

Early Childhood Education

Overview

The Folsom Lake College early childhood education (ECE) curriculum primarily focuses on the period from birth to eight years old, when brain development is at its peak. The program takes a holistic approach to the cognitive, physical, and psychosocial development of children, and is designed to serve as a basis for lifelong learning and to support their well-being. FLC's program produces equity-minded early childhood educators capable of nurturing, educating, and advocating for all children and their families.

The Early Childhood Education Program offers students multiple academic pathways along a career ladder. Completion of these programs verify students' knowledge, skills, and abilities to meet the following pathways:

- Transfer to 4-year colleges
- Employment as assistants, teachers, and directors of private child care programs licensed by the [California State Department of Social Services \(Title 22\)](http://www.cdss.ca.gov/inforesources/Letters-Regulations/Legislation-and-Regulations/Community-Care-Licensing-Regulations) (<http://www.cdss.ca.gov/inforesources/Letters-Regulations/Legislation-and-Regulations/Community-Care-Licensing-Regulations>)
- Employment as assistants, teachers, and directors of state funded child development programs regulated by the California Department of Education (Title 5). Child Development Permits are required in Title 5 programs and are issued by the [California Commission on Teacher Credentialing](https://www.ctc.ca.gov/credentials/req-child-dev) (<https://www.ctc.ca.gov/credentials/req-child-dev>)

Note: Students enrolled in coursework that requires lab work in early childhood education programs must show proof of TB clearance completed within the past six months and documentation of all required immunizations. Lab placements may also require fingerprinting.



Career Options

- Early Childhood Educator
- Infant-Toddler Educator
- ECE Program Administrator/Director
- Child Life Specialist
- Family Engagement Advocate
- Early Intervention Specialist
- Home Visitor
- Nanny
- Doula
- Transitional Kindergarten Teacher

- Kindergarten and Elementary School Teacher
- ECE College Professor
- Special Education Teacher
- Pediatric Nurse
- Public Policy Advocate
- Child and Family Therapist
- Children's Librarian
- Child and Family Researcher
- Social Worker

Some career options may require more than two years of college study.

Program Maps

[Public Service, Health, and Education Undecided Major \(/flc/shared/doc/program-maps/Public-service-undecided-major.pdf\)](/flc/shared/doc/program-maps/Public-service-undecided-major.pdf)

[Early Childhood Education, A.S.-T Degree \(/flc/shared/doc/program-maps/ECE-AST.pdf\)](/flc/shared/doc/program-maps/ECE-AST.pdf)

[Early Childhood Education, A.A. Degree \(/flc/shared/doc/program-maps/ECE-AA.pdf\)](/flc/shared/doc/program-maps/ECE-AA.pdf)

[Early Childhood Education, Site Supervisor, A.A. Degree \(/flc/shared/doc/program-maps/ECE-Site-Supervisor-AA.pdf\)](/flc/shared/doc/program-maps/ECE-Site-Supervisor-AA.pdf)

[Interdisciplinary Studies: Social and Behavioral Sciences, A.A. Degree \(/flc/shared/doc/program-maps/IS-Social-and-Behaviorial-Science-AA.pdf\)](/flc/shared/doc/program-maps/IS-Social-and-Behaviorial-Science-AA.pdf)

[Early Childhood Education, Infant Specialist, Certificate of Achievement \(/flc/shared/doc/program-maps/ECE-Infant-Cert.pdf\)](/flc/shared/doc/program-maps/ECE-Infant-Cert.pdf)

[Early Childhood Education, Master Teacher, Certificate of Achievement \(/flc/shared/doc/program-maps/ECE-Master-Teacher-Cert.pdf\)](/flc/shared/doc/program-maps/ECE-Master-Teacher-Cert.pdf)

[Early Childhood Education, Assistant Teacher, Certificate \(/flc/shared/doc/program-maps/ECE-Assistant-Teacher-Cert.pdf\)](/flc/shared/doc/program-maps/ECE-Assistant-Teacher-Cert.pdf)

[Early Childhood Education, Associate Teacher, Certificate \(/flc/shared/doc/program-maps/ECE-Associate-Teacher-Cert.pdf\)](/flc/shared/doc/program-maps/ECE-Associate-Teacher-Cert.pdf)

[Early Childhood Education, Teacher, Certificate \(/flc/shared/doc/program-maps/ECE-Teacher-Cert.pdf\)](/flc/shared/doc/program-maps/ECE-Teacher-Cert.pdf)

Dean [Brian Robinson \(/about-us/contact-us/faculty-and-staff-directory/brian-robinson\)](/about-us/contact-us/faculty-and-staff-directory/brian-robinson)

Department Chair [Jennifer Kraemer \(/about-us/contact-us/faculty-and-staff-directory/jennifer-kraemer\)](/about-us/contact-us/faculty-and-staff-directory/jennifer-kraemer)

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Associate Degrees for Transfer

A.S.-T. in Early Childhood Education for Transfer

The Associate in Science in Early Childhood Education for Transfer Degree program provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. Students interested in transferring to a CSU campus to pursue a bachelor's degree in Early Childhood Education should meet with a counselor to confirm the courses required for lower-division preparation in the major.

This program has the following completion requirements:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
 - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.

Associate Degrees for Transfer also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis.

Catalog Date: June 1, 2021

Degree Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|-------------|---|-------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education | 3 |
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community | 3 |
| ECE 320 | Curriculum and Interactions in Early Childhood Education | 4 |
| ECE 321 | Advanced Practicum in Early Childhood Education | 4 |
| ECE 326 | Making Learning Visible Through Observation and Documentation | 3 |

| COURSE CODE | COURSE TITLE | UNITS |
|---------------------|--|-----------|
| ECE 415 | Children's Health, Safety and Nutrition (3) | 3 |
| ECE 430 | Culture and Diversity in Early Childhood Education | 3 |
| Total Units: | | 26 |

The Associate in Science in Early Childhood Education for Transfer for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- synthesize child development research with principles and practices in Early Childhood Education in order to create early learning environments that are respectful, supportive, and challenging for all children from infancy through adolescence.
- design inclusive, culturally and linguistically appropriate environments, based on child development theories and practices, as well as child observations, shared family information, and culturally diverse child rearing practices.
- incorporate strategies for building respectful, reciprocal family and community relationships to support families and their children's development and learning.
- assess children's learning through observation, documentation, and interpretation using the outcomes to guide curriculum and teaching strategies.
- recommend developmentally and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and families as well as concepts in math, language, art, science and social relationships.
- demonstrate practices that maintain standards of health, nutrition and safety in early childhood settings.
- incorporate ethical standards of behavior accepted by the profession of early childhood education.

Career Information

Students graduating with the Early Childhood Education A.S for Transfer Degree will have opportunities for advanced study as Preschool and Elementary Education Teachers, Child Development Specialists, Program Directors, Child Life Specialists, Master Teachers, and Site Supervisors. Students seeking careers requiring Master's Degrees in areas such as Early Childhood Education, Child Development, Child Psychology and Special Education would benefit from the foundation of study provided in the Early Childhood Education A.S. for Transfer Degree.

Associate Degrees

A.A. in ECE-Site Supervisor

This program provides a foundation for in-depth early childhood teacher preparation both through strong general education and through introductory studies in child development and in early childhood curriculum and pedagogy. Topics include an introduction to the profession, observation techniques, age-appropriate curriculum, child in the context of family and culture, and health and safety practices for early childhood educators.

Catalog Date: June 1, 2021

Degree Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|---------------------|--|-----------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education | 3 |
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community | 3 |
| ECE 320 | Curriculum and Interactions in Early Childhood Education | 4 |
| ECE 321 | Advanced Practicum in Early Childhood Education | 4 |
| ECE 326 | Making Learning Visible Through Observation and Documentation | 3 |
| ECE 330 | Infant and Toddler Development | 3 |
| ECE 342 | Constructive Math and Science in Early Childhood Education (3) | 3 |
| or ECE 343 | Language and Literacy Development in Early Childhood (3) | |
| ECE 361 | Introducing Young Children to Visual Arts (3) | 3 |
| or ECE 363 | Music and Movement with Young Children (3) | |
| ECE 415 | Children's Health, Safety and Nutrition (3) | 3 |
| ECE 420 | Administration I: Programs in Early Childhood Education | 3 |
| ECE 422 | Administration II: Personnel and Leadership in Early Childhood Education | 3 |
| ECE 424 | Adult Supervision: Mentoring in a Collaborative Learning Setting | 2 |
| ECE 430 | Culture and Diversity in Early Childhood Education | 3 |
| Total Units: | | 43 |

The ECE-Site Supervisor Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate knowledge and understanding of how children grow, develop and learn across the physical, psychosocial, cognitive, language and aesthetic domains by creating and maintaining healthy, respectful, supportive and challenging learning environments.
- demonstrate knowledge and understanding of building family and community relationships by identifying family and community characteristics; the practice of supporting and empowering families and communities through respectful and reciprocal relationships; and skillfully involving families and communities in children's development and learning.
- demonstrate the ability to synthesize and apply multiple methods of documentation by designing, developing and implementing ethical practices and procedures that provide evidence of developmental measures and outcomes.
- demonstrate competence in effective teaching practices by designing and implementing developmentally and culturally appropriate curriculum, environments, and guidance techniques.
- demonstrate professionalism in the field of Early Childhood Education by actively working as a voice for children's rights; researching and provisioning resources on behalf of children, families and communities; practicing ethical standards with children, families and communities; practicing professional work ethics; and participating in professional growth activities.
- demonstrate knowledge and application of developmentally appropriate health and safety policies and practices by designing, developing and operating programs for children that adhere to Title 22 regulations mandated by the California Department of Human Services, Community Care Licensing Division, in order to ensure children's health and safety.
- demonstrate cultural competency by designing, developing and operating programs according to policies that are developmentally and culturally appropriate; promote respectfully inclusive attitudes and environments; and value multiple perspectives.
- analyze and maintain program planning, budgeting, governing boards, enrollment, and personnel in accordance with the regulations of Title 5 (California Education Code of Regulations) and Title 22 (California Social Services Code of Regulations).
- apply acquired knowledge, skills, and abilities toward successful completion of coursework at transfer institutions.
- seek employment as a site supervisor in a private or public early childhood educational setting.

Career Information

Upon successful completion of the A.A. Site Supervisor, and with appropriate documented experience, a student demonstrates knowledge, preparation and competencies to supervise single site early learning programs and to serve as coordinator of curriculum and staff development. Degree exceeds the minimum educational requirements for employment as a director/manager of a privately funded early learning program as outlined in Title 22 Department of Social Services regulations for childcare licensing.

A.A. in Early Childhood Education

This program provides a foundation for in-depth early childhood teacher preparation both through strong general education and through introductory studies in child development and in early childhood curriculum and pedagogy. Topics include an introduction to the profession, observation techniques, age-appropriate curriculum, the child in the context of family and culture, and health and safety practices for early childhood educators.

Catalog Date: June 1, 2021

Degree Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|---------------------|---|-----------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education | 3 |
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community | 3 |
| ECE 320 | Curriculum and Interactions in Early Childhood Education | 4 |
| ECE 321 | Advanced Practicum in Early Childhood Education | 4 |
| ECE 326 | Making Learning Visible Through Observation and Documentation | 3 |
| ECE 330 | Infant and Toddler Development | 3 |
| ECE 342 | Constructive Math and Science in Early Childhood Education (3) | 3 |
| ECE 343 | Language and Literacy Development in Early Childhood | 3 |
| ECE 361 | Introducing Young Children to Visual Arts (3) | 3 |
| or ECE 363 | Music and Movement with Young Children (3) | |
| ECE 415 | Children's Health, Safety and Nutrition (3) | 3 |
| ECE 430 | Culture and Diversity in Early Childhood Education | 3 |
| Total Units: | | 38 |

The Early Childhood Education Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply knowledge and understanding of how children grow, develop and learn across the physical, psychosocial, cognitive, language and aesthetic domains by creating and maintaining healthy, respectful, supportive and challenging learning environments.
- build family and community relationships by identifying family and community characteristics; the practice of supporting and empowering families and communities through respectful and reciprocal relationships; and skillfully involving families and communities in children's development and learning.
- synthesize and apply multiple methods of documentation by designing, developing and implementing ethical practices and procedures that provide evidence of developmental measures and outcomes.
- design and implement developmentally and culturally appropriate curriculum, environments, and guidance techniques.
- demonstrate professionalism in the field of Early Childhood Education by actively working as a voice for children's rights; researching and provisioning resources on behalf of children, families and communities; practicing ethical standards with children, families and communities; practicing professional work ethics; and participating in professional growth activities.
- design, develop, and operate programs for children that adhere to Title 22 regulations mandated by the California Department of Human Services, Community Care Licensing Division, in order to ensure children's health and safety.

- create and maintain policies that are developmentally and culturally appropriate; promote respectfully inclusive attitudes and environments; and value multiple perspectives.
- apply acquired knowledge, skills, and abilities toward successful completion of coursework at transfer institutions.
- seek employment as a teacher in a private or public early childhood educational setting.

Career Information

Upon completion of the A.A. degree, a student possesses the course work required to work as a teacher in both private and public early learning settings, serving infants through preschool-age children. Additionally, the individual can work as a teacher in before-and-after school programs, serving school-age children.

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, concepts, theories, and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussions to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2021

Degree Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|---|---|-------|
| A minimum of 18 units from the following: | | 18 |
| Select courses from at least 3 different disciplines. | | |
| ADMJ 300 | Introduction to Administration of Justice (3) | |
| ADMJ 302 | Community Relations: Multicultural Issues (3) | |
| ADMJ 320 | Concepts of Criminal Law (3) | |
| ANTH 310 | Cultural Anthropology (3) | |
| ANTH 319 | Visual Anthropology: Introduction to Ethnographic Film (3) | |
| ANTH 320 | Introduction to Archaeology and World Prehistory (3) | |
| ANTH 323 | Introduction to Archaeology (3) | |
| ANTH 330 | Magic, Witchcraft, and Religion (3) | |
| ANTH 341 | Introduction to Linguistics (3) | |
| BUS 320 | Concepts in Personal Finance (3) | |
| BUS 330 | Managing Diversity in the Workplace (3) | |
| BUS 340 | Business Law (3) | |
| BUS 345 | Law and Society (3) | |
| COMM 325 | Intercultural Communication (3) | |
| COMM 341 | Organizational Communication (3) | |
| COMM 351 | Mass Media and Society (3) | |
| COMM 363 | Introduction to Communication Theory (3) | |
| ECON 302 | Principles of Macroeconomics (3) | |
| ECON 304 | Principles of Microeconomics (3) | |
| ECON 320 | Concepts in Personal Finance (3) | |
| ECE 312 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community (3) | |
| ECE 330 | Infant and Toddler Development (3) | |
| ECE 430 | Culture and Diversity in Early Childhood Education (3) | |
| GEOG 310 | Human Geography: Exploring Earth's Cultural Landscapes (3) | |
| GEOG 322 | Geography of California (3) | |
| HIST 307 | History of World Civilizations to 1500 (3) | |
| HIST 308 | History of World Civilizations, 1500 to Present (3) | |
| HIST 310 | History of the United States (To 1877) (3) | |
| HIST 311 | History of the United States (1865 - Present) (3) | |
| HIST 314 | Recent United States History (3) | |
| HIST 319 | American Environmental History (3) | |
| HIST 331 | Women in American History (3) | |
| HIST 344 | Survey of California History: A Multicultural Perspective (3) | |
| HIST 368 | History of France (3) | |
| JOUR 310 | Mass Media and Society (3) | |
| NUTRI 310 | Cultural Foods of the World (3) | |
| POLS 301 | Introduction to Government: United States (3) | |
| POLS 302 | Comparative Politics (3) | |
| POLS 310 | Introduction to International Relations (3) | |
| POLS 320 | Introduction to Political Theory (3) | |

| COURSE CODE | COURSE TITLE | UNITS |
|---------------------|---|-----------|
| PSYC 300 | General Principles (3) | |
| PSYC 312 | Biological Psychology (4) | |
| PSYC 320 | Social Psychology (3) | |
| PSYC 335 | Research Methods in Psychology (3) | |
| PSYC 340 | Abnormal Behavior (3) | |
| PSYC 356 | Human Sexuality (3) | |
| PSYC 368 | Cross Cultural Psychology (3) | |
| PSYC 370 | Human Development: A Life Span (3) | |
| PSYC 372 | Child Development (3) | |
| SOC 300 | Introductory Sociology (3) | |
| SOC 301 | Social Problems (3) | |
| SOC 310 | Marriage and the Family (3) | |
| SOC 321 | Race, Ethnicity and Inequality in the United States (3) | |
| SOC 341 | Sex and Gender in the U.S. (3) | |
| SOC 379 | Making Social Change (3) | |
| SWHS 331 | Cross Cultural Psychology (3) | |
| Total Units: | | 18 |

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

Certificates of Achievement

ECE-Infant Specialist Certificate

Upon successful completion of an Infant Specialist Certificate, and with appropriate documented experience, a student demonstrates knowledge, preparation and competencies to be an infant and toddler teacher in an early learning program. Certificate completion exceeds minimum requirements for a teacher of infants and toddlers in privately funded early childhood education programs (as required by Title 22 of the California Social Services Code of Regulations) and as an associate teacher of infants and toddlers in publicly funded early learning programs (as required by Title 5 California Education Code of Regulations.) A student who completes this certificate also possesses the course work required for the Child Development Associate Teacher Permit issued by the California Commission on Teacher Credentialing.

Catalog Date: June 1, 2021

Certificate Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|---------------------|---|-----------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education | 3 |
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community | 3 |
| ECE 320 | Curriculum and Interactions in Early Childhood Education | 4 |
| ECE 330 | Infant and Toddler Development | 3 |
| ECE 331 | Care and Education of Infants and Toddlers | 3 |
| ECE 415 | Children's Health, Safety and Nutrition (3) | 3 |
| Total Units: | | 22 |

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and apply knowledge of infant development and the multiple influences on early development and learning to create infant and family programs that are healthy, respectful, supportive, and challenging for children from the prenatal period through the first three years after birth.
- design infant and toddler programs that build respectful, reciprocal family relationships that support optimal infant and toddler development and learning both at home and in group care settings.
- incorporate systematic assessment strategies using observation, documentation, and interpretation in order to guide decisions about support for infant and toddler development and curriculum.
- design, implement, and evaluate developmentally effective curriculum and teaching plans that tie knowledge of academic content to meaningful and challenging learning environments for infants and toddlers in a collaborative effort with colleagues.
- develop continuing professional growth plan and advocate public policy that supports infants, toddlers, their families and the profession of early childhood education.
- apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an A.A. degree in Early Childhood Education.
- seek employment as an infant or toddler teacher in a private or public early childhood educational setting.

Career Information

One of the most dramatic increases in recent years has been in infant and toddler programs. In fact, center-based care for infants and toddlers represents the fastest growing type of early childhood program today so there is a huge demand for infant specialists.

ECE-Master Teacher Certificate

The Master Teacher Certificate meets the requirements for teaching in a publicly funded early care and education program. Upon successful completion of the Master Teacher Certificate, students will demonstrate knowledge, preparation and competencies to be a lead or supervising teacher in early learning programs, mentor teacher for practicum students, or coordinator of curriculum and staff development. The Master Teacher Certificate requires an additional 6 units of specialized study beyond the teacher level certificate, allowing students to select a focus of study which may include: Science, Technology, Engineering, Art, and Mathematics (STEAM), Art with Children, Bilingual/Bicultural Development, Children with Exceptional Needs, Children's Health, Safety and Nutrition, Infant and Toddler Care and Music with Children. Applicants must verify required experience teaching children and supervising staff to be recommended to the California Commission on Teacher Credentialing for issuance of the Master Teacher Child Development Permit.

Catalog Date: June 1, 2021

Certificate Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|---|---|-----------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education | 3 |
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community | 3 |
| ECE 320 | Curriculum and Interactions in Early Childhood Education (4) | 4 |
| ECE 321 | Advanced Practicum in Early Childhood Education (4) | 4 |
| ECE 326 | Making Learning Visible Through Observation and Documentation | 3 |
| ECE 330 | Infant and Toddler Development | 3 |
| ECE 415 | Children's Health, Safety and Nutrition (3) | 3 |
| ECE 424 | Adult Supervision: Mentoring in a Collaborative Learning Setting | 2 |
| ECE 430 | Culture and Diversity in Early Childhood Education | 3 |
| A minimum of 16 units from the following: | | 16 |
| To be eligible for the Child Development Permit (Teacher), students must complete 16 units in General Education categories which meet graduation requirements and with at least one course in each of the following areas: English, Humanities, Social Science, Math/Science. Please refer to the General Education Requirements for a list of acceptable courses. Students must also complete experience requirements for the particular permit for which they are applying. | | |
| Subtotal Units: | | 47 |

Art with Children

| COURSE CODE | COURSE TITLE | UNITS |
|---|---|-----------|
| ECE 361 | Introducing Young Children to Visual Arts | 3 |
| A minimum of 3 units from the following: | | 3 |
| ART 320 | Design: Fundamentals (3) | |
| ART 430 | Art and Children (3) | |
| ARTH 300 | Art Appreciation (3) | |
| Art with Children Units: | | 6 |
| Total Units: | | 53 |

Bilingual/Bicultural Development

| COURSE CODE | COURSE TITLE | UNITS |
|--|---|----------------------|
| A minimum of 3 units from the following: | | 3 |
| ANTH 310 | Cultural Anthropology (3) | |
| BUS 330 | Managing Diversity in the Workplace (3) | |
| SOC 321 | Race, Ethnicity and Inequality in the United States (3) | |
| COMM 325 | Intercultural Communication (3) | |
| NUTRI 310 | Cultural Foods of the World (3) | |
| one foreign language course from French, Spanish or American Sign Language | | |
| A minimum of 3 units from the following: | | 3¹ |
| ECE 430 | Culture and Diversity in Early Childhood Education (3) | |
| Bilingual/Bicultural Development Units: | | 6 |
| Total Units: | | 53 |

Children with Exceptional Needs

| COURSE CODE | COURSE TITLE | UNITS |
|-------------|--------------|-------|
|-------------|--------------|-------|

| | | |
|---|------------------------------|-----------|
| ECE 404 | Children with Special Needs | 3 |
| A minimum of 3 units from the following: | | 3 |
| SILA 306 | American Sign Language 2 (4) | |
| or SILA 305 | American Sign Language 1 (4) | |
| Children with Exceptional Needs Units: | | 6 |
| Total Units: | | 53 |

Infant and Toddler Care

| COURSE CODE | COURSE TITLE | UNITS |
|---|--|-----------|
| ECE 331 | Care and Education of Infants and Toddlers | 3 |
| A minimum of 3 units from the following: | | 3 |
| ECE 330 | Infant and Toddler Development (3) | |
| Infant and Toddler Care Units: | | 6 |
| Total Units: | | 53 |

Music with Children

| COURSE CODE | COURSE TITLE | UNITS |
|---|--|-----------|
| A minimum of 3 units from the following: | | 3 |
| MUSM 370 | Music for Children (3) | |
| MUIVI 370 | Beginning Guitar (2) | |
| or MUFHL 330 | World Music (3) | |
| ECE 363 | Music and Movement with Young Children | 3 |
| Music with Children Units: | | 6 |
| Total Units: | | 53 |

STEAM in ECE

| COURSE CODE | COURSE TITLE | UNITS |
|---|--|-----------|
| A minimum of 6 units from the following: | | 6 |
| ECE 342 | Constructive Math and Science in Early Childhood Education (3) | |
| ECE 361 | Introducing Young Children to Visual Arts (3) | |
| ECE 452 | Making for Educators (3) | |
| STEAM in ECE Units: | | 6 |
| Total Units: | | 53 |

¹ECE 430 may be used for this specialization, even if it was used for the Teacher Certificate. The certificate will then be a total of 50 units.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and apply an understanding of licensing and child care regulations.
- incorporate professional issues and utilize professional codes of ethics in educational practice.
- develop an ability to advocate on behalf of children and families.
- evaluate an environment that meets the needs of children, families and staff.
- supervise both staff and classrooms and directly interact with children and families in a warm and positive manner.
- choose and provide inclusive, developmentally and culturally appropriate practices and activities.
- integrate methods of conflict management and problem solving strategies with children.
- integrate health, safety, and nutrition practices in an early care and education program.
- apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an Early Childhood Education Master Teacher Certificate.
- apply area of specialization as a master teacher in a private or public early childhood educational setting.

Career Information

This certificate qualifies students to be a master teacher or a supervising teacher in early care and education programs. Upon completion of this certificate and with documented related experience, the individual is eligible to be a lead teacher and/or mentor teacher in both publicly and privately funded programs serving young children and their families.

Early Childhood Education Teacher Certificate

Upon successful completion of the Teacher Certificate, a student demonstrates knowledge, preparation and competencies for teaching in a publicly funded early learning program. Applicants must verify

required experience teaching children to be recommended to the Commission on Teacher Credentialing for issuance of the Teacher Child Development Permit. Additionally, this certificate exceeds the requirements for teaching in a privately funded early learning program.

Catalog Date: June 1, 2021

Certificate Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|------------------------|---|-----------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education | 3 |
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community | 3 |
| ECE 320 | Curriculum and Interactions in Early Childhood Education | 4 |
| ECE 321 | Advanced Practicum in Early Childhood Education | 4 |
| ECE 326 | Making Learning Visible Through Observation and Documentation | 3 |
| ECE 330 | Infant and Toddler Development | 3 |
| ECE 415 | Children's Health, Safety and Nutrition (3) | 3 |
| ECE 430 | Culture and Diversity in Early Childhood Education | 3 |
| Subtotal Units: | | 29 |

A minimum of 16 units from the following

| COURSE CODE | COURSE TITLE | UNITS |
|---|--------------|-----------|
| A minimum of 16 units from the following: | | 16 |
| To be eligible for the Child Development Permit (Teacher), students must complete 16 units in general education categories which meet graduation requirements and with at least one course in each of the following areas: English, Humanities, Social Science, Math/Science. Please refer to the General Education Requirements for a list of acceptable courses. Students must also complete experience requirements for the particular permit for which they are applying. | | |
| A minimum of 16 units from the following Units: | | 16 |
| Total Units: | | 45 |

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- design early childhood classroom communities that build healthy, respectful, and reciprocal relationships that support and empower families, with the intention to involve all families in their children's development and learning.
- analyze, synthesize, and evaluate systematic observations, documentation, and other effective assessment strategies in a responsible way in order to guide decisions about curriculum and teaching strategies as well as to support children's development and learning.
- observe and evaluate positive relationships and supportive interactions as the foundation for work with young children.
- analyze, synthesize, and evaluate a wide array of effective approaches, strategies, and tools to support young children's development and learning.
- analyze, synthesize and evaluate young children's learning in content areas and access resources to deepen children's understanding.
- design, implement and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.
- analyze, synthesize, and evaluate ethical guidelines and other professional standards related of early childhood practice.
- develop continuing professional growth plan and advocate for public policy that supports children, families and the profession of early childhood education.
- apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an Early Childhood Education Master Teacher Certificate.
- seek employment as a teacher in a private or public early childhood educational setting.

Career Information

There is a need for competent teachers in private and public Early Childhood programs. Estimates of employment positions and new openings in the entire United States, California, and Sacramento and El Dorado Counties, for this year and the coming several years, indicate current and expected continued growth in the early childhood education industry.

Certificates

ECE-Assistant Teacher Certificate

Upon successful completion of the Assistant Teacher Certificate, a student demonstrates knowledge, preparation and competencies for an entry-level position in an early learning program. Additionally, the student is eligible to apply for the Assistant Teacher Child Development Permit issued by the California Commission on Teacher Credentialing.

Catalog Date: June 1, 2021

Certificate Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|-------------|---|-------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education (3) | 3 |
| or ECE 314 | The Child, the Family and the Community (3) | |

| COURSE CODE | COURSE TITLE | UNITS |
|---------------------|-----------------------|----------|
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| Total Units: | | 6 |

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- Upon completion of ECE 300 and ECE 312/PSYC 372, the student will be able to:
 - discriminate among philosophies of early childhood education in regards to assumptions about how young children learn and how early childhood teachers should teach.
 - define and identify the role of observation, documentation, and interpretation of children's play as a tool for planning curriculum for young children and assessing their learning.
 - analyze the developmental stages and growth processes across the domains of development from the prenatal period through adolescence.
 - describe how theories, principles and foundations of child development inform and guide practical application.
 - apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an Early Childhood Education Associate Teacher Certificate.
 - apply for an assistant teacher position in an early childhood educational setting.
- Upon completion of ECE 312/PSYC 372 and ECE 314, the student will be able to:
 - analyze the developmental stages and growth processes across the domains of development from the prenatal period through adolescence.
 - describe how theories, principles and foundations of child development inform and guide practical application.
 - recognize the influence of diverse socio-cultural factors on child development, child rearing, caring, and education.
 - identify components that are essential to the healthy socialization of children with their families and the community and community resources available to support families.
 - apply for an assistant teacher position in an early childhood educational setting.

ECE-Associate Teacher Certificate

This certificate provides the educational coursework that serves as the core curriculum for the early childhood education field. Topics include an introduction to the profession, observation techniques, age-appropriate curriculum, and the child in the context of the family and community. Additionally, there is a focus on practicing these concepts in a supervised field/lab environment. With documented work experience, the student is also eligible to apply to the Commission on Teacher Credentialing for the Associate Teacher Child Development Permit.

Catalog Date: June 1, 2021

Certificate Requirements

| COURSE CODE | COURSE TITLE | UNITS |
|---------------------|---|-----------|
| ECE 300 | Introduction to Principles and Practices in Early Childhood Education | 3 |
| ECE 312 | Child Development (3) | 3 |
| or PSYC 372 | Child Development (3) | |
| ECE 314 | The Child, the Family and the Community | 3 |
| ECE 320 | Curriculum and Interactions in Early Childhood Education | 4 |
| Total Units: | | 13 |

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- plan and implement developmentally and culturally appropriate indoor and outdoor environments that support children's learning through play, exploration, and problem solving.
- build on systematic observations of children's behavior to design, implement, and evaluate developmentally and culturally appropriate learning activities for young children.
- analyze the influence of family, community, and culture on the child and identify local resource agencies that support families.
- distinguish and apply positive guidance and conflict resolution strategies that teach children self-discipline and effective, respectful social skills within a diverse group of peers.
- recognize ethical standards and demonstrate professional behaviors that deepen understanding, knowledge, and commitment to the Early Childhood Education profession.

Career Information

This certificate allows the student to work as a teacher in a private early care and education (Title 22) program, serving infants/toddlers, preschool-age children, and school-age children in before-and-after school programs. With the Associate Teacher Child Development Permit, an individual can work as an assistant or associate teacher in a publicly funded (Title 5) early care and education program.

Early Childhood Education (ECE) Courses

ECE 295 Independent Studies in Early Childhood Education

| | |
|----------------------|--------------------|
| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2021 |

ECE 299 Experimental Offering in Early Childhood Education

| | |
|---------------|--------------|
| Units: | 0.5 - 4 |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2021 |

ECE 300 Introduction to Principles and Practices in Early Childhood Education

| | |
|---------------|--------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| C-ID: | C-ID ECE 120 |
| Catalog Date: | June 1, 2021 |

This course provides an introduction to early childhood education, including an overview of the history of the field, evolution of professional practices and ethics, educational principles that support child development from birth through the school-age years, and teaching practices based on observation, documentation, and interpretation of children's behavior.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- relate current perspectives on childhood, the care of children, and early childhood education to historical and cultural contexts.
- identify career paths, certification options, professional associations, and dispositions for working within the early childhood field.
- discriminate among philosophies of early childhood education in regards to assumptions about how young children learn and how early childhood teachers should teach.
- describe principles and practices that guide teaching when working with young children, to include the development of play-based learning environments, routines that involve children in applying emerging skills, and strategies that support young children's social competence.
- identify the role of observation, documentation, and interpretation of children's play as a tool for planning curriculum for young children and assessing their learning.

ECE 312 Child Development

| | |
|--------------------|---|
| Same As: | PSYC 372 |
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 or 103; or ESLL 310, ESLR 320, and ESLW 320. |
| Transferable: | CSU; UC (ECE 312, FCS 324, PSYC 370 and PSYC 372: maximum credit, two courses) |
| General Education: | AA/AS Area V(b); AA/AS Area III(b); CSU Area D; CSU Area E1; IGETC Area 4 |
| C-ID: | C-ID CDEV 100 |
| Catalog Date: | June 1, 2021 |

This course will examine the physical, cognitive, social and emotional development of the child from the prenatal period through adolescence. Scientific findings from a range of disciplines will inform an integrated examination of theory and practice during the childhood years. This course is designed to fulfill General Education, Early Childhood Education and Psychology degree requirements. This course is not open to those who have previously taken PSYC 372.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the developmental stages and growth processes across the domains of development, from the prenatal period through adolescence.
- evaluate individual growth processes and the influence of genes and the environment on the growth and development of children.
- compare and contrast different theoretical perspectives used in the study of child development.
- integrate developmental theories to real life situations with children.
- compare and contrast individual differences among children.
- differentiate typical and atypical behavior of children.
- analyze the influence of the cultural and familial contexts on the developing child.
- identify and demonstrate an understanding of the scientific method in the study of child development.

ECE 314 The Child, the Family and the Community

| | |
|--------------------|---|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area V(b); AA/AS Area III(b); CSU Area D; CSU Area E1 |
| C-ID: | C-ID CDEV 110 |
| Catalog Date: | June 1, 2021 |

This fundamental course examines socialization and developmental processes of the child within the family and the environmental influences on growth and development; including gender, peers, schooling,

the media, socioeconomic status, race, ethnicity, language, and developmental differences. Community resources available to support family systems and dynamics will be examined.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate theories and methods of socializing the child within the family, school and community.
- examine the influences of changing family structures and roles of family members on the development of the child.
- identify the relationship of family goals and values on child rearing practices.
- investigate and synthesize the influences of diverse socio-cultural factors on children's development: including race, ethnicity, culture, gender, language, developmental differences and socioeconomic status utilizing current research.
- recognize the basic intent of the laws and regulations pertaining to promoting the health, welfare and well-being of children and families.
- apply methods to advocate for children and families in the community.
- critically review public policy related to the well being of children and families.
- research and describe the roles and functions of community resource organizations available to children and families, which address contemporary issues.
- analyze one's own values, goals and sense of self as related to family history and life experiences, and assess how this impacts relationships with children and families.

ECE 320 Curriculum and Interactions in Early Childhood Education

| | |
|-------------------------------|---|
| Units: | 4 |
| Hours: | 36 hours LEC; 108 hours LAB |
| Prerequisite: | ECE 300 with a grade of "C" or better; AND either ECE 312 or PSYC 372 with a grade of "C" or better. |
| Enrollment Limitation: | Students must show proof of negative tuberculosis as well as being immunized against influenza, pertussis, and measles prior to participating in the lab. Fingerprinting clearance is required for some lab placements. |
| Transferable: | CSU |
| C-ID: | C-ID ECE 130 |
| Catalog Date: | June 1, 2021 |

This course provides supervised experience working with children in an early childhood setting. Topics include principles of curriculum development, classroom design, and child guidance, with opportunity to apply these key teaching principles in practical situations. This course is approved as the required programs and curriculum core course specified in Title 22 of the Health and Safety Code of the Department of Social Services, Community Care Licensing Division and Title 5 Department of Education regulations. Before beginning lab assignments, students must show proof of TB clearance and required immunizations. Fingerprinting clearance is required for some lab placements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply developmentally appropriate principles and practices to support young children's optimal development and learning within healthy, safe, respectful, supportive, and challenging learning environments.
- assess one's own teaching with respect to the teacher's role in providing best and promising practices in early childhood education.
- design, develop, and evaluate play-based learning environments for young children, routines that involve young children in applying emerging ideas and skills, and developmentally appropriate and inclusive learning activities for young children.
- plan, implement, and evaluate experiences that support young children in building a foundation for language and literacy, math and science, social sciences, and the arts.
- plan for children's learning using observation, documentation, and interpretation of their actions, ideas, and feelings.
- develop respectful and reciprocal relationships with families, with particular attention to supporting families whose home language is other than English and whose children have diverse abilities.
- demonstrate communication and guidance strategies that support the development of young children's social competence.
- analyze possibilities for children's learning within play-based curriculum that support children's cognitive, language, creative, physical, and social/emotional development.

ECE 321 Advanced Practicum in Early Childhood Education

| | |
|-------------------------------|---|
| Units: | 4 |
| Hours: | 36 hours LEC; 108 hours LAB |
| Prerequisite: | ECE 320 with a grade of "C" or better |
| Enrollment Limitation: | Students must show proof of negative tuberculosis as well as being immunized against influenza, pertussis, and measles prior to participating in the lab. Fingerprinting clearance is required for some lab placements. |
| Transferable: | CSU |
| C-ID: | C-ID ECE 210 |
| Catalog Date: | June 1, 2021 |

This advanced course provides supervised experience as a teacher in an early childhood education program. It is aimed at leadership in the areas of developing environments for learning, child observation and assessment, documentation of children's work, behavior guidance, group management, collaborative teaching, building relationships with families, and effective preparation and implementation of curriculum. Before beginning lab assignments, students must show proof of TB clearance and required immunizations. Fingerprinting clearance is required for some lab placements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create a statement of philosophy and a list of guiding principles and practices for early childhood teaching, using current research and theory in child development.
- design, arrange, observe, and evaluate a complete classroom environment wherein children construct knowledge within a context of play.
- plan, implement, observe, and evaluate the overall and ongoing curriculum and learning encounters, verifying opportunities to apply emerging skills in the areas of language and literacy; math and

science; the arts; physical development; and social sciences.

- demonstrate the use of observation, documentation, and interpretation for curriculum planning, assessment of children's learning, and advocacy in regards to making visible children's learning.
- organize communication systems within a classroom that involve families in the process of curriculum and program design.
- support the development of a climate of care and respect among children, teachers, and families by applying strategies for negotiating disputes, fostering caring relations, and sharing responsibility.
- assess one's own teaching experiences to guide and inform practice.

ECE 326 Making Learning Visible Through Observation and Documentation

| | |
|----------------------|------------------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGRD 110 or ENGWR 101 |
| Transferable: | CSU |
| C-ID: | C-ID ECE 200 |
| Catalog Date: | June 1, 2021 |

This course applies critical and reflective thinking to observation and assessment of young children's development. It prepares teachers of young children to use observation, documentation, and interpretation strategies to improve program quality in early childhood settings. Multiple forms of child assessment and early childhood program assessment are explored.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare the purpose, value, and use of formal and informal assessments, including ethical and legal concerns.
- evaluate the strengths and limitations of common assessment tools with respect to children's diverse cultures, home languages, and developmental capabilities.
- recommend changes to play environments, guidance strategies, curriculum activities, and care routines based on systematically recorded observational data that documents children's actions, ideas, and feelings.
- demonstrate children's developmental progress using observational documentation of children's ideas and behavior.
- analyze the effectiveness of photo documentation in conveying how young children learn within quality early childhood settings.
- integrate observed documentation of children's ideas, feelings, and actions to engage children's families and others as active partners in developing early childhood curriculum and progress.

ECE 330 Infant and Toddler Development

| | |
|---------------------------|-----------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| General Education: | AA/AS Area V(b) |
| Catalog Date: | June 1, 2021 |

This course examines infant development, from pre-conception to three years of age, providing a review of research findings related to infancy and implications for infant care.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain how both culture and biology influence behavior, feelings, and cognition from conception to 36 months.
- summarize the key features of a systems model of infant development and discuss how this model may be used to support healthy relationships among infants and their caregivers.
- describe early growth and development from conception through 36 months of age, with attention to each developmental domain.
- relate current research to principles and practices for respectful infant care and education.
- summarize the impact of toxic exposure or harmful events on infant development, describe and evaluate interventions intended to counteract the effects of such harm.
- observe newborn and infant behaviors, emotions and communications in order to accurately describe them.

ECE 331 Care and Education of Infants and Toddlers

| | |
|----------------------|-----------------------------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ECE 330, ENGRD 110, and ENGWR 101 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

This course applies current research in infant development to the teaching and care of infants in group settings. Emphasis is on early childhood education principles and practices when applied to the care and education of infants from birth to three years of age. It includes strategies for designing, implementing, and evaluating group care programs for infants.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain how the care infants receive impacts the way in which they develop and make sense of the world.
- analyze infant center staffing and enrollment policies for implementation of primary care, continuity of care, and small group size.
- explain how diverse values, beliefs, and attitudes result in conflicting views about how to care for infants, with attention to strategies for culturally-respectful conflict resolution.
- apply behavioral observation and documentation to assess infant development, plan and assess curriculum, and implement appropriate intervention for infants with special needs.
- generate curriculum that supports infants' emotional, social, language, cognitive, and physical development, using a reflective approach to teaching.
- organize and furnish group care play spaces so that infants – both typical and atypical – have access to toys and furnishings matched to their emerging development.
- design procedures and work spaces and select furnishings and equipment for the care routines – feeding, diapering, and napping -- with the intent of supporting reciprocal interactions between caregiver and infant.
- evaluate health, sanitation, and safety procedures in infant care settings.

ECE 342 Constructive Math and Science in Early Childhood Education

| | |
|----------------------|--------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGRD 310 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

The course is an introduction to the constructivist approach to teaching pre-math and science in early childhood education. The content and teaching techniques support the perspective that children construct knowledge through a dynamic, interactive process that facilitates their development of working theories related to math and science. Topics include an overview of the role of the teacher in developing appropriate experiences for children and a review of current standards and guidelines.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine how young children learn science and math concepts based on the knowledge of relevant science, technology, engineering, math (STEM) and child development research.
- identify key science and math skills and concepts children are building in early childhood and provide meaningful opportunities for children to apply and master these skills and concepts.
- design and evaluate science-rich and math-rich learning environments and explorations.
- integrate knowledge of the constructivist/inquiry approach to design curriculum that is culturally respectful and inclusive of diverse learning modalities as well as considerate of children's prior experiences gaining knowledge about the world.
- demonstrate effective, appropriate, and intentional teaching techniques for supporting, scaffolding, documenting, and assessing young children's scientific and mathematical learning.

ECE 343 Language and Literacy Development in Early Childhood

| | |
|----------------------|------------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGRD 310; None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

This course will prepare early childhood educators to recognize, understand and enhance the emergent language and literacy experiences and skills of young children. The knowledge of developmentally appropriate language and literacy practices will improve early childhood educators' abilities to support young children in the early years (birth to five years) to build a strong foundation for learning to read and write in the primary grades. Topics include an overview of the teacher's role in developing appropriate language and literacy experiences for young children, including strategies to support learning English as a second language.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe developmental patterns in early literacy learning and research-based teaching practices that help children build a foundation for reading and writing.
- design and define developmentally appropriate goals and expectations for young children's achievement in reading and writing.
- incorporate developmentally appropriate teaching practices that support children's language and literacy knowledge from birth through age five.
- define and evaluate program policies (pedagogical perspective, intentional curriculum design, and appropriate assessment strategies) that support early childhood language and literacy learning.
- analyze practices and assess issues that support young English language learners while simultaneously maintaining competence in the home language of the child.
- evaluate and demonstrate strategies of collaboration with children's families to implement projects that support children's literacy experiences both at school and at home.

ECE 350 Introduction to Elementary Teaching with Field Experience

| | |
|-------------------------------|---|
| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | Students are required to show proof of TB clearance and if the school district requires it, complete a fingerprint clearance through the cooperating school district before they can attend the school site for field work. |
| Advisory: | ECE 312 or PSYC 372 |
| Transferable: | CSU |

| | |
|---------------------------|-------------------|
| General Education: | AA/AS Area III(b) |
| C-ID: | C-ID EDUC 200 |
| Catalog Date: | June 1, 2021 |

This course is a career exploration course with an early field experience for those students considering the field of K-8 teaching. It includes 54 hours of lab in a public elementary school under the supervision of a certified classroom teacher in addition to weekly class meetings on campus. It will also fulfill one of the early field experiences for the CSUS blended liberal studies major. Course content includes: historical and philosophical foundations of the American education system; California's academic content, curriculum standards, and teacher performance standards; the profession and culture of teaching; observation skills; communication skills; diversity and social issues, among others. Students' field experiences will integrate and apply the course content. Students will complete a service learning project at participating schools. Before beginning field placement, students must show proof of TB clearance, and if required, be fingerprinted through the cooperating school district.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the role, responsibilities, and credential requirements of elementary teachers.
- apply skills and knowledge acquired in the course under the supervision of an experienced educator.
- identify attitudes, actions, and behaviors indicative of a professional educator.
- express knowledge of observation and learning theory through planning, teaching, and interaction with elementary students.
- examine and assess issues concerning diversity in elementary student backgrounds, interests, experiences, and abilities.
- complete a service learning project.
- articulate the purpose of schooling and the history and foundations of the American educational system.
- analyze challenges outside of the classroom that impact student learning.
- identify personal meaning related to teaching.
- reflect upon personal reasons for becoming an educator.

ECE 361 Introducing Young Children to Visual Arts

| | |
|---------------------------|--------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| General Education: | AA/AS Area I |
| Catalog Date: | June 1, 2021 |

This course prepares teachers in early childhood education with strategies for introducing young children to the media and tools of drawing, painting, sculpting, and other visual arts commonly used by young children to represent and understand the world around them. The focus will be on observing children's natural ways of exploring media and developing strategies to facilitate and document children's emerging skills and relationship with each medium. Included are strategies for designing early childhood environments that promote children's exploration of visual arts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and observe the developmental progression of children's exploration and use of the tools and media of drawing, painting, sculpting, and construction.
- demonstrate attributes, selection, and use of expressive media and tools commonly used with young children.
- create interest areas within an early childhood classroom that provide developmentally appropriate media, tools, and settings for young children's independent exploration and use of a variety of expressive media.
- design encounters with expressive arts media and tools that present challenges and problems appropriate to children's developmental interests and abilities for each phase of development from infancy through eight years of age.
- evaluate early childhood classroom environments for their capacity to promote young children's comfort and competence in using expressive media to represent impressions, feelings, and experiences.
- summarize anecdotal observations of children's encounters with the tools and media of expressive art and make visible children's learning through developmental portfolios and displays.
- design documentation that supports reflective examination among teachers, families, and children of the aesthetic and cognitive dimensions of children's work.

ECE 363 Music and Movement with Young Children

| | |
|---------------------------|--------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| General Education: | AA/AS Area I |
| Catalog Date: | June 1, 2021 |

This course introduces students to theoretical principles and practical applications for integrating appropriate music and movement experiences in early childhood settings. The course explores incorporating culturally diverse music and movement activities to support children's understanding and acceptance of differences.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe how music and movement supports a young child's growth in all developmental domains.

- plan, implement, and evaluate music and movement experiences and environments for young children.
- use music and movement as a strategy for managing behaviors, routines, and transitions.
- create a repertoire of songs, finger plays, rhymes, chants, and movement activities to support children's development.
- identify strategies for using culturally diverse music and movement experiences to promote understanding and support appreciation of differences.

ECE 404 Children with Special Needs

| | |
|----------------------|---|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ECE 312 or PSYC 372 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2021 |

This course provides a broad overview of the characteristics, assessment techniques, methods of intervention, natural environments, community and family resources, and current issues of young children from birth to age eight with special needs. The focus is to increase the awareness and understanding of children's individual needs in an early childhood setting and to provide practical information to those currently involved with children with special needs. Observations in public and private children's centers, schools and agencies may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine the legislation and due process rights of children with special needs and their families.
- compare and contrast the unique needs of atypical and typically developing children in areas of physical, cognitive, social-emotional, and communication skills.
- evaluate the various techniques and instruments used to assess the physical, cognitive, social-emotional, and communication abilities of young children with special needs.
- analyze the multi-disciplinary team process utilized in the development of an IFSP (Individualized Family Service Plan), (birth - 3 years) and an IEP (Individualized Education Plan, (ages 3-21 years) and demonstrate the value of community partnerships for children with special needs and their families.
- research public and private program options and community resources available for children with special needs and families.
- evaluate the current technology available for children with special needs and their families.
- plan and implement activities, supportive natural environments, behavior management techniques, and instructional strategies to meet the goals and objectives of the IFSP and IEP in an inclusive early childhood setting.
- identify and develop respect for and sensitivity to the diversity in human characteristics and the impact of a child with special needs on different families.

ECE 415 Children's Health, Safety and Nutrition

| | |
|---------------------------|----------------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ECE 312 or NUTRI 300 |
| Transferable: | CSU |
| General Education: | AA/AS Area III(b) |
| C-ID: | C-ID ECE 220 |
| Catalog Date: | June 1, 2021 |

This course provides an introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. There is a focus on integrating the concepts into everyday planning and program development for all children. This course is not open to students who have received credit for NUTRI 320.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.
- identify health, safety and environmental risks in children's programs.
- analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and healthy nutrition.
- evaluate laws, regulations, standards, policies and procedures related to health and safety and nutrition in support of young children, teachers and families.
- distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.
- investigate current health, safety, and nutrition issues and demonstrate how the issues relate to policy development.
- research, identify and locate community resources which promote the health, safety, and nutrition of children and families.
- evaluate the nutritional status and feeding practices during fetal development, infancy and childhood and plan and analyze menus for children which meet current state and federal guidelines.
- examine variations of nutritional and health and safety practices and perspectives in culturally diverse communities.
- develop activities that teach children positive health, safety and nutrition habits.
- evaluate mechanisms for protecting children's well-being and keeping children safe including, but not limited to: emergency preparedness and disaster plans, child abuse prevention and reporting policies, illness and injury prevention and reporting policies, the identification of safe feeding practices to prevent food-borne illness, the identification and reporting policies of common childhood illnesses/infectious or communicable diseases and potential hazards in children's environments.

ECE 420 Administration I: Programs in Early Childhood Education

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|----------------------|--|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ECE 300 (Introduction to Principles and Practices in Early Childhood Education) with a grade of "C" or better; and either ECE 312 or PSYC 372 with grades of "C" or better; Or, BA in Child Development or related field from a regionally accredited college or university. |
| Advisory: | ECE 320 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

This course provides an introduction to the administration of early childhood programs. It covers program types, budgets, management, regulations, laws, and the development and implementation of policies and procedures. It also examines various administrative tools, philosophies, and techniques needed to open, organize, and operate an early care and education program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply administration skills in various types of early care and education programs.
- compare and contrast various program structures, philosophies, and curriculum models.
- identify strategies to ensure equity and respect for children, families, staff, and colleagues.
- demonstrate knowledge of strategic and fiscal planning.
- summarize systems and methods to support sound fiscal operations in a variety of early care and education settings.
- demonstrate knowledge of compliance with regulatory systems.
- evaluate components of quality programs, facilities, and operations.
- assess various methods and tools of evaluation.
- examine effective policies and procedures for staffing and scheduling.

ECE 422 Administration II: Personnel and Leadership in Early Childhood Education

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|----------------------|---------------------------------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ECE 420 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

This course covers effective strategies for personnel management and leadership in early care and education settings. It includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate effective practices for managing and leading staff and administering early care and education programs.
- implement ongoing professional development plans based on evaluation of staff and administrator needs.
- establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.
- identify and evaluate the factors needed to create and support a diverse and inclusive environment.
- identify and evaluate components of equitable hiring practices, observation, and evaluation practices of staff.
- describe the legal requirements and responsibilities of administering an early care and education program.
- formulate strategies for compensation and professional growth opportunities in programs.
- summarize essential practices for collaboration with staff, families, and community.
- articulate the importance of professional integrity and confidentiality.

ECE 424 Adult Supervision: Mentoring in a Collaborative Learning Setting

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|----------------------|--|
| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | ECE 314 and 320 with grades of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

This course covers principles and methods of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and teachers working collaboratively to guide a teaching team or individual within a classroom setting. This course satisfies the adult supervision requirement for the CA Child Development Master Teacher Permit and Site Supervisor permit issued by the CA Commission on Teacher Credentialing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners, including student teachers.
- demonstrate competency in communication and reflective practices when working with diverse adult populations.
- evaluate and use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

- identify characteristics of effective leaders and mentors.
- critique and practice strategies to support adult learners.
- demonstrate reflective practice, cultural competency, and ethical conduct.

ECE 430 Culture and Diversity in Early Childhood Education

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|---------------------------|--------------------------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| General Education: | AA/AS Area V(b); AA/AS Area VI |
| C-ID: | C-ID ECE 230 |
| Catalog Date: | June 1, 2021 |

This course examines the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. The course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- critique theories and examine the multiple impacts on young children's social identity.
- analyze various aspects of children's experience as members of families impacted by social bias and consider the significant role of education in reinforcing or contradicting such experience.
- critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development.
- evaluate the impact of personal experiences and social identity on teaching effectiveness.
- research and develop rationale and goals for the provision of multicultural and anti-bias early childhood programs.
- identify, analyze and critique stereotypic and biased classroom materials and plan classroom environments that reflect and affirm the diversity represented by families in early childhood settings and in the larger community.
- formulate an understanding of children's awareness of differences, and of how prejudice is formed in the early years and construct techniques to help children to develop an anti-bias approach.
- examine ways in which cultural, linguistic and family socialization practices affect children's behavior and learning.
- differentiate problem-resolution practices that respond to the diversity of cultures represented in early childhood programs, including differences in race, gender roles, socioeconomic status, differing abilities, and family structure.

ECE 452 Making for Educators

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|----------------------|--------------|
| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ECE 312 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

This course will explore the theoretical and applied constructs of the maker movement in the field of education using current tenets of the social constructivist approach to learning; including inquiry, game and problem-based learning, and design thinking.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and formulate theoretical constructs within the context of practical problem solving activities.
- observe and analyze the impact of the physical, cognitive and psychosocial domains of development on the process and product of making.
- differentiate cultural contexts and analyze best practices for the inclusion of all children and families in constructionist learning environments.
- employ design thinking to research, develop and prototype inquiry-based instructional activities; using a variety of technologies, tools, techniques and materials, and aligned with educational standards.

ECE 494 Topics in Early Childhood Education

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|----------------------|-------------------------------------|
| Units: | 0.5 - 4 |
| Hours: | 4 - 27 hours LEC; 9 - 108 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

Designed to give students an opportunity to study topics in Early Childhood Education which are not included in current course offerings. Topics may include, but are not limited to: Management of Family Day Care Homes; Guidance of the Special Child in Everyday Living; Behavior and Discipline; Children in Crisis; The Single Parent Family; and Cross-Cultural Experiences with Children and Families. May be repeated for credit providing there is no duplication of topics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appreciation for childhood as a unique and valuable stage of the human life cycle.
- information to base work with children on knowledge of child development.
- appreciation and support for the close ties between the child and the family.
- recognition that children are best understood in the context of family, culture and society.
- respect for the dignity, worth and uniqueness of each individual (child, family member and colleague).
- information to help children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard.

ECE 495 Independent Studies in Early Childhood Education

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|---------------|--------------------|
| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

ECE 498 Work Experience in Early Childhood Education

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|------------------------|--|
| Units: | 1 - 4 |
| Hours: | 60 - 300 hours LAB |
| Prerequisite: | None. |
| Enrollment Limitation: | Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests. |
| Advisory: | ENGWR 101 |
| Transferable: | CSU |
| General Education: | AA/AS Area III(b) |
| Catalog Date: | June 1, 2021 |

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Early Childhood Education. Course content will include understanding the application of education to the workforce; completing required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.

ECE 499 Experimental Offering in Early Childhood Education

| | |
|---------------|--------------|
| Units: | 0.5 - 4 |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2021 |

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