

PROGRAM PROPOSAL

Proposed Name of Degree/Credential: Bachelor of Arts Degree in Early Childhood Studies

Faculty Proposing New Program: Maria K. Denney, Ph.D., Joan Karp, Ph.D.

Review and Approval:

Signature of Proposer: _____

1. Curriculum Committee Approval:

Curriculum Chair: _____ Date: _____

2. Academic Senate Approval:

Chair, Academic Senate: _____ Date: _____

3. Administration Approval:

President (or designee): _____ Date: _____

1. Definition of the Proposed Degree Major Program

- 1a. Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.**

Campus - California State University, Channel Islands

Degree – Bachelor of Arts Degree in Early Childhood Studies

Implementation – Academic Year: 2007-2008

- 1b. Name of the department, departments, division or other unit of the campus that would offer the proposed degree major program. Identify the unit that will have primary responsibility.**

Education Program, Academic Affairs

- 1c. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.**

Maria K. Denney, Ph.D., Assistant Professor of Special Education

Joan Karp, Ph.D., Professor of Special Education

- 1d. Objectives of the proposed degree major program.**

1. To provide students with an academically rigorous undergraduate education with an interdisciplinary approach.
2. To prepare graduates for teaching and administration in early childhood.
3. To prepare graduates for professional work with children (with and without disabilities) from birth through age eight and their families from diverse linguistic, cultural, and/or socioeconomic backgrounds.
4. To prepare students for teacher education programs in early childhood, elementary and special education.
5. To prepare students for further graduate studies.

Student Learning Outcomes:

- Students can teach and administer in programs serving young children (with and without disabilities) from birth through eight years of age and their families
- Students are able to teach all subjects in their area of specialty
- Students understand and relate to diversity of languages and cultures in and among children and families
- Students can meet the diverse needs of all children including those with special needs

- Students are reflective and deliberative practitioners
- Students link content to pedagogy
- Students actively engage children in their learning
- Students integrate research, theory and best practice into their teaching

1e. **Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.**

120 semester units are required for the major.

BACHELOR OF ARTS IN EARLY CHILDHOOD STUDIES

Lower Division Requirements (45 units)

General Education Communication in the English Language & Critical Thinking (9)

Students must take a minimum of one course in each of the three subcategories:

Oral Communication; English Writing; & Critical Thinking.

ART 102	Multicultural Children's Art	(3) GE C1, C3B
BIOL 100	Exploring the Living World	(4) GE B2
<u>OR</u>		
BIOL 170	Foundations of Life Science	GE B2
PHSC 170	Foundations in Physical Science	(4) GE B1
COMP 101	Computer Literacy	(3) GE B4
ECS 101	Introduction to Early Childhood Education	(3) GE D
HIST 211	World Civilizations: Origins to 1500	(3) GE D
HIST 275	The United States to 1900	(3) US History & Constitution Requirement
MATH 208	Modern Mathematics for Elementary School Teaching I	(3) GE B3
POLS 150	American Political Institutions	(3) Title V national & state government requirement
PSY 210	Learning, Cognition, & Development	(3) GE E
<u>OR</u>		
PSY 213	Developmental Psychology	GE D, E
SPAN 101	Elementary Spanish I	(4) C3A
<u>OR</u>		
SPAN 102	Elementary Spanish II	C3A
<u>OR</u>		
SPAN 201	Intermediate Spanish I	C3A, C3B
<u>OR</u>		
SPAN 202	Intermediate Spanish II	C3A, C3B
<u>OR</u>		
SPAN 211	Spanish for Heritage Speakers I	<u>C3A, C3B</u>

Deleted: OR
 PHYS 100 . Introduction to Physics I . . GE B1¶
 AND¶
 PHYS 101 . Introduction to Physics II . . GE B1¶
OR¶
 PHYS 100 . Introduction to Physics I . . GE B1¶
 AND¶
 CHEM 105 . Introduction to Chemistry . . GE B1¶

<u>OR</u>		
SPAN 212	Spanish for Heritage Speakers II	C3A, C3B
<u>OR</u>		
SPAN 301	Advanced Spanish: Part I	
<u>OR</u>		
SPAN 302	Advanced Spanish: Part II	

Upper Division Requirements (52 units)

ECS 320	Early Childhood Service Delivery Models & Programs for Young Children	(3)	Deleted: 4
ECS 322	Early Childhood Program Administration	(3)	
ECS 325	Typical & Atypical Development: Birth-Age 8	(3)	
ECS 460	Infant/Toddler Assessment & Intervention	(3)	
ECS 461	Infant/Toddler Student Teaching & Seminar	(4)	
ECS 468	Early Numeracy & Literacy for Children Ages 3-8: Multicultural/Multilingual	(3)	
ECS 470	Preschool/Primary Assessment & Teaching Strategies	(3)	
ECS 471	Preschool/Primary Student Teaching & Seminar	(4)	
EDMC 550	Theory & Methods of Bilingual Education	(2) Senior standing	
EDMC 560	Application of Mainstream & ELD Methods	(2) Senior standing	
EDUC 512	Equity, Diversity & Foundations of Schooling	(3) GE C3B Senior standing	
ENGL 312	Children's Literature	(3)	
ENGL 475	Language in Social Context	(3)	
HIST 369	California History & Culture	(3)	
PHED 302	Motor Learning, Fitness & Development In Children	(2) GE E	Deleted: 3
HLTH 322	Health for Educators	(2)	Deleted: 3
SPED/PSY 345	Individuals with Disabilities in Society	(3) GE D, E Interdisciplinary	
SPED 546	Consultation & Collaboration with Families & Professionals	(3) Senior standing	

University Electives (23 units)

Electives	(Students preparing for the multiple subjects or special education credentials are strongly urged to take MATH 308)	(17)	Deleted: 1
Interdisciplinary Electives		(6) (C2)	Deleted: ... (15)

TOTAL UNITS FOR GRADUATION

I.	Lower Division Requirements	45
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II. Upper Division Requirements
V. University Electives

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Total

120

COURSE DESCRIPTIONS FOR CATALOG

Courses in the Early Childhood Studies Degree Program

◆ = existing course

1 = needed to initiate the program

2 = needed during the first two years after implementation

ECS 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3) ¹

Two hours seminar and two hours activity per week

An overview to the field of early childhood education paired with structured observational experiences in early childhood settings. Emphasis is placed on gaining an awareness of connections between disciplinary content knowledge about teaching and learning in early childhood. This course will provide students with the opportunity to explore career options for serving young children families. Thirty hours of field experience in early childhood settings is required. Finger print clearance is required. GenEd: D

ECS 320 EARLY CHILDHOOD SERVICE DELIVERY MODELS & PROGRAMS FOR YOUNG CHILDREN (3) ¹

Two hours lecture and two hours activity per week

Prerequisites: ECS 101, PSY 210

Survey of early childhood service delivery models and programs with an emphasis on policy, recommended practices, and research implications. Historical and theoretical foundations from the primary professional disciplines and agencies serving young children and their families. Interdisciplinary and interagency coordination of early childhood service delivery systems. Examination of environmental arrangements and routines that support diverse children's development in school, community, and family settings. Thirty hours of field experience in early childhood settings is required. Meets the CCTC Child Development Permit requirement for child, family, and community coursework. Finger print clearance is required.

ECS 322 EARLY CHILDHOOD PROGRAM ADMINISTRATION (3) ¹

Three hours lecture/discussion per week

Prerequisite: ECS 320 or corequisite

Developing knowledge and competencies in administration of programs for young children; supervision of early childhood personnel and fiscal management; teacher selection; training and supervision; family involvement; and program evaluation.

ECS 325 TYPICAL & ATYPICAL DEVELOPMENT: BIRTH-AGE 8 (3) ¹

Two hours lecture and two hours activity per week

Prerequisite: PSY 210

Focus on typical and atypical development from infancy through eight years of age with an emphasis on the cognitive, social-emotional, language, and physical domains of development. Theories of typical and atypical child development are discussed with implications for applied contexts, including infant/toddler and preschool/early elementary settings. The contexts of development, including families, schools, communities and culture are presented. Thirty hours of field experience in early childhood settings is required. Finger print clearance is required.

ECS 460 INFANT/TODDLER ASSESSMENT & INTERVENTION (3) ²

Three hours lecture/discussion per week

Prerequisites: ECS 320, ECS 330, SPED 345

Corequisite: ECS 461

Focus on the developmental and ecological principles of assessment and teaching strategies for infants, toddlers, and young children, ages birth to three, and their families. This course will prepare students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies for very young children with and without disabilities in diverse settings with a focus on cognitive, social-emotional, language, and physical development. Infant/toddler transition planning to preschool.

ECS 461 INFANT/TODDLER STUDENT TEACHING & SEMINAR (4) ²

Nine hours student teaching and one hour seminar per week

Prerequisites: ECS 320, ECS 330, SPED 345

Corequisite: ECS 460

Student teaching in center-based settings for infants and toddlers. Students practice assessment and instructional strategies. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching per week. Finger print clearance is required.

ECS 468 EARLY NUMERACY & LITERACY FOR CHILDREN AGES 3-8: MULTICULTURAL/MULTILINGUAL (3) ¹

Three hours lecture/discussion per week

Prerequisites: ECS 320, ECS 330, ENGL 312, ENGL 315

Corequisites: ECS 470, ECS 471

Focus on the principles, assessment, and methods of early numeracy and literacy development for children ages three through eight years; with a specific emphasis on English learners, children with special needs, and exceptional learners; issues of multiculturalism and multilingualism are infused throughout the course.

ECS 470 PRESCHOOL/PRIMARY ASSESSMENT & TEACHING STRATEGIES (3) ²

Three hours lecture/discussion per week

Prerequisites: ART 102, ECS 320, ECS 330, HLTH 322, MUS 343, PE 302, SPED 345

Corequisites: ECS 468, ECS 471

Focus on the developmental and ecological principles of assessment and teaching strategies for children, three through eight years of age and their families. Prepares students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies in preschool and early elementary settings. Assessment and teaching methodologies will focus on the promotion of cognitive and social-emotional development, creative expression and the understanding of social studies and science concepts for diverse children with and without disabilities. Classroom organization and individualized behavioral support strategies will be presented including transition planning from preschool to early elementary settings.

ECS 471 PRESCHOOL/PRIMARY STUDENT TEACHING & SEMINAR (4) ²

Fourteen hours of student teaching and one hour seminar per week

Prerequisites: ART 102, ECS 320, ECS 330, HLTH 322, MUS 343, PE 302, SPED 345

Corequisites: ECS 468, ECS 470

Student teaching in preschool and early elementary school settings. Students practice assessment and instructional strategies with children ages 3 through 8 years. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching for the first eight weeks and three full days for the last eight weeks. Finger print clearance is required.

ENGL 475 LANGUAGE IN SOCIAL CONTEXT (3) ♦

Three hours lecture/discussion per week

Prerequisites: ENGL 103 or ENGL 105 or equivalent and consent of the instructor

Focus is on the nature of literacy with emphasis on literacy development for English Only (EO) and English language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed will be differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

EDUC 512 EQUITY, DIVERSITY & FOUNDATIONS OF SCHOOLING (3) ♦

Three hours lecture/discussion per week

Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes the study of gender bias, diverse students, families, schools and communities and the student's self-

examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity and implications for daily classroom practice.

GenEd: C3B

SPED 546 CONSULTATION & COLLABORATION WITH FAMILIES & PROFESSIONALS (3) ♦

Three hours lecture/discussion per week

Strategies for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families, other caregivers, school administrators, general and special education teachers, specialists and paraprofessionals and community agency and related service personnel. Planning across the life span for learners with special needs.

EDMC 550 THEORY & METHODS OF BILINGUAL EDUCATION (2) ♦

Three hours lecture/discussion per week

This course increases the ability of participants to work and communicate cross-culturally and effectively with students and parents from diverse cultural and socio-economic backgrounds, to identify and apply basic cross-cultural, language and academic development competencies, to participate in culturally and linguistically effective programs, and to develop and use appropriate and responsive teaching strategies for multilingual/multicultural populations. This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms.

EDMC 560 APPLICATION OF MAINSTREAM & ELD METHODS (2) ♦

Three hours lecture/discussion per week

Application of content and teaching methods for second language learners. Design of curricular and instructional programs for Language Minority/Limited English Proficient/English Language Development student, methods of language and content assessment, role and utilization of primary language, the use of SDAIE (Specially Designed Academic Instruction in English) in content instruction. Curriculum planning, and development.

- 1f.** *List of elective courses, by catalog number, title, and units of credit that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.*

Students may elect to enroll in 9 units of elective courses across the university's curriculum in order to satisfy the major's requirement. No new elective courses are required to initiate the program.

- 1g.** *If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.*

Not applicable.

- 1h. *Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.***

Not applicable.

- 1i. *Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.***

Not applicable.

- 1j. *For undergraduate programs, provisions for articulation of the proposed major with community college programs.***

Discussions about the creation of articulation agreements for Early Childhood Studies with the region's community colleges are in progress. The Early Childhood Studies Program will accept General Education Certification from the community colleges. The articulation for courses in the specific subject disciplines of the proposed major will be subject to the articulation agreements established by those disciplines. The development of the articulation agreements will be addressed during 2006.

- 1k. *Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.***

At the state level, the Early Childhood Studies Program intends to meet accreditation requirements set forth by the California Commission on Teacher Credentialing for the Child Development Permit and the Cross-Cultural, Language, and Academic Development Teacher Preparation Certificate (CLAD).

At the national level, the program aims to voluntarily undergo the accreditation process with the National Association for the Education of Young Children. NAEYC has established an accreditation process with a rigorous review of higher educational outcomes to determine academic quality for early childhood education programs. This review process includes self-study, external peer review, and a national accreditation recognition decision.

2. Need for the Proposed Degree Major Program

Among the most pressing challenges for institutions of higher education is how to meet the increasing demands of preparing highly qualified, college educated professionals to develop and provide educational programs to young children (Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, Spring 2003). Despite federal legislative mandates for a highly qualified educator workforce such as the No Child Left Behind Act and other proposed state-level legislation (e.g., Preschool for All in California), there exists an enormous challenge nationally and regionally for the preparation of highly qualified early childhood educators.

The Bachelor of Arts Degree in Early Childhood Studies at California State University Channel Islands will prepare graduates with the requisite knowledge and skills to effectively work with young children and their families from birth through eight years of age. Students will acquire knowledge and skills in order to serve typically developing young children and those with disabilities within the natural settings of home, community, and schools.

The academic program will offer core curricula and practica in early childhood development and pedagogy while highlighting the contextual influences of family, culture, language, and society. Embedded in the program are the following competencies set forth by the California Commission on Teacher Credentialing:

- Child Development Permit
- Subject Matter Preparation for the Multiple Subjects Teaching Credential
- Cross-Cultural, Language, and Academic Development Teacher Preparation Certificate (CLAD)

This degree program will provide an opportunity for residents of Ventura and Southern Santa Barbara Counties to earn a state-supported CSU Degree in Early Childhood Studies. The program is distinctive in that the major emphasizes the first eight years of life as extremely significant in children's development. The philosophy implicit in the Early Childhood Studies Program is reflective of the Position Statements and Early Childhood Professional Preparation Standards of the National Association for the Education of Young Children that include:

- Promoting child development and learning
- Building family and community relationships –whatever their structure, language, ethnicity, and child's ability or disability
- Delivering developmentally effective assessment and teaching practices
- Preparing early childhood professionals beyond a foundational level in order to support the acquisition and application of advanced knowledge and skills

2a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.*

Currently, 12 of the 23 CSU campuses offer a B.A. or B.S. Degree in Child Development, Child and Adolescent Development, or Child, Adolescent, and Family Studies. Among the private institutions, National University and the University of La Verne offer a B.A. in Early Childhood Development and a B.S. in Child Development, respectively.

2b. *Differences between the proposed program and programs listed in Section 2a above.*

The differences between the B.A. Degree in Early Childhood Studies at CSUCI and neighboring institutions are four-fold. First, our program focuses on young children birth through eight years of age. Second, there is an integrated alignment with our Community

College Partners in Early Childhood Education through the coordination of a seamless academic transfer program. Third, there is a specific programmatic focus on the preparation of graduates who possess knowledge and skills in second language acquisition and literacy for young English learners. California is home to more than one million preschool-aged children; 50% of these children are of Latino background and 39% are English Learners (National Council of La Raza, 2005). Fourth, an overarching goal of our program is to provide students with an academically rigorous undergraduate education that meets the National Association for the Education of Young Children (NAEYC) national accreditation standards. NAEYC has established an accreditation process with a rigorous review of higher educational outcomes to determine academic quality. It is the aim of the Early Childhood Studies Program to voluntarily undergo this review process, which includes self-study, external peer review, and a national accreditation recognition decision.

2f. Professional uses of the proposed degree major program.

The program will prepare graduates for multiple career ladders in the fields of teacher education, health and human services. Our students will be prepared to pursue graduate studies in related fields such as, education, social work, human development, and counseling. The Early Childhood Studies Degree Program will serve four-year CSUCI students and two-year transfer students from the region’s community colleges.

2g. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.

An examination of the Fall 2000 CSUN at Channel Islands transcripts by major, there was a total of 207 Child Development students. Of this number, there were 65 students from our region’s community college districts. From the CSU Chancellor’s Office 2002-2003 statistical report of the undergraduate degrees granted by major, an estimate was derived from comparably sized CSU campuses offering a degree in child development.

	<u>Number of Majors</u>	<u>Number of Graduates</u>
Initiation Year	65	0
Third year	190	35
Fifth year	190	70

3. Existing Support Resources for the Proposed Degree Major Program

3a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the program.

Merilyn Buchanan, Ph.D.
Assistant Professor of Education

Robert Bleicher, Ph.D.
Associate Professor of Education

Manuel Correia, Ph.D.
Assistant Professor of Education

Maria Denney, Ph.D.
Assistant Professor of Special Education

Joan Karp, Ph.D.
Professor of Special Education

Jill Leafstedt, Ph.D.
Assistant Professor of Special Education

Lillian Vega-Castaneda, Ed.D.
Professor of Education

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~~A new early childhood tenure-track faculty search has been approved by Academic Affairs. A search for an assistant, associate or full professor is underway. The faculty member will provide leadership in the program development and implementation of the B.A. Degree in Early Childhood Studies. A Doctoral Degree in Education or a related field is required.~~

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4. Additional Support Resources Required

4b. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

To meet the enrollment of 190 students in the third year of the program's implementation, the hiring of two additional tenure-track faculty members will be required.

Resources for faculty and staff to locate, supervise and evaluate student teachers in field placements and to pay cooperating teachers will be required. As the program increases each year, additional resources for faculty and staff to locate, supervise and evaluate student teachers in field placements and to pay cooperating teachers will be required.

4c. The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what

is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

It is anticipated that there will be freshmen and transfer students for year one of the program. Classrooms will be needed to accommodate the program's freshmen in the general education curriculum. At least two new classrooms will be needed to accommodate the transfer students. These new classrooms will require technology and to be designed as interactive learning spaces like the Education Program's existing technology classrooms. The technology includes an electronic white board, document camera, scanner, printer, and wireless laptop computers for student use. Specialized software for assessment and teaching will be needed. As the program increases each year, additional classroom space will be required.

4d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.*

Assessment and curricular resources, and print materials will need to be purchased for the program. As the program increases each year, additional assessment and curricular resources, and print materials will be required.

4e. *Additional equipment or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.*

The program will require technology rich classrooms with computer hardware and software.

5. *Abstract of the Proposal and Proposed Catalog Description*

EARLY CHILDHOOD STUDIES

PROGRAM OFFERED

- Bachelor of Arts Degree in Early Childhood Studies

The Bachelor of Arts Degree in Early Childhood Studies will prepare graduates with the requisite knowledge and skills to effectively work with young children and their families from birth through eight years of age. Students will acquire knowledge and skills in order to serve typically developing young children and those with disabilities within the natural settings of home, community, and schools.

The academic program will offer core curricula and practica in early childhood development and pedagogy while highlighting the contextual influences of family, culture, language, and society. Embedded in the program are the following competencies set forth by the California Commission on Teacher Credentialing:

- Child Development Permit
- Subject Matter Preparation for the Multiple Subjects Teaching Credential
- Cross-Cultural, Language, and Academic Development Teacher Preparation Certificate (CLAD)

The Early Childhood Studies Program is distinctive in that the major emphasizes the first eight years of life as extremely significant in children's development. The philosophy implicit in the Early Childhood Studies Program is reflective of the Position Statements and Early Childhood Professional Preparation Standards of the National Association for the Education of Young Children that include:

- Promoting child development and learning
- Building family and community relationships –whatever their structure, language, ethnicity, and child's ability or disability
- Delivering developmentally effective assessment and teaching practices
- Preparing early childhood professionals beyond a foundational level in order to support the acquisition and application of advanced knowledge and skills

There is a specific programmatic focus on the preparation of graduates who possess knowledge and skills in second language acquisition and literacy for young English learners.

CAREERS: The program will prepare graduates for multiple career paths in the fields of teacher education, health and human services. These careers include infant/toddler and preschool teachers, early interventionists, administrators of centers for young children and families. The program will provide the subject matter preparation for the multiple subjects and special education teaching credentials, as well as related professional programs in the health and human services such as child life specialists and counselors. Graduates will also be prepared to pursue graduate studies in related fields such as, education, social work, human development, and counseling.

PROGRAM LEARNING OUTCOMES AND CONTACT INFORMATION

- Students can teach and administer in programs serving young children (with and without disabilities) from birth through eight and their families
- Students are able to teach all subjects in their area of specialty
- Students understand and relate to diversity of languages and cultures in and among children and families
- Students can meet the diverse needs of all children including those with special needs
- Students are reflective and deliberative practitioners
- Students link content to pedagogy
- Students actively engage children in their learning
- Students integrate research, theory and best practice into their teaching

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REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN EARLY CHILDHOOD STUDIES (120 UNITS)

Lower Division Requirements (45 units)

General Education Communication in the English Language & Critical Thinking (9)

Students must take a minimum of one course in each of the three subcategories:

Oral Communication; English Writing; & Critical Thinking.

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BIOL 100	Exploring the Living World	(4) GE B2
<u>OR</u>		
BIOL 170	Foundations of Life Science	GEB2
PHSC 170	Foundations in Physical Science	(4) GE B1
COMP 101	Computer Literacy	(3) GE B4
ECS 101	Introduction to Early Childhood Education	(3) GE D
HIST 211	World Civilizations: Origins to 1500	(3) GE D
HIST 275	The United States to 1900	(3) US History & Constitution Requirement
MATH 208	Modern Mathematics for Elementary School Teaching I	(3) GE B3
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PSY 210	Learning, Cognition, & Development	(3) GE E
<u>OR</u>		
PSY 213	Developmental Psychology	GE D, E
SPAN 101	Elementary Spanish I	(4) C3A
<u>OR</u>		
SPAN 102	Elementary Spanish II	C3A
<u>OR</u>		
SPAN 201	Intermediate Spanish I	C3A, C3B
<u>OR</u>		
SPAN 202	Intermediate Spanish II	C3A, C3B
<u>OR</u>		
SPAN 211	Spanish for Heritage Speakers I	<u>C3A, C3B</u>
<u>OR</u>		
SPAN 212	Spanish for Heritage Speakers II	C3A, C3B
<u>OR</u>		
SPAN 301	Advanced Spanish: Part I	
<u>OR</u>		
SPAN 302	Advance Spanish: Part II	

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 PHYS 100 . Introduction to Physics I . . GE B1~~¶~~
 AND~~¶~~
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~~OR~~~~¶~~
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 AND~~¶~~
 CHEM 105 . Introduction to Chemistry . . GE B1~~¶~~

Upper Division Requirements (52 units)

ECS 320	Early Childhood Service Delivery Models & Programs for Young Children	(3)
ECS 322	Early Childhood Program Administration	(3)
ECS 325	Typical & Atypical Development:	(3)

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	Birth-Age 8	
ECS 460	Infant/Toddler Assessment & Intervention	(3)
ECS 461	Infant/Toddler Student Teaching & Seminar	(4)
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ENGL 475	Language in Social Context	(3)
HIST 369	California History & Culture	(3)
PHED 302	Motor Learning, Fitness & Development In Children	(2) GE E
HLTH 322	Health for Educators	(2)
SPEL/PSY 345	Individuals with Disabilities in Society	(3) GE D, E Interdisciplinary
SPEL 546	Consultation & Collaboration with Families & Professionals	(3) Senior standing

Deleted: 3

Deleted: 3

Deleted: 1

Deleted: (15)

University Electives (23 units)

Electives (Students preparing for the multiple subjects or (17)

Special education credentials are strongly urged to take MATH 308)

Interdisciplinary Electives (6) (C2)

TOTAL UNITS FOR GRADUATION

I.	Lower Division Requirements	45
II.	Upper Division Requirements	52
V.	University Electives	23

Deleted: 4

Deleted: 1

Total 120

New Program Consultation Sheet

Program Title: _____

Recommend Approval

Program Area/Unit	Program/Unit Chair	YES	NO (attach objections)	Date
Art				
Biology				
Business & Economics				
Education				
English				
History				
Liberal Studies				
Mathematics & CS				
Multiple Programs				
Psychology				
Library				
Information Technology				