CH DEV 4  Creative Experiences for Children II .......................... 3
CH DEV 10  Health, Safety and Nutrition .................................. 3
CH DEV 11  Home, School, and Community Relations ................. 3
CH DEV 22*  Practicum in Child Development I .......................... 4
CH DEV 23  Practicum in Child Development II ........................... 4
CH DEV 34*  Observing and Recording Children's Behavior .......... 3
CH DEV 42  The Child in a Diverse Society ............................... 3

GENERAL EDUCATION REQUIREMENTS PLAN B 18
SEVEN UNITS FROM THE FOLLOWING: 7
CH DEV 15, 30, 36, 39, 44, 45, 46, 50, 51, 52, 60, 61, 62, 63, 65, and 931 or 941.
FAM &CS 21, 31, 34
EDUC 1
ELECTIVES - ANY CSU OR UC TRANSFERABLE COURSE 3

Total ......................................................... 60

*This course has a prerequisite

Associate in Science in Early Childhood
Education for Transfer

The Associate in Arts in Early Childhood Education for Transfer focuses on the theory and practice of early childhood care and education for children from birth to age eight. Students must complete 60 required semester units of CSU transferable course work. A grade of "P" (pass) is not acceptable for the major courses. The course of study includes the basic principles of educational and developmental psychology; the art of observing, teaching and guiding young children; planning and administration of developmentally appropriate inclusive educational activities; school safety and health issues; and the social and emotional foundations of early care and education. Students completing this program have the potential of obtaining occupations in educational settings such as infant/toddler caregivers; preschool teachers; family home childcare providers; master teachers, site supervisors, program directors, child life specialists, and social services workers. Students prepare to transfer to four-year schools to pursue advanced degrees in child development with the eventual goal of becoming Early Childhood Education (ECE) program directors, center principals, elementary school teachers, resource specialists, ECE resource specialists, consultants, or finding employment in related human service fields.

Required Core Courses

<table>
<thead>
<tr>
<th>SUBJECT &amp; NO.</th>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| CH DEV 1      | Child Growth and Development .................. 3
| CH DEV 2      | Early Childhood: Principles and Practices .... 3
| CH DEV 7      | Introduction to Curriculum in Early Childhood Education .................. 3
| CH DEV 10     | Health, Safety and Nutrition .................... 3
| CH DEV 11     | Home, School, and Community Relations ........ 3
| CH DEV 22*    | Practicum in Child Development I .............. 4
| CH DEV 34*    | Observing and Recording Children's Behavior ... 3
| CH DEV 42     | The Child in a Diverse Society ................ 3

Subtotal ................................................. 25

ELECTIVES: ANY CSU TRANSFERABLE COURSE(S) 1 - 2 UNITS

<table>
<thead>
<tr>
<th>CSU GE Pattern or IGETC</th>
<th>33-34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

*This course has a prerequisite

Note: 37 - 39 GE unit total is reduced due to double counting of 3 units of major courses towards IGETC or 6 units towards CSU GE.

TRANSFER CURRICULUM

Information regarding lower division major preparation requirements required to transfer to a University of California (UC) or California State University (CSU) campus may be obtained at www.assist.org. For information about independent or out-of-state colleges/universities, please consult with a counselor.

SUBJECTS & COURSE DESCRIPTIONS

Child Development (CH DEV)

1 Child Growth and Development (3) UC/CSU/IGETC area 4I (C-ID CDEV 100)
LECTURE, 3 HOURS.

This is an introductory child development course that examines the major physical, psychosocial, and cognitive/linguistic development milestones for children, both typical and atypical, from conception through adolescence. There is an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students observe children, evaluate individual differences, and analyze characteristics of growth and development at various stages.

2 Early Childhood: Principles and Practices (3) CSU (C-ID EGE 120)
LECTURE, 3 HOURS.

This course provides an examination of the underlying theoretical and philosophical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all young 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.

3 Creative Experiences for Children I (3) CSU
LECTURE, 3 HOURS.

This course explores creative experiences for young children. Class instruction prepares students in designing and implementing developmentally appropriate teaching strategies, use of materials and media in the areas of visual arts, music, dramatic play, rhythm and movement, and literacy experiences. The importance of culture, tradition and home language is supported throughout the curriculum. Emphasis is on ways to make decisions and create and maintain a classroom atmosphere that allows creative expression, encourages and supports the interests and talents of children.

4 Creative Experiences for Children II (3) CSU
LECTURE, 3 HOURS.

Values the explorations of early math, science, and social science creative learning experiences designed to support young learners’ (children ages 0-8) construction of knowledge of the concepts and skills essential to the basic understanding of mathematics, science, and the social sciences in early education programs. Encompasses planning early math, science, and social science creative experiences that are developmentally appropriate and culturally relevant in an organized and sequential approach, referring to inquiry-based and early basic scientific methodology. Includes naturalistic, informal, and structured experiences for young children.
7 Introduction to Curriculum in Early Childhood Education (3) CSU (C-ID ECE 130)
Lecture, 3 hours.
This course provides an overview of the knowledge and skills to provide appropriate integrated curriculum and environments for young children from birth to age six. Students examine the impact that the interplay of quality interactions and curriculum development in early childhood education has on early brain development. The teacher’s role in supporting optimal development and learning for all young children using appropriate observation and assessment strategies is emphasized. This course provides strategies for best practices based on observation, assessment, and planning across the curriculum, including academic content areas, play, art, and creativity, and development of social-emotional, communication, and cognitive skills.

10 Health, Safety and Nutrition (3) CSU (C-ID ECE 220)
Lecture, 3 hours.
This course is an overview of the components of the Health, Safety, and Nutritional components of an early care and education program. Planning and issues of operating a child development program under the Title 22 Department of Social Services Community Care Licensing regulations are considered. Also included is a review of common childhood diseases, universal health precautions, First Aid and CPR requirements, environmental safety, nutritional planning, and special health considerations of the young child. Students are required to pass the American Red Cross Adult/Pediatric First Aid and Adult/Infant CPR Certification course or demonstrate current certification.

11 Child, Family and Community (3) CSU (C-ID CDEV 110)
Lecture, 3 hours.
This course is a study of the developing child in a societal context focusing on the interrelationship of the family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Some topics covered are: social influences on parenting styles, communication, child-rearing and the relationships between the child, family, and the school is studied.

22 Practicum in Child Development I (4) CSU (C-ID ECE 210)
Prerequisites: All of the following: Child Development 1, 2, 3, 4, 10, 11 and 34.
Lecture, 2 hours; Laboratory, 6 hours.
Note: Tuberculosis clearance is required.
This course provides supervised experience in an approved licensed infant/toddler program, child development program, special education center, or other early care and education setting. Students relate all previous theory and curriculum courses to practical application in an approved early education classroom setting. State law requires a TB test (Mantoux Test) or chest X-ray and criminal record clearance. In addition to the seminar class, students are required to complete a minimum of 108 hours at an APPROVED field site.

23 Practicum in Child Development II (4) CSU
Prerequisites: Child Development 22 and 42.
Lecture, 2 hours; Laboratory, 6 hours.
Note: Tuberculosis clearance is required.
This course provides an advanced practicum experience in an approved early childhood education setting. Students apply observation and assessment strategies to plan, implement, and evaluate developmentally appropriate activities and demonstrate techniques that promote partnerships between teachers and families. Students assigned to directed practicum demonstrate professional and ethical behaviors. State law requires a TB test (Mantoux Test) or chest X-ray and criminal record clearance. In addition to the seminar class, students are required to complete a minimum of 108 hours at an APPROVED field site.

30 Infant and Toddler Studies I (3) CSU
Prerequisite: Child Development 1.
Lecture, 3 hours.
Note: Tuberculosis clearance is required.
In this course, students learn the cognitive/language, social/emotional, and perceptual/motor developmental domains and milestones of infants from birth to 36 months as well as an overview of major theories including attachment, brain development, the value of play, early intervention and relationship-based care in the context of family systems: Culture, home language, and traditions. Students are introduced to the laws and regulations of safe healthy environments and the rights of all infants and toddlers including children at-risk for disabilities. Class instruction includes objective observations of infants and toddlers in diverse settings.

32 Teacher Assistant in the Elementary Classroom (3) CSU
Prerequisite: Child Development 1.
Lecture, 3 hours.
This course is an introduction to effective collaborative teaching practices in the elementary classroom and the role of the teacher assistant. Methods and skills related to instruction in the elementary classroom are addressed to assist future educators to determine personal educational goals and to maintain their teaching autonomy.

34 Observing and Recording Children’s Behavior (3) CSU (C-ID ECE 200)
Prerequisite: Child Development 1.
Advisory: Child Development 2.
Lecture, 3 hours.
Note: Tuberculosis clearance may be required.
This course examines appropriate use of assessment and observation strategies to document and interpret children’s growth and development, and learning to join families and professionals in promoting children’s success. The student explores forms of documentation such as anecdotal notes, running records, rating scales, portfolios, and other forms that help to guide curriculum, support adaptations, and communicate progress. Includes opportunity for observation in the field.
36 Literature for Early Childhood (1) CSU
Lecture, 1 hour.
This course is an overview of early development of desirable attitudes towards reading and writing. A survey of literature suitable for children birth to six, with emphasis on techniques of selection and presentation methods.

37 Literature for School Age Children (2) CSU
Advisory: Child Development 36.
Lecture, 2 hours.
This course is a survey of literature appropriate for children ages 6-12 years. Emphasis is given to selection, evaluation and presentation of literature using developmental characteristics and needs of children. Includes development of appropriate curriculum materials for the classroom with a literature emphasis. Recommended for early childhood and primary school teachers and parents.

38 Administration and Supervision of Early Childhood Programs I (3) CSU
Prerequisites: Child Development 1, 2, 3, 4, 10 and 11.
Lecture, 3 hours.
This course prepares the student to establish and administer an early childhood program. Financial aspects of administration and regulations pertaining to administration are emphasized. The course partially fulfills the licensing requirements for the director.

39 Administration and Supervision of Early Childhood Programs II (3) CSU
Prerequisite: Child Development 38.
Lecture, 3 hours.
This course provides training for administrators of early childhood programs on a variety of topics pertaining to administering an early childhood program. Topics include: Leadership principles and practices, decision making processes, supervision and staff development, conflict resolution strategies, building family partnerships, and leading with emotional intelligence.

42 Teaching in a Diverse Society (3) CSU (C-ID ECE 230)
Lecture, 3 hours.
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. It focuses on culturally relevant and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. The course involves self-reflection of one’s own understanding of educational principles in integrating anti-goals in order to better inform teaching practices and/or program development.

44 Early Intervention for Children with Special Needs (3) CSU
Lecture, 3 hours.
This course is designed for students interested in working with young children with special needs and their families. Instruction focuses on accommodating and adapting the physical environment, instructional strategies, and curriculum to meet the needs of differently abled children from birth through preschool.

45 Programs for Children with Special Needs (3) CSU
Advisory: Child Development 1.
Lecture, 3 hours.
Note: Tuberculosis clearance may be required.
This course is an introduction to the study of exceptional children, emphasizing their relationship to society. This course also includes assessment, classification and special characteristics of children with disabilities. An overview of programs and services is included with observation in private and public special education programs.

46 School Age Programs I (3) CSU
Lecture, 3 hours.
This course is designed for students interested in working with school age children in before and after school programs. An overview of programs and services and development of curriculum that is developmentally appropriate is evaluated. Theories related to the growth and development of school age children and issues related to school age programs are explored.

50 Parenting: Family Life Focus (1) CSU
Lecture, 1 hour.
This course is designed for students interested in parent training with emphasis on family life. Includes parent-child relationships, alternatives in parenting styles, child development and family resources.

51 Parenting: Home and School Focus (1) CSU
Lecture, 1 hour.
This course is designed for students interested in parent training. Includes child-parent-teacher-school relationships, parenting and teaching styles, and school strategies in parent involvement and parent education. Emphasis is on effective parent/school relationships.

52 Parenting: Community Resources Focus (1) CSU
Lecture, 1 hour.
This course is designed for those interested in parent training. Includes parent-child relationship, alternatives in parenting styles, child development, and family resources. Emphasis is placed on community resources.

60 Introduction to Family Child Care I (1) CSU
Lecture, 1 hour.
This course discusses the business and operations of a Family Child Care Home and provides an overview of entrepreneurship in developing a family child care home-based business. Introductory topics include small business start-up, state licensing regulations, business management, policies and procedures in operating a Family Child Care business, environmental design, and curriculum planning.

61 Introduction to Family Child Care II (1) CSU
Lecture, 1 hour.
This course considers strategies that can enhance the operations of a family child care home (small business) and reduce the business risks. Overview of tax recordkeeping, marketing, legal and insurance aspects specifically related to the family child care business.
62 Developmental Profiles: Pre-Birth Through Age Eight (2) CSU  
Lecture, 2 hours.  
This course presents concise profiles of physical, emotional, social and intellectual development from pre-birth through age eight. It also reviews the most commonly encountered terms and concepts in child development literature.

63 Creative Curriculum in a Family Child Care Setting (2) CSU  
Lecture, 2 hours.  
Note: Child Development 3 or 4 can be substituted for this course.  
This course is designed for family childcare providers and persons entering the profession. Emphasis is on play and creative experiences in the home setting for children. Course includes art, music and movement, language and literacy, early math, dramatic play, and cooking.

65 Adult Supervision/Early Childhood Mentoring (2) CSU  
Lecture, 2 hours.  
Prerequisite: Child Development 39.  
This course is an overview of methods and principles of mentoring and supervision of adults in early childhood education settings. Topics explored include environmental quality assessment, performance evaluation, leadership styles, group dynamics, conflict resolution, staff development, staff roles and responsibilities. This course is required for upper levels of the California Child Development Permit, and to become a California Early Childhood Mentor.

185 Directed Study - Child Development (1) CSU  
285 Directed Study - Child Development (2) CSU  
385 Directed Study - Child Development (3) CSU  
Conference 1 hour per week per unit.  
The above courses allow students to pursue Directed Study in Child Development on a contract basis under the direction of a supervising instructor.  
Credit Limit: A maximum of 6 units of Directed Study may be taken for credit.

931 Cooperative Education – Child Development (3) CSU  
Note: Requires 15 to 19 hours per week; paid employment related to the occupational major and enrollment in at least 7 units (which include Co-op Ed).  
This course offers advanced supervised training in an employment area that will enhance the student’s educational goals.

941 Cooperative Education – Child Development (4) CSU  
Note: Requires 20 hours per week; paid employment related to the occupational major and enrollment in at least 7 units (which include Co-op Ed).  
This course offers advanced supervised training in an employment area that will enhance the student’s educational goals.

Education (EDUC)  
1 Introduction to Teaching (3) UC/CSU  
Lecture, 3 hours.  
This course is for those seeking a profession in the field of education. Topics include the school as a social agency, teaching as a vocation, and personal and professional qualifications required of a teacher. The course also focuses on state curriculum standards and effective classroom management strategies.

Family and Consumer Studies (FAM & CS)  
21 Nutrition (3) UC/CSU  
Lecture, 3 hours.  
This course reviews scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. It includes an overview of digestion and metabolism of nutrients. Foods are discussed as a source of nutrients, and the evidence is reviewed as to the effects of nutrition on health. The emphasis of the course is on issues of current interest and on worldwide problems of food nutrition. Personal dietary assessment, synthesizing data from computerized dietary program and family tree, appraises nutritional disease risk factors. Students evaluate excesses and deficiencies and construct practices that establish and maintain a healthy lifestyle and result in a healthier mind, healthier nutritional eating practices, enhancing the spirit and nourishing the body.

31 Marriage and Family Life (3) UC/CSU IGETC Area 4G, 4J  
Lecture, 3 hours.  
This course examines marriages and families as institutions within American society and as dynamic systems leading to interpersonal growth and intimate relationships over the course of the family life cycle. The course explores the diversity of family patterns and marriages in the U.S. as well as comparisons to non-Western cultures. Areas of study include, but are not limited to, gender roles, sexuality, marital interaction and power, parenting issues, financial matters and divorce and remarriage.

34 Child Nutrition (3) CSU  
Lecture, 3 hours.  
This course focuses on basic principles covering the nutritional needs of pregnant/lactating women/infants and children to promote optimum physical/mental development and disease prevention. Special emphasis is placed on nutritional planning and education for children through the development of nutrition plans, individual projects, curriculum, and materials.

185 Directed Study - Family and Consumer Studies (1) CSU  
285 Directed Study - Family and Consumer Studies (2) CSU  
385 Directed Study - Family and Consumer Studies (3) CSU  
Conference, 1 hour per week per unit.  
The above courses allow students to pursue Directed Study in Family and Consumer Studies on a contract basis under the direction of a supervising instructor.  
Credit Limit: A maximum of 6 units of Directed Study may be taken for credit.