

CHILD DEVELOPMENT & EDUCATION (CDE)

CDE-101 Principles of Early Childhood Education 3 Units (LEC 48-54)

This course is an examination of the historical and current principles and developmentally appropriate practices applied to different types of educational settings serving children aged birth to eight years. Special emphasis will be given to staff roles, appropriate learning environments and curricula, home-school partnerships, advocacy, professional ethics and career options. Students will be required to observe licensed child care environments. Some licensed care settings may require TB and Criminal Record Clearances.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: ECE 120

CDE-103 Appropriate Curricula for Young Children 3 Units (LEC 48-54)

This course addresses creative teaching methods and curriculum development for children with and without disabilities or other special needs. Students learn to observe children's play and to use it as a foundation for planning, implementing and evaluating meaningful learning experiences. Emphasis is given to creating a responsive curriculum, aligned to state and professional guidelines, that provides integrated activities supporting developmental and individual needs.

Prerequisite/Corequisite: CDE-101 or CDE-110 (with a grade of C or better).

Other Enrollment Criteria: To gain employment in the field of early childhood education the state of California requires a negative TB and Criminal Record Clearance. It is recommended that students begin this process while enrolled in this class.

Transfers to both UC/CSU

C-ID: ECE 130

CDE-110 Child Development 3 Units (LEC 48-54)

This course addresses children's typical and atypical physical, cognitive and social/emotional development from conception through adolescence. Emphasis is given to theories providing frameworks for understanding development, to research offering scientific evidence about development, and to application of theory and research. Students will be required to observe children or environments within licensed settings. Some settings may require TB, Immunizations, and/or Criminal Record clearances.

Other Enrollment Criteria: Students will be required to observe children or environments within licensed settings. Some settings may require students to have evidence of a negative TB clearance (within the last 12 months), required immunizations, and meet Health requirements as required by Title 22. Students may need a Criminal Record clearance.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: CDEV 100

IGETC Area(s): 4I

CSU Area(s): D7, D9

AA/AS General Education: AA/AS B2

CDE-110H Honors Child Development 3 Units (LEC 48-54)

This course addresses children's typical and atypical physical, cognitive and social/emotional development from conception through adolescence. Emphasis is given to theories providing frameworks for understanding development, to research offering scientific evidence about development, and to application of theory and research. Students will be required to observe children or environments within licensed settings. Some settings may require TB, Immunizations, and/or Criminal Record clearances.

Prerequisite: Acceptance into the Honors Enrichment Program.

Other Enrollment Criteria: Students will be required to observe children or environments within licensed settings. Some settings may require students to have evidence of a negative TB clearance (within the last 12 months), required immunizations, and meet Health requirements as required by Title 22. Students may need a Criminal Record clearance.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: CDEV 100

IGETC Area(s): 4I

CSU Area(s): D7, D9

AA/AS General Education: AA/AS B2

CDE-111 Child Health, Safety and Nutrition 3 Units (LEC 48-54)

This course introduces basic concepts of health, safety and nutrition for the growing child (0-8 years) at home and at licensed care facilities. Topics include licensing requirements, identification and prevention of disease, developmental delays, and establishing healthy, safe, and nutritious environments. This course meets Title 5 and Title 22 preventive health and safety requirements. Students will be required to observe children or licensed care settings. Some settings may require TB and Criminal Record Clearances.

Prerequisite: CDE-101 or CDE-110 (with a grade of C or better).

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: ECE 220

CDE-118 Teaching in a Diverse Society
3 Units (LEC 48-54)

This course will examine the development of social identities in diverse societies through the examination of the five equity filters of culture, gender, ability, socioeconomic status, and family structure. Self-reflection of one's own understanding of educational principles will be used to integrate an anti-bias approach within educational practices and/or program development. Students will be required to observe children or licensed care settings. Some settings may require TB and Criminal Record Clearances.

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a required criminal clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: ECE 230

AA/AS General Education: AA/AS B2

CDE-119 Infant and Toddler Growth and Development
3 Units (LEC 48-54)

The course examines current theories and research about typical and atypical developmental patterns of children, birth to 36 months. Emphasis is given to physical, cognitive, and social-emotional growth and to the role of supporting family and relationships in development. Students will be required to observe children 0-3 years of age within or outside of licensed care settings. Some licensed care settings may require TB and Criminal Record Clearances.

Prerequisite/Corequisite: CDE-110 (with a grade of C or better).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

CDE-120 Infant and Toddler Education and Care
3 Units (LEC 48-54)

This course provides students with a framework for infant/toddler care in a childcare setting emphasizing developmental care-giving strategies and designing developmentally appropriate practices. Students will receive instruction demonstrating high quality practices that are recommended by the California State Department of Education Infant Toddler Foundations and Framework. Students may be required to complete observations in licensed care facilities which may require immunizations, and TB and Criminal Record Clearances.

Prerequisite: CDE-110 or CDE-119 (with a grade of C or better).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

CDE-125 Child, Family and Community
3 Units (LEC 48-54)

This course examines the developing child in a societal context which focuses on the interrelationships of family, school, peers, community and media, including culture, religion, economics, politics and change. The processes of socialization and identity development will be highlighted as well as an emphasis on historical and sociocultural factors that may affect typical and atypical development. Students will be required to observe children or licensed care settings and may need TB or Criminal Record Clearances.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: CDEV 110

CSU Area(s): D7

AA/AS General Education: AA/AS B2

CDE-125H Honors Child, Family and Community
3 Units (LEC 48-54)

This course examines the developing child in a societal context which focuses on the interrelationships of family, school, peers, community and media, including culture, religion, economics, politics and change. The processes of socialization and identity development will be highlighted as well as an emphasis on historical and sociocultural factors that may affect typical and atypical development. Students will be required to observe children or licensed care settings and may need TB or Criminal Record Clearances.

Prerequisite: Acceptance into the Honors Enrichment Program.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: CDEV 110

CSU Area(s): D7

AA/AS General Education: AA/AS B2

CDE-126 Administration I: Programs in Early Childhood Education
3 Units (LEC 48-54)

This course is designed to introduce students and administrators in Early Childhood Education to the principles of organizing and administering programs. Emphasis is placed on developing a program philosophy, as well as considering budgeting and staffing issues, and compliance with state regulations. This course meets Title 22 licensing regulations for center directors and it applies towards the Child Development Site Supervisor and Program Director Permits issued by the California Commission on Teacher Credentialing.

Prerequisite: CDE-101 (with a grade of C or better).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Recommended Preparation: CDE-103, CDE-110, and CDE-125.

Transfers to CSU only

CDE-128 Administration II: Personnel and Leadership in Early Childhood Education
3 Units (LEC 48-54)

This course provides in-depth study of the components of high-quality early childhood programs and of the director's role in developing and administering such programs. Emphasis is placed on personnel policies, working with parents, the development of leadership skills, fiscal operations, and the effects of current trends and legislation on early childhood programs. This course meets Title 22 requirements for center directors and it applies toward the Child Development Site Supervisor and Program Director Permits.

Prerequisite: CDE-101 (with a grade of C or better), CDE-126 (with a grade of C or better).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Recommended Preparation: CDE-103, CDE-110, and CDE-125.

Transfers to CSU only

CDE-131 Children's Literature
3 Units (LEC 48-54)

This course is a general survey of children's literature from picture books to novels. Students will examine literary elements developed in poetry and prose for children, visual elements in picture books and graphic novels, genres of children's literature, and literary approaches to the literature. They will also explore issues such as censorship, social justice, equity, cultural diversity, and identity in a variety of children's texts.

*Cross-listed as LIT-131.

Prerequisite: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: ENGL 180

CSU Area(s): C2

AA/AS General Education: AA/AS C

CDE-131H Honors Children's Literature
3 Units (LEC 48-54)

This course is a general survey of children's literature from picture books to novels. Students will examine literary elements developed in poetry and prose for children, visual elements in picture books and graphic novels, genres of children's literature, and literary approaches to the literature. They will also explore issues such as censorship, social justice, equity, cultural diversity, and identity in a variety of children's texts.

*Cross-listed as LIT-131H.

Prerequisite: Acceptance into the Honors Enrichment Program., Eligibility for college-level composition as determined by college assessment or other appropriate method.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: ENGL 180

CSU Area(s): C2

AA/AS General Education: AA/AS C

CDE-140 Children and Youth With Exceptional Needs (formerly CDE-540)
3 Units (LEC 48-54)

This course provides an overview of the developmental variations of exceptional children from birth through age twenty-one, including the historical and legislative foundation for civil rights and education services for individuals with disabilities. Emphasis is given to identifying strategies to support these children and their families and developing an awareness of cultural issues. Students will be required to observe environments within child care settings which may require TB, immunizations, and criminal record clearances. (formerly CDE-540)

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions to conduct their observations.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

AA/AS General Education: AA/AS B2

**CDE-143 Supporting Children Who Have Challenging Behaviors
3 Units (LEC 48-54)**

This course provides an overview of the developmental, environmental and cultural factors that impact the behavior of young children (family stressors, child temperament, violence, attachment disorders and other exceptional needs) and proactive, reactive and prevention intervention techniques. Topics include performing ethical and objective observations, creating positive environments that encourage appropriate behavior, and addressing why children demonstrate challenging behaviors (including those that are aggressive, anti-social, disruptive, destructive, emotional and dependent).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Transfers to CSU only

**CDE-147 Observation and Assessment in Early Childhood Education
3 Units (LEC 48-54)**

This course provides an overview of the observation and assessment techniques used to understand the development of children from infancy to eight years of age. Students will learn how to interpret and use the information to plan curricula and environments that are responsive to and supportive of children's typical and atypical learning and developmental needs. Students will be required to observe children within licensed care settings. Some settings may require immunizations, evidence of vaccines, and criminal record clearance.

Prerequisite: CDE-101 (with a grade of C or better).

Prerequisite/Corequisite: CDE-110 (with a grade of C or better).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions to conduct their observations. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Recommended Preparation: ENGL-101.

Transfers to both UC/CSU

C-ID: ECE 200

**CDE-148 Supervised Field Experience: Student Teaching
3 Units (LBE 48-54, LEC 32-36)**

This course provides a student teaching experience in which students plan, implement, and evaluate developmentally appropriate curriculum in a laboratory setting under the supervision of CDE Faculty and Master Teacher within the laboratory setting. Students will prepare for the workforce by creating a professional portfolio and practicing interview skills.

Prerequisite: CDE-103 (with a grade of C or better), CDE-125 and CDE-147 (with a grade of C or better).

Other Enrollment Criteria: Students must submit evidence of a negative TB clearance (within the last 12 months), required immunizations, and meet Health requirements as required by Title 22. Students must pay for Live Scan fingerprinting as required by the placement site.

Transfers to CSU only

C-ID: ECE 210

**CDE-299 Special Projects: Child Development and Education
0.5-3 Units (IS 8-54)**

Students with previous course work in the program may do special projects that involve research and special study. The actual nature of the project must be determined in consultation with the supervising instructor. Offered as pass/no pass only.

Prerequisite: Two Child Development and Education classes must be completed prior to enrollment; a contract must be completed with the instructor prior to enrollment.

Transfers to CSU only

Offered as Pass/No Pass Only

**CDE-534 Adult Supervision and Mentoring in Early Care and Education
(formerly CDE-134)
2 Units (LEC 32-36)**

This course covers the methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. The emphasis is on the roles and development of early childhood professionals as mentors and leaders while, simultaneously, addressing the needs of children, parents, and other staff. (formerly CDE-134)

Prerequisite: CDE-101 (with a grade of C or better).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Recommended Preparation: Completion of at least 24 units in Child Development and Education courses and two years teaching experience.

Transfers to CSU only

**CDE-544 Curriculum and Strategies for Children With Special Needs
(formerly CDE-144)
3 Units (LEC 48-54)**

This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. The course focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. The course emphasizes the role of the teacher as a professional and the importance of developing cultural competence when working with families and collaborating with interdisciplinary teams. Students will be required to observe children in a group setting. (formerly CDE-144)

Prerequisite: CDE-147 (with a grade of C or better).

Other Enrollment Criteria: Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting (e.g., ability to lift 25 lbs., bending, prolonged standing, occasional pressures and multiple requests from children and adults).

Recommended Preparation: CDE-140 and CDE-143.

Transfers to both UC/CSU

**CDE-549 Work Experience Education: Child Development and Education
0.5-8 Units WEE 24-432**

This experiential learning course places students in supervised internships related to their academic major or career interests. Through hands-on work experience, students will build upon classroom-based learning and develop transferable skills. Internship work sites must be approved by the college prior to enrollment.

Other Enrollment Criteria: Each student must be enrolled for the full semester and have completed one course in the discipline. Student must also complete a WEE Orientation and Training Plan (Agreement) prior to registration. Please refer to the Work Experience Student Handbook for specific information.

Transfers to CSU only

Offered as Pass/No Pass Only

**CDE-593 Art for the Young Child (formerly CDE-093)
3 Units (LEC 48-54)**

This course addresses the development of teachers' competencies in visual arts for young children. This course focuses on defining creativity, drawing connections between creative process and appropriate classroom practice, understanding how art is used in quality early childhood settings, and implementing appropriate art activities with young children. Students may be required to observe in licensed child care environments. Some licensed care settings may require proof of Immunizations, TB and/or Criminal Record Clearances. (formerly CDE 093)

Recommended Preparation: CDE-101 or CDE-110.

Transfers to both UC/CSU

CDE-595 Science and Math in Early Childhood (formerly CDE-095)
3 Units (LEC 48-54)

This course will examine ways in which to create an effective science and math program for young children (0-8 years). Emphasis will be given to creating an integrated program based on the readiness and interests of children as well as one that is aligned with state and professional guidelines. Students may be required to observe in licensed child care environments. Some licensed care settings may require proof of Immunizations, TB and/or Criminal Record Clearances. (formerly CDE 095)

Recommended Preparation: CDE-101 or CDE-110.

Transfers to both UC/CSU

CDE-790 Family Child Care Home (formerly CDE-090)
3 Units (LEC 48-54)

This course is designed to meet specific needs of the family child care provider. Topics include licensing regulations, record-keeping, developing contracts and creating partnerships with parents. Emphasis given to creating appropriate environments, using appropriate guidance techniques, and planning and implementing appropriate curricula for mixed-age groups of children. Students may be required to observe in licensed child care or school aged environments. Some licensed care settings may require proof of Immunizations, TB and/or Criminal Record Clearances. (formerly CDE 090)

Not transferable