



Clemson University - Center for Corporate Learning

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## Education & Training Plan Teacher's Aide Certificate Program with Externship

Student Full Name: \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**Program includes National Certification & an Externship Opportunity**  
**Mentor Supported**

### **Teacher's Aide Certificate Program with Externship**

Course Code:	CLEM-E-TCHR
Program Duration:	6 Months
Course Contact Hours:	375
Student Tuition:	\$3,999

### **The Teacher's Aide Profession**

Teacher's Aides are essential to the effective management and flow of classrooms for early childhood education. Teacher's Aides help to ensure primary teachers, administrators and instructors at this level are able to run an effective and efficient classroom whether as part of an education-focused day care, a nursery school or other education environment for young children. Teacher's Aides support the primary teacher in both instructional and clerical tasks, help with overall class supervision and can assist in a variety of special and day-to-day projects. Professionals committed to early childhood education understand how to communicate with children at this age and also how to design and implement curriculum in all subject areas that is both age- and developmentally-appropriate. According to the Bureau of Labor Statistics jobs in this area are projected to grow 14% to 2022.

### **The Teacher's Aide Program**

This program introduces the historical, theoretical and developmental foundations for educating young children and designing and implementing developmentally appropriate curriculum in order to provide the primary teacher with the most help possible. This particular program focuses on development of children from birth through age 8, the roles, responsibilities and requirements of individuals working in early childhood classrooms as well as curriculum development so that Teacher's Aides can assist the teachers most effectively while also helping to cultivate a creative, caring and nurturing environment for young children. This program will introduce early childhood education with a focus on developmental expectations and challenges of young children, supervising and caring for young children, as well as strategies and tools for educating young children by developing thoughtful, engaging and exciting lesson plans that will lay the foundation for their education for years to come.

## Education and National Certifications

- Students should have or be pursuing a high school diploma or GED.
- There are no state approval and/or state requirements associated with this program.
- There are several National Certification exams that are available to students who successfully complete this program:
  - **ETS ParaPro Assessment Certification Exam**
  - **Microsoft Office Specialist (MOS) Certification Exam.**

## Program Objectives

At the conclusion of this program, students will be able to:

- Analyze the roles, responsibilities, and requirements for those who work in early childhood education (ECE) settings and the evolution of the field of ECE
- Analyze current issues in ECE that have implications for children, families, and society
- Describe the age-related developmental accomplishments of young children from birth through age 8 in each of the developmental domains
- Analyze programs that support individual differences, culturally responsive, and inclusive
- Analyze ECE standards as related to preparing developmentally appropriate activities
- Analyze practices that ensure the health, safety, and well-being of all children
- Compare strategies to develop emotional self-regulation and avoid challenging behaviors
- Describe strategies that foster childcare worker and family partnerships
- Describe the role of assessment/documentation to inform curriculum development
- Evaluate the attributes of professionalism in ECE including advocacy, and social justice
- Analyze how a learning experience reflects a developmentally appropriate practice
- Explain how curriculum is affected by theories, models, government programs, and standards
- Create a plan to establish reciprocal relationships with families
- Plan developmentally appropriate learning environments and experiences for young children
- Compare different teaching techniques in relationship to children's development and learning
- Compare various forms of assessment for planning, documenting, communicating, and reflecting
- Design a developmentally appropriate math, science, technology, literacy, social studies, physical education, creative arts, or other integrated learning experiences

## National Certification

Upon successful completion of this Clemson University program, students would be eligible to sit for the Educational Testing Service (ETS) ParaPro Assessment Certification Exam and the Microsoft Office Specialist (MOS) exam. Although there are no state approval, state registration or other state requirements for this program, students who complete this program at Clemson University will be prepared and are eligible to sit for these national certification exams. Students who complete this program are encouraged to complete the externship option with their program. Students who complete this program can and do sit for these national certification exams and are qualified, eligible and prepared to do so. Clemson University works with each student to complete the exam application and register the student to take their national certification exam.

## Externship / Hands on Training / Practicum

Although not a requirement, once students complete the program, they have the ability to participate in an externship and/or hands on practicum so as to practice the skills necessary to perform the job requirements of a professional in this field. Students will be assisted with completing a resume and/or other requirements necessary to work in this field. All students who complete this program are eligible to participate in an externship and will be placed with a participating organization near their location. Clemson University works with national organizations and has the ability to place students in externship opportunities nationwide.

**Clemson University contact:** If students have any questions regarding this program including national certification and externships, **they should call Juanita Durham of Clemson University at 864.656.3984 or via email at [jdrhm@clemsion.edu](mailto:jdrhm@clemsion.edu).**

Note: No refunds can be issued after the start date published in your Financial Award document.



## About Clemson University!

Clemson Online, a unit reporting directly to the Provost, works closely with leadership teams across the University to develop, market, and deliver top-quality courses and programs in blended and online formats. The office provides vision, leadership, coordination, and expertise in support of faculty design, delivery, and evaluation of technology-enhanced, blended, and fully online courses and instructional materials. Dynamic, transformative, and unique eLearning opportunities characterize Clemson's approach to online teaching and learning.

**Our Mission:** Clemson Online provides strategic leadership for online education, emphasizing innovative teaching and superior learning outcomes to maximize student success in 21st-century academic and professional contexts.

**Our Vision:** Clemson Online will define the public web-grant university through measurable achievements in online education, research, and service.

The office is committed to pursuing strategic opportunities, providing supportive resources, promoting superior educational quality, and ensuring faculty involvement and responsibility in shaping Clemson's online future.



## Clemson University and Pearson Education

The Clemson University Office of Professional and Continuing Education eLearning programs were developed in partnership with Pearson Education to produce the highest quality, best-in-class content and delivery necessary to enhance the overall student learning experience, boost understanding and ensure retention. Pearson Education is the premier content and learning company in North America offering solutions to the higher education and career training divisions of colleges and universities across the country aimed at driving quality education programs to ensure student success. Please visit us at [www.pearson.com](http://www.pearson.com).

## About Pearson Education

Welcome to Pearson. We have a simple mission: to help people make more of their lives through learning. We are the world's leading learning company, with 40,000 employees in more than 80 countries helping people of all ages to make measurable progress in their lives. We provide a range of education products and services to institutions, governments and direct to individual learners, that help people everywhere aim higher and fulfil their true potential. Our commitment to them requires a holistic approach to education. It begins by using research to understand what sort of learning works best, it continues by bringing together people and organizations to develop ideas, and it comes back round by measuring the outcomes of our products.

## Teacher's Aide Program Detailed Student Objectives:

### EARLY CHILDHOOD EDUCATION PROFESSIONALS

- Explain the mission and purpose of the early childhood professional
- Describe the various roles of professionals in the field of early childhood education
- Explain education expectations for those working in various roles in the field of early childhood education
- Describe the unique characteristics of various early childhood settings including family child care, center-based care and education (public and private), infant/toddler care, Head Start, public pre-kindergarten, primary grades, and after-school care

### HISTORY & THEORIES OF EARLY CHILDHOOD EDUCATION (ECE)

- Describe contributions of historical figures to the field of early childhood education
- Compare the various theories of child development
- Compare the various learning theories
- Explain characteristics of early childhood program models

### CURRENT ISSUES IN ECE – RESEARCH, TRENDS AND POLICY

- Identify current issues in early childhood education
- Describe the current trends in early childhood education in terms of their impact on children, families, and early childhood professionals
- Analyze the implications of research on early childhood education

### CHILD DEVELOPMENT

- Describe the characteristics of children ages zero through age eight in each developmental domain
- Describe the typical age-related developmental accomplishments for each age group, including infants and toddlers, preschoolers, kindergartners, and children in the primary grades
- Explain how knowledge of child development impacts care and education of infants and toddlers
- Explain how knowledge of child development impacts teaching for preschoolers
- Explain how knowledge of child development impacts teaching of children in kindergarten
- Explain how knowledge of child development impacts teaching of children in the primary grades

### EFFECTIVE TEACHING: DEVELOPMENTALLY APPROPRIATE PRACTICES (DAP), ENVIRONMENTS, AND PLAY

- Explain the concept of developmentally appropriate practices
- Explain how DAP considers the age-related developmental characteristics of young children
- Explore how DAP addresses individual differences
- Describe how DAP is responsive to social and cultural contexts
- Apply developmentally appropriate teaching practices to learning in the developmental domains
- Describe how DAP influence the arrangement of the learning environment
- Critique the application of DAP to the early childhood education environment
- Explain the role of play in developmentally appropriate environments

### **SPECIAL NEEDS, AND CULTURAL AND LINGUISTIC DIVERSITY**

- Describe early childhood education inclusive practices
- Analyze early childhood education interpersonal environments that are responsive to cultural, linguistic, and individual needs
- Analyze early childhood education physical environments that are responsive to cultural, linguistic, and individual needs
- Explain the terminology in special education

### **EFFECTIVE PRACTICE AND CURRICULUM STANDARDS**

- Describe the various standards that promote recommended practices
- Explain how program quality standards impact curriculum development
- Explain how the developmental domains and knowledge of content areas relate to curriculum development
- Describe the characteristics of effective curriculum
- Explain how intentional teachers plan and implement curriculum

### **HEALTH, SAFETY, AND WELL-BEING OF ALL CHILDREN**

- Describe practices that promote health, good nutrition, and cleanliness in early childhood settings
- Analyze the qualities of early childhood environments that promote safety in indoor and outdoor settings
- Explain practices that promote the health, safety, and well-being of all children
- Justify the role of play in healthful development and learning

### **GUIDING YOUNG CHILDREN**

- Explain the guidance strategies that facilitate appropriate behavior in early childhood
- Identify how individual guidance strategies impact specific behaviors in children
- Determine how to use a variety of guidance strategies in the early childhood education classroom
- Promote practices that support the development of self-regulation skills
- Determine the effectiveness of early childhood environments in promoting appropriate behavior and reducing inappropriate behavior of children

### **FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS**

- Describe diverse family structures and impacts on family life that challenge children's learning
- Describe the benefits of creating positive relationships and meaningful family involvement
- Describe types of effective communication techniques for involving families in early childhood programs
- Explain the role of the early childhood education teacher in connecting families to community resources

### **ASSESSMENT OF YOUNG CHILDREN**

- Describe the different approaches used to assess young children
- Describe the advantages and disadvantages for various types of assessments in early childhood
- Explain the positive contributions of documenting assessment results to teaching and learning

- Explain how assessment findings shape decision making and influence teaching, learning, and early childhood program quality

### **PROFESSIONALISM IN EARLY CHILDHOOD EDUCATION**

- Explain what it means to be an ECE professional: ethical conduct and using evidence-based practices
- Describe the role of advocacy in the field of ECE
- Explain ways early childhood professionals can contribute the development of policies that impact early childhood education
- Explain what it means to be a culturally competent early childhood professional

### **DEVELOPMENTALLY APPROPRIATE PRACTICE**

- Recognize the relationship between developmentally appropriate practices and quality
- Explain the three areas of knowledge (age-related expectations, individual differences, and social and cultural contexts) that form the core of developmentally appropriate practice
- Explain the role of active child engagement in developmentally appropriate practice
- Analyze stages of play in relation to developmentally appropriate practice

### **CURRICULUM FOUNDATIONS, MODELS, AND STANDARDS**

- Compare the major early childhood theories
- Compare early childhood education program models
- Describe how federal- and state-based programs have impacted early childhood
- Describe what standards might affect curriculum development in the early years
- Explain the benefits and concerns of using standards in early childhood education
- Explain how early learning guidelines and state standards can be used in curriculum development

### **FAMILY PARTNERSHIPS**

- Describe the benefits of establishing reciprocal relationships with families
- Critique different communication strategies for establishing reciprocal relationships with families
- Compare ways of involving families in curriculum development and implementation

### **ENVIRONMENTS – PHYSICAL AND EMOTIONAL**

- Evaluate a child-teacher relationship for children 0–8 to determine if it is warm and caring within a developmentally appropriate environment
- Describe appropriate guidance techniques for a given situation
- Critique a schedule for learning opportunities
- Critique a physical environment for learning opportunities

### **CURRICULUM PLANNING**

- Describe the different elements a teacher must consider in developing curriculum plans
- Plan appropriate learning topics for young children
- Critique plans for learning experiences with young children

### **CURRICULUM IMPLEMENTATION**

- Analyze the purpose of teacher-led small group instruction
- Analyze the purpose of teacher-led large group instruction
- Analyze the purpose of learning centers
- Analyze the purpose of outdoor learning activities

- Compare the uses of various instructional strategies

#### **ASSESSMENT AND REFLECTION**

- Describe the need and use for assessment in the classroom
- Compare the various forms of assessment
- Describe multiple uses of assessment in an early childhood classroom

#### **MATH, SCIENCE, AND TECHNOLOGY**

- Describe the characteristics of a developmentally appropriate mathematics curriculum
- Describe the characteristics of a developmentally appropriate science curriculum
- Describe the characteristics of a developmentally appropriate technology curriculum

#### **PHYSICAL EDUCATION AND CREATIVE ARTS**

- Describe the characteristics of a developmentally appropriate visual arts curriculum
- Describe the characteristics of a developmentally appropriate music and movement curriculum
- Describe the characteristics of a developmentally appropriate drama curriculum
- Describe the characteristics of a developmentally appropriate physical education curriculum

#### **LANGUAGE AND LITERACY**

- Describe the characteristics of a developmentally appropriate literacy curriculum
- Describe how teachers support language development in children
- Describe how children's literature supports developmentally appropriate curriculum

#### **SOCIAL STUDIES**

- Describe learning experiences that support children
- Describe the characteristics of a developmentally appropriate social studies curriculum
- Describe the characteristics of a developmentally appropriate multicultural and anti-bias curriculum

#### **INTEGRATING CURRICULUM**

- Create a lesson that integrates developmentally appropriate content from at least two different curriculum areas
- Create a learning center that integrates developmentally appropriate content from at least three different curriculum areas
- Create an integrated theme or project that includes developmentally appropriate content from at least three different curriculum areas

**Note: This program can be completed in 6 months. However, students will have online access to this program for a 24-month period.**

## **MICROSOFT OFFICE Module**

- Use an integrated software package, specifically the applications included in the Microsoft Office suite
- Demonstrate marketable skills for enhanced employment opportunities
- Describe proper computer techniques for designing and producing various types of documents
- Demonstrate the common commands & techniques used in Windows desktop
- List the meaning of basic PC acronyms like MHz, MB, KB, HD and RAM
- Use WordPad and MSWord to create various types of documents
- Create headings and titles with Word Art
- Create and format spreadsheets, including the use of mathematical formulas
- Demonstrate a working knowledge of computer database functions, including putting, processing, querying and outputting data
- Define computer terminology in definition matching quizzes
- Use the Windows Paint program to alter graphics
- Use a presentation application to create a presentation with both text and graphics
- Copy data from one MS Office application to another application in the suite
- Use e-mail and the Internet to send Word and Excel file attachments
- Demonstrate how to use the Windows Taskbar and Windows Tooltips
- Explain how copyright laws pertain to data and graphics posted on the Internet
- Take the college computer competency test after course completion
- Follow oral and written directions and complete assignments when working under time limitations

**Note:** Although the Microsoft Office Module is not required to successfully complete this program, students interested in pursuing free Microsoft MOS certification may want to consider completing this Microsoft Office Module at no additional cost.

### **System Requirements:**

#### **Windows Users:**

- Windows 8, 7, XP or Vista
- 56K modem or higher
- Soundcard & Speakers
- Firefox, Chrome or Microsoft Internet Explorer

#### **Mac OS User:**

- Mac OS X or higher (in classic mode)
- 56K modem or higher
- Soundcard & Speakers
- Apple Safari

#### **iPad Users:**

- Due to Flash limitations, eLearning programs are NOT compatible with iPads

#### **Screen Resolution:**

- We recommend setting your screen resolution to 1024 x 768 pixels.

#### **Browser Requirements:**

- System will support the two latest releases of each browser. When using older versions of a browser, users risk running into problems with the course software.
- Windows Users: Mozilla Firefox, Google Chrome, Microsoft Internet Explorer
- Mac OS Users: Safari, Google Chrome, Mozilla Firefox

#### **Suggested Plug-ins:**

- Flash Player
- Real Player
- Adobe Reader
- Java