

## ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

The Associate of Science (AS) Childhood Education and Family Studies Emphasis degree leads to a baccalaureate degree in human development, early childhood education or social science with a certificate in early childhood education. Students may petition for adjustments in the Southwestern AS degree if course requirements are met for the first two years of any regionally accredited four-year institution offering a degree in education, early childhood education, family studies, human or child development. This degree is articulated with Southern Oregon University.

All coursework specific to childhood education and family studies degrees and certificates is offered online through Southwestern's online platform.

Both the AS with an emphasis in childhood education and family studies and our AAS in Childhood Education and Family Studies are now accredited through the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation program.

For further program information, please contact the Childhood Education Director at [ece@socc.edu](mailto:ece@socc.edu). Information online at [socc.edu/academics/pgs/academic-dept/childhood-education/index.shtml](http://socc.edu/academics/pgs/academic-dept/childhood-education/index.shtml).

### 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.

#### 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

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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 HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

### GRADUATION REQUIREMENTS

Students must complete a minimum of 90 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 AS 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 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 and watching.

# CHILDHOOD EDUCATION AND FAMILY STUDIES

## ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

PROGRAM REQUIREMENTS

PREREQUISITES	CIS90 (2) Computer Basics (or demonstrate proficiency)	WR90 (3) Paragraph Fundamentals (or placement test score)	MTH95 (4) Intermediate Algebra I (or placement test score)	Reading Score of ASSET42 COMPASS81	
FALL = 16 CREDITS	ECE150 (3) Introduction and Observation in ECE <sup>1</sup>	WR121 (3) English Composition	HDFS225 (3) Prenatal, Infant and Toddler Development	ECE151 (3) Guidance and Classroom Management <sup>1</sup>	ECE152 (3) Creative Activities in Early Childhood Education
WINTER = 16 CREDITS	ECE154 (3) Children's Literature and Literacy	WR122 (3) English Composition	HDFS247 (3) Preschool Child Development	ECE209 (3) Theory and Practicum I <sup>1</sup>	(4) Science/Math/Computer Science Course <sup>2</sup>
SPRING = 16 CREDITS	ECE240(3) Lesson and Curriculum Planning	WR123 (3) English Composition <sup>3</sup>	HDFS229 (3) Development in Middle Childhood	ECE102 (3) Theory and Practicum II <sup>1</sup>	ED258 (3) Multicultural Education

### 48 CREDITS = FIRST YEAR TOTAL REQUIREMENT

FALL = 17 CREDITS	ED169 (3) Overview of Students with Special Needs	(3) Arts and Letters Course <sup>4</sup>	MTH111 (4) College Algebra <sup>5</sup>	(3) Speech Course <sup>6</sup>	(4) Science/Math/Computer Science Course <sup>2</sup>
WINTER = 16 CREDITS	ED280 (3) CWE: Education	(3) Arts and Letters Course <sup>4</sup>	(3) Arts and Letters Course <sup>4</sup>	HDFS140 (3) Contemporary American Families	(4) Science/Math/Computer Science Course <sup>2</sup>
SPRING = 15 CREDITS	HDFS222 (3) Family Relations	(3) Physical Education Course <sup>7</sup>	(3) Specific Elective <sup>8</sup>	HDFS285 (3) Professional Issues in Early Childhood Ed.	(4) Science/Math/Computer Science Course <sup>2</sup>

### 48 CREDITS = SECOND YEAR TOTAL REQUIREMENT

### 96 CREDITS = TOTAL PROGRAM REQUIREMENT

#### PROGRAM NOTES

<sup>1</sup>ECE150, 151, 209, and 102 must be taken in sequence. A criminal history check is required for ECE209.

<sup>2</sup>Refer to AA/OT Degree Requirements.

<sup>3</sup>WR227 may be substituted for WR123.

<sup>4</sup>Refer to AA/OT Degree Requirements. One course must be taken to meet the Cultural Literacy Requirement. Students who have not completed two years of high school foreign language are encouraged to take approved language courses.

<sup>5</sup>MTH105 or higher, excluding MTH211 may be substituted for MTH111.

<sup>6</sup>Choose from SP100, 111, 218 or 219.

<sup>7</sup>Must choose from PE231 or HE250. PE185 courses will not meet this requirement.

<sup>8</sup>Specific Electives may be taken from the following: FN225; HDFS227, or 297. Students who wish to complete the requirements for the Certificate of Completion in Childhood Education and Family Studies should take FN225.