

CHILD DEVELOPMENT - LEVEL III (CERTIFICATE N0655)

Business Division

The Child Development Level III certificate increases skills in planning for children by focusing on different areas of curriculum. With 175 days of experience and the completion of 16 specific G.E. Units in Areas A, B, C and D, this certificate meets the Title 5 education requirements for a fully qualified teacher.

Required Courses

Course Prefix	Course Name	Units
Completion of the Child Development - Level I coursework		12
PLUS		
Completion of the Child Development - Level II coursework		7
PLUS		
Completion of the Child Development - Level III coursework		9
Total Units		28

Course Prefix	Course Name	Units
Child Development - Level I Coursework		
CHLD 1	Child, Family, School and Community	3
CHLD 5	Principles and Practices in Child Development Programs	3
CHLD 6	Introduction to Child Development Curriculum	3
CHLD 11	Child and Adolescent Development	3
Total Units		12

Course Prefix	Course Name	Units
Child Development - 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
Total Units		7

Course Prefix	Course Name	Units
Child Development - Level III Coursework		
Choose three from the following:		9
CHLD 50	Teaching in a Diverse Society	
CHLD 61	Language Arts and Art Media for Young Children	
CHLD 62	Music and Motor Development for Young Children	
CHLD 63	Math and Science for Young Children	
CHLD 73	Infant and Toddler Development	
Total Units		9

Guided Pathways of Study Suggested Course Sequence (<https://www.mtsac.edu/guided-pathways/pathway-results.html?pthwyvar=N0477&desc=Children%27s+Program%3A+General%2C+Level+III+%28Levels+I-III%29+Certificate+N0477>)

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, and 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. They are life-long, collaborative learners who continue to broaden their knowledge and skills, remain informed about child development issues, and are informed advocates for sound educational practices and policies.
- 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.