

CHILD DEVELOPMENT - TEACHER CERTIFICATE OF ACHIEVEMENT

The Teacher Certificate is designed for individuals working with children in a preschool or child care setting. The certificate focuses on developing age-appropriate curriculum for the classroom and observation/assessment of children. The Teacher Certificate requires 31 CD units which includes 4 units of CD Practicum/ Field Work with young children plus 16 general education units as specified.

This Certificate meets the course and unit requirement for the Teacher Permit through the California Commission on Teacher Credentialing. Please note that students must also meet the experience requirements of 175 days of 3+ hours per day within 4 years.

Code	Title	Units
Required Courses:		
CD 105	Child Growth and Development	3
or CD 105H	Child Growth and Development - Honors	
CD 111	Observation and Assessment in Child Development	3
CD 113	Principles and Practices of Teaching Young Children	3
CD 114	Introduction to Curriculum	3
CD 115	Health, Safety and Nutrition	3
CD 126	Child, Family, and the Community	3
CD 138	Teaching in a Diverse Society	3
Two Curriculum Courses:		
CD 130	Creative Music and Movement for Children	3
CD 133	Creative Science and Math Activities for Children	3
CD 134	Language, Listening and Literature for Children	3
CD 136	Creative Art Experiences for Children	3
CD 137	Play and Materials for Children	3
Required CD Practicum/Field Work Experience with Children:		
CD 205	Child Development Practicum / Field Experience	4
General Education – The courses below are recommended by the Child Development to fulfill the GE requirements for this Certificate and to meet the GE requirements for the CD Permit. Students must complete a minimum of 16 units or one to two courses in each of the four general education areas in order to obtain a Teacher Permit through the California State Commission on Teacher Credentialing.		
Humanities and Fine Arts: (1-2 courses) ¹		
Complete one to two courses below or any course listed under Category III on the SBVC General Education Pattern.		
ASL 109	American Sign Language I	4
ART 103	Art Appreciation	3
MUS 100	Music Appreciation	3
Social Sciences: (1-2 courses)		
Complete PSYCH 100 or PSYCH 100H or any course listed under Category II on the SBVC General Education Pattern. Note: one course must be in a subject other than Child Development (CD).		
PSYCH 100	General Psychology	3
or PSYCH 100H	General Psychology - Honors	

Math or Science: (1 course)

Complete one course below or any course listed under Category I on the SBVC General Education Pattern.

BIOL 100	General Biology	4
GEOG 110	Physical Geography	3
PSYCH 105	Statistics for the Behavioral Sciences	4
or ECON 208	Business and Economic Statistics	
or MATH 108	Introduction to Probability and Statistics	
or MATH 108H	Introduction to Probability and Statistics - Honors	

English or Language Arts: (1 course)

Complete one course below:

ENGL 101	College Composition	4
or ENGL 101H	College Composition - Honors	
COMMST 100	Elements of Public Speaking	3
or COMMST 10	Elements of Public Speaking - Honors	

Total Units 47

¹ Students may choose one to two courses in this Humanities and Fine Arts category as needed to reach 16 General Education units.

Code	Title	Units
Recommended Courses		
CD 109	Childhood Stress and Trauma	3
CD 185	Infant/Toddler Growth and Development	3
CD 244	Children with Special Needs	3

Students working for certificates must have a basic knowledge of arithmetic, reading and writing in order to learn and work in the occupations they select.

This is a Gainful Employment Program

Program Learning Outcomes

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

- Develop an integrated personal philosophy into classroom practices that reflects an understanding of typical and atypical child development, healthy, safe and nutritious practices, developmentally, culturally and linguistically appropriate practices and ethical standards and professional behaviors when working with children and families.
- Use observation, planning and implementation cycle to create, implement and evaluate environments, individualized curriculum and activities that support developmentally, culturally and linguistically appropriate, inclusive, play and learning for children.
- Develop and communicate the strategies used to respect the diversity of children and families and then empower families, and use resources that promote supportive relationships and partnerships between programs, teachers, families and their communities.
- Analyze and apply effective positive guidance and interaction strategies that support young children's learning, self-confidence and identity.
- Create and write comprehensive developmentally appropriate curriculum plans in a variety of curriculum areas.
- Analyze, describe and use inclusive, equitable, antibias and antiracist teaching practices and family interactions for working with children and families.