

Child Development

The Child Development program explores the social/emotional, cognitive/language, and physical/motor growth and development of children from conception through adolescence. Students take child development courses to obtain a certificate or permit, to earn an associate degree, to prepare for university transfer, or for professional enrichment. Career options include a variety of professions that serve children and their families, such as infant/toddler care, preschool teaching (including Head Start), elementary and secondary education, early childhood special education, program administration, school counseling, child psychology, child advocacy, social work, and community services.

Academic and Career Pathway: Social and Behavioral Sciences

Contact Information

Chair: Claudia Flores

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<https://www.miracosta.edu/academics/degree-and-certificate-programs/social-and-behavioral-sciences/child-development/index.html>

Department: Child Development

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Full-Time Faculty

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Associate Degrees

Associate in Arts Degrees

Child Development Associate Teacher

Child Development Master Teacher

Child Development Site Supervisor

Child Development Teacher

Students may earn one of the above-named associate degrees by completing a certificate of achievement and the general education courses required for MiraCosta College's Associate in Arts degree (see Associate Degrees). Students should meet with a MiraCosta counselor to identify required courses and to develop a written educational plan for the specific degree or certificate they wish to earn.

Associate in Arts Degree

Child and Adolescent Development for Transfer

Students completing this associate degree will have completed lower-division major preparation requirements for a child and adolescent development degree, an emphasis or option within a child and adolescent development degree, or a degree considered similar to child and adolescent development at a participating California State University (CSU) campus. Following transfer to a participating CSU campus, students will be required to complete no more than 60 units to obtain a bachelor's degree; however, some CSU campuses may require additional lower-division major preparation. This degree may

not be appropriate preparation for students transferring to a CSU campus not accepting this degree or to a university or college that is not part of the CSU system. Students should consult with a MiraCosta counselor for further information regarding the most efficient pathway to transfer as a child and adolescent development major and to determine which CSU campuses are participating in this program.

To complete the degree, students must fulfill the following requirements:

- ▶ Complete a minimum of 60 CSU-transferable semester units.
- ▶ Complete all courses required in the major with a "C" or "P" or better.
- ▶ Complete the CSU-GE (Plan B) or IGETC (Plan C)* general education pattern.
- ▶ Obtain a minimum CSU-transferable GPA of 2.0.
- ▶ Complete a minimum of 12 units in residence at MiraCosta College.

* Students completing IGETC may be awarded the degree, but they must complete a course from Area IC: Oral Communication to meet CSU admission requirements.

Program Student Learning Outcomes

- ▶ Upon successful completion of this program, students will be able to analyze and apply principles of growth and development from conception through adolescence.

Required Core:	10
CHLD 113	Child and Adolescent Growth and Development *
PSYC 101	General Psychology *
or PSYC 101H	General Psychology (Honors)
PSYC 104	Statistics for Behavioral Science *
or PSYC 104H	Statistics for Behavioral Science (Honors)
or SOC 125	Introduction to Statistics in Sociology
Select three courses:	9
CHLD 200	Observation & Assessment in Early Childhood
CHLD 210	Child, Family, and Community *
PSYC 205	Research Methods in Psychology
or SOC 205	Introduction to Research Methods in Sociology
Total Units	19

* Course satisfies a general education requirement on the CSU-GE or IGETC general education (GE) pattern. To ensure this degree is completed with no more than 60 units, students should select courses that will also satisfy a GE requirement. Note: All of the statistics and honors courses listed are also GE courses.

NOTE: Students are strongly advised to select courses that meet lower-division major preparation requirements at their transfer university and to complete the History, Constitution, and American Ideals requirement prior to transfer.

Associate in Science Degree

Early Childhood Education for Transfer

Students completing this associate degree will have completed the lower-division major preparation for a bachelor's degree in child development, early childhood education, or a similar major at a participating CSU campus. Following transfer to a participating CSU campus, students will be required to complete no more than 60 units to obtain a bachelor's degree.

Students completing this degree program will also be prepared for employment in a variety of school and community settings. Early Childhood Education students with this degree possess the competencies to work in both private and public early care and education settings serving infants through preschool-age children. Students can also work as a teacher in a before-and-after school program serving school-age children. This degree meets the course work requirements of the Teacher level Child Development Permit from the California Commission on Teacher Credentialing.

To complete the degree, students must fulfill the following requirements:

- ▶ Complete a minimum of 60 CSU-transferable semester units.
- ▶ Complete all courses required in the major with a "C" or "P" or better.
- ▶ Complete the CSU-GE (Plan B) or IGETC (Plan C)* general education pattern.
- ▶ Obtain a minimum CSU-transferable GPA of 2.0.
- ▶ Complete a minimum of 12 units in residence at MiraCosta College.

* Students completing IGETC may be awarded the degree, but they must complete a course from Area IC: Oral Communication to meet CSU admission requirements.

Program Student Learning Outcome Statement

- ▶ At the conclusion of the program of study, the student will be able to analyze and apply key theories and concepts of early care and education to employment settings and to advanced academic study in child development and related academic disciplines.

Required courses:

CHLD 105	Principles and Practices of Teaching Young Children	3
CHLD 106	Introduction to Curriculum in Early Childhood	3
CHLD 113	Child and Adolescent Growth and Development *	3
CHLD 200	Observation & Assessment in Early Childhood	3
CHLD 205	Health, Safety, and Nutrition *	3
CHLD 210	Child, Family, and Community *	3
CHLD 235	Children in a Diverse Society *	3

CHLD 270	Practicum - The Student Teaching Experience	3
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Total Units **24**

* Course satisfies a general education requirement on the CSU-GE or IGETC general education pattern. To ensure this degree is completed with no more than 60 units, students should select courses that will also satisfy a general education requirement.

NOTE: Students are strongly advised to select courses that meet lower-division major preparation requirements at their transfer university and to complete the History, Constitution, and American Ideals requirement prior to transfer.

The Child Development program certificates are designed to prepare students for employment as teachers, aides, directors, and entrepreneurs in preschools, child care centers (including infant/toddler facilities), and family child care programs. Courses are also appropriate for parents, nannies, camp counselors, recreation leaders, elementary school teaching assistants, social service and health care practitioners, administrators, and others working with children.

Certificates meet the course requirements for teachers and directors of private child care programs licensed by the California State Department of Social Services (Title 22), Community Care Licensing. The program also meets the coursework requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing. Child development programs that are state or federally funded (Title 5 programs, such as Head Start and state preschools) follow the Child Development Permit Matrix.

The Child Development program offers six certificates to meet the individual student's needs. Because the certificates follow the Child Development Permit Matrix and are sequential, students can continue to earn additional certificates. Course work completed for the Assistant and Associate Teacher certificates provides the foundation for more specialized courses and a wider range of career options with the Teacher, Master Teacher, Site Supervisor, and Early Intervention and Inclusion certificates.

Certificate of Achievement

Child Development Associate Teacher

This certificate exceeds the minimum teaching requirements for centers regulated by Title 22. It also meets the Associate Teacher Permit requirements for provision of instruction and supervision of assistant teacher-level staff in Title 5 schools.

Program Student Learning Outcome Statement

- ▶ Upon completion of this program, the student will be able to design and implement curriculum based on observation and assessment of young children to support play and learning in an early childhood classroom.

Required courses:

CHLD 105	Principles and Practices of Teaching Young Children	3
CHLD 112	Child Growth and Development	3

or CHLD 113	Child and Adolescent Growth and Development	
CHLD 205	Health, Safety, and Nutrition	3
CHLD 210	Child, Family, and Community	3
Select at least 6 elective units from the following:		6
CHLD 106	Introduction to Curriculum in Early Childhood	
CHLD 109	Child Behavior and Guidance	
CHLD 111	Programs for Infants and Toddlers	
CHLD 130	Science and Math for Young Children	
CHLD 140	Language and Literacy in Early Childhood	
CHLD 150	Art for Young Children	
CHLD 160	Music and Movement for Young Children	
CHLD 200	Observation & Assessment in Early Childhood	
CHLD 230	Family Engagement in Early Childhood Programs	
CHLD 235	Children in a Diverse Society	
CHLD 240	Children with Special Learning Needs	
Total Units		18

Note: To be eligible for the State of California Child Development Permit—Associate Teacher, students must also complete an experience requirement of 50 days of 3 or more hours per day within 2 years.

Certificate of Achievement Early Intervention and Inclusion

This certificate is designed to train students to work with young children with special needs (birth to 8 years of age), with those who may be at risk for developmental delays and disabilities, and with their families. This certificate is appropriate for students working as an assistant or a paraprofessional in early intervention or early childhood special education, or as a teacher in an inclusive early childhood program.

Program Student Learning Outcome Statement

- ▶ Upon completion of this program, the student will be able to adapt early learning activities and classroom strategies that meet the individual needs of young children.

Required courses:		
CHLD 105	Principles and Practices of Teaching Young Children	3
CHLD 109	Child Behavior and Guidance	3
CHLD 111	Programs for Infants and Toddlers	3
or CHLD 212	Advanced Issues in Infant-Toddler Care	
CHLD 112	Child Growth and Development	3
or CHLD 113	Child and Adolescent Growth and Development	
CHLD 205	Health, Safety, and Nutrition	3
CHLD 210	Child, Family, and Community	3
CHLD 230	Family Engagement in Early Childhood Programs	3

CHLD 240	Children with Special Learning Needs	3
CHLD 270	Practicum - The Student Teaching Experience *	3
Total Units		27

* This course has the following prerequisites: CHLD 105, CHLD 106, CHLD 113, and CHLD 210.

Certificate of Achievement Child Development Teacher

This certificate exceeds the minimum teaching requirements for centers regulated by Title 22. It also meets the Teacher Permit requirements for provision of instruction and supervision of assistant or associate teacher-level staff in a Title 5 (state or federally funded) child development program.

Program Student Learning Outcome Statement

- ▶ Upon completion of this program, the student will be able to design and implement curriculum based on observation and assessment of young children to successfully manage an early childhood classroom.

See notation for 16-unit general education requirement.

Required courses:		
CHLD 105	Principles and Practices of Teaching Young Children	3
CHLD 106	Introduction to Curriculum in Early Childhood	3
CHLD 109	Child Behavior and Guidance	3
CHLD 112	Child Growth and Development	3
or CHLD 113	Child and Adolescent Growth and Development	
CHLD 200	Observation & Assessment in Early Childhood	3
CHLD 205	Health, Safety, and Nutrition	3
CHLD 210	Child, Family, and Community	3
CHLD 270	Practicum - The Student Teaching Experience *	3
Select at least 3 elective units from the following:		3
CHLD 111	Programs for Infants and Toddlers	
CHLD 130	Science and Math for Young Children	
CHLD 140	Language and Literacy in Early Childhood	
CHLD 150	Art for Young Children	
CHLD 160	Music and Movement for Young Children	
CHLD 230	Family Engagement in Early Childhood Programs	
CHLD 235	Children in a Diverse Society	
CHLD 240	Children with Special Learning Needs	
Select at least 16 units in general education.		16

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Include at least one course in each of the following: Humanities, Social Sciences, Math and/or Science, English.

Total Units **43**

* This course has the following prerequisites: CHLD 105, CHLD 106, CHLD 113, and CHLD 210.

Note: To be eligible for the State of California Child Development Permit—Teacher, students must also complete an experience requirement of 175 days of 3 or more hours per day within 4 years.

Certificate of Achievement

Child Development Master Teacher

This certificate exceeds the minimum teaching requirements for Title 22 schools. It is designed to meet the Master Teacher requirements for Title 5 child development programs. This includes providing instruction, supervising assistants, associate teachers, and teacher-level staff, and serving as coordinator of curriculum and staff development.

Program Student Learning Outcome Statement

- ▶ Upon completion of this program, the student will be able to design, implement, and evaluate effective program practices to successfully manage an early childhood classroom.

See notation for 16-unit general education requirement.

Required courses:		
CHLD 105	Principles and Practices of Teaching Young Children	3
CHLD 106	Introduction to Curriculum in Early Childhood	3
CHLD 109	Child Behavior and Guidance	3
CHLD 112 or CHLD 113	Child Growth and Development Child and Adolescent Growth and Development	3
CHLD 200	Observation & Assessment in Early Childhood	3
CHLD 205	Health, Safety, and Nutrition	3
CHLD 210	Child, Family, and Community	3
CHLD 245	Adult Supervision and Mentoring in Early Care and Education	3
CHLD 270	Practicum - The Student Teaching Experience *	3
Select at least 3 units from the following:		3
CHLD 130	Science and Math for Young Children	
CHLD 140	Language and Literacy in Early Childhood	
CHLD 235	Children in a Diverse Society	
Select at least 6 units from one area of specialization :		6
Infant/Toddler		
CHLD 111	Programs for Infants and Toddlers	
CHLD 212	Advanced Issues in Infant-Toddler Care	

Creative Arts		
CHLD 150	Art for Young Children	
CHLD 160	Music and Movement for Young Children	
Special Needs		
CHLD 230	Family Engagement in Early Childhood Programs	
CHLD 240	Children with Special Learning Needs	
Consult faculty for other specialization options.		
Select at least 16 units in general education.		16
Include at least one course in each of the following: Humanities, Social Sciences, Math and/or Science, English.		
Total Units		52

* This course has the following prerequisites: CHLD 105, CHLD 106, CHLD 113, and CHLD 210.

Note: To be eligible for the State of California Child Development Permit—Master Teacher, students must also complete an experience requirement of 350 days of 3 or more hours per day within 4 years.

Certificate of Achievement

Child Development Site Supervisor

This certificate is designed for students who will be single-site supervisors under Title 5 or center directors under Title 22. It allows holders to supervise master teachers, teachers, associate teachers, and assistants as well as to manage single-site programs, provide instruction, and serve as coordinators of curriculum and staff development.

Program Student Learning Outcome Statement

- ▶ Upon completion of this program, the student will be able to design, implement, and evaluate effective program practices to successfully manage an early childhood center or program.

Required courses:		
CHLD 105	Principles and Practices of Teaching Young Children	3
CHLD 106	Introduction to Curriculum in Early Childhood	3
CHLD 109	Child Behavior and Guidance	3
CHLD 112 or CHLD 113	Child Growth and Development Child and Adolescent Growth and Development	3
CHLD 200	Observation & Assessment in Early Childhood	3
CHLD 205	Health, Safety, and Nutrition	3
CHLD 210	Child, Family, and Community	3
CHLD 245	Adult Supervision and Mentoring in Early Care and Education	3
CHLD 250	Administration I: Programs in Early Childhood Education	3

CHLD 251	Administration II: Personnel and Leadership in Early Childhood Education	3
CHLD 270	Practicum - The Student Teaching Experience *	3
Select at least 3 elective units from the following:		3
CHLD 111	Programs for Infants and Toddlers	
CHLD 230	Family Engagement in Early Childhood Programs	
CHLD 235	Children in a Diverse Society	
CHLD 240	Children with Special Learning Needs	
Total Units		36

* This course has the following prerequisites: CHLD 105, CHLD 106, CHLD 113, and CHLD 210.

Note: To be eligible for the State of California Child Development Permit—Site Supervisor, students must also complete an Associate in Arts degree and an experience requirement of 350 days of 3 or more hours per day within 4 years, including at least 100 days of supervising adults.

**Certificate of Proficiency
Child Development Assistant Teacher**

This certificate meets the minimum teaching requirements for private child care centers regulated by Title 22. It also allows students to assist in the instruction of children under the supervision of an associate teacher-level or above in a Title 5 child development program.

Program Student Learning Outcome Statement

- ▶ Upon completion of the program, the student will be able to convey how theories of child development and socialization can be applied to support play and learning in an early childhood classroom.

Required courses:

CHLD 112	Child Growth and Development	3
or CHLD 113	Child and Adolescent Growth and Development	
CHLD 210	Child, Family, and Community	3
Select at least 6 elective units from the following:		6
CHLD 105	Principles and Practices of Teaching Young Children	
CHLD 106	Introduction to Curriculum in Early Childhood	
CHLD 109	Child Behavior and Guidance	
CHLD 111	Programs for Infants and Toddlers	
CHLD 130	Science and Math for Young Children	
CHLD 140	Language and Literacy in Early Childhood	
CHLD 150	Art for Young Children	
CHLD 160	Music and Movement for Young Children	

CHLD 205	Health, Safety, and Nutrition	
Total Units		12

Courses

CHLD 105: Principles and Practices of Teaching Young Children

Units: 3
Prerequisites: None
Acceptable for Credit: CSU
Lecture 3 hours.
Course Typically Offered: Fall, Spring, and Summer

This course introduces working with young children in early care and education programs. It examines the theories and principles of developmentally appropriate practice in early learning environments and emphasizes positive relationships; constructive adult-child interactions; program planning; and culturally responsive, effective teaching strategies that draw upon cultural funds of knowledge in children and families. Topics include the historical roots of early childhood programs; contemporary curriculum models; diversity, equity, and inclusion; and the evolution of professional practices promoting advocacy, ethics, professional identity, and an understanding of career pathways. C-ID ECE-120.

CHLD 106: Introduction to Curriculum in Early Childhood

Units: 3
Prerequisites: None
Acceptable for Credit: CSU
Lecture 3 hours.
Course Typically Offered: Fall, Spring

This course introduces teachers of young children (birth to age eight) to designing early learning environments and planning curriculum in early care and education settings. It covers the relationship of theory and practice, the contributions of current research, the influence of different curriculum models and approaches, the role of observation, documentation and assessment in the curriculum planning process, and the incorporation of reflective teaching practices across the curriculum to meet the needs of all learners. Students examine the teacher's role in supporting development and engagement for all young children. C-ID ECE-130.

CHLD 109: Child Behavior and Guidance

Units: 3
Prerequisites: None
Acceptable for Credit: CSU
Lecture 3 hours.
Course Typically Offered: Fall, Spring, and Summer

This course relates children's behavior to appropriate teaching and parenting strategies and interventions. It explores effective techniques for interacting with children, including children with special needs, and addresses issues such as separation from parents, new experiences, routines, peer interaction, fears, frustrations, and aggression. Students learn how to access community agencies and family services to provide specialized support.

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CHLD 111: Programs for Infants and Toddlers

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring, and Summer

This course is specifically designed for caregivers of infants and toddlers. The class focuses on the growth and development of the child, prenatal through three years of age, within various social contexts. Topics include fostering relationships, implementing health and safety practices, designing early learning environments and activities, accommodating individual differences, and creating partnerships with parents and families. This course meets state licensing requirements for child care providers.

CHLD 112: Child Growth and Development

Units: 3

Prerequisites: None

Advisory: ACE 150, ESL 150, ENGL 50, or eligibility determined by the English placement process.

Acceptable for Credit: CSU, UC

Lecture 3 hours.

Course Typically Offered: Fall, Spring, and Summer

This course examines the major physical, cognitive, language, and social-emotional developmental milestones for children, both typical and atypical, from conception through age six. It emphasizes the interactions between maturational processes and environmental factors within cultural and family contexts. While studying developmental theory and research methodologies, students observe children, evaluate individual differences, and analyze characteristics of development at various stages. UC CREDIT LIMITATION: Credit for CHLD 112, CHLD 113, or PSYC 121.

CHLD 113: Child and Adolescent Growth and Development

Units: 3

Prerequisites: None

Acceptable for Credit: CSU, UC

Lecture 3 hours.

Course Typically Offered: Fall, Spring, and Summer

This course examines the major physical, cognitive, language, and psychosocial developmental milestones for children, both typical and atypical, from conception through adolescence. It emphasizes interactions between maturational processes and environmental factors. While studying developmental theory and research methodologies, students observe children, evaluate individual differences, and analyze characteristics of development at various stages. UC CREDIT LIMITATION: Credit for CHLD 112, CHLD 113, or PSYC 121. C-ID CDEV-100.

CHLD 130: Science and Math for Young Children

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring, and Summer

This course provides teachers with knowledge and skills related to science and mathematics curriculum in early care and education settings. It focuses on understanding the ways in which children learn science and mathematics, the stages of children's cognitive development, the scientific process, content and standards of science and mathematics education, the teacher's role in the scientific process, and ways in which science and mathematics can be integrated across the early childhood curriculum.

CHLD 140: Language and Literacy in Early Childhood

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring, and Summer

This course gives teachers of young children the skills and knowledge needed to effectively plan, document, and implement language and literacy activities in the early childhood classroom. It focuses on understanding how our image of the child reflects the methods and materials provided for language and literacy. Topics include the developmental stages of children's language and communication skills, the teacher's role in language and literacy, and ways in which language and literacy can be integrated across the early childhood curriculum.

CHLD 150: Art for Young Children

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring

This course provides teachers of young children with the skills and knowledge needed to develop aesthetic and perceptual awareness in the young child through exploration of various art media and developmentally appropriate activities and experiences. Topics include how our image of the child reflects the methods and materials provided for creative expression; the developmental stages of children's art and creative expression; studio and art center design; planning, documenting, and exhibiting children's art work; the teacher's role in the creative process; and how to integrate art and aesthetics across early childhood curriculum.

CHLD 160: Music and Movement for Young Children

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Spring

This course provides teachers of young children with the skills and knowledge needed to use music and movement experiences in the early childhood classroom to inspire creative expression. Topics include how our image of the child reflects the methods and materials provided for music and creative movement; the developmental stages of children's creative expression; the design of developmentally appropriate, culturally sensitive, and individually adapted music and movement experiences; planning, documenting, and performing children's music and movement; the teacher's role in creative process; and the ways in which music and movement can be integrated across the early childhood curriculum.

CHLD 200: Observation & Assessment in Early Childhood

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring

This course focuses on the appropriate use of observation and assessment strategies to document child growth and development, appraise child behavior, and plan for learning in quality early childhood programs. The course also explores recording strategies, rating systems, portfolios, documentation, and various assessment methods. Students conduct and analyze child observations. C-ID ECE-200.

CHLD 205: Health, Safety, and Nutrition

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring, and Summer

This course provides those who care for children an overview of health, safety, and nutrition issues. Students develop skills and techniques in ways to promote physical and mental health, identification and management of common childhood illnesses, menu planning and nutritional analysis, safety management and injury prevention, child abuse identification and prevention, and program planning. Topics also include culturally and developmentally appropriate practice, collaboration with families and health professionals, policies and regulations, children with special needs, and current issues. C-ID ECE-220.

CHLD 210: Child, Family, and Community

Units: 3

Prerequisites: None

Advisory: ACE 150, ENGL 50, ESL 150, or eligibility determined by the English placement process.

Acceptable for Credit: CSU, UC

Lecture 3 hours.

Course Typically Offered: Fall, Spring, and Summer

This course examines the developing child in a societal context and focuses on the interrelationships of family, school, and community as agents of socialization from historical, socio-cultural, and contemporary perspectives. The course highlights the processes of socialization and identity development, demonstrating the importance of respectful, reciprocal relationships that support and empower families in a culturally diverse society. C-ID CDEV-110.

CHLD 212: Advanced Issues in Infant-Toddler Care

Units: 3

Prerequisites: None

Advisory: CHLD 111

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Spring

This course helps infant and toddler caregivers and directors interpret and apply the guidelines for quality care for children birth through three years of age. Topics include the role of the infant care teacher, new insights into early learning and development, the central role of families, guidelines for operating quality infant/toddler programs, facilitating learning and development with infants and toddlers, and program leadership and policies. This course meets state licensing requirements for child care providers and is aligned with the California Infant/Toddler Learning and Development Foundations and Curriculum Framework, and it can be combined with CHLD 111 as an area of specialization for the Master Teacher Permit/Certificate.

CHLD 230: Family Engagement in Early Childhood Programs

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring

This course examines the ways in which early care and education program staff can build ongoing, reciprocal, and respectful relationships with program families. The course focuses on identifying communication methods and interactional strategies that promote authentic family/professional partnerships from a strength-based approach. Topics include family dynamics and well-being; parenting styles; families as life-long educators; cultural, linguistic, gender, and developmental diversity; community resources; and support systems.

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CHLD 235: Children in a Diverse Society

Units: 3

Prerequisites: None

Advisory: ACE 150, ESL 150, ENGL 50, or eligibility determined by the English placement process.

Acceptable for Credit: CSU, UC

Lecture 3 hours.

Course Typically Offered: Fall, Spring

This course examines the influence of culture on the development of children's social identities. It explores historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. It also explores anti-bias strategies that can be utilized in the classroom and/or in social settings to support children from diverse cultures, as well as approaches to promote inclusive, anti-racist classroom communities along with the promotion of language and identity development of multilingual children. The course includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families. C-ID ECE-230.

CHLD 240: Children with Special Learning Needs

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall, Spring

This course focuses on learning to work with children with a wide range of abilities, challenging behaviors, and other special learning needs in inclusive early childhood settings. Topics include attention to relevant special education legislation and family-focused practices. The course emphasizes adapting programming, curriculum and classroom teaching strategies to meet the needs of all young children, including those from culturally diverse backgrounds.

CHLD 245: Adult Supervision and Mentoring in Early Care and Education

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: To be arranged

Teachers of young children study the methods and principles of supervising and mentoring teachers, assistant teachers, student teachers, parents, and volunteers in early childhood classrooms. The course emphasizes the knowledge, skills, and competencies of classroom teachers who must function as new teacher mentors and address the needs of children, parents, and other adult learners. Topics include effective communication, problem solving, and negotiation in establishing positive interpersonal relations.

CHLD 250: Administration I: Programs in Early Childhood Education

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Fall

This course is designed for directors and assistant directors of early childhood programs. Topics include program types, budget, management, licensing and state regulations, development and implementation of policies and procedures, working with diverse populations, and health and safety guidelines. Students examine administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program.

CHLD 251: Administration II: Personnel and Leadership in Early Childhood Education

Units: 3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 3 hours.

Course Typically Offered: Spring

This course is designed for directors and assistant directors of early childhood programs. Topics include effective strategies for personnel management, legal and ethical responsibilities, supervision techniques, professional development, and in-service training. Additional focus includes strategies for partnering with parents, motivating staff, and fostering effective community relations within diverse cultural contexts.

CHLD 270: Practicum - The Student Teaching Experience

Units: 3

Prerequisites: CHLD 105, CHLD 106, CHLD 113, and CHLD 210.

Acceptable for Credit: CSU

Lecture 1 hour, laboratory 6 hours.

Course Typically Offered: Fall, Spring

Teachers of young children apply developmentally appropriate early childhood teaching competencies under guided supervision in the campus Child Development Center or in a community early childhood program. Students use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of children and families. The course emphasizes child-centered, play-oriented approaches to teaching, learning, planning, and assessment. C-ID ECE-210.

CHLD 292: Internship Studies

Units: 0.5-3

Prerequisites: None

Corequisite: Complete 75 hrs paid or 60 hrs non-paid work per unit.

Enrollment Limitation: Instructor, dept chair, and Career Center approval. May not enroll in any combination of cooperative work experience and/or internship studies concurrently.

Acceptable for Credit: CSU

Course Typically Offered: To be arranged

This course provides students the opportunity to apply the theories and techniques of their discipline in an internship position in a professional setting under the instruction of a faculty-mentor and site supervisor. It introduces students to aspects of the roles and responsibilities of professionals employed in the field of study. Topics include goal-setting, employability skills development, and examination of the world of work as it relates to the student's career plans. Students must develop new learning objectives and/or intern at a new site upon each repetition. Students may not earn more than 16 units in any combination of cooperative work experience (general or occupational) and/or internship studies during community college attendance.

CHLD 296: Topics in Child Development

Units: 1-3

Prerequisites: None

Acceptable for Credit: CSU

Lecture 1 hour.

Lecture 2 hours.

Lecture 3 hours.

Course Typically Offered: To be arranged

This course gives students an opportunity to study topics in Child Development that are not included in regular course offerings. Each Topics course is announced, described, and given its own title and 296 number designation in the class schedule.

CHLD 299: Occupational Cooperative Work Experience

Units: 1-4

Prerequisites: None

Corequisite: Complete 75 hrs paid or 60 hrs non-paid work per unit.

Enrollment Limitation: Career Center approval. May not enroll in any combination of cooperative work experience and/or internship studies concurrently.

Acceptable for Credit: CSU

Course Typically Offered: To be arranged

Cooperative Work Experience is intended for students who are employed in a job directly related to their major. It allows such students the opportunity to apply the theories and skills of their discipline to their position and to undertake new responsibilities and learn new skills at work. Topics include goal-setting, employability skills development, and examination of the world of work as it relates to the student's career plans. Students may not earn more than 16 units in any combination of cooperative work experience (general or occupational) and/or internship studies during community college attendance.