

# CHILD DEVELOPMENT (CD)

## CD-101

### Parent Education

1 UNITS

1.0 hours lecture

This course is primarily designed for parents of children enrolled in the Child Development Center although others are welcome to take the class. The course includes an overview of child development principles and an exploration of the role of parents in supporting the development of their children. The course will provide guidance in effective parenting strategies reflecting family and cultural beliefs. Discussions and assignments will relate directly to the participants' interaction with young children. (CSU)

## CD-106

### Practicum: Beginning Observation and Experience

1 UNITS

Prerequisite: "C" grade or higher or "Pass" in CD 123 or CD 125 or equivalent.

3.0 hours laboratory

A laboratory experience at an approved placement site, this course includes observing and recording behavior of infant through preschool children and working directly with preschool children. This course is designed to reinforce and augment understanding of principles and techniques for observing, assessing, planning and working with young children through direct experience. (CSU)

## CD-115

### Changing American Family

3 UNITS

3.0 hours lecture

A survey of the contemporary American family with emphasis on changes in form, functions and expectations. The history of the family, both public and private, will be considered and examined in relation to the effects of class, ethnicity and social policy. The effects on the family of common life events experienced by individuals and family members will be covered including sexuality, mate selection, marriage, childbearing, the working family, divorce, domestic violence and aging. The future of the family including implications for the individual and society will be discussed. (CSU/UC) (AA/AS-D, CSU-D, IGETC-4)

## CD-121

### The Arts and Creativity for Young Children

3 UNITS

3.0 hours lecture

This course will explore the development of creativity and creative expression through art, music, dramatic play and movement. Students will participate in a variety of creative experiences and learn strategies for incorporating the creative arts into daily routines and curriculum in early care and education settings. Developing skills to prepare an inclusive classroom environment that integrates creativity, is aesthetically pleasing, and developmentally appropriate will be a part of the course. This class meets the Program/Curriculum core requirement for Community Care Licensing and the California Commission on Teacher Credentialing Child Development Permit. (CSU)

## CD-123

### Principles and Practices of Programs and Curriculum for Young Children

3 UNITS

3.0 hours lecture

An examination of theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting emotional, physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity. Legal requirements for programs in California including Title 22 and Title 5 are also included. (CSU)

## CD-124

### Infant and Toddler Development

3 UNITS

3.0 hours lecture

This course is a study of infants and toddlers, ages 0-3, which focuses on development in social-emotional, cognitive, language, and motor domains, including variations due to linguistic, cultural, socioeconomic and special needs. Emphasis is on development as it relates to care in a group setting. Theories and current issues related to group care are examined as well as appropriate methods of guidance and socialization. A strong focus is placed on the importance of the cultural context as it relates to meeting individual needs and building positive relationships with both child and family. (CSU)

## CD-125

### Child Growth and Development

3 UNITS

3.0 hours lecture

This course is a study of child growth and development from conception through adolescence as determined by the interaction of the biosocial, cognitive and social/emotional domains of development within the family and the cultural context with implications for raising successful adults. Observations of children of various ages is an integral part of this course. (C-ID CDEV 100) (CSU/UC) (AA/AS-D, CSU-D,E, IGETC-4)

## CD-127

### Science and Mathematics for Child Development

3 UNITS

Recommended Preparation: CD 125.

3.0 hours lecture

This course stresses the importance and value of science and mathematics in programs for young children. Students will gain an understanding of how children develop basic concepts of math and science, evaluate curriculum, and utilize appropriate methods and materials for early childhood education programs. Emphasis will be on the diverse and developmental differences of children. (CSU)

## CD-129

### Language and Literature for Child Development

3 UNITS

Recommended Preparation: Child Development 125.

3.0 hours lecture

This course is designed to enhance the role of the teacher in supporting language and literacy development for young children. Students evaluate children's literature and develop practical skills in communicating, reading and telling appropriate stories. Respectful, nurturing relationships, developmentally appropriate learning environments and collaborations with families and staff of diverse backgrounds will be emphasized as foundations for supporting first and second language acquisition and emergent literacy. (CSU)

**CD-130****Curriculum: Design and Implementation 3 UNITS**

Recommended Preparation: Child Development 121, 123, 125, 127, 129 and 131.

3.0 hours lecture

This course integrates knowledge and skills from previous Child Development coursework as a foundation for designing appropriate curriculum and environments for young children. Students will examine a variety of approaches to curriculum development. The class will emphasize a co-constructive process of observation, implementation and documentation for designing environments that generate meaningful learning that is responsive to the child in the context of family and culture. (C-ID ECE 130) (CSU)

**CD-131****Child, Family and Community 3 UNITS**

Recommended Preparation: A "C" grade or higher or "Pass" in Child Development 123 and 125 or equivalent.

3.0 hours lecture

This course examines the socialization process including the role families, school, media, peers, and community play in children's development. Students will learn strategies to support children and families in a diverse society, including how to develop and maintain effective teacher and family relationships. Community resources and agencies that strengthen families will be examined. This course is required by the California State Department of Social Services for teachers and directors. (C-ID CDEV 110) (CSU/UC) (AA/AS-D, CSU-D)

**CD-132****Observation and Assessment: Field Experience Seminar 3 UNITS**

Prerequisite: "C" grade or higher or "Pass" in CD 106, 121, 123, 125, 127, 129, 131 and 130 or 143 or equivalent.

Corequisite: CD 133

3.0 hours lecture

This seminar is for the student participating in field experience as a student teacher in early childhood education programs. Students will develop skills in observation and authentic assessment and portfolio development for children and develop positive communication and guidance skills for working with children and families. These skills will be implemented in CD 133. As part of the course students will reexamine professional ethics, responsibilities and expectations of the work force and explore strategies for job search. (C-ID ECE 200) (CSU)

**CD-133****Practicum-Field Experience: Student Teaching 2 UNITS**

Prerequisite: A "C" grade or higher in Child Development 106 or equivalent and 121, 123, 125, 127, 129, 130 and 131 or equivalent.

Corequisite: CD 132.

The student teacher will design, implement and evaluate curriculum experiences under supervision, at approved field placement sites. Students will apply previous coursework to make connections between theory and practice, demonstrate professional behaviors and build a comprehensive understanding of children in the group environment. This course emphasizes respectful workplace relationships among children and adults that serve as a foundation for co-construction and positive guidance. (C-ID ECE 210) (CSU) 10 hours work experience per week, 120 volunteer hours or 150 paid hours.

**CD-134****Health, Safety and Nutrition of Young Children 3 UNITS**

3.0 hours lecture

This course emphasizes strategies for applying holistic health, safety and nutrition in early childhood settings. This course is designed for teachers, parents or others who desire current information on concepts of health, safety, and nutrition as it applies to children from infancy through school age. This course will cover laws, practices and curriculum regarding physical and mental health, safety, fitness and nutrition. An emphasis on program planning will include collaboration with families and health care providers leading to the development of good habits, attitudes, and responses promoting healthy and safe lifestyles. (C-ID ECE 220) (CSU)

**CD-136****Adult Supervision 3 UNITS**

Recommended Preparation: A "C" grade or higher in 12 units of Child Development core curriculum: CD 125 (3 units); CD 131 (3 units); 6 units from CD 121, 123, 127, 129, 143, 130 and/or 153 and currently teaching in a preschool or child care setting in the role of the lead teacher or head teacher or other supervisory capacity.

3.0 hours lecture

This course provides students with the opportunity to develop skills in establishing and maintaining supportive working relationships with adults in early childhood settings. Based on a proactive approach, the course will explore positive communication strategies including team building, collaboration and problem solving. (CSU)

**CD-137****Administration of Child Development Programs I 3 UNITS**

Recommended Preparation: "C" grade or higher in 12 units of Child Development core curriculum: CD 125 (3 units); CD 131 (3 units); 6 units from CD 121, 123, 127, 129, 143, 130 and/or 153 and currently teaching in a preschool or child care setting in the role of the lead teacher or head teacher or other supervisory capacity.

3.0 hours lecture

This course is designed for the beginning director of child care and preschool programs. It includes administrative tools, knowledge and techniques needed to organize, open and operate a child development facility. Topics include budget, management, regulatory laws, and development of school policies and procedures. This course is required by the California Department of Social Services and California Department of Education for child care and preschool program directors and site supervisors. (CSU)

**CD-138****Administration of Child Development Programs II 3 UNITS**

Recommended Preparation: A "C" grade or higher or "Pass" in Child Development 137 or equivalent.

3.0 hours lecture

This course is designed for the experienced director of childcare and preschool programs. The focus of this class is on human relationships in the professional setting. Included topics are political, fiscal, and working conditions and how they affect turnover and morale of staff; support for families in the program and managing personal growth and development. (CSU)

**CD-141****Working with Children with Special Needs 3 UNITS**

Recommended Preparation: Child Development 124 or 125 or equivalent.

3.0 hours lecture

The course focuses on strategies for working with children with special needs including physical, neurological and sensory challenges, developmental delays, learning disabilities and giftedness, and emotional and behavioral disorders. With an emphasis on inclusion in the traditional classroom and the childcare setting, this class will include compliance with legislation, observation, identification and referral processes, family involvement, and modification of the environment and curriculum. (CSU)

**CD-143****Responsive Planning for Infant/Toddler Care 3 UNITS**

Recommended Preparation: A "C" grade or higher or "Pass" in Child Development 124 or 125 or equivalent.

3.0 hours lecture

This course will examine programs, philosophies and components of high quality group care for infants and toddlers. Students will develop planning skills for environments, experiences, and care giving routines that are based on respectful relationships and needs of diverse children and families. Emphasis will be on building relationships between the family, child, and caregiver in the context of linguistic, cultural, socioeconomic, individual family differences, and special needs. (CSU)

**CD-144****Baby Signs: Communicating with Infants/Toddlers 1 UNITS**

1.0 hours lecture

This course is an introduction to gestural communication or "Baby Signs" with normally developing infants and toddlers. Modified sign-language is taught as a means of communication with preverbal or newly verbal children. An emphasis is placed on incorporating gestures into daily routines, play, and song in infant care settings to foster reciprocal and responsive relationships. Strategies for teaching parents about "Baby Signs" and working with children's individual needs are included. (CSU)

**CD-145****Child Abuse and Family Violence in Our Society 3 UNITS**

3.0 hours lecture

Child abuse and neglect, domestic violence, elder abuse and community violence as well as safety and self protection will be examined with an emphasis on how the classroom teacher, foster parents and members of the general public can recognize, prevent, report, and intervene in cases of child abuse and domestic violence. (CSU) (AA/AS-D, CSU-D,E)

**CD-147****Trauma and Its Effects on Children, Families and Teachers 3 UNITS**

3.0 hours lecture

This course will explore the impact of trauma on children and how it affects their development, family systems and teachers who work with these children. Basic information regarding childhood trauma including the neurobiology of trauma, its effect on the brain and overall development, Adverse Childhood Experiences (ACES), and the prevalence of trauma in children will be studied. The Polyvagal Theory of the autonomous nervous system and how it is shaped by early experiences will be introduced, examined, and discussed. The impact of culture and race on trauma will be reviewed. The definition of trauma and its causes will be summarized. The effects of trauma on a child's brain and resultant development will be discussed. Children's behavior as it relates to trauma will be related to the Polyvagal Theory. The effects of trauma on family systems will be reviewed. The effects of secondary trauma on teachers will be explained. This course is designed to help the teacher understand the scope of the effects of trauma on children and their families and to help them to create an environment that will support trauma-informed care for those children and their families, and themselves.

**CD-148****Trauma Informed Practice for Early Childhood Education 3 UNITS**

Recommended Preparation: "C" grade or higher or "Pass" in CD 147 or equivalent.

3.0 hours lecture

This course deals with teaching practices/strategies to support and empower children with trauma. Information on resilience and the importance of creating relationships with these children will be presented. The Polyvagal Theory of the autonomous nervous system and its impact on children's behavior will be reviewed. The importance of play in the lives of children with trauma will be explored, including the benefits of play for healing, the impact of play and how play can be used to address negative effects of trauma. The importance of partnering and engaging with families of children with trauma will be considered, including how it benefits both children and families. Trauma-informed teaching practices for working with children with trauma that apply the principles of TIC (trauma -informed care) will be reviewed and discussed. The impact of working with children with trauma on teachers/caregivers will be reviewed and self-care practices for both teachers and children will be discussed. This course is designed to help teachers develop supportive practices to help children and their families heal from trauma as well as the teachers who interact with them.

**CD-153****Teaching in a Diverse Society 3 UNITS**

3.0 hours lecture

Analysis of the many contexts and variables related to an individual's socialization process and how these forces impact one's work with children and families. This course will examine and discuss topics related to culture, race, ethnicity, religion, gender, socioeconomic status, sexual orientation, special needs, and diverse lifestyles as they are represented in our schools and society at large. This course includes self-reflection as a tool for personal growth. Current social issues will be examined through the lens of global diversity. Students will better understand their own attitudes regarding diversity and apply this knowledge to their work with children and families. (C-ID ECE 230) (CSU)

**CD-168****Positive Guidance in Early Childhood Setting 1 UNITS**

1.0 hours lecture

This course provides teachers and child care providers with the tools to create an environment that supports children's behavior. It addresses the development, social, and cultural understanding of the reasons for children's behavior. Practical classroom strategies including indirect guidance, verbal guidance, positive interaction skills, modeling and problem solving will be explored. The importance of building positive relationships with the family is also included. This course is offered on a Pass/No Pass basis only. (CSU)

**CD-169****Helping Children Cope with Crisis and Change 1 UNITS**

1.0 hours lecture

Children see the world from an entirely different perspective than adults, including how they cope with life's adversities. This class will assist the caregiver (parent, teacher or child care provider) in first, identifying children who may be dealing with a crisis or change in their life that is impacting their wellness, and secondly, offering the adult the tools for helping the child learn to cope with a crisis or change. This course is offered on a Pass/No Pass basis only. (CSU)

**CD-174****The Reggio Emilia Approach to Learning: An Introduction 3 UNITS**

3.0 hours lecture

The Reggio Emilia Preschools and Infant/Toddler programs are recognized as outstanding early childhood programs. This course will provide students with an overview of the principles and classroom applications of the Reggio approach. The role of the teachers, working in collaboration, in daily implementation of a social-constructivist approach will be explored. Students will be provided with information about schools locally and in other areas of the United States implementing the Reggio approach. (CSU)

**CD-175****Documenting Children's Learning in Early Childhood Education 3 UNITS**

Recommended Preparation: Child Development 125 and 174 or equivalent.

3.0 hours lecture

The preschools and infant/toddler centers of Reggio Emilia, Italy are recognized as examples of best practices in early childhood education. This course will provide students with an in-depth exploration of the process of documentation including the role of the teacher and the use of technology in documenting children's learning. Students will explore the relationship of documentation to the co-construction of curriculum. Classroom activities and assignments will require a student to be actively involved with young children. (CSU)

**CD-212****Practicum in Early Childhood Education 3 UNITS**

Prerequisite: "C" grade or higher or "Pass" in CD 123, 125, 130 and 131 or equivalent.

2.0 hours lecture, 3.0 hours laboratory

In this course students will practice and demonstrate developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child-centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement, and evaluate experiences that promote positive development and learning for all young children. This course is for the Associate in Arts in Early Childhood Development for Transfer Degree. (C-ID ECE 210) (CSU)

**CD-213****Observation and Assessment 3 UNITS**

3.0 hours lecture

This course focuses on the appropriate use of a variety of assessment and observation strategies to document child development and behavior. Child observations will be conducted and analyzed. This course is for the Associate in Arts in Early Childhood Development for Transfer Degree only. (C-ID ECE 200) (CSU)