

CERRITOS COLLEGE
CHILD DEVELOPMENT DEPARTMENT TECHNICAL STANDARDS / ESSENTIAL FUNCTIONS

The following listing has been prepared to assist you in understanding the technical standards of the Child Development program in order to affiliate in the practicum sites and ultimately practice the profession. The technical standards as stated herewith are not conditions of admission to a program of study. Rather, they reflect performance abilities that are necessary for a student to successfully complete the requirements of the specified Health Occupations program.

The purpose of this document is to notify prospective Child Development students of these technical standards to enable them to make an informed decision regarding enrollment in the Child Development courses at Cerritos College.

The delivery of safe, effective early childhood care and education requires that students be able to perform functions related to the technical standards outlined here. The inability of a student to perform these functions may result in the student being unable to meet course objectives and to progress in the Child Development program. Additionally, if a student is unable to perform these required competencies, the student may pose a risk of harm to each child for whom care and education is provided.

All applicants meeting the appropriate academic requirements shall be considered equally for admission to Cerritos College or any academic program regardless of race, color, religion, sex, marital status, beliefs, sexual orientation, national origin, age, or physical or mental disability.

TECHNICAL STANDARDS (ESSENTIAL FUNCTIONS)	DESCRIPTION	EXAMPLES OF ACTIVITIES (NOT ALL-INCLUSIVE)
Cognitive Ability	<ul style="list-style-type: none">Exhibit ability to plan an intentional curriculum based on developmentally appropriate practices.Exhibit critical thinking skills to respond to unexpected events and to solve problems efficiently.Exhibit ability to integrate appropriate assessment techniques to evaluate children's progress and use data to plan effective and meaningful activities.Demonstrate critical-thinking ability sufficient for collecting, analyzing, and integrating information and knowledge in order to make safe judgments and decisions that promote positive learning outcomes and professional behavior.Exhibit awareness of, and the ability to work with,	<ul style="list-style-type: none">Plan learning experiences that are based on children's developmental abilities and inspired by the children's interests and inquiries.Demonstrate ability to respond to urgent situations and the initiative to resolve problems.Utilize authentic assessment tools to identify children's strengths, needs, and developmental progress.Orchestrate the environment and routines to promote positive relationships and optimal learning activities.Identify and embrace individual and cultural differences and exceptionalities.Continue professional growth to maintain Child Development Permit and remain current in the field.

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	<p>diverse learners.</p> <p>Exhibit ability to reflect on own practice and seek opportunities for professional growth.</p> <ul style="list-style-type: none"> Exhibit ability to function effectively under stress and time constraints. Exhibit ability to follow policies and procedures required by employers and academic settings. Exhibit ability to respond appropriately to emergencies. 	<ul style="list-style-type: none"> Exhibit problem solving abilities (reason, prioritize, and synthesize data) sufficient for child development judgment. Organize and prioritize multiple tasks, integrate and analyze written, verbal, and observed data regarding child care. Able to complete required paper work in a timely manner (e.g. assessment tools of children's development such as DRDP).
Communication Ability	<ul style="list-style-type: none"> Demonstrate ability to speak, read, comprehend, and write English at a level that meets the need for clear and effective communication with instructors, peers, Children, and families. Demonstrate ability to adjust non-verbal and verbal language appropriately to meet the needs of the multilingual and culturally diverse children, families, and colleagues. Demonstrate ability to provide accurate verbal and non-verbal models of the English language. Demonstrate communication abilities sufficient for interaction with others in verbal, non-verbal, electronic, and written form. Demonstrate body language exhibiting a disposition commiserate with working with linguistically diverse children and families. 	<ul style="list-style-type: none"> Communicate clearly with children and adults by exchanging information in a concise and effective manner. Use verbal and non-verbal communication techniques to support children and to guide the children's behavior in positive ways. Generate and submit well-written documentation and developmental reports. Interact and establish rapport with individuals, families, and groups from diverse populations.
Interpersonal/ Intrapersonal Skills and Behavior	<ul style="list-style-type: none"> Demonstrate emotional stability to cultivate and maintain positive relationships with children and adults. Demonstrate emotional and psychological stability sufficient to function under stress and to adapt to ever-changing situations. Demonstrate awareness of others' reactions and understanding of why they react the way they do. Demonstrate ability to identify the nature of 	<ul style="list-style-type: none"> Treat children and adults with respect and cultivate personal relationships by demonstrating genuine care and empathy. Maintain composure during unexpected and difficult situations both inside and outside the classroom. Respond professionally and appropriately to emergency situations (e.g. staying calm when requesting support from others). Use positive guidance to support children's behavior and social interactions.

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	<p>problems and conflicts.</p> <p>Demonstrate ability to identify and practice problem-solving processes to deal with challenging behaviors and emergencies.</p> <ul style="list-style-type: none"> • Demonstrate ability to behave in a professional manner and follow the NAEYC code of ethics. • Demonstrate ability to show evidence of cross-cultural competence. • Demonstrate compliance with HIPAA Regulations. 	<ul style="list-style-type: none"> • Consider ethical standards to inform decisions and to guide professional behavior. • Demonstrate interest and respect for individual differences of each child in the program. • Maintain integrity in honoring family confidentiality.
Visual Ability	<ul style="list-style-type: none"> • Demonstrate visual acuity sufficient for the observing, monitoring, and assessing of children's safety, learning, and development. • Demonstrate ability to arrange safe and effective environments that facilitate the easy supervision and care of all children in the environment. • Demonstrate ability to visually discriminate by color, shape, and size. • Demonstrate vision acuity sufficient for safe child care, including: close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus. 	<ul style="list-style-type: none"> • Demonstrate awareness of all children in the environment by being able to observe each child even when paying attention or interacting with one or more children. • Set-up environment and furniture in a way that all children can be easily supervised. • Position self to ensure that s/he can easily observe all children. • Visual discrimination of color, shape, and size used during Daily Health Check of each child (e.g. rashes, bruises, symptoms of contagious diseases). • Demonstrate sufficient depth perception and peripheral vision for the safe care of all children.
Auditory Ability	<ul style="list-style-type: none"> • Demonstrate sufficient hearing acuity to ensure a safe environment and the ability to respond quickly in case of emergencies. 	<ul style="list-style-type: none"> • Detect cries for help and unusual sounds in the environment. • Demonstrate keen awareness of surroundings and identify noises that require immediate attention. • Detect audible alarms.
Tactile Ability	<ul style="list-style-type: none"> • Demonstrate tactile ability sufficient for physical assessment and intervention. 	<ul style="list-style-type: none"> • Notice changes in room and children's skin temperature. • Demonstrate willingness and effectiveness in dealing with bodily fluids (e.g. mucus, vomit, diarrhea, blood, urine, tears).
Olfactory Ability	<ul style="list-style-type: none"> • Demonstrate olfactory ability sufficient to detect unusual odors/smells in the environment and on individual children. 	<ul style="list-style-type: none"> • Detect malodorous or unusual odors from bodily fluids and food. • Demonstrate willingness to deal effectively when odors are emitted from bodily fluids (diarrhea, vomit, urine, etc.) • Distinguish smells which adversely affect the environment (fire,

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Strength and Mobility	<ul style="list-style-type: none"> Demonstrate strength and mobility sufficient to supervise and meet the needs of young children. Demonstrate sufficient energy and vitality to interact with young children and to help them accomplish their tasks. Demonstrate strength and mobility abilities required to manipulate and utilize equipment, materials, and supplies in the classroom, staff room, and front office. 	<p>noxious fumes, etc.).</p> <ul style="list-style-type: none"> Demonstrate ability to effectively use appropriate ergonomic techniques (good body mechanics). Demonstrate ability to maneuver in small spaces (walk, stand, and bend over). Demonstrate strength to lift, move, and transfer children; especially infants and toddlers. Organize the environment utilizing the ability to rearrange pieces of furniture and lift boxes of materials. Conduct and participate in active play and creative movement activities. Quickly intervene for a child's health and safety, including the ability to perform Cardiopulmonary Resuscitation (CPR) on a child if needed. Demonstrate appropriate body mechanics both inside and outside the classroom when moving equipment and furniture around, picking up an infant or toddler for diapering, and when moving around classroom to interact with children on the floor.
Motor Skills	<ul style="list-style-type: none"> Demonstrate gross and fine motor abilities sufficient for providing safe and effective environments and responding to unexpected situations in a timely manner. Demonstrate physical ability sufficient to maneuver in small spaces (including standing, walking, bending, and range-of-motion of extremities). 	<ul style="list-style-type: none"> Stand for sustained periods of time, walk, run, and play for 45- to 60-minute blocks of time, twice a day. Demonstrate ability to bend, and sit on the floor and on child-sized furniture for 90% of an 8-hour day. Demonstrate dexterity to write copious observations and records. Demonstrate keyboarding skills sufficient to complete assessment tools, documentation, and other required written communication to families and administration. Demonstrate the fine motor skills and dexterity required to manipulate and utilize equipment, materials, and supplies in the classroom, staff room, and front office.
Physical Endurance	<ul style="list-style-type: none"> Demonstrate sufficient physical endurance to complete assigned periods, the required shift, 	<ul style="list-style-type: none"> Work 8-hour shifts on AM or PM rotations. Recognize signs of stress in behavior and care for self and

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	<p>and assigned tasks; for the care and education of young children.</p> <ul style="list-style-type: none"> Demonstrate ability to attend and participate in Child Development classes: small and large group discussions, group activities and experiences, projects, and observations of children and classrooms. 	<p>others in an effort to prevent burnout.</p> <ul style="list-style-type: none"> Demonstrate ability to be flexible in changes of shift, work day, or normal routine. Demonstrate ability to complete required paperwork in timely manner. Demonstrate ability to attend 3 hours of CD class sessions. Establish ability to complete Practicum hours: 54 hours for the semester, 3 hours per week/one day a week.
Environmental Tolerance	<ul style="list-style-type: none"> Demonstrate ability to function in a healthy and safe manner, in an inclusive classroom environment (a classroom that includes children with special needs). Demonstrate ability to tolerate prolonged periods of time amidst artificial lighting, air conditioning, dust and odors, residue from cleaning products, noise, congested workplace, and bodily fluids. Demonstrate awareness that the classroom environment may contain latex and other allergens, including but not limited to chemical and mundane; tolerance of such allergens in the work place must also be demonstrated. 	<ul style="list-style-type: none"> Understand and accept high levels of noise as groups of children scream in excitement or cry in frustration. Maintain a healthy and safe program environment (e.g. hand washing, washing dishes, tables, sanitizing toys, safe handling of food, and keeping toxic chemicals and cleaning supplies away from children). Work safely in an environment that may include contagious diseases, (e.g. lice, pink eye, hand/foot/mouth disease). Demonstrate calmness during emergency situations (disaster drills, teacher or child injured). Display awareness of allergies to latex gloves or cleaning supplies used in the cleaning of the classroom and the diapering process.

Disability & Accommodations Services:

If you have a disability or acquire one, you may be entitled to receive support services and/or accommodations intended to assure you an equal opportunity to participate in, and benefit from, the program. Reasonable accommodations for students with disability related needs will be determined on an individual basis taking into consideration the standards and essential skills which must be performed to meet the program objectives. To receive more information or to apply for services, please contact the Disabled Student Programs and Services (DSPS) at (562) 860-2451 ext. 2335 or (866) 971-0948 (Voice Phone), or visit them in the Liberal Arts/DSPS Building. All prospective and current Child Development students must be able to meet these standards with or without reasonable accommodations.

Cerritos College is committed to providing an educational environment that is free from discrimination and harassment. We do not discriminate on the basis of race, color, national origin, sex, disability, age, or any other characteristic protected by law in any of our programs or activities. For more information regarding our policies, please contact our Director, Compliance, Diversity, & Title IX Coordinator at <https://www.cerritos.edu/hr/>

All career technical education (CTE) opportunities will be offered regardless of race, color, national origin, sex, or disability.

Compliance with Title IX and Section 504>Title II are the responsibility of the District's Director of Diversity, Compliance, & Title IX.

Human Resources
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