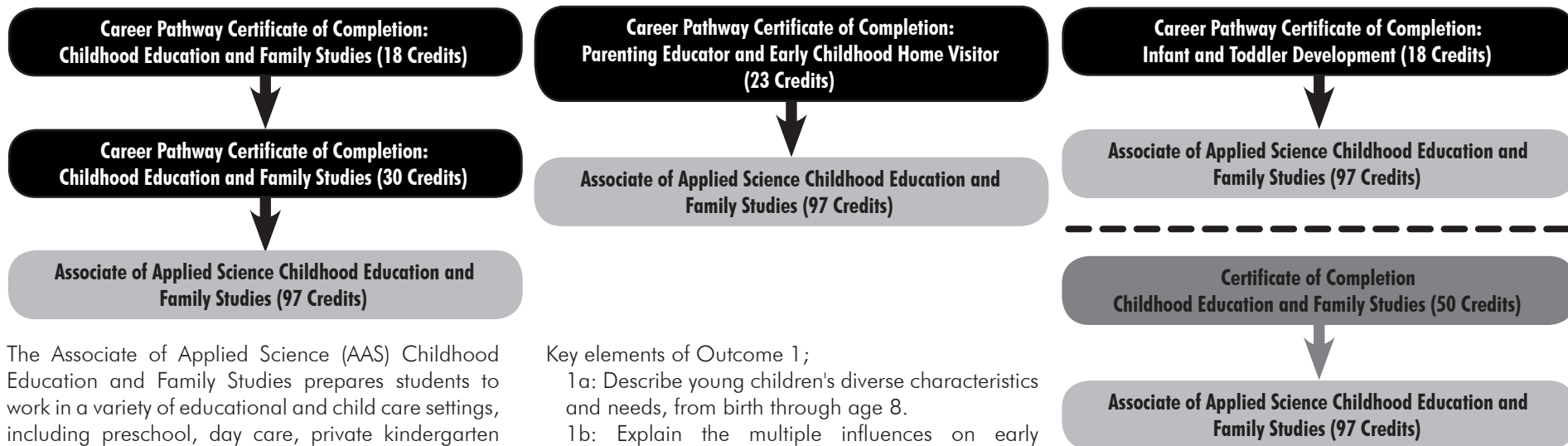


ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES



The Associate of Applied Science (AAS) Childhood Education and Family Studies prepares students to work in a variety of educational and child care settings, including preschool, day care, private kindergarten and as a para-professional in the public schools. This degree offers students the opportunity to gain enhanced practical experience through practicum and student teaching courses. This degree program is fully articulated with Southern Oregon University's early childhood development program. Students who transfer to Southern Oregon University, and are accepted into the program, should be able to complete requirements for the baccalaureate degree with two additional years of coursework.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will have knowledge and skills in the following Standards:

1. Promoting Child Development and Learning

Students develop and use their understanding of child development – including young children's unique characteristics and needs, and the multiple interacting influences on children's development and learning – to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Outcome 1;

- 1a: Describe young children's diverse characteristics and needs, from birth through age 8.
- 1b: Explain the multiple influences on early development and learning.
- 1c: Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for young children.

2. Building Family and Community Relationships

Students articulate the complex characteristics of children's families and communities and use this understanding to create respectful, reciprocal relationships that support and empower families, and to engage all families in their children's development and learning.

Key elements of Outcome 2;

- 2a: Describe diverse family and community characteristics.
- 2b: Develop and implement strategies to support and engage families and communities through respectful, reciprocal relationships.
- 2c: Develop and implement plans to engage families and communities in young children's development and learning.

3. Observing, Documenting, and Assessing to Support Young Children and Families

Students articulate the goals, benefits, and purposes of assessment and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Outcome 3;

- 3a: State the goals, benefits, and purposes of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b: Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Practice responsible assessment to promote positive outcomes for each child, including an awareness of assistive technology for children with ability differences.
- 3d: Describe how assessment partnerships with families and with professional colleagues can be used to build effective learning environments.

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4. Using Developmentally Effective Approaches

Students implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning, which will vary depending on children's ages, characteristics, and the early childhood setting.

Key elements of Outcome 4;

4a: Discuss how supportive relationships and positive interactions are the foundation of their work with young children.

4b: List and implement effective instructional and guidance strategies and tools for early education, including appropriate uses of technology.

4c: Use a broad repertoire of developmentally appropriate teaching/learning and guidance approaches.

4d: Reflect on their own practice to promote positive outcomes for each child.

5. Using Content Knowledge to Build Meaningful Curriculum

Students develop and apply their knowledge of developmental domains and academic (or content) disciplines to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for each child.

Key elements of Outcome 5;

5a: Begin to explain content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical education – physical activity, health, and safety; and social studies.

5b: Recognize and apply the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c: Use their own knowledge, appropriate early

learning outcomes, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. Becoming a Professional

Students are collaborative learners who continuously demonstrate knowledgeable, reflective and critical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies.

Key elements of Outcome 6;

6a: Identify as a member of the early childhood field and become involved in the professional community.

6b: Locate and apply ethical guidelines and other early childhood professional guidelines.

6c: Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrate knowledgeable, reflective, and critical perspectives on early education into their work.

6e: Engage in informed advocacy for young children and the early childhood profession.

7. Early Childhood Field Experiences

Students engage in field experiences and clinical practice to develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children in a variety of early childhood settings and with multiple age groups.

Key elements of Outcome 7;

7a. Observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8).

7b. Observe and practice in at least two of the three main types of early education settings (primary school grades, child care centers and homes, ECEAP/Head Start programs).

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card, and complete HDFS*9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check and proof of immunizations.

GRADUATION REQUIREMENTS

Students must complete a minimum of 97 credit hours with a minimum Grade Point Average (GPA) of 2.0 or better. All courses must be passed with a grade of 'C' or better. Twenty-four (24) credits must be completed at Southwestern before the AAS Childhood Education and Family Studies degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (e.g., spring term graduates must apply during winter term).

Credit for prior learning options are available for students with a preschool or an Infant Toddler Child Development Associate (CDA) credential, step seven on the Oregon Registry and with community based training, or certificate of completion for first connections training including follow up mentoring component.

*Please note that there are four (4) separate paths to an AAS Childhood Education and Family Studies Degree.

CHILDHOOD EDUCATION AND FAMILY STUDIES

ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES

PREREQUISITES	CIS90 (2) Computer Basics (or demonstrate proficiency)	WR90 (3) Paragraph Fundamentals (or placement test score)	Reading Score of ASSET42 COMPASS81	MTH20 (4) Basic Mathematics (or placement test score)		
FALL = 16 CREDITS	ECE150 (3) Introduction and Observation in ECE ¹	ECE151 (3) Guidance and Classroom Management ¹	HDFS225 (3) Prenatal, Infant and Toddler Development	ECE170 (2) Health and Safety in Early Childhood ²	CIS120 (4) Concepts of Computing	PE185 (1) Physical Education ³
WINTER = 17 CREDITS	ECE154 (3) Children's Literature and Literacy	ECE209 (3) Theory and Practicum I ¹	HDFS247 (3) Preschool Child Development	(4) Math Course ⁴	WR121 (3) English Composition	PE185 (1) Physical Education ³
SPRING = 15 CREDITS	ECE240 (3) Lessons and Curriculum Planning	ECE102 (3) Theory and Practicum II ¹	HDFS229 (3) Development in Middle Childhood	ED258 (3) Multicultural Education	SP100 (3) Basic Speech Communication ⁵	

PROGRAM REQUIREMENTS

48 CREDITS = FIRST YEAR TOTAL REQUIREMENT

FALL = 15 CREDITS	ECE152 (3) Creative Activities	ECE163 (3) Preschool Practicum	ED169 (3) Overview of Students with Special Needs	BA285 (3) Human Relations in Organizations	(3) Elective ⁶
WINTER = 16 CREDITS	ECE261 (6) Student Teaching I, ECE	(3) Elective ⁶	HDFS140 (3) Contemporary American Families	HDFS227 (3) Parents as Partners in Education	PE185 (1) Physical Education ³
SPRING = 18 CREDITS	ECE262 (6) Student Teaching II, ECE	HDFS285 (3) Professional Issues in ECE	(2) Specific Elective ⁷	HDFS222 (3) Family Relations	FN225 (4) Nutrition

49 CREDITS = SECOND YEAR TOTAL REQUIREMENT

97 CREDITS = TOTAL PROGRAM REQUIREMENT

PROGRAM NOTES

¹ECE150, 151, 209, 102 must be taken in sequence.

A criminal history check is required for ECE209.

²HDFS9284 is a required corequisite to this course.

³HE250 or PE231 may be substituted for three (3) credits of PE185.

⁴Choose from MTH60 or MTH98.

⁵SP111, 218, 219 or 220 may be substituted for SP100.

⁶For students planning to transfer into the Oregon University System, it is recommended to consult with a Childhood Education and Family Studies advisor when choosing electives. It is also recommended that transfer students fulfill science and math requirements with electives. Developmental and remedial courses and CIS101 will not fulfill elective requirements. Students choosing to earn the Infant and Toddler Development Certificate should take ECE161 & 162.

⁷Specific Electives: HDFS297; ED134, 135, 199, 299; ECE 161, 162, 199, 220, 299. Students wishing to receive the Career Pathway Certificate of Completion Parenting Education and Early Childhood Home Visitor should select HDFS297 as the Specific Elective.