

# CHILD DEVELOPMENT (CHLD)

## CHLD 039 Child Growth and Development 3unit(s)

Hours: 3 Lecture/Discussion

Examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. (C-ID CDEV100)

## CHLD 042 Child, Family, and Community 3unit(s)

Hours: 3 Lecture/Discussion

The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence. (C-ID CDEV110)

## CHLD 126 Observation and Assessment 3unit(s)

Hours: 3 Lecture/Discussion

Introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. (C-ID ECE200)

## CHLD 134 Understanding Child Abuse 3unit(s)

Hours: 3 Lecture/Discussion

This study of child abuse and neglect includes a historical overview, causes, detection, prevention, treatment, and effects. Profiles of victims and their perpetrators will be examined. Content includes responsibilities of a Mandated Reporter and other legal issues. Emphasis is on effects of abuse and behavioral impact of Child Abuse and Neglect within families, classrooms, child care facilities, and the community. Societal implications include community resources for prevention, detection, and treatment as well as the building of healthy family dynamics. This course meets 3 of the 6 units needed for the COS Child Development-Assistant Certificate.

## CHLD 139 Curriculum and Education for Infants and Toddlers 3unit(s)

Hours: 3 Lecture/Discussion

This course applies current theory and research to the care and education of infants and toddlers in group settings. Examines policies, principles, and practices that lead to quality care, including culturally appropriate frameworks. Teaches planning and implementation of developmentally appropriate curriculum for children birth to 36 months. This class also meets the requirement as an elective for specialization units required for Master Teacher Level on the Child Development Permit Matrix.

**Prerequisites:** CHLD 147 or equivalent college course with a minimum grade of C.

## CHLD 140 Principles and Practices of Teaching Young Children 3unit(s)

Hours: 3 Lecture/Discussion

Historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development. (C-ID ECE120)

## CHLD 141 Practicum In Early Childhood Education 3unit(s)

Hours: 2 Lecture/Discussion Hours:

4 Lab

Demonstration of developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals, through the completion of 54 hours of field work. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Includes exploration of career pathways, professional development, and teacher responsibilities. (C-ID ECE210)

**Advisory on Recommended Preparation:** Verification of measles and pertussis vaccinations, freedom of tuberculosis, and verification of flu vaccination or flu vaccination waiver are required for placement in a lab site; COVID vaccination may be required, depending on the lab placement site.

**Prerequisites:** CHLD 039, CHLD 042, CHLD 140, and CHLD 149 or equivalent college course with a minimum grade of C.

## CHLD 143 Administration I: Programs in ECE-DS 6 3unit(s)

Hours: 3 Lecture/Discussion

This course focuses on administering programs for children with emphasis on management of early childhood education programs, including program planning, organization, budgeting, personnel policies, record keeping, legal requirements and regulatory agencies. May be used to fulfill Title 22 Child Care Center Director requirements. CHLD 143 and CHLD 144 can also be used to fulfill Title 5 requirements (specialization units) for a California Site Supervisor Permit.

**Prerequisites:** CHLD 141 or equivalent college courses with a minimum grade of C.

## CHLD 144 Administration II: Personnel and Leadership - DS6 3unit(s)

Hours: 3 Lecture/Discussion

Students will learn effective strategies for personnel management and leadership in early care and education settings. This will include legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for diverse and inclusive early care and education programs. May be used to fulfill Title 22 Child Care Center Director requirements. CHLD 143 and CHLD 144 fulfill specialization unit requirements for a California Site Supervisory Permit.

**Prerequisites:** CHLD 143 or equivalent college course with a minimum grade of C.

**CHLD 146 Curriculum and Strategies for Children with Special Needs****3unit(s)**

Hours: 3 Lecture/Discussion

Covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. It is required for the COS Special Education Certificate and it also fulfills part of the 6-units of specialization needed for a California Child Development Permit.

**Advisory on Recommended Preparation:** CHLD 039 or equivalent college course with a minimum grade of C.

**Prerequisites:** CHLD 154 or equivalent college course with a minimum grade of C.

**CHLD 147 Infant/Toddler Child Care - DS4****3unit(s)**

Hours: 3 Lecture/Discussion

This course covers the study of the development and care of infants and toddlers, implementing PITC (Program for Infants, Toddlers and Caregivers) and philosophy of Western Education. Additionally, it examines the relationships between primary care giving, bonding and attachments with the development and socialization process. This class also meets the requirement as an elective for specialization units required for Master Teacher Level on the Child Development Permit Matrix.

**CHLD 148 Health, Safety, and Nutrition****3unit(s)**

Hours: 3 Lecture/Discussion

Laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children birth through middle childhood. Includes the teacher's role in prevention strategies, nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, and overall risk management. (C-ID ECE220)

**CHLD 149 Introduction to Curriculum****3unit(s)**

Hours: 3 Lecture/Discussion

Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. (C-ID ECE130)

**Prerequisites:** CHLD 039 and CHLD 140 or equivalent college course with a minimum grade of C.

**CHLD 152 School-Age Child Care-DS5****3unit(s)**

Hours: 3 Lecture/Discussion

This course examines the major physical, cognitive, and psychosocial developmental milestones of school-age children, including social and cultural dimensions. Emphasis on school-age child care programs and the developmental needs of children ages 6-12. Topics include: age appropriate environments, planning, curriculum, and guidance techniques.

**CHLD 154 Introduction to Children with Special Needs****3unit(s)**

Hours: 3 Lecture/Discussion

This course includes a study of various types of disabilities and the characteristics of children who have special needs. The course will also cover family issues and current trends involving children with special needs, with an emphasis on interventions, inclusion, support services, and pertinent legislation. Introduces variations in the development of children with special needs, ages birth through eight, and the resulting impact on families. It is required for the COS special education certificate and it also fulfills part of the 6 units of specialization needed for a California Child Development Permit.

**CHLD 158 Teaching in a Diverse Society****3unit(s)**

Hours: 3 Lecture/Discussion

Examines the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. Strategies for developmentally, culturally, and linguistically appropriate anti-bias curriculum will be explored as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families. (C-ID ECE230)