

# HUMAN DEVELOPMENT

School of Social and Behavioral Sciences

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## Curriculum

Courses in the Early Childhood Education program focus primarily on the development of the child from infancy through school age and explore programs and activities designed to promote children's overall growth and well-being. Students learn, both in theory and through direct observation, ways of meeting the emotional, physical, social, and cognitive needs of the young child. Courses in the program are relevant for those seeking training for employment in childcare facilities, as well as for parents and potential parents, recreation leaders, and elementary school teachers.

## Major

Students majoring in early childhood education develop a strong theoretical and practical background working with preschool-age children and their families. The program prepares students for immediate employment working as teachers or aides in childcare or other early childhood care-giving environments and provides a foundation of understanding and skills for those interested in careers providing services to children and families. Ample employment opportunities exist and salaries are increasing. Students may also prepare to transfer to four-year schools to pursue advanced degrees in child development with the eventual goal of becoming preschool directors, elementary school teachers, resource specialists, or consultants, or finding employment in related human service fields working with or in behalf of children.

## Career Options

**With an associate degree or certificate of achievement—**

- Associate Teacher in Early Childhood Education
- Master Teacher in Early Childhood Education
- Teacher in Early Childhood Education

**With a bachelor's or advanced degree—**

- Consultant to Early Childhood Education Programs
- Site Supervisor/Director in Early Childhood Education
- Teen Parent Educator
- Workshop Facilitator

## Associate Degree

**Associate in Science Degree in Child Development**

**Emphases:**

- **Infant/Toddler**
- **School-Age Child**

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Programs

**Certificate of Achievement in Child Development**

**Emphases:**

- **Infant/Toddler**
- **School-Age Child**

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: CHILD DEVELOPMENT**

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
HD 101	Observation and Assessment of Young Children	3
HD 110	Principles and Practices of Teaching Young Children	3
HD 120	Child Guidance and Discipline	3
HD 131	Creative Development in Young Children	3
HD 145	Language and Literacy Foundations	3
HD 150	Health, Safety and Nutrition of Children	3
HD 160	Advanced Curriculum Planning	3
HD 181	Practicum—Early Childhood Programs	2
CWE 168	Cooperative Work Experience: Human Development	1
<b>TOTAL UNITS:</b>		<b>30</b>

**Recommended electives:**  
HLTH 1, PSYC 1, SOC 1

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: CHILD DEVELOPMENT  
INFANT/TODDLER EMPHASIS**

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
HD 104	Infant and Toddler Development	3
HD 105	Infant and Toddler Programs	3
HD 120	Child Guidance and Discipline	3
HD 131	Creative Development in Young Children	3
HD 145	Language and Literacy Foundations	3
HD 150	Health, Safety and Nutrition of Children	3
CWE 168	Cooperative Work Experience: Human Development	3
<b>TOTAL UNITS:</b>		<b>27</b>

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: CHILD DEVELOPMENT  
SCHOOL-AGE CHILD EMPHASIS**

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
HD 120	Child Guidance and Discipline	3
HD 131	Creative Development in Young Children	3
HD 145	Language and Literacy Foundations	3
HD 150	Health, Safety and Nutrition of Children	3
HD 266	Curriculum Planning for School-Age Children	1
HD 267	Staff Development Topics for School-Age Programs	1
HD 268	Guidance and Discipline for School-Age Children	1
HD 269	Holiday and Summer Programs for School-Age Children	1
HD 270	Art, Music, and Drama for School-Age Children	1
HD 271	Sports and Fitness for School-Age Children	1
CWE 168	Cooperative Work Experience: Human Development	3
<b>TOTAL UNITS:</b>		<b>27</b>

**COURSES**

**HUMAN DEVELOPMENT:  
GENERAL**

**CWE 168: COOPERATIVE WORK  
EXPERIENCE:  
HUMAN DEVELOPMENT**

**1-4 Units**

**1-4 hours lecture**

**Transfers: CSU**

**Prerequisite: Student must have taken or must be currently taking a course in college-level early childhood education.**

**Limitation: Students must be concurrently enrolled in 7 units, including CWE. Application must be approved by CWE coordinator.**

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. R-I-3

**HD 7: DEVELOPMENTAL  
PSYCHOLOGY: CHILDHOOD  
AND ADOLESCENCE**

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

*Recommended Preparation: Psyc. 1*

This course presents a study of human development from conception through adolescence within cultural and family contexts. It examines physical, cognitive and psychosocial development, both typical and atypical. It introduces students to the theories, research, and applications that constitute the field of child development by examining both traditional approaches and recent innovations. Students have the opportunity for observational study and direct classroom experience with children. The course is of particular interest to students preparing for a career working with children. Human Development 7 is also listed as Psychology 7; credit will be given in either area, not both. The course meets Title 22 licensing requirements for child-care providers. NR

**HD 15: SOCIALIZATION OF THE CHILD****3 Units****3 hours lecture****Transfers: CSU, UC***Recommended Preparation: Psyc. 1*

This course presents a study of contemporary family systems with an emphasis on the child. It explores the influence of five major socializing agents—the family, school, peers, media, and community—on the child. The course is of particular interest to students preparing for a career working with children. Human Development 15 is also listed as Sociology 15; credit will be given in either area, not both. It meets Title 22 licensing requirements for childcare providers. NR

**HD 101: OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN****3 Units****3 hours lecture****Transfers: CSU***Recommended Preparation: HD/SOC 15 and PSYC/HD 7*

This course introduces the appropriate use of assessment and observation strategies to document the growth and development of young children. The course focuses on selecting and using information collected as documentation to plan and implement quality programming and meet the individual needs of the child. The course also examines methods of utilizing data about each child to form effective partnerships between families and professionals. The course explores recording strategies including rating scales, portfolios, and use of multiple assessment methods. Meets course requirement for Title 22 Licensing and the California Child Development Permit. NR

**HD 104: INFANT AND TODDLER DEVELOPMENT****3 Units****3 hours lecture****Transfers: CSU**

This course is an overview of the characteristic social, physical and sensorimotor behavior patterns of children from birth to age three in relation to the environment, both in theory and through direct observation. The course is appropriate for teachers in infant and toddler centers, home day-care providers, and parents. Completion of the course partially qualifies students to work in a licensed childcare facility. NR

**HD 105: INFANT/TODDLER PROGRAMS****3 Units****3 hours lecture****Transfers: CSU**

This course explores early care and education programs for infants and toddlers. Topics include program goals and philosophies, curriculum development, safety concerns, routines, physical space provisions, equipment selection, and infant and family needs. The course emphasizes programs that provide quality care for infants. Completion of the course partially qualifies students to work in a licensed childcare facility. NR

**HD 110: PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN****3 Units****3 hours lecture****Transfers: CSU**

This course introduces the underlying theoretical principles of developmentally appropriate practices as applied to early childhood education programs and environments. The course emphasizes the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting the physical, social, creative, and intellectual development of all children. The course includes a review of the historical roots of early childhood programs and the evolution of professional practices promoting advocacy, ethics, and professional identity, as well as current trends in the field. Students are introduced to different types of early childhood programs, professional opportunities and qualifications, and laws and regulations governing programs. NR

**HD 115: INTRODUCTION TO CURRICULUM****3 Units****3 hours lecture***Recommended Preparation: HD/SOC 15 and PSYC/HD 7*

This course provides an overview of planning and implementing developmentally appropriate curriculum and play-based environments for young children. The course examines the teacher's role in supporting development and learning, and fostering respect for children of diverse economic backgrounds, cultures, languages, and abilities. Content areas include language and literacy, social and emotional learning, sensory learning, art, creativity, math, science and physical development. Students observe and assess effective strategies for developing curriculum and adapting environments. Meets the course requirement for Title 22 Licensing and the California Child Development Permit. NR

**HD 120: CHILD GUIDANCE AND DISCIPLINE****3 Units****3 hours lecture****Transfers: CSU**

This course introduces the theories, methods, and application of positive child guidance, discipline, and classroom management. The course is designed for educators, recreation leaders, parents, and others who are learning to interact and communicate with children in group settings. The course emphasizes the process of developing human potential by consciously applying principles of guidance based on child development theory and research. Students learn theoretical concepts of guidance and specific techniques to apply with children in changing their behavior. Completion of the course partially qualifies students to work in a licensed childcare facility. NR

**HD 130: TEACHING IN A DIVERSE SOCIETY****3 Units****3 hours lecture***Recommended Preparation: HD/SOC 15 and PSYC/HD 7*

This course offers a critical examination of societal and personal attitudes, beliefs, values, assumptions, and biases about culture, race, language, identity, family structure, ability, socioeconomic status, and diverse groups affected by systemic oppression. The course is designed to help students recognize and confront barriers that interfere with their ability to work effectively with diverse populations of children and families, and to enhance teachers' skills for educating children in a pluralistic society. Meets the course requirement for Title 22 Licensing and the California Child Development Permit. NR

**HD 131: CREATIVE DEVELOPMENT IN YOUNG CHILDREN****3 Units****3 hours lecture****Transfers: CSU**

This course examines creativity as a critical function in the holistic development of young children. The course focuses on the importance of art, music, movement, imagery, literacy activities, and dramatic play in furthering children's overall development. Students will engage in creative activities, make connections between their experiences and those of children, and apply what they have learned in real-life settings with young children. Completion of the course partially qualifies students to work in a licensed childcare facility. NR

**HD 145: LANGUAGE AND LITERACY FOUNDATIONS****3 Units****3 hours lecture****Transfers: CSU***Recommended Preparation: HD 7, HD 15, and HD 110*

This course studies the development of language and literacy skills in children. It includes the comprehension and production of language, theories of language development, reading and writing acquisition, and practical application through classroom activities. The course presents options for incorporating language into the curriculum and explores the use of books, storytelling, finger plays, poetry, language games, flannel board stories, and dramatic play in planning a developmentally appropriate curriculum. It includes an overview of local, state, and national educational guidelines for language acquisition. Completion of the course partially qualifies students to work in a licensed childcare facility. NR

**HD 150: HEALTH, SAFETY AND NUTRITION OF CHILDREN****3 Units****3 hours lecture****Transfers: CSU***Recommended Preparation: HD 7, HD 110*

This course presents a study of health practices, methods of implementing a safe environment, and planning and facilitating a sound nutrition program for children. It introduces laws, regulations, standards, policies and procedures, and curriculum related to health, safety, and nutrition. The course identifies key components that ensure physical health, mental health, safety, and adequate nutrition of both children and staff, stressing the importance of collaboration with families and health professionals. The focus is on integrating the concepts into everyday planning and program development for children. Meets course requirement for Title 22 Licensing and the California Child Development Permit. NR

**HD 160: ADVANCED CURRICULUM PLANNING****3 Units****3 hours lecture****Transfers: CSU****Prerequisite: HD 101, 131, 145, and 150**

This course studies how to design, plan and implement a developmentally appropriate curriculum for young children. It addresses effective planning strategies; guidance techniques; language and literacy development; health, safety, and nutrition issues; and science and math activities. The course stresses the importance of creativity and the role of play across the curriculum. It also addresses state and federal curriculum guidelines, including respect for diversity and planning for children with special needs. Completion of the course partially qualifies students to work in a licensed childcare facility. NR

**HD 161: PRINCIPLES OF ADULT SUPERVISION IN EARLY CHILDHOOD PROGRAMS****2 Units****2 hours lecture****Transfers: CSU****Prerequisite: A minimum of 12 units in early childhood education***Recommended Preparation: Child Development Certificate*

This course studies the methods and principles of supervising adult in early childhood settings. Emphasis is on the role of experienced classroom teachers and administrators who mentor new teachers while simultaneously addressing the needs of children, families, and other staff members. This course meets adult supervision requirements for Master Teacher, Site Supervision, and Program Director Child Development Permits, and for teachers applying to the California Early Childhood Mentor Program. NR

**HD 181: PRACTICUM: EARLY CHILDHOOD PROGRAMS****3 Units****2 hours lecture, 4 hours lab****Transfers: CSU****Prerequisite: HD 7, 15, 101, 110, 115, 120, 130, 150 OR BA degree plus HD 7, 15, 120, plus 3 units from above list.****Corequisite: One unit of CWE 168****Limitation: Student must have current clear TB test or chest x-ray.**

This course is designed as a review and practical application of early childhood teaching competencies under the supervision of a master or mentor teacher. Students are required to participate in all segments of the program including curriculum planning and implementation, classroom management, effective guidance and communication with children and adults, observing and assessing children, and initiating activities. Lecture and discussion relate to putting theoretical concepts into practice directly with children. Concurrent enrollment in one unit of CWE is required. Meets course requirement for Title 22 licensing and California Child Development Permit. NR

**HD 190: ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN—PROGRAM****3 Units****3 hours lecture****Transfers: CSU****Prerequisite: Child Development Certificate or 24 units of HD/ECE courses**

This course presents the principles of planning the program for a center and working effectively with staff and parents. It explores the role of the director, educational philosophy, personnel management, staff relations and training, effective communication, and professionalism in the field of Early Childhood Education (ECE). It is one of two courses in administration and partially meets requirements for directors under Title 22 and for the Child Development Center Permit issues by the California Commission on Teacher Credentialing. NR

**HD 191: ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN—BUDGET/MGMT.****3 Units****3 hours lecture****Transfers: CSU***Recommended Preparation: Child Development Certificate or 24 units of HD/ECE courses*

This course presents a study of principles of budget planning and child care center management. It explores financial management including developing and implementing an annual budget, financial policies and procedures, accounting and bookkeeping, and fund development. It also covers establishing policies and procedures, effective marketing techniques, legal issues, state licensing requirements and professional accreditation. NR

**HD 213: OPERATING A FAMILY EARLY CARE AND EDUCATION (FECE) BUSINESS****.5 Unit****.5 hour lecture**

This course provides an overview of operating a licensed Family Early Care and Education (FECE) business. The course discusses planning and implementing a quality program; developing general policies and procedures; incorporating specific licensing and legal requirements; communicating effectively with parents; maintaining a strong client base; and ensuring a high-quality program. NR

**HD 215: ACTIVITIES FOR FAMILY EARLY CARE AND EDUCATION PROVIDERS****.5 Unit****.5 hour lecture**

This course provides specific examples of age-appropriate activities for children within a Family Early Care and Education environment. It is designed for Family Early Care and Education (FECE) providers, educators and parents. Areas of emphasis include dramatic play, art, math, science, cooking, language and literature, and motor activities. Students consider options for organizing the home environment, scheduling activities, and applying various guidance and discipline techniques. NR

**HD 230: CULTURAL DIVERSITY/ ANTI-BIAS CURRICULUM****3 Units****3 hours lecture**

This course trains educators to affirm cultural roots, physical abilities, and gender equality in the classroom. Students consider their own assumptions and attitudes toward diversity and explore how to implement developmentally appropriate multicultural activities that are culturally sensitive. The course is designed to develop in students a greater tolerance and appreciation for the diversity of their community, and to develop their skills in responding to and intervening in prejudice. NR

**HD 231: RECOGNIZING AND REPORTING CHILD MALTREATMENT****.5 Unit****.5 hour lecture**

This course provides an overview of child maltreatment, including various types of abuse and neglect. The course examines the warning signs and consequences of maltreatment, as well as strategies for its prevention. Students receive instruction in the mandated requirements for and steps involved in reporting suspected cases of child maltreatment and available options for permanency planning, including foster care, kinship care and adoption. NR

**HD 232: CHILDREN AND DIVORCE****.5 Units****.5 hour lecture**

This course explores the common problems and concerns of families going through the process of divorce, focusing on the complexities of the experience from the child's perspective. It examines children's reactions to divorce and presents parents and teachers with practical information—concepts, insights, examples, and techniques—to help children through the experience. The course is of particular interest to parents, teachers, and child-care providers. NR

**HD 250: TEACHING MATHEMATICS IN PLAY-BASED EARLY CHILDHOOD PROGRAMS****1 Unit****1 hour lecture**

This course explores the emerging understanding of math concepts children can learn in a play-based early childhood program. Emphasis is on integrating a child-based approach and content standards. The theoretical perspectives of Piaget and Vygotsky provide a framework for teaching. This course is appropriate for early childhood educators and parents of young children. NR

**HD 251: TEACHING SCIENCE IN A PLAY-BASED EARLY CHILDHOOD PROGRAM****1 Unit****1 hour lecture**

This course explores how a play-based early childhood program can help foster children's understanding of science concepts in developmentally appropriate ways. Emphasis is on integrating a child-based approach and content standards. The theoretical perspectives of Piaget and Vygotsky provide a framework for teaching. The course is designed both for parents of young children and for early childhood educators and administrators seeking professional development. NR

**HD 252: TEACHING LITERACY IN A PLAY-BASED EARLY CHILDHOOD PROGRAM****1 Unit****1 hour lecture**

This course explores how a play-based early childhood program can help foster children's emerging reading and writing abilities in developmentally appropriate ways. Emphasis is on integrating a child-based approach and content standards. Theoretical perspectives provide a framework for teaching. The course is appropriate for early childhood educators and parents of young children. NR

## HUMAN DEVELOPMENT: SCHOOL-AGE CHILDREN

### HD 253: DEALING WITH CHALLENGING CHILDREN

1 Unit

1 hour lecture

*Recommended Preparation:* HD/SOC 15 and PSYC/HD 7

This course presents an overview of effective discipline and guidance techniques for young children, with a focus on particularly difficult behaviors. Principles of positive guidance, strategies for guidance, and specific applications for young children with challenging behaviors will be emphasized. The course partially meets requirements for Title 22 licensing. NR

### HD 265: INTRODUCTION TO SCHOOL- AGE CHILD DEVELOPMENT

1 Unit

1 hour lecture

*Recommended Preparation:* HD 7, HD 15

This course presents a study of the child from age five through twelve within cultural and family contexts. The course examines biosocial (physical), cognitive, and psychosocial development, both typical and atypical. Students are introduced to the theories and practical applications that constitute the field of school-age child development. The course is of particular interest to parents and students preparing for a career in school-age childcare. It meets Title 22 licensing requirements for school-age childcare providers. NR

### HD 266: PROGRAM PLANNING FOR SCHOOL-AGE CHILDREN

1 Unit

1 hour lecture

*Recommended Preparation:* HD 7, HD 15

This course presents an integrated approach to school-age curriculum with an emphasis on planning and organizing the program. Topics include incorporating developmentally appropriate practice; creating the environment; developing a schedule; and planning activities to meet the biosocial (physical), psychosocial (social-emotional), and cognitive (intellectual) needs of the child. The course partially meets Title 22 licensing requirements for school-age childcare providers. NR

### HD 267: STAFF DEVELOPMENT TOPICS FOR SCHOOL-AGE PROGRAMS

1 Unit

1 hour lecture

This course presents specific topics for use in the orientation and training of school-age childcare providers. It includes an overview of the characteristics of school-age children, developing and implementing program rules and limits, strategies for planning activities, handling problems and conflicts among children, and connecting with parents and families. Meets Title 22 and Child Development Permit requirements for school-age childcare. NR

### HD 268: GUIDANCE AND DISCIPLINE FOR SCHOOL-AGE CHILDCARE

1 Unit

1 hour lecture

This course presents an overview of effective discipline and guidance techniques for school-age children. Emphasis is on principles of positive guidance, strategies for guidance, and specific applications for children ages five to twelve. The course partially meets Title 22 licensing requirements for school-age childcare. NR

### HD 269: HOLIDAY AND SUMMER PROGRAMS FOR SCHOOL-AGE CHILDCARE

1 Unit

1 hour lecture

This course presents an integrated approach to school-age curriculum with an emphasis on planning and organizing programs for summer and holidays. It includes scheduling for full-day programs and planning, themes, activities, field trips, and long-term projects. Partially meets Title 22 licensing requirements for school-age childcare providers. NR

### HD 270: ART, MUSIC, AND DRAMA FOR SCHOOL-AGE CHILDREN

1 Unit

1 hour lecture

This course presents specific techniques for integrating art, music, and drama into the school-age curriculum. It includes an overview of creative expression, the role of the arts in supporting development, and specific means of implementing developmentally appropriate activities into daily planning. The course meets Title 22 and Child Development Permit requirements for school-age childcare providers. NR

### HD 271: SPORTS AND FITNESS FOR SCHOOL-AGE CHILDREN

1 Unit

1 hour lecture

This course presents an integrated approach to school-age curriculum with an emphasis on encouraging fitness. The course includes an overview of physical and motor skill development from ages five to twelve and factors that contribute to problems of weight and child obesity. Students explore specific activities—cooperative games, movement activities, and sports—to promote fitness and health. The course partially meets Title 22 requirements for school-age childcare providers. NR