

Porterville College Child Development Associate Teacher Certificate of Achievement

Item 1: Program Goals and Objectives

Porterville College Child Development has three major responsibilities: academic preparation, workforce development and leadership. The Child Development Program provides students with academic courses based on child development theory and best practices in early care and education. Child Development students are provided with courses that orient them to the field of early care and education; providing the opportunity to develop the knowledge, skills and abilities to be successful in the workforce. Early Childhood Education/Child Development faculty engage in leadership through collaboration with educational, community, industry, state and federal partners.

Student Learning Outcomes:

1. Students will assess their own skills and abilities and apply knowledge of development and major theoretical frameworks to child observations.
2. Students will demonstrate knowledge of and explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.
3. Students will demonstrate critical thinking skills when describing the cultural, economic, political, and historical contexts that impact children's development.
4. Students will demonstrate effective communication and comprehension skills while describing strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, and engaging.

Program Learning Outcomes:

1. Supporting Early Learning and Development
2. Planning and guiding early learning and development
3. Creating and maintaining program policies and practices
4. Advancing the early childhood profession.

Occupational Outcomes: A Child Development Associate Teacher Certificate authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a CDP Assistant, and an aide.

Item 2: Catalog Description

This certificate provides the educational coursework that serves as the core curriculum for the early childhood education field and allows the student to work as a teacher in a private early care and education program. The student is required to complete 18 units in child development with a "C" or better grade in each course. Some of the courses may have prerequisites.

Program Learning Outcomes:

1. Supporting Early Learning and Development
2. Planning and guiding early learning and development
3. Creating and maintaining program policies and practices

4. Advancing the early childhood profession.

Twelve (12) units required in core courses. Six additional units required in child development support courses. Eighteen (18) total credits required.

Experience: Associate Teacher Child Development Permit or Preschool Teacher as required for employment in private centers by the State Department of Social Services**DSS Title 22.

DSS1 Child, Growth and Development (3 units)
CHDV P223 — Child Growth and Development 3 units
or
PSYC P223 — Child Development 3 units

DSS2 Child, Family and Community (3 units)
CHDV P122* — Child, Family and Community 3 credits

DSS3 Program and Curriculum (6 units)
CHDV P144 — Introduction to Curriculum

(DSS5) 3 units
CHDV P143* — Practicum/Field Experience 3 units

Support Courses (select 6 additional units)
CHDV P117 — Teaching in a Diverse Society 3 units
CHDV P119 — Child Health, Safety and
Nutrition (DSS7) 3 units

Experience: 3 units. Three hours per day for a minimum 50 days within a two-year period.

State Department of Social Services (DSS) requires coursework to be identified by DSS numbers.
DSS1 — Three units in Child, Growth and Development
DSS2 — Three units in Child, Family and Community
DSS3 — Six units in Program and Curriculum

Item 3: Program Requirements

DSS1 Child, Growth and Development (3 units)
CHDV P223 — Child Growth and Development 3 units
Or
PSYC P223 — Child Development 3 units

DSS2 Child, Family and Community (3 units)
CHDV P122* — Child, Family and Community 3 units

DSS3 Program and Curriculum (6 units)
CHDV P144 — Introduction to Curriculum 3 units

(DSS5) 3 units

CHDV P143* — Practicum/Field Experience 3 units

Support Courses (select 6 additional units)

CHDV P117 — Teaching in a Diverse Society 3 units

CHDV P119 — Child Health, Safety and Nutrition (DSS7) 3 units

*Includes laboratory

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (18 units)	CHDV P223	Child Growth and Development	3	Yr 1 Fall
	or PSYC P223	Child Development	3	
	CHDV P122	Child, Family and Community	3	Yr 1 Spring
	CHDV P143	Practicum/Field Experience	3	Yr 1 Fall
	CHDV P144	Introduction to Curriculum	3	Yr 1 Spring
	CHDV P117	Teaching in a Diverse Society	3	Yr 1 Fall
	CHDV P119	Child Health, Safety and Nutrition	3	Yr 1 Spring

Required Core Total: 18 units

TOTAL UNITS: 18 units

Proposed Sequence:

Year 1, Fall = 9 units

Year 1, Spring = 9 units

Item 4: Master Planning

The Child Development Associate Teacher Certificate is designed for students, upon completion, having the ability to enter the work force as a Teacher Assistant in a privately owned child care center. In addition, to being able to enter the child development work force the student is able to further their studies, if desired, and earn a Teacher Certificate by taking additional courses. This certificate can lead to a Teacher position in a privately owned child care center. All the credits earned during the completion of the certificates are applicable, if desired, towards the student earning an AA Degree in Child Development or AST in Early Childhood Education. Earning one of these degrees can lead to employment in both State and Federally funded Child Care Centers. The AA or AST sets the student up for opportunity, if desirable, to go on and earn a BA degree in Child Development or related field.

Item 5: Enrollment and Completer Projections

Current students in the Porterville College child development classes alone are sufficient to justify the addition of this certificate program. It is conservatively estimated that once the program is fully established that there will be no fewer than 10 annual completers. Currently there are at least 12 current PC students are within 3 or 4 units of completing these standards, with more students enrolling in child development classes every semester. This includes only (current) child development students; the inclusion of additional students interested in earning the Early Intervention Assistant Certificate will undoubtedly raise this number significantly. Data for the past two academic years show the following in student achievement:

Porterville College Child Development Associate Teacher Certificate (COA)		2016-17	2017-18	2018-19	2019-20	2020-21
Awards or Recipients Count	CTE Award	8.00	15.00	18.00	13.00	37.00
% of Total Awards or Recipients Count along Attribute	CTE Award	100.0%	100.0%	100.0%	100.0%	100.0%
Awards or Recipients Change along Degree Year	CTE Award		87.5%	20.0%	-27.8%	184.6%
Awards or Recipients Count	Total	8.00	15.00	18.00	13.00	37.00
% of Total Awards or Recipients Count along Attribute	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Awards or Recipients Change along Degree Year	Total		87.5%	20.0%	-27.8%	184.6%

		2016-17	2017-18	2018-19	2019-20	2020-21
CHDVP117	Course Count	1.0	1.0	1.0	1.0	1.0
	Section Count	4.0	4.0	4.0	4.0	4.0
	First Day Enrollment	159.0	151.0	153.0	151.0	140.0
	Census Enrollment	153.0	158.0	148.0	151.0	138.0
	Students Per Section	38.3	39.5	37.0	37.8	34.5
	First Day Waitlist Total	12.0	30.0	40.0	26.0	23.0

	FTES	16.15	16.68	15.62	16.05	13.30
	FTEF	0.80	0.80	0.80	0.80	0.80
	FTES to FTEF Ratio	20.2	20.8	19.5	20.1	16.6
CHDVP119	Course Count	1.0	1.0	1.0	1.0	1.0
	Section Count	2.0	2.0	2.0	2.0	3.0
	First Day Enrollment	83.0	77.0	84.0	77.0	106.0
	Census Enrollment	84.0	80.0	80.0	80.0	106.0
	Students Per Section	42.0	40.0	40.0	40.0	35.3
	First Day Waitlist Total	12.0	12.0	1.0	3.0	1.0
	FTES	8.87	8.44	8.44	8.87	10.65
	FTEF	0.40	0.40	0.40	0.40	0.60
	FTES to FTEF Ratio	22.2	21.1	21.1	22.2	17.8
	CHDVP122	Course Count	1.0	1.0	1.0	1.0
Section Count		3.0	4.0	4.0	4.0	4.0
First Day Enrollment		119.0	128.0	143.0	142.0	125.0
Census Enrollment		128.0	129.0	150.0	135.0	121.0
Students Per Section		42.7	32.3	37.5	33.8	30.3
First Day Waitlist Total		17.0	17.0	23.0	14.0	7.0
FTES		13.51	13.65	15.87	14.71	11.64
FTEF		0.60	0.80	0.80	0.80	0.80
FTES to FTEF Ratio	22.5	17.1	19.8	18.4	14.5	
CHDVP143	Course Count	1.0	1.0	1.0	1.0	1.0
	Section Count	1.0	2.0	2.0	3.0	2.0
	First Day Enrollment	37.0	39.0	51.0	62.0	62.0
	Census Enrollment	39.0	37.0	53.0	61.0	65.0
	Students Per Section	39.0	18.5	26.5	20.3	32.5
	First Day Waitlist Total	0.0	0.0	0.0	0.0	0.0
	FTES	6.19	5.98	8.50	8.93	10.43
	FTEF	0.33	0.67	0.67	1.00	0.67
	FTES to FTEF Ratio	18.6	9.0	12.8	8.9	15.7
CHDVP144	Course Count	1.0	1.0	1.0	1.0	1.0
	Section Count	2.0	3.0	3.0	3.0	3.0
	First Day Enrollment	72.0	96.0	103.0	93.0	83.0
	Census Enrollment	72.0	94.0	99.0	92.0	81.0
	Students Per Section	36.0	31.3	33.0	30.7	27.0
	First Day Waitlist Total	9.0	12.0	0.0	1.0	4.0

	FTES	7.60	9.95	10.39	9.85	8.20
	FTEF	0.40	0.60	0.60	0.60	0.60
	FTES to FTEF Ratio	19.0	16.6	17.3	16.4	13.7
CHDVP223	Course Count	1.0	1.0	1.0	1.0	1.0
	Section Count	4.0	4.0	5.0	5.0	6.0
	First Day Enrollment	150.0	149.0	180.0	180.0	214.0
	Census Enrollment	178.0	163.0	195.0	190.0	210.0
	Students Per Section	44.5	40.8	39.0	38.0	35.0
	First Day Waitlist Total	62.0	56.0	60.0	73.0	69.0
	FTES	18.79	17.21	20.58	20.27	20.01
	FTEF	0.80	0.80	1.00	1.00	1.20
	FTES to FTEF Ratio	23.5	21.5	20.6	20.3	16.7

Item 6: Place of Program in Curriculum/Similar Programs

1. Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.
-No
2. Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s). -No
3. What related programs are offered by the college? -None

Item 7: Similar Programs at Other Colleges in Service Area

Listed below are the following colleges in the college service area that offer the same Associate Teacher Certificate as we do at Porterville College. With the large distances, roughly 45 miles, between the campuses the demand meets the need for our college to continue offering this program to our students.

Bakersfield Community College

Associate Teacher Certificate:

This course work meets the requirements for the Child Development Associate Teacher Permit. This course work also meets the Child Development requirements for a fully qualified teacher in a licensed Preschool Child Development Center or School-Age Center.

College Of Sequoias

Associate Teacher Certificate:

Students completing this certificate will acquire basic skills and knowledge necessary for employment in early childhood programs. This certificate meets the core class requirements for the state of California child development associate teacher permit.

Item 8: Career Opportunities

Potential Careers: A Child Development Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a privately owned child care and development program, and supervise a CDP Associate Teacher, a CDP Assistant, and an aide