

# CHILD DEVELOPMENT (CHLD)

## CHLD 1 • CHILD GROWTH & DEVELOPMENT: PRENATAL THROUGH EARLY CHILDHOOD

|                                  |  |
|----------------------------------|--|
| <b>Units:</b>                    | 4  |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter)    |
| <b>Advisory:</b>                 | Not open to students with credit in CHLD 55. |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course              |
| <b>Foothill GE:</b>              | Area IV: Social & Behavioral Sciences        |
| <b>Transferable:</b>             | CSU/UC                                       |
| <b>Grade Type:</b>               | Letter Grade Only                            |
| <b>Repeatability:</b>            | Not Repeatable                               |

Development of the child from prenatal life through early childhood. This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through early childhood. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

## CHLD 2 • CHILD GROWTH & DEVELOPMENT II: MIDDLE CHILDHOOD THROUGH ADOLESCENCE

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 4   |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter) |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course           |
| <b>Foothill GE:</b>              | Area IV: Social & Behavioral Sciences     |
| <b>Transferable:</b>             | CSU/UC                                    |
| <b>Grade Type:</b>               | Letter Grade Only                         |
| <b>Repeatability:</b>            | Not Repeatable                            |

Development of the child from middle childhood through adolescence. This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from middle childhood through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

## CHLD 8 • CHILD, FAMILY & COMMUNITY

|                                  |  |
|----------------------------------|--|
| <b>Units:</b>                    | 4  |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter)    |
| <b>Advisory:</b>                 | Not open to students with credit in CHLD 88. |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course              |
| <b>Foothill GE:</b>              | Non-GE                                       |
| <b>Transferable:</b>             | CSU/UC                                       |
| <b>Grade Type:</b>               | Letter Grade Only                            |
| <b>Repeatability:</b>            | Not Repeatable                               |

An examination of the developing child in a societal context focusing on interrelationship of family, school, and community, and emphasizing historical and sociocultural factors. The processes of socialization and identity development are highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

## CHLD 50D • INFANT & TODDLER DEVELOPMENT & CARE

|                                  |  |
|----------------------------------|--|
| <b>Units:</b>                    | 5  |
| <b>Hours:</b>                    | 5 lecture per week (60 total per quarter)              |
| <b>Advisory:</b>                 | CHLD 1 is recommended to enable successful completion. |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course                        |
| <b>Foothill GE:</b>              | Non-GE   |
| <b>Transferable:</b>             | CSU  |
| <b>Grade Type:</b>               | Letter Grade Only                                      |
| <b>Repeatability:</b>            | Not Repeatable   |

Overview of human growth and development including physical, cognitive, social and emotional domains, from birth to three years of age, within the context of the young child's family, culture, and community. Examination of developmental theory and the effects of social and physical environments on practices, child learning and behavior. Influence of responsive and culturally sensitive relationships with children and their parents on children's development is emphasized.

## **CHLD 51A • AFFIRMING DIVERSITY IN EDUCATION**

|                                  |  |
|----------------------------------|--|
| <b>Units:</b>                    | 4  |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter)  |
| <b>Advisory:</b>                 | Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in CHLD 11. |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course  |
| <b>Foothill GE:</b>              | Area VI: United States Cultures & Communities  |
| <b>Transferable:</b>             | CSU  |
| <b>Grade Type:</b>               | Letter Grade (Request for Pass/No Pass)  |
| <b>Repeatability:</b>            | Not Repeatable   |

This course examines the development of social identities in diverse societies, including theoretical and practical implications affecting young children, families, programs, teaching, education, and schooling. Culturally relevant and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course involves self-reflection of one's own understanding of educational principles in integrating anti-bias in order to better inform teaching practices and/or program development.

## **CHLD 53NC • SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 3   |
| <b>Hours:</b>                    | 3 lecture per week (36 total per quarter) |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course           |
| <b>Foothill GE:</b>              | Non-GE                                    |
| <b>Transferable:</b>             | CSU                                       |
| <b>Grade Type:</b>               | Letter Grade Only                         |
| <b>Repeatability:</b>            | Not Repeatable                            |

Strategies to work effectively with all children in early childhood programs. Focus on infants, toddlers and preschoolers with disabilities, developmental delays or special health care needs. Best practices from early childhood education and early childhood special education/early intervention will be embedded throughout. Making adaptations, modifications and accommodations in the environment, with materials and to teaching strategies, for individual children in group settings. Working in collaboration with additional support professionals, community resources, IFSP and IEP teams and family members.

## **CHLD 53NP • DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 3   |
| <b>Hours:</b>                    | 3 lecture per week (36 total per quarter) |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course           |
| <b>Foothill GE:</b>              | Non-GE                                    |
| <b>Transferable:</b>             | CSU                                       |
| <b>Grade Type:</b>               | Letter Grade Only                         |
| <b>Repeatability:</b>            | Not Repeatable                            |

Introduction to a variety of diagnosed disabilities and other special needs conditions that cause children, birth through age 8, to show atypical development. Laws and service provisions, social and educational implications, culture and family dynamics in the context of the larger community will be discussed.

## **CHLD 56 • OBSERVATION & ASSESSMENT**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 4   |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter) |
| <b>Advisory:</b>                 | CHLD 1 and 56N.                           |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course           |
| <b>Foothill GE:</b>              | Non-GE                                    |
| <b>Transferable:</b>             | CSU                                       |
| <b>Grade Type:</b>               | Letter Grade Only                         |
| <b>Repeatability:</b>            | Not Repeatable                            |

Focus on training in observation and assessment techniques in natural settings using a range of tools. Conducting formal observations and assessments that will guide development of curriculum. Child portfolio development and preparation for teacher-parent conferences. Recording strategies, rating systems, and multiple assessment methods are explored.

## **CHLD 56N • PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 4   |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter) |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course           |
| <b>Foothill GE:</b>              | Non-GE                                    |
| <b>Transferable:</b>             | CSU                                       |
| <b>Grade Type:</b>               | Letter Grade Only                         |
| <b>Repeatability:</b>            | Not Repeatable                            |

An examination of the underlying theoretical principles of developmentally appropriate practices applied to early childhood programs and environments. Emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development of the child. Includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

## **CHLD 59 • WORKING WITH SCHOOL-AGE CHILDREN**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 4   |
| <b>Hours:</b>            | 4 lecture per week (48 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade Only                         |
| <b>Repeatability:</b>    | Not Repeatable                            |

Review of developmental characteristics of children ages five to 12 years. Role of adult in high quality school-age care. Planning and implementing developmentally appropriate curriculum and behavior management. Creating environment program standards and using quality standards guides for evaluation. Specifically intended for those who work or desire to work with school-age children in a variety of after-school, recreation, and summer day camps.

## **CHLD 63N • ARTISTIC & CREATIVE DEVELOPMENT**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 3   |
| <b>Hours:</b>            | 3 lecture per week (36 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade Only                         |
| <b>Repeatability:</b>    | Not Repeatable                            |

Artistic awareness and creativity in young children. Uses a variety of media to promote children's sensitivity to, and use of, various tactile arts, visual arts and performing arts. Role of the family and teacher in encouraging children's explorations. Emphasis on developmentally appropriate curriculum that encourages children's imagination, creative thinking and self-expression.

## **CHLD 71 • PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 1   |
| <b>Hours:</b>            | 1 lecture per week (12 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade (Request for Pass/No Pass)   |
| <b>Repeatability:</b>    | Not Repeatable                            |

Introduction to a variety of creative art activities for the young child. Exploration of a variety of tactile arts including paint, chalk, play dough, collage and crayons. Emphasis on developmentally appropriate curriculum development that encourages children's imagination, creative thinking and self-expression.

## **CHLD 72 • LANGUAGE, LITERACY & THE DEVELOPING CHILD**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 3   |
| <b>Hours:</b>            | 3 lecture per week (36 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade Only                         |
| <b>Repeatability:</b>    | Not Repeatable                            |

Development of language and speech, language acquisition theories, and emergent literacy in monolingual and young English language learners. Discussion of experiences and activities which promote oral and written language abilities. Focus on the developmental stages of receptive and expressive language, conversations, print awareness, phonemic awareness, reading and writing, bilingual development, and speech and language delays, children's literature and poetry. Students gain experience in using language art materials and planning language experiences for young children.

## **CHLD 73 • MUSIC & MOVEMENT IN THE EARLY YEARS**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 2   |
| <b>Hours:</b>            | 2 lecture per week (24 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade Only                         |
| <b>Repeatability:</b>    | Not Repeatable                            |

Music and movement activities and experiences that facilitate non-musician teachers to express ideas and implement expanded curriculum ideas for infants/toddlers, preschoolers and school aged children. Elements of presentation and basic concepts of teaching music and movement to promote the growth and development of the young children.

## **CHLD 74 • SCIENCE & NATURE**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 1   |
| <b>Hours:</b>            | 1 lecture per week (12 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade (Request for Pass/No Pass)   |
| <b>Repeatability:</b>    | Not Repeatable                            |

Developing science experiences for children. Activities involving plants, animals, and the physical properties of the environment. Emphasis on making science part of the everyday experience in early childhood program curriculum.

## **CHLD 80A • COMMUNICATION & SELF-REFLECTION PRACTICES FOR NANNIES**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 2   |
| <b>Hours:</b>            | 2 lecture per week (24 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade Only                         |
| <b>Repeatability:</b>    | Not Repeatable                            |

This course focuses on empowering nannies by learning the unique characteristics of communication with parents as employers. Complexity of communicating with families with different cultural backgrounds, values, and child rearing styles is also explored. Topics include best practices in effective communication and conflict management. This course also focuses on developing professional documents, setting expectations with employers, and reflective practices for nannies. This course is experiential, inviting students to delve into their own practices and engage in personal reflection regarding child rearing philosophies and communication styles.

## **CHLD 80B • CURRICULUM IN THE HOME**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 2   |
| <b>Hours:</b>            | 2 lecture per week (24 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade Only                         |
| <b>Repeatability:</b>    | Not Repeatable                            |

This course is designed for the nanny working with and providing care and education to young children in the home. This course focuses on designing developmentally appropriate and culturally appropriate curricular activities and enrichment for young children with a focus on using the home environment as the classroom. Emphasis on how to examine and choose materials as well as arrange unique home environments to meet each child's developmental needs within the family setting.

## **CHLD 80C • SAFETY & NUTRITION OF YOUNG CHILDREN IN THE HOME**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 1   |
| <b>Hours:</b>            | 1 lecture per week (12 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade Only                         |
| <b>Repeatability:</b>    | Not Repeatable                            |

This course focuses on practices for ensuring the health and safety for children from infancy through preschool age under a nanny's care. There is also an emphasis on prevention and the most common risks at various stages of development. Emphasis on arranging spaces and materials to ensure safety while also affording opportunities for optimal development and exploration. Focus on basic knowledge of nutritional needs at various stages of development as well as safe practices in food preparation and mealtimes in collaboration with parents. This course is also supplemented with first aid and infant CPR course.

## **CHLD 82 • PLANNING CREATIVE DRAMATICS**

|                          |   |
|--------------------------|---|
| <b>Units:</b>            | 1   |
| <b>Hours:</b>            | 1 lecture per week (12 total per quarter) |
| <b>Degree and Credit</b> | Degree-Applicable Credit Course           |
| <b>Status:</b>           |   |
| <b>Foothill GE:</b>      | Non-GE                                    |
| <b>Transferable:</b>     | CSU                                       |
| <b>Grade Type:</b>       | Letter Grade (Request for Pass/No Pass)   |
| <b>Repeatability:</b>    | Not Repeatable                            |

Introduction to creative dramatics for the child; dramatic play, puppetry, role playing, acting out stories; how to implement creative dramatics. The emergence of creativity, imagining, and empathizing with others. Techniques for promoting children's sensitivity to, and use of, various dramatic art forms. Role of the parent and teacher in facilitating children's explorations.

## **CHLD 86A • MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 4   |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter)                                 |
| <b>Advisory:</b>                 | CHLD 1, 8; a minimum of one other three-unit course in Child Development. |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course   |
| <b>Foothill GE:</b>              | Non-GE  |
| <b>Transferable:</b>             | CSU   |
| <b>Grade Type:</b>               | Letter Grade Only   |
| <b>Repeatability:</b>            | Not Repeatable  |

Prepares the student for the role of mentoring student teachers, assistant teachers, parents, and volunteers in early care and education settings. Emphasis on the role of teachers supervising other adults while simultaneously addressing the classroom needs of the early care and education program. Development of the mentor in supporting the professional growth of the teaching adult. Fulfills the Child Development permit adult supervision course requirement.

## **CHLD 86B • PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 5   |
| <b>Hours:</b>                    | 2 lecture, 10 laboratory per week (144 total per quarter) |
| <b>Prerequisite:</b>             | CHLD 1, 8, 56N, and 89.                                   |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course                           |
| <b>Foothill GE:</b>              | Non-GE  |
| <b>Transferable:</b>             | CSU   |
| <b>Grade Type:</b>               | Letter Grade (Request for Pass/No Pass)                   |
| <b>Repeatability:</b>            | Not Repeatable  |

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment, and knowledge of curriculum content areas are emphasized as student teachers design, implement, and evaluate experiences that promote positive development and learning for all young children.

## **CHLD 88B • POSITIVE BEHAVIOR MANAGEMENT**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 2   |
| <b>Hours:</b>                    | 2 lecture per week (24 total per quarter) |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course           |
| <b>Foothill GE:</b>              | Non-GE                                    |
| <b>Transferable:</b>             | CSU                                       |
| <b>Grade Type:</b>               | Letter Grade (Request for Pass/No Pass)   |
| <b>Repeatability:</b>            | Not Repeatable                            |

Introduction to a range of positive guidance techniques that can be used with infants, toddlers, pre-school, and school-aged children. Emphasis on selection of appropriate positive guidance strategies to meet the needs of each individual child.

## **CHLD 89 • CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS**

|                                  |   |
|----------------------------------|---|
| <b>Units:</b>                    | 4   |
| <b>Hours:</b>                    | 4 lecture per week (48 total per quarter) |
| <b>Advisory:</b>                 | CHLD 1 or 2.                              |
| <b>Degree and Credit Status:</b> | Degree-Applicable Credit Course           |
| <b>Foothill GE:</b>              | Non-GE                                    |
| <b>Transferable:</b>             | CSU                                       |
| <b>Grade Type:</b>               | Letter Grade (Request for Pass/No Pass)   |
| <b>Repeatability:</b>            | Not Repeatable                            |

An overview of knowledge and skills related to providing appropriate curriculum and environments for infants and young children. Students will examine the teacher's role in supporting development by using observation and assessment strategies and emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.

## **CHLD 90B • ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I**

**Units:** 4  
**Hours:** 4 lecture per week (48 total per quarter)  
**Advisory:** Completion of nine units of Child Development courses.

**Degree and Credit** Degree-Applicable Credit Course

**Status:**

**Foothill GE:** Non-GE

**Transferable:** CSU

**Grade Type:** Letter Grade Only

**Repeatability:** Not Repeatable

A study of the development of the components of a quality early care and education program including roles and responsibilities of the director, types of programs, philosophy development, organizational structure, licensing regulations, advisory boards, facility design and set up, budgets and funding.

## **CHLD 90C • ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART II**

**Units:** 4  
**Hours:** 4 lecture per week (48 total per quarter)  
**Advisory:** Completion of nine units of Child Development courses.

**Degree and Credit** Degree-Applicable Credit Course

**Status:**

**Foothill GE:** Non-GE

**Transferable:** CSU

**Grade Type:** Letter Grade Only

**Repeatability:** Not Repeatable

Study of the development of the components of a quality early care and education program including the administrator's responsibilities in equipping the program, staffing, marketing the program, selecting, grouping and enrolling the children. Also included are the administrative responsibilities of food management, health and safety programs, evaluating center components, staff professional development, working with families, volunteers and the community.

## **CHLD 91 • ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP**

**Units:** 4  
**Hours:** 4 lecture per week (48 total per quarter)  
**Advisory:** Completion of nine units of Child Development courses.

**Degree and Credit** Degree-Applicable Credit Course

**Status:**

**Foothill GE:** Non-GE

**Transferable:** CSU

**Grade Type:** Letter Grade Only

**Repeatability:** Not Repeatable

Methods and principles of supervising adults in early care and education programs. Study of the supervisory process, professional conduct, communication, assessment, organizational climate, leadership styles, ethics and career development. Fulfills requirement of California Child Development Permit Matrix and Mentor Teacher course.

## **CHLD 95 • HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS**

**Units:** 4  
**Hours:** 4 lecture per week (48 total per quarter)

**Degree and Credit** Degree-Applicable Credit Course

**Status:**

**Foothill GE:** Non-GE

**Transferable:** CSU

**Grade Type:** Letter Grade Only

**Repeatability:** Not Repeatable

Introduction to the laws, regulations, standards, policies and procedures, and early childhood curriculum related to child health, safety, and nutrition. The key components that ensure physical health, mental health, and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development.