & II (aka Child Care I & II)
- Penn Foster Career School, “Teacher Aide” diploma

Substitutes TECE 1 & 2:

- Maryland Level 4 certificate
- Wilmington Skills Center or Manpower Training Center Child Day Care Aide (older training 700 or more hours)
- Penn Foster Career School, “Child Day Care Certificate” (15 CEU’s)

What does “Successful Completion” mean for the Early Childhood and School Age Intern?

“Successful Completion” for DE 1<sup>st</sup> Intro and Child Development training will be determined based on attendance. A minimum of 12 of 15 hours for Child Development and 15 of 18 hours for the Introductory trainings will be considered acceptable. Only one class session can be missed.

# Early Childhood Courses

<b>CHILD DEVELOPMENT –Child Assessment/Observation, Child Psychology, Special Education and Pediatric Nursing courses may be evaluated for this topic</b>	
<b>Development</b> <ul style="list-style-type: none"> <li>• Child Growth and/or Development including courses on specific areas - (Social, Emotional, Cognitive, Physical and Language)</li> <li>• Child and Adolescent Development</li> </ul> <b>Pediatric Nursing</b> <ul style="list-style-type: none"> <li>• Related to Child Development or Child Psychology</li> </ul>	<b>Child Assessment/Observation</b> <ul style="list-style-type: none"> <li>• Assessment/Observation of Young Children</li> <li>• Psychological Assessment of Children</li> </ul> <b>Child Psychology</b> <ul style="list-style-type: none"> <li>• Child Psychology</li> <li>• Childhood Psychopathology</li> <li>• Psychology of the Exceptional Child</li> </ul> <b>Special Education</b> <ul style="list-style-type: none"> <li>• Exceptional or Atypical Child</li> </ul>
<b>DEVELOPMENTAL CURRICULUM PLANNING –Assessment/Observation and Special Education courses may be evaluated for this topic</b>	
<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Children's Literature or Literacy</li> <li>• Computers in Early Childhood</li> <li>• Curriculum Analysis in Early Childhood</li> <li>• Early Childhood Methods or Curriculum including Labs and Practicum</li> <li>• Early Childhood Education Teaching Methods in Specific Areas (Art, Music, Physical/Movement Education, Language Arts, Reading, Writing, Math, Science, and Social Studies)</li> <li>• Infant and Toddler Methods or Curriculum (including Lab and Practicum)</li> <li>• Infant and Toddler Care</li> <li>• Introduction to Caring for Young Children</li> <li>• Introduction to Early Childhood Education</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning or Early Literacy</li> <li>• Multicultural Education</li> <li>• Program Development and Evaluation</li> <li>• Technology in Early Childhood</li> <li>• Building Communities of Learners</li> <li>• Teaching Elementary Music, Art or PE</li> </ul> <b>Special Education</b> <ul style="list-style-type: none"> <li>• Curriculum for Exceptional Children</li> <li>• Early Childhood Programs for Children with Exceptionalities</li> <li>• Education of the Preschool Exceptional Child</li> <li>• Introduction to Education of Exceptional Children</li> <li>• Methods of Teaching Exceptional Students</li> <li>• Programming For Young Children with Special Needs</li> <li>• Teaching Exceptional Children</li> </ul>
<b>POSITIVE BEHAVIOR MANAGEMENT – Child Psychology courses may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Childhood Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding Preschool Children</li> </ul>
<b>HEALTH AND SAFETY – Pediatric Nursing courses may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Abused/Neglected Children</li> <li>• Care for Children and Families</li> <li>• Childhood Safety</li> <li>• Child Health</li> <li>• Community Health Nursing</li> <li>• First Aid/Emergency Care</li> </ul>	<b>Pediatric Nursing</b> <ul style="list-style-type: none"> <li>• Human Needs in Pediatric Nursing</li> <li>• Human Needs in Specialties I &amp; II</li> <li>• Nursing Care of Children</li> <li>• Nursing Care of the Child &amp; Family</li> <li>• Nursing of Children I &amp; II</li> <li>• The Hospitalized Child</li> </ul>
<b>NUTRITION – Pediatric Nursing course may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Childhood Nutrition</li> </ul>	
<b>FAMILY/COMMUNITY – Pediatric Nursing courses may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Child and Family Policy</li> <li>• Families and Children at Risk</li> <li>• Family Development and Services Systems</li> <li>• Family Studies</li> <li>• Parent/Teacher &amp; Community Interaction</li> <li>• Foundations of Family Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Survey in Child and Family Services</li> <li>• The Family</li> <li>• The Family: Effect on Development</li> <li>• Marriage and the Family</li> <li>• Non-Schl Factors Affecting Learning in the Clsrm</li> <li>• Cultural Diversity, Schooling and the Teacher</li> </ul>
<b>PROFESSIONALISM – Business courses related to operating a Center may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Contemporary Issues in Early Childhood</li> <li>• Professional Issues in Early Childhood Development and Education</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Issues in the Administration of Early Childhood Programs</li> <li>• Ethical Issues in Early Childhood</li> </ul>
<b>ADMINISTRATION – Business courses related to operating a Center may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Child Care Administration Human Relations</li> <li>• Child Care Administration Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care Program Development &amp; Evaluation</li> <li>• Early Childhood Administration, Leadership and Advocacy</li> </ul>

## School-Age Courses

<b>MIDDLE CHILDHOOD AND ADOLESCENT DEVELOPMENT – Child/Adolescent Psychology, Pediatric/Adolescent Nursing, and Special Education courses may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Adolescent and Youth: Theories</li> <li>• Adolescent Development</li> <li>• Adolescent Development and Educational Psychology</li> <li>• Human Development: Grades K-8</li> </ul>	<ul style="list-style-type: none"> <li>• Middle Childhood Development</li> <li>• School-Age Development (Middle Childhood)</li> </ul> <p><b>Child/Adolescent Psychology</b></p> <ul style="list-style-type: none"> <li>• Adolescent Psychology</li> <li>• Developmental Psychology</li> </ul>
<b>ELEMENTARY AND MIDDLE SCHOOL EDUCATION – Assessment/Observation, Child/Adolescent Psychology and Special Education may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Building Communities of Learners</li> <li>• Children, Television and Education</li> <li>• Contemporary Theories and Practices in Middle Level Education</li> <li>• Curriculum and Methods for Teaching the Gifted Child</li> <li>• Curriculum Development in the Primary and Middle Grades</li> <li>• Educational Technology: Literacy and Language Arts Laboratory</li> <li>• Environmental Education</li> <li>• Foundations of Reading Instruction</li> <li>• Implementing Middle School Mathematics Using Technology</li> <li>• Instructional Strategies for Teaching in the Elementary/Middle School</li> <li>• Instructional Technology in Education</li> <li>• Integrating Family and Social Services Delivery Systems in Education</li> <li>• Internet Curriculum Applications</li> <li>• Introduction to Elementary and Middle School Education</li> <li>• Literature for Adolescents</li> <li>• Methods for Teaching Elementary or Middle Level (Reading, Writing, Mathematics, Science, Social Studies, Performing/Visual Arts and Physical Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Preventing Reading Problems through Early Intervention</li> <li>• Programming for Gifted Children</li> <li>• School-Based Family Issues and Intervention</li> <li>• Social Foundations of Literacy</li> <li>• Social Skills Training for Children</li> <li>• Telecommunications in Teaching</li> <li>• The Middle School Years</li> <li>• The Role of Literacy in Content Areas</li> </ul> <p><b>Assessment/Observation</b></p> <ul style="list-style-type: none"> <li>• Curriculum Methods and Assessment</li> <li>• Educational Assessment</li> <li>• Measurement Applications in Education</li> <li>• Measurement Techniques for Children and Families</li> <li>• Literacy Problems: Assessment and Instruction</li> <li>• Educational Assessment for Exceptional Children</li> <li>• Interpretation and Testing of the Exceptional Child</li> </ul> <p><b>Child/Adolescent Psychology</b></p> <ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Learning and Motivation</li> <li>• Sports Psychology</li> </ul>
<b>Special Education – Elementary and Middle School Level</b>	
<ul style="list-style-type: none"> <li>• Assessment in Secondary Special Education</li> <li>• Assistive Technology</li> <li>• Augmentative and Alternative Communication</li> <li>• Computer-Assisted Instruction in Remedial/Special Education</li> <li>• Curriculum Adaptations for Exceptional Learners</li> <li>• Curriculum for School-Age Exceptional Children</li> </ul>	<ul style="list-style-type: none"> <li>• Functional Communication for Individuals with Autism and Severe Disabilities</li> <li>• Instructing Elementary/Middle Schoolers with Mild Disabilities</li> <li>• Instruction in Reading and Writing with Learning Disability Student</li> <li>• Instructional Methods in Secondary Special Education</li> <li>• Introduction to Autism and Severe Disabilities</li> <li>• Introduction to Technology in Special Education and Rehabilitation</li> <li>• Teaching Exceptional Adolescents</li> <li>• Teaching the Learning Disabled</li> </ul>

## School-Age Courses

<b>POSITIVE BEHAVIOR MANAGEMENT – Child/Adolescent Psychology and Special Education courses may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Advising, Mentoring and Counseling Techniques</li> <li>• Applied Behavior Analysis</li> <li>• Classroom Management/Behavior Modification for Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline and Classroom Management</li> <li>• Techniques for Behavior Change</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Behavior Analysis and Modification for Exceptional Children and Youth</li> </ul>
<b>FAMILY/COMMUNITY –Cultural/Ethic/Diversity Studies, Counseling, English as a Second Language/Foreign Language (ELS), and Human Services/Social Work may be evaluated for this topic</b>	
<p><b>Family/Community</b></p> <ul style="list-style-type: none"> <li>• Poverty, Neighborhoods and Community Development</li> <li>• Family, Community and School Partnerships</li> <li>• Families and their Communities</li> <li>• Family Risk and Resiliency</li> <li>• Family Violence</li> <li>• Parenting through the Lifespan</li> <li>• Youth at Risk</li> </ul> <p><b>Counseling</b></p> <ul style="list-style-type: none"> <li>• Counseling (Individual or Group) for Children and Adolescents</li> <li>• Multicultural Issues in Counseling</li> <li>• Theories of Counseling</li> </ul> <p><b>Cultural/Ethnic/Diversity Studies</b></p> <ul style="list-style-type: none"> <li>• Cultural Diversity in Community Contexts</li> <li>• Cultural Psychology</li> <li>• Diversity in Families and Human Development</li> <li>• Ethnic Studies and Multicultural Education</li> <li>• Human Services and Cultural Competencies</li> </ul>	<p><b>ESL - English as a Second Language/Foreign Language</b></p> <ul style="list-style-type: none"> <li>• Literacy Instruction for English Language Learners</li> <li>• Methods of Teaching Foreign Language/Second Languages in Elementary Schools</li> <li>• Second Language Acquisition and Bilingualism</li> <li>• Teaching English as a Second Language</li> </ul> <p><b>Human Services/Social Work</b></p> <ul style="list-style-type: none"> <li>• Alcoholism and Other Addictions</li> <li>• Group Dynamics</li> <li>• Human Behavior and Social Environment</li> <li>• Human Services and Cultural Competencies</li> <li>• Human Sexuality (Child and Adolescent)</li> <li>• Introduction to Human Services</li> <li>• Introduction to Social Work</li> <li>• Juvenile Delinquency</li> <li>• Juvenile Justice</li> <li>• Welfare of Children</li> </ul>
<b>PROFESSIONALISM –Business courses related to operating a School-Age Center may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Contemporary Issues in School Age Care</li> <li>• Professional Issues in the Administration of School Age Care Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical Issues in School Age Care</li> </ul>
<b>RECREATION</b>	
<ul style="list-style-type: none"> <li>• Guiding/Planning Activities/Programs for Children</li> <li>• Instructional Methods for Teaching Children – Specific Sports, Visual and Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Recreational Therapy for Children</li> <li>• Youth Organizations and Activities</li> </ul>
<b>SCHOOL-AGE CARE (OUT OF SCHOOL) PROGRAM COURSES</b>	
<ul style="list-style-type: none"> <li>• Introduction to School Age Care</li> <li>• School-Age Communication Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• School-Age Curriculum Development Programming</li> </ul>
<b>SCHOOL-AGE PROGRAM ADMINISTRATION - Business courses related to operating a School-Age Center may be evaluated for this topic</b>	
<ul style="list-style-type: none"> <li>• Administration of Elementary and Middle Schools</li> </ul>	<ul style="list-style-type: none"> <li>• School-Age Administration Issues</li> </ul>