

# CHILDREN'S PROGRAM: GENERAL - LEVEL II

## Business Division

### Certificate L0412

The Children's Program Certificate: General Level II enhances the student's knowledge beyond Level I, providing additional skills and knowledge working with children. This certificate focuses on safe and healthy environments, working appropriately with children with special needs and the use of appropriate discipline techniques. Completion may lead to salary increase based on Units earned.

## Required Courses

Course Prefix	Course Name	Units
	Completion of the Children's Program Certificate: General - Level I coursework	12

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	Completion of the Children's Program Certificate: General - Level II coursework	7
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Total Units		19
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Course Prefix	Course Name	Units
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### Children's Program Certificate: General - Level I Coursework

CHLD 1	Child, Family, School and Community	3
CHLD 5	Principles and Practices in Child Development Programs <sup>1</sup>	3
CHLD 6	Introduction to Child Development Curriculum	3
CHLD 11	Child and Adolescent Development	3

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Total Units		12
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Course Prefix	Course Name	Units
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### Children's Program Certificate: General - Level II Coursework

CHLD 64	Health, Safety, and Nutrition of Children	3
CHLD 68	Introduction to Children With Special Needs	3
CHLD 84	Guidance and Discipline in Child Development Settings	1

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Total Units		7
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<sup>1</sup> Students must provide documentation of influenza, pertussis (TDap), and measles immunization, as well as TB clearance, as required by SB792 prior to being permitted to enroll in this class. Instructions on submitting documentation are available at Child Development Center (<http://www.mtsac.edu/cdc/immunization>).

## Program Learning Outcomes

*Upon successful completion of this program, a student will:*

- Understand and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Be able to evaluate Early Care and Education Program regulations, standards, policies according to Title 22 California.
- Be grounded in Child Development knowledge (theory) and use their understanding of young children and their needs to create

environments that are healthy, respectful, supportive and challenging for each child.

- Understand that child observation, documentation and other forms of assessment are central to the practices of all early childhood professionals. Students use systematic observations, documentation, and other effective assessment strategies to positively influence the development of every child.
- Understand that successful programs depend upon partnerships with children's families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families and to involve all families in their children's development and learning.
- Understand the importance of developmental domains and academic content areas. Students use their knowledge and other resources to design, implement, and evaluate meaningful curriculum.
- Be able to identify and conduct themselves as members of the early childhood profession. They know ethical guidelines and other professional standards related to early childhood education.
- Be able to apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.

Review Student Learning Outcomes (SLOs) (<http://www.mtsac.edu/instruction/outcomes/sloinfo.html>) for this program.