

Early Childhood Education

Overview

The earliest years of life are critical to building a foundation for lifelong learning. Young children need settings in which they can learn and explore in a nurturing and educationally rich environment, with teachers who understand how to foster their social, emotional and cognitive development. If you want to become an early childhood educator and create quality educational programs for young children, then welcome to the American River College (ARC) Early Childhood Education (ECE) Program.

How to Prepare for a Career in the Early Childhood Education Field

Course offerings in ARC's ECE program align closely with California Community Care Licensing regulations and the requirements for the Child Development Permit granted by the California Commission on Teacher Credentialing. Courses also align with Child Development and Early Childhood Education majors offered by several California State Universities. The number of units/degrees required to work with young children vary by place of employment.

The Associate in Arts (AA) and Associate in Sciences for Transfer (AS-T) degrees at ARC combine a background in the science of child development and theories of learning, as well as hands-on experience working with children.

ARC ECE alumni are currently working throughout California in early childhood education settings including family child care, Head Start, state preschool programs, and public elementary schools. We are proud of our former students, many of whom return after completing their degrees to take classes for professional development or as preparation to become site supervisors and program directors.

What to Expect as a Student in the Early Childhood Education Program

The ECE department strives to bring innovative research-based, current information and knowledge to students. The department believes in the importance of promoting an anti-bias, engaging, intellectually challenging, and creative learning environment. Reflective practices and opportunities to practice critical thinking skills are woven into all coursework. Emphasis is placed on developing professional and ethical dispositions that foster positive relationships among children, families, and colleagues. Additionally, students are immersed in practices inclusive of all children; including children who are culturally and linguistically diverse and children with disabilities.

For more information on ARC's Child Development Permit Process, please review the [ARC Child Development Permit Process \(/arc/main/doc/ARC-Instruction/ARC-Humanities-Division/ARC-Early-Childhood-Education/ECE-Permit-Steps-FINAL.pdf\)](#).

After you complete the required course work for a certificate, you will need to [petition for the certificate \(https://apps.arc.losrios.edu/GraduationPetition\)](https://apps.arc.losrios.edu/GraduationPetition).

For information on Child Development Permits, please visit the [California Commission on Teacher Credentialing \(https://www.ctc.ca.gov/credentials/req-child-dev\)](https://www.ctc.ca.gov/credentials/req-child-dev). For information on the Permit Stipend Program, and how to contact a professional growth advisor, please visit the [Child Development Training Consortium \(https://www.childdevelopment.org/cs/cdte/print/htdocs/services_permit.htm\)](https://www.childdevelopment.org/cs/cdte/print/htdocs/services_permit.htm).

Roadmaps

Road maps lay out all of the courses you need to take for a given degree or certificate.

[Get a Road Map! Explore Ways to Complete These Programs \(/academics/arc-program-road-maps\)](#)

Division Dean [Diana Hicks \(/about-us/contact-us/faculty-and-staff-directory/diana-hicks\)](#)
 Department Chair [Alina Cervantes \(/about-us/contact-us/faculty-and-staff-directory/alina-cervantes\)](#)
 HomeBase [Language and People \(/academics/homebases/language-and-people\)](#)
 Division [Humanities Division Office \(/academics/humanities-division-office\)](#)
 Phone (916) 484-8653

Associate Degrees for Transfer

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

The Associate in Science degree in Early Childhood Education (ECE) for Transfer provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of early childhood education. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths.

The degree is designed to facilitate students' successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists. With a BA in ECE/Child Development, students are eligible for the Master Teacher and Site Supervisor levels of the CA Child Development Permit, using the Alternative Qualifications category.

The Associate in Science degree in ECE for Transfer 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 certain California State University campuses.

The Associate in Science degree in ECE for Transfer (A.S.-T.) may be obtained by the 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 outlined below (earning a C or better in these courses) and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements. The ECE courses required in this program are part of the CA Curriculum Alignment Project, Lower Division 8 coursework.

Catalog Date: June 1, 2021

Degree Requirements

COURSE CODE	COURSE TITLE	UNITS
ECE 300	Introduction to Principles and Practices in Early Childhood Education (3)	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

COURSE CODE	COURSE TITLE	UNITS
ECE 321	Advanced Practicum in Early Childhood Education	4
ECE 326	Making Learning Visible Through Observation and Documentation	3
ECE 415	Children's Health, Safety and Nutrition (3)	3
or NUTRI 320	Children's Health, Safety and Nutrition (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 for early childhood teaching to create early learning environments that are respectful, supportive, and challenging for all children, from infancy through adolescence.
- design inclusive, culturally and linguistically appropriate learning environments, based on child development, child observations, family information and knowledge of culturally diverse child rearing practices.
- incorporate strategies for building respectful, reciprocal family and community relationships in order to support families with their children's development and learning.
- assess children's learning through observation, documentation, and interpretation, using results to guide curriculum and teaching strategies.
- recommend developmentally appropriate and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and families, and curriculum that support foundational skills and concepts in language, math, science, art, and social relationships.
- demonstrate practices that maintain standards of health, nutrition, and safety in group care early childhood settings.
- apply ethical standards of behavior accepted by the profession of early childhood education.

Associate Degrees

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 325	Positive Guidance Strategies with Young Children	3
ECE 326	Making Learning Visible Through Observation and Documentation	3
ECE 331	Care and Education of Infants and Toddlers	3
ECE 404	Children with Special Needs	3
ECE 415	Children's Health, Safety and Nutrition (3)	3
or NUTRI 320	Children's Health, Safety and Nutrition (3)	
ECE 430	Culture and Diversity in Early Childhood Education	3
A minimum of 3 units from the following:		3
ECE 305	Introduction to Family Child Care (1)	
ECE 330	Infant and Toddler Development (3)	
ECE 342	Constructive Math and Science in Early Childhood Education (3)	
ECE 343	Language and Literacy Development in Early Childhood (3)	
ENGED 324	Introduction to Elementary Teaching with Field Experience (3)	
or ECE 350	Introduction to Elementary Teaching with Field Experience (3)	
ECE 361	Introducing Young Children to Visual Arts (3)	
ECE 363	Music and Movement with Young Children (3)	
ECE 414	CPR and Pediatric First Aid (1.5)	
or HEED 311	CPR and Pediatric First Aid (1.5)	
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)	
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 ARC graduation requirements.

Student Learning Outcomes

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

- synthesize child development research with principles and practices for early childhood teaching to create early learning environments that are respectful, supportive, and challenging for all children, from infancy through adolescence.

- design inclusive, culturally and linguistically appropriate learning environments, based on child development, child observations, family information, and knowledge of culturally diverse child rearing practices.
- incorporate strategies for building respectful, reciprocal family and community relationships in order to support families with their children's development and learning.
- assess children's learning through observation, documentation, and interpretation, using results to guide curriculum and teaching strategies.
- recommend developmentally appropriate and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and families, and curriculum that supports foundational skills and concepts in language, math, science, art, and social relationships.
- demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings.
- apply ethical standards of behavior accepted by the profession of early childhood education.

Career Information

Upon completion of this degree, students possess the competencies required to work as a teacher in both private and public early care and education 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.

Certificates of Achievement

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:

- analyze the influence of family, community and culture on the child and identify local resource agencies that support families.
- plan and implement developmentally 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 appropriate learning activities for young children.
- 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.

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.

Children with Disabilities and Developmental Differences Specialist Certificate

This certificate provides the educational coursework that serves as the core curriculum for the early childhood education field with a specific focus on working with children with developmental differences. Topics include an introduction to the profession, observation techniques, age-appropriate curriculum, and a supervised field/lab experience in a fully-inclusive classroom. Additionally, this specialization includes a course introducing the student to issues relating to speech and language development.

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 401	Field Experience in Inclusive Settings	1
ECE 402	Infants with Atypical Development	3
ECE 404	Children with Special Needs	3
ECE 430	Culture and Diversity in Early Childhood Education	3
SLPA 300	Introduction to Communication Disorders	3
Total Units:		22

Student Learning Outcomes

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

- evaluate and apply knowledge of typical and atypical development to create early childhood classrooms that are inclusive, developmentally appropriate, respectful, and supportive for all children.
- design curriculum and programs for children with disabilities and developmental differences that build respectful, reciprocal family relationships and support optimal development and learning, both at home and in group care

settings.

- incorporate reflective assessment strategies using observation, documentation, and interpretation in order to guide decisions about support for children with disabilities and developmental differences.

Career Information

Upon completion of this specialization certificate, the student is eligible to be a teacher in a fully-inclusive, privately funded (Title 22) early care and education program. In addition, with verified work experience, the student is eligible to apply to the California Commission on Teacher Credentialing for an Associate Teacher Child Development Permit to work as an associate teacher in a fully inclusive, publicly funded (Title 5) early care and education program.

ECE: Culture and Diversity Specialist 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, child development, health and safety practices, the child in the context of the family and community, age-appropriate anti-bias curriculum and a supervised field/lab experience. Additionally, it offers a specialization in culture and diversity issues within early childhood education settings, including the study of the values, issues, and counseling needs of diverse populations, as well as the cognitive and emotional aspects of prejudice as it relates to institutional and individual discrimination. Upon completion of this specialization certificate, the individual is eligible to be a teacher in a private (Title 22) early care and education program. With verified work experience, the individual is also eligible to apply to the California Commission on Teacher Credentialing for an Associate Teacher Child Development Permit to work as an associate teacher in a public (Title 5) early care and education 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 430	Culture and Diversity in Early Childhood Education	3
PSYC 365	Issues of Diverse Populations (3)	3
or HSER 330	Issues of Diverse Populations (3)	
Total Units:		19

Student Learning Outcomes

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

- analyze the influence of family, community, and culture on the child's development and identify ways to respond to the diversity of cultures represented in an early childhood education setting.
- plan and implement a developmentally appropriate, anti-bias, and culturally relevant classroom environment that supports children's learning through play, exploration, and problem-solving.
- build on systematic observations of children's behavior and the classroom environment to design, implement, and evaluate developmentally appropriate, anti-bias, and culturally relevant learning activities for young children.
- describe and apply positive guidance and conflict-resolution strategies that teach children self-discipline and effective, respectful social skills within a diverse group of peers.
- analyze how one's own cultural background, societal beliefs, and values impact their work with children and families.
- advocate for and promote culturally relevant and anti-biased education in the early childhood education community.
- examine the values, issues, and needs of diverse populations by race, ethnicity, class, gender identity, sexual orientation, developmental ability, and age.
- identify the cognitive and emotional aspects of prejudice as it relates to institutional and individual discrimination.

Career Information

Upon completion of this specialization certificate, the individual is eligible to be a teacher in a private (Title 22) early care and education program and is eligible to apply to the California Commission on Teacher Credentialing for an Associate Teacher Child Development Permit to work as an associate teacher in a public (Title 5) early care and education program.

Infant and Toddler Specialist 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, and age-appropriate curriculum. Additionally, it focuses on infant and toddler development and the care of education of infants and toddlers in group settings.

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 402	Infants with Atypical Development	3
ECE 415	Children's Health, Safety and Nutrition (3)	3
or NUTRI 320	Children's Health, Safety and Nutrition (3)	
ECE 430	Culture and Diversity in Early Childhood Education	3
Total Units:		28

Student Learning Outcomes

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

- evaluate and apply knowledge of infant and toddler development to create infant and toddler programs that are anti-bias, relationship-based, respectful, and inclusive for children from the prenatal period through the first three years after birth.
- design infant and toddler programs that build respectful, reciprocal family relationships and support optimal infant and toddler development and learning, both at home and in group settings.
- incorporate reflective 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 culturally and developmentally appropriate curriculum and teaching plans that connect knowledge of academic content to meaningful learning environments for infants and toddlers.
- demonstrate practices in maintaining health and safety standards, and managing infectious disease in group settings.
- develop a continuing professional growth plan and advocate for public policy that supports infants, toddlers, their families, and the profession of early childhood education.

Career Information

Upon completion of this certificate, the student exceeds the minimum requirements to be a teacher of infants and toddlers in a privately funded (Title 22) early care and education program. In addition, with verified work experience, the student is eligible to apply to the California Commission on Teacher Credentialing for an Associate Teacher Permit to work as an associate teacher of infants and toddlers in a publicly funded (Title 5) early care and education program.

Master Teacher Certificate

This certificate builds on the teacher level certificate with additional coursework on adult supervision, emphasizing the mentor's role in the development of early childhood education professionals. It also includes six units of specialized study, allowing students to select a particular focus (i.e. curriculum, infant and toddler, and children with disabilities and developmental differences). Upon completion of this certificate, with verified work experience teaching children and supervising staff, the student is eligible to apply to the California Commission on Teacher Credentialing for a Master Teacher Child Development Permit to work as a lead teacher in a public (Title 5) early care and education 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 331	Care and Education of Infants and Toddlers	3
ECE 415	Children's Health, Safety and Nutrition (3)	3
or NUTRI 320	Children's Health, Safety and Nutrition (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
At least one course from each of the following four areas listed in the ARC graduation requirements: (1) Math/Science: Natural Science or a course satisfying the Mathematics Competency requirement; (2) English: Language & Rationality; (3) Humanities; and (4) Social Sciences: Social and Behavioral Sciences.		
Subtotal Units:		47

Children with Disabilities and Developmental Differences Specialization

COURSE CODE	COURSE TITLE	UNITS
ECE 402	Infants with Atypical Development	3
ECE 404	Children with Special Needs	3
Children with Disabilities and Developmental Differences Specialization Units:		6
Total Units:		53

Curriculum Specialization

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 343	Language and Literacy Development in Early Childhood (3)	
ECE 361	Introducing Young Children to Visual Arts (3)	
ECE 363	Music and Movement with Young Children (3)	
Curriculum Specialization Units:		6
Total Units:		53

Infant and Toddler Specialization

COURSE CODE	COURSE TITLE	UNITS
ECE 330	Infant and Toddler Development	3
ECE 402	Infants with Atypical Development	3
Infant and Toddler Specialization Units:		6

COURSE CODE	COURSE TITLE	UNITS
Total Units:		53

Student Learning Outcomes

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

- apply child development principles to lead a teaching team in the design and evaluation of environments that are developmentally appropriate, anti-bias, respectful, inclusive, and supportive for all children, from infancy through adolescence.
- design early childhood programs that build respectful, reciprocal, and culturally informed family relationships with the intention of engaging families in their children's development and learning.
- select and utilize reflective child, program, and staff assessment tools to lead a teaching team in developing curriculum and teaching strategies.
- demonstrate practices in maintaining health and safety standards and preventing infectious disease in group-care settings.
- evaluate and implement curriculum and teaching plans, as evidenced through documentation, that support foundational skills and concepts in language, math, science, the arts, and social relationships.
- apply principles and practices for curriculum and instruction that draw from current early childhood education and child development research
- create a continuing professional growth plan and advocate for public policy that supports children and families, equity in education, and the profession of early childhood education.
- examine the role and development of early childhood education professionals as mentors and leaders in creating and leading anti-bias early childhood education programs.

Career Information

Upon completion of this certificate, the student meets the requirements for employment as a lead teacher in a privately funded (Title 22) early care and education program. In addition, with verified work experience teaching children and supervising staff, the student is eligible to apply to the California Commission on Teacher Credentialing for a Master Teacher Child Development Permit to work as a lead teacher in a publicly funded (Title 5) early care and education program.

Site Supervisor Certificate

Administration of early care and education programs is the main focus of this certificate. Topics include administration, supervision and coordination of staff in early childhood settings. Additionally, it provides the educational coursework that serves as the core curriculum for the early childhood education field. Along with documented experience, this certificate leads to the Site Supervisor Permit issued by the California Commission on Teacher Credentialing and is required of those individuals supervising a publicly funded early childhood education site.

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 331	Care and Education of Infants and Toddlers	3
ECE 415	Children's Health, Safety and Nutrition (3)	3
or NUTRI 320	Children's Health, Safety and Nutrition (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
A minimum of 23 units from the following:		23
A minimum of 16 units that fulfill the ARC General Education units must be completed in all four of the following areas: Language/Rationality; Humanities; Behavioral Social Science; and Math OR Science. The additional 7 units may also be courses that fulfill the General Education requirement OR any other ECE units.		
Total Units:		60

Student Learning Outcomes

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

- formulate an educational philosophy to guide the operation of an early childhood program.
- support culturally respectful interactions among children, parents, teachers and the community.
- evaluate curriculum for sound pedagogy, content, and breadth, including planning for the learning environment, the daily routines, and the individual needs of children.
- manage 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).
- create procedures for implementing standards of health, nutrition, and safety in group care early childhood education settings.
- plan professional and personal growth and advocacy activities to support children, families and teachers.

Career Information

Upon completion of this certificate, the student exceeds the minimum requirements to work as a director/site supervisor in a privately funded early care and education program. With documented experience supervising staff, the student also meets the requirements to work as a director/site supervisor in a publicly funded early care and education program.

Teacher Certificate

This certificate provides a foundation for in-depth early childhood teacher preparation both through general education and through introductory studies in child development and in early childhood curriculum and pedagogy. Additionally, it covers culture and diversity issues in early childhood and health and safety practices. Students must verify required teaching experience to be recommended to the Commission on Teacher Credentialing for issuance of the 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
ECE 321	Advanced Practicum in Early Childhood Education	4
ECE 326	Making Learning Visible Through Observation and Documentation	3
ECE 331	Care and Education of Infants and Toddlers	3
ECE 415	Children's Health, Safety and Nutrition (3)	3
or NUTRI 320	Children's Health, Safety and Nutrition (3)	
ECE 430	Culture and Diversity in Early Childhood Education	3
A minimum of 16 units from the following:		16
At least one course from each of the following four areas listed in the ARC graduation requirements: (1) Math/Science: Natural Science or a course satisfying the Mathematics Competency requirement; (2) English: Language & Rationality; (3) Humanities; and (4) Social Sciences: Social & Behavioral Sciences.		
Total Units:		45

Student Learning Outcomes

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

- confirm child development principles in creating environments that are healthy, respectful, supportive, and challenging for all children, from infancy through adolescence.
- design early childhood programs that build respectful, reciprocal family relationships with the intention of involving families in their children's development and learning.
- utilize systematic child assessment strategies in order to guide decisions about curriculum and teaching strategies.
- evaluate and implement curriculum and teaching plans, as evidenced through documentation, that support foundational skills and concepts in language, math, science, art, and social relationships.
- demonstrate practices in maintaining health/safety standards and preventing infectious disease in group-care settings.
- analyze principles of culturally relevant and anti-biased education in developing and analyzing early childhood curriculum and environments that respond to and respect diverse cultures and individual needs of children.
- develop a continuing professional growth plan and advocate for public policy that supports children, families and the profession of early childhood education.

Career Information

Upon completion of this certificate and with appropriate documented experience, the student meets the requirement for employment as a teacher in publicly funded early care and education programs, serving infants through preschool-age children. The student also meets the requirements to work as a teacher in a privately funded early care and education program, as well as in a before-and-after school-age program.

Certificate

Family Child Care Certificate

This certificate provides a foundation in early childhood education and includes courses specific to family child care providers. Additional topics include child development theories and principles, the child in the context of the family, and general health and safety practices.

Catalog Date: June 1, 2021

Certificate Requirements

COURSE CODE	COURSE TITLE	UNITS
ECE 305	Introduction to Family Child Care	1
ECE 312	Child Development (3)	3
or PSYC 372	Child Development (3)	
ECE 314	The Child, the Family and the Community	3
ECE 415	Children's Health, Safety and Nutrition (3)	3
or NUTRI 320	Children's Health, Safety and Nutrition (3)	
Total Units:		10

Student Learning Outcomes

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

- describe and implement developmentally appropriate activities for infant through school- age children.
- demonstrate respectful and reciprocal interactions with children and their families.
- construct home-style, appropriate environments for group care of young children.
- evaluate components of a quality family child care program and apply California licensing regulations.
- demonstrate practices in maintaining health/safety standards and preventing infectious disease in family child care settings.
- create a parent contract for family child care.
- assess needs of families and refer them to community resources.

Career Information

Upon completion of this certificate, the student is prepared to offer quality in-home child care to families in the community.

Early Childhood Education (ECE) Courses

ECE 294 Topics in Early Childhood Education

Units: 0.5 - 4
Hours: 9 - 54 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2021

This course provides opportunity to study current topics in early childhood education which are either not included in current offerings, or require emphasis beyond that offered in existing courses.

Student Learning Outcomes

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

- Examine current topics in Early Childhood Education
- Illustrate best practices with young children based on child development theories and research
- Generalize different levels of professionalism

ECE 295 Independent Studies in Early Childhood Education

Units: 1 - 3
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.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable: CSU
C-ID: C-ID ECE 120
Catalog Date: June 1, 2021

This course is 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. Site visits may be required.

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 305 Introduction to Family Child Care

Units: 1
Hours: 18 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2021

This course examines the operation of a family child care business, including developmentally appropriate teaching practices in Early Childhood Education. It includes California licensing regulations, health and safety standards, business practices, and appropriate practices and curriculum for children in a family child care setting.

Student Learning Outcomes

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

- identify the components of a successful, culturally responsive, and developmentally appropriate licensed family child care home.
- develop a plan for a licensed family child care facility, including philosophy, curriculum, policies, routines, guidance practices, communication and marketing.
- interpret and reference the legal regulations of family child care homes in California (Title 22), fire code, and other health and safety requirements.
- examine anti-bias and culturally responsive strategies for engaging and supporting diverse families.

ECE 312 Child Development

Same As:	PSYC 372
Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC (UC credit limitation: PSYC 372, 373, and ECE 312 combined: maximum credit, one course)
General Education:	AA/AS Area V(b); CSU Area D9; CSU Area E1; IGETC Area 4I
C-ID:	C-ID CDEV 100
Catalog Date:	June 1, 2021

This course is a study of the growth and development of children from the prenatal stage through adolescence. For each stage of development, the physical, cognitive, linguistic, social-moral, and emotional aspects of development, with attention to both typical as well as atypical development in each area, are discussed in reference to relevant research and theories. The course covers research methods and data collection approaches. The influences of culture, family, and the interaction of maturational and environmental factors are studied. The material in this course is designed as a foundation for early child care and education, teaching, and parenting. This course is not open to students who have completed PSYC 372.

Student Learning Outcomes

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

- describe the main characteristics of physical, cognitive, and social emotional development from birth through adolescence
- identify the roles of genetic and environmental influence on development
- identify the characteristics that exemplify typical and atypical development from birth through adolescence
- describe current and prominent theories of child development
- compare and contrast diverse parenting approaches and educational experiences in reference to developmental outcomes throughout childhood and adolescence
- apply theories to teaching and child-rearing practices with a focus on current topics in education for children from diverse backgrounds
- identify typical behavior of children and their individual differences and special needs (physical, cognitive, emotional, and social development)
- analyze the influence of culture, race/ethnicity, socioeconomic status, family and society structure on a developing child from birth through adolescence

ECE 314 The Child, the Family and the Community

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLW 340.
Transferable:	CSU; UC
General Education:	AA/AS Area V(b); CSU Area D7; IGETC Area 4G
C-ID:	C-ID CDEV 110
Catalog Date:	June 1, 2021

This course is an examination of the developing child in a societal context, focusing on the interrelationship of family, school, and community, with an emphasis on political, economic, historical and socio-cultural factors. It explores influences on development, including media, social class, gender, and ethnicity. This course offers the opportunity to research and review the diverse community resources available to support the child and the family, and identify ways to advocate for children and families.

Student Learning Outcomes

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

- examine theories of socialization that address the interrelationship of the child, family, and community, with specific reference to Urie Bronfenbrenner's Ecological Systems Theory.
- examine the impact of socialization, family history, and life experiences, on one's own developmental outcomes, teaching practices, and relationships with children and families.
- assess how cultural, educational, political, and socioeconomic factors directly impact children, families, schools, and communities.
- appraise strategies that support family involvement in schools, and empower families through culturally respectful, strength-based relationships.
- critique public policy and community resources as they relate to positive outcomes for children and families, rooted in the concepts of equity-mindedness and institutional responsibility.
- explore the role of teacher activism in the struggle for educational equity and social justice for children, families, school, and communities.

ECE 320 Curriculum and Interactions in Early Childhood Education

Units:	4
Hours:	36 hours LEC; 108 hours LAB
Prerequisite:	ECE 300 AND ECE 312 or PSYC 372 with a grade of "C" or better.
Enrollment Limitation:	Students must show proof of negative tuberculosis as well as immunizations for influenza, pertussis, and measles prior to participating in the lab.
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 education setting. Topics include principles of curriculum development, classroom design, and child guidance, with opportunities to apply these key teaching principles in practical situations.

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 paid to those whose children have special needs, and supporting families whose home language is other than English.
- 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 immunizations for influenza, pertussis, and measles prior to participating in the lab.
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 development in the areas of creating effective learning environments, 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.

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 practice.

ECE 325 Positive Guidance Strategies with Young Children

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Transferable:	CSU
Catalog Date:	June 1, 2021

This course introduces strategies that teachers and parents can use to help young children develop social and emotional skills. It examines theories, research, and practical applications for teachers in early childhood classrooms and parents at home. Developmental stages of children's behavior, positive discipline techniques, and promotion of social-emotional skills are also covered.

Student Learning Outcomes

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

- examine child development theories and research in regard to positive guidance strategies.
- summarize key practices from dominant guidance theories.
- analyze early childhood care and education physical environments, schedules, materials, activities, and practices for the effects on children's behavior.
- assess children's behavior and apply effective guidance practices in daily interactions.
- identify teaching and parenting practices that foster social-emotional skills.
- identify factors which have both positive and negative impacts on brain development and how these variables influence the development of executive functioning.

ECE 326 Making Learning Visible Through Observation and Documentation

Units:	3
Hours:	54 hours LEC
Prerequisite:	ECE 300 and 312 with grades of "C" or better
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU
C-ID:	C-ID ECE 200
Catalog Date:	June 1, 2021

This course links 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. Site visits may be required.

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 programs.

ECE 330 Infant and Toddler Development

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

This course provides a study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. It applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Additionally, it emphasizes the role of family and relationships in development.

Student Learning Outcomes

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

- evaluate biological and environmental factors that influence pre-conception and prenatal health, development, and early parenting.
- outline the major developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
- demonstrate developmentally appropriate observation skills in the areas of physical, social, emotional, and/or cognitive development of infants and toddlers.
- analyze the multiple contextual influences on infant and toddler development, including the influence of culture, diverse family practices, and interrelationships between heredity and environment.
- use current research to explain a variety of developmental issues in the first three years including the impact of birth practices on the newborn and family.
- relate developmental theory to infant and toddler development, interactions, and relationships.
- compare and contrast caregiving practices and environments that support optimal development.

ECE 331 Care and Education of Infants and Toddlers

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2021

This course analyzes the application of current theory and research to the care and education of infants and toddlers in group settings. It examines essential policies, principles, and practices that lead to quality care and developmentally appropriate curriculum for children from birth through 36 months of age.

Student Learning Outcomes

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

- summarize the essential policies and practices of quality infant and toddler programs, including primary caregiving, quality indicators, and practices that support the unique abilities of children from birth through 36 months of age.
- demonstrate an understanding of strategies to promote healthy relationships in the care and education of infants and toddlers, including reciprocal communication techniques and respectful practices with diverse families served.
- evaluate and design appropriate infant and toddler curriculum and environments based on observation, documentation, and reflection.

ECE 342 Constructive Math and Science in Early Childhood Education

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable: CSU
Catalog Date: June 1, 2021

The course is an introduction to the constructivist approach to teaching math and science concepts 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, including California's Early Learning Foundations and Frameworks.

Student Learning Outcomes

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

- identify inquiry skills and concepts children are building in early childhood and provide meaningful opportunities for children to apply and master these skills and concepts.
- define and implement effective approaches to teaching and learning science and mathematics in early childhood education.
- demonstrate teaching techniques that encourage and support children in actively developing understandings of the processes involved in mathematical and scientific knowledge.
- develop and evaluate important elements of a science-rich and math-rich learning environment.
- design and evaluate curriculum in math and science using an inquiry-based approach.
- generalize knowledge of the constructivist/inquiry approach to design curriculum that is culturally respectful and inclusive as well as considerate of children's prior experiences gaining knowledge about the world.
- analyze mathematics and science curriculum concepts based on the knowledge of relevant research and knowledge of child development.
- critique the important concepts in children's construction of knowledge in mathematics and science in comparison to product-driven repetition and drill practices.

ECE 343 Language and Literacy Development in Early Childhood

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340
Transferable: CSU
Catalog Date: June 1, 2021

This course prepares early childhood educators and others working with young children 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 improves early childhood educators' ability 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 teachers' role in developing appropriate language and literacy experiences for young children, including ways to support the child 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 rich vocabularies and language fluency for reading and writing.
- design and define developmentally appropriate goals and expectations for young children's achievement in reading and in writing.
- incorporate developmentally appropriate teaching practices that support children's language and literacy knowledge from birth through age five.
- evaluate and define program policies (staff development, curricular resources, and assessment) that support early childhood language and literacy teaching and learning.

- analyze practices and assess issues that support young children learning a second language while simultaneously maintaining competence in the home language.
- 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

Same As:	ENGD 324
Units:	3
Hours:	36 hours LEC; 54 hours LAB
Prerequisite:	None.
Enrollment Limitation:	Before students can attend the school site for field work, they are required to show proof of TB clearance. They may also need to complete a fingerprint clearance through the cooperating school district, if the district requires it.
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 introduces the concepts and issues related to teaching diverse learners in today's contemporary schools, kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, this course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with campus-approved certificated classroom teachers.

This course is not open to students who have completed ENGD 324.

Student Learning Outcomes

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

- identify academic requirements and experiences needed to become a credentialed elementary school teacher
- evaluate attitudes, actions, behaviors, and responsibilities that define the role of a professional educator in a public school setting
- demonstrate objective, descriptive, and interpretative observation skills
- analyze learning theory through planning, teaching, and interaction with elementary students
- examine and assess issues concerning diversity in elementary student backgrounds, interests, experiences, and abilities
- identify school and community resources that address issues concerning diversity
- develop a personal preliminary philosophy of teaching, examining personal characteristics, assumptions and beliefs, and experiences which could affect development as a teacher
- apply course content to classrooms through structured assignments, observations, and reflections

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. It focuses on observing children's natural ways of exploring each medium and learning strategies to facilitate and document children's emerging skills and relationship with each medium. It includes 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 the 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 and culturally 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. It focuses on using music and movement as strategies for forming a classroom community of learners, and managing behaviors, routines, and transitions. This course also 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 music and movement experiences and environments for young children, including children with special needs.
- analyze using music and movement as a strategy for forming a classroom community of learners, and 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 401 Field Experience in Inclusive Settings

Units:	1
Hours:	54 hours LAB
Prerequisite:	ECE 300 and 312 with grades of "C" or better
Corequisite:	ECE 404
Enrollment Limitation:	Students must show evidence of a negative test or chest X-ray clearance for tuberculosis as well as required immunizations. Students may need to submit to fingerprints as a requirement for entry into a school setting. A fee will be required.
Transferable:	CSU (effective Summer 2021)
Catalog Date:	June 1, 2021

This course provides experience working in a school environment with children and youth who have disabilities. It is designed as a laboratory for those who have completed or are concurrently enrolled in ECE 404. The course covers skills for students who want to be general educators, special educators, school and social service providers, and/or community members, who are essential in providing inclusive/integrated environments for differently-abled children and youth. Environmental modifications including classroom, school, agency, and community settings are studied. Classroom modifications in curriculum, assessment, behavior management, and instructional methods are examined. This course meets the requirement for special education in inclusive settings. Students must supply their own transportation to selected elementary school placements.

Student Learning Outcomes

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

- synthesize characteristics and behaviors of students with disabilities in terms of program and developmental needs with the role of the classroom educators.
- identify strategies to promote student growth in social, academic, motor, and self-help domains.
- discuss the importance of working collaboratively with professionals from multiple disciplines in meeting educational needs of students with disabilities.
- communicate with other professionals, paraprofessionals, and families.
- work with students with disabilities from diverse cultural and linguistic backgrounds as well as their families.

ECE 402 Infants with Atypical Development

Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Advisory:	ECE 312 with a grade of "C" or better; ECE 330 with grades of "C" or better
Transferable:	CSU (effective Summer 2021)
Catalog Date:	June 1, 2021

This course is designed to acquaint the student with the characteristics of atypical infant assessment procedures and techniques for intervention in the developmental areas of sensory stimulation and integration, motor development, cognition, language, social, and self-help skills. It explores community services, agencies, and career opportunities in fields related to the infant with atypical development.

Student Learning Outcomes

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

- synthesize biological, genetic, and environmental factors that impact typical development during the prenatal and infancy periods of development.
- describe early intervention services that are provided to infants and toddlers.
- explore effective approaches needed to work with diverse families and the infant with atypical development.
- utilize screening assessments and demonstrate understanding of how to use these tools develop appropriate intervention techniques.

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
Catalog Date:	June 1, 2021

This course introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. It includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. Observations in public or private children's centers, schools, and agencies may be required.

Student Learning Outcomes

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

- recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.
- evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
- collaborate with families and community members in supporting inclusion of children with special needs.
- describe the sequence of development and the inter-relationships among developmental areas.
- identify community resources that meet the needs of children with special needs and their families.
- explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their families and communities.
- summarize the steps in the referral process including observation, documentation, screening, and assessment.
- identify the benefits of using a strength-based approach in working with children with special needs and their families.

ECE 414 CPR and Pediatric First Aid

Same As:	HEED 311
Units:	1.5
Hours:	27 hours LEC

Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU; UC (HEED 310, 311, 316 & ECE 414 combined: maximum credit-1 course)
Catalog Date:	June 1, 2021

This course meets the requirements for American Red Cross certification in California Child Care Health & Safety Training which includes adult, child, and infant CPR and pediatric first aid. It also includes legal considerations, avoiding disease transmission, responding to sudden illnesses and injuries, and recognition of common childhood diseases. This course is not open to students who have completed HEED 311.

Student Learning Outcomes

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

- analyze and implement triage techniques
- assess the emergency care of life-threatening conditions
- evaluate and formulate emergency first aid techniques for common childhood injuries and illnesses
- demonstrate infant, child, and adult CPR skills
- appraise disease transmission prevention techniques as they relate to CPR and first aid procedures
- plan and design a functional first aid kit

ECE 415 Children's Health, Safety and Nutrition

Same As:	NUTRI 320
Units:	3
Hours:	54 hours LEC
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Transferable:	CSU
C-ID:	C-ID ECE 220
Catalog Date:	June 1, 2021

This course examines basic nutrition, health, and safety needs of children from the prenatal period through school age. Topics include introduction to early childhood curriculum, laws, regulations, standards, policies, and procedures related to child health, safety, and nutrition. It emphasizes integrating and maintaining the optimal health, safety, and nutritional concepts in everyday planning and program development for all children, along with the importance of collaboration with families and health professionals. This course is not open to students who have taken NUTRI 320.

Student Learning Outcomes

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

- analyze the interrelationship between health, safety, and nutrition as it relates to the well-being of children.
- develop various methods of collaboration with families and teachers that promote the health, safety, and nutrition of children.
- identify community resources that promote the health, safety, and nutrition of children.
- evaluate assessment tools and policies that protect the health, safety, and nutrition of children in child care settings.
- employ safe food handling techniques for preventing food-borne illnesses.
- assess the general symptoms and management of common infectious diseases that may occur in childhood.
- identify potential hazards in children's environments and describe how to make them safer.
- identify nutrient needs during fetal development, infancy, and childhood.
- identify and explain the major nutrients and their food sources.
- evaluate a child's nutrient intake by comparing it with current nutrition standards and recommendations.
- compare nutrition, health, and safety practices from the perspective of culturally diverse communities.

ECE 420 Administration I: Programs in Early Childhood Education

Units:	3
Hours:	54 hours LEC
Prerequisite:	ECE 300 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 is 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:

- describe the role and responsibilities of the early childhood education administrator, including the application of a professional code of ethics, and their role in advancing equity for children.
- articulate a personal philosophy of working with children, families, and staff in an early childhood education environment.
- identify strategies to ensure equity and respect for children, families, staff, and colleagues.
- demonstrate knowledge of the basic principles of program planning: budgets, reports, personnel management, equipping program, enrollment, staffing, and evaluation.
- reference and interpret the legal regulations of California child care centers (Title 22), and publicly funded child development programs (Title 5).
- develop policies based on best practices for developmentally and culturally appropriate early childhood education programs.
- develop strategies to create and sustain program structures that support anti-bias values, including philosophy statements, admissions priorities, budget allocations, and hiring procedures.

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

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 childhood education program.

Student Learning Outcomes

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

- identify and demonstrate key aspects of early childhood education program leadership and core attributes of effective program leaders.
- identify effective practices for managing and administering early care and education programs.
- articulate strategies for establishing and facilitating professional relationships, collaboration, and communication between colleagues, families, and community stakeholders.
- identify and evaluate cultural and organizational characteristics that support a diverse and inclusive early childhood education program.
- articulate components of equitable hiring practices, observation, and evaluation of staff.
- formulate strategies for professional growth and development opportunities, based on evaluation of staff and program needs.
- examine the administrator's legal and ethical responsibilities related to the rights of employees, children, and families.

ECE 424 Adult Supervision: Mentoring in a Collaborative Learning Setting

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

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 116 AND ENGWR 101; OR ESLR 320 AND ESLW 320.
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, early childhood programs, and teaching practices. Various classroom strategies are explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. It also 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 identify ways in which cultural and family patterns affect children's behavior and identity.
- analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
- compose rationale and goals for a multicultural, anti-bias early childhood program.
- distinguish stereotypic and biased classroom materials and environments.
- examine how children develop an awareness of differences and how prejudice may be formed in the early years.
- describe various techniques teachers can use when responding to children's developing discriminatory behaviors.
- evaluate the impact of personal experiences and social identity on teaching effectiveness.

ECE 432 Leadership in Diversity

Units: 3
Hours: 54 hours LEC
Prerequisite: ECE 430 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2021

This course expands upon ideas developed in ECE 430. It discusses ways for teachers to effectively engage in and support anti-bias work and the creation of equitable education systems. Specific cultural differences and ways to respond to the unique needs of diverse classroom communities are addressed. Additionally, it critically discusses the role of individual perspective and suggests ways for teachers to respond to diverse viewpoints of families and staff in an anti-bias classroom.

Student Learning Outcomes

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

- choose specific ways to respond to the unique needs of diverse classroom populations and families when implementing anti-bias education.
- demonstrate effective techniques early childhood education professionals can use to communicate about anti-bias education with families and communities, including policy and philosophy statements.
- analyze approaches that most effectively involve parents and staff as partners in the learning environment of an anti-bias classroom, including support for English language learners and multicultural families.
- devise and apply strategies to recruit and support under-represented groups, including men, to become more involved in the field of early childhood education.
- identify ways to take part in anti-bias work, focusing on the teacher as an agent of change and developing effective strategies when working with administrators and staff who are indifferent or opposed to this approach.

ECE 495 Independent Studies in Early Childhood Education

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

Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation. Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at American River College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.

ECE 499 Experimental Offering in Early Childhood Education

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

Faculty

[Jeannette Amrhein \(/about-us/contact-us/faculty-and-staff-directory/jeannette-amrhein\)](/about-us/contact-us/faculty-and-staff-directory/jeannette-amrhein)

Adjunct Professor

Office: ARC Main
Email: [Amrheij@arc.losrios.edu \(mailto:Amrheij@arc.losrios.edu\)](mailto:Amrheij@arc.losrios.edu)
Phone: (916) 286-3691 ext. 12146

[Lisa Carr \(/about-us/contact-us/faculty-and-staff-directory/lisa-carr\)](/about-us/contact-us/faculty-and-staff-directory/lisa-carr)

Adjunct Professor

Office: ARC Main
Email: [CarrL@arc.losrios.edu \(mailto:CarrL@arc.losrios.edu\)](mailto:CarrL@arc.losrios.edu)
Phone: (916) 286-3691 ext. 12476

[Kathy Carter \(/about-us/contact-us/faculty-and-staff-directory/kathy-carter\)](/about-us/contact-us/faculty-and-staff-directory/kathy-carter)

Adjunct Professor

Office: ARC Main
Email: [CarterK@arc.losrios.edu \(mailto:CarterK@arc.losrios.edu\)](mailto:CarterK@arc.losrios.edu)
Phone: (916) 286-3691 ext. 12541

[Alina Cervantes \(/about-us/contact-us/faculty-and-staff-directory/alina-cervantes\)](/about-us/contact-us/faculty-and-staff-directory/alina-cervantes)

Professor

Office: ARC Main, Lower Level Library, L029
Email: [CervanA@arc.losrios.edu \(mailto:CervanA@arc.losrios.edu\)](mailto:CervanA@arc.losrios.edu)
Phone: (916) 484-8964

[Lorraine Chow \(/about-us/contact-us/faculty-and-staff-directory/lorraine-chow\)](/about-us/contact-us/faculty-and-staff-directory/lorraine-chow)

Professor

Office: ARC Main, Lower Level Library, L039
Email: [ChowL@arc.losrios.edu \(mailto:ChowL@arc.losrios.edu\)](mailto:ChowL@arc.losrios.edu)
Phone: (916) 484-8341

[Joyce Daniels \(/about-us/contact-us/faculty-and-staff-directory/joyce-daniels\)](/about-us/contact-us/faculty-and-staff-directory/joyce-daniels)

Adjunct Professor

Office: ARC Main
Email: [DanielJ@flc.losrios.edu \(mailto:DanielJ@flc.losrios.edu\)](mailto:DanielJ@flc.losrios.edu)
Phone: (916) 286-3691 ext. 15072

[Neda Hall \(/about-us/contact-us/faculty-and-staff-directory/neda-hall\)](/about-us/contact-us/faculty-and-staff-directory/neda-hall)

Adjunct Professor

Office: ARC Main
Email: [HallN@arc.losrios.edu \(mailto:HallN@arc.losrios.edu\)](mailto:HallN@arc.losrios.edu)

[Linnea Hathaway \(/about-us/contact-us/faculty-and-staff-directory/linnea-hathaway\)](/about-us/contact-us/faculty-and-staff-directory/linnea-hathaway)

Adjunct Professor

Office: ARC Main
Email: [HathawL@arc.losrios.edu \(mailto:HathawL@arc.losrios.edu\)](mailto:HathawL@arc.losrios.edu)

Phone: (916) 286-3691 ext. 12370

[Colleen Hernandez \(/about-us/contact-us/faculty-and-staff-directory/colleen-hernandez\)](/about-us/contact-us/faculty-and-staff-directory/colleen-hernandez)

Adjunct Professor

Office: ARC Main

Email: [HernanC3@losrios.edu \(mailto:HernanC3@losrios.edu\)](mailto:HernanC3@losrios.edu)

Phone: (916) 286-3691 ext. 12288

[Lauren Hickman \(/about-us/contact-us/faculty-and-staff-directory/lauren-hickman\)](/about-us/contact-us/faculty-and-staff-directory/lauren-hickman)

Adjunct Professor

Office: ARC Main

Email: [HickmaL@arc.losrios.edu \(mailto:HickmaL@arc.losrios.edu\)](mailto:HickmaL@arc.losrios.edu)

[Dawn Jeske \(/about-us/contact-us/faculty-and-staff-directory/dawn-jeske\)](/about-us/contact-us/faculty-and-staff-directory/dawn-jeske)

Adjunct Professor

Office: ARC Main

Email: [JeskeD@arc.losrios.edu \(mailto:JeskeD@arc.losrios.edu\)](mailto:JeskeD@arc.losrios.edu)

Phone: (916) 286-3691 ext. 12036

[Marie Jones \(/about-us/contact-us/faculty-and-staff-directory/marie-jones\)](/about-us/contact-us/faculty-and-staff-directory/marie-jones)

Professor

Office: ARC Main, Lower Level Library, LL038

Email: [JonesME@arc.losrios.edu \(mailto:JonesME@arc.losrios.edu\)](mailto:JonesME@arc.losrios.edu)

Phone: (916) 484-8525

[Todd LaMarr \(/about-us/contact-us/faculty-and-staff-directory/todd-lamarr\)](/about-us/contact-us/faculty-and-staff-directory/todd-lamarr)

Professor

Office: ARC Main

Email: [LaMarrT@arc.losrios.edu \(mailto:LaMarrT@arc.losrios.edu\)](mailto:LaMarrT@arc.losrios.edu)

Phone: (916) 484-8009

[Michael Minnick \(/about-us/contact-us/faculty-and-staff-directory/michael-minnick\)](/about-us/contact-us/faculty-and-staff-directory/michael-minnick)

Adjunct Professor

Office: ARC Main

Email: [Michael.Minnick@losrios.edu \(mailto:Michael.Minnick@losrios.edu\)](mailto:Michael.Minnick@losrios.edu)

[Veronica Rivera-Carpenter \(/about-us/contact-us/faculty-and-staff-directory/veronica-rivera-carpenter\)](/about-us/contact-us/faculty-and-staff-directory/veronica-rivera-carpenter)

Adjunct Professor

Office: ARC Main

Email: [RiveraV@arc.losrios.edu \(mailto:RiveraV@arc.losrios.edu\)](mailto:RiveraV@arc.losrios.edu)

[Michelle Salluzzo \(/about-us/contact-us/faculty-and-staff-directory/michelle-salluzzo\)](/about-us/contact-us/faculty-and-staff-directory/michelle-salluzzo)

Adjunct Professor

Office: ARC Main

Email: [SalluzM@arc.losrios.edu \(mailto:SalluzM@arc.losrios.edu\)](mailto:SalluzM@arc.losrios.edu)

Phone: (916) 286-3691 ext. 12610

[Tamara Stevens \(/about-us/contact-us/faculty-and-staff-directory/tamara-stevens\)](/about-us/contact-us/faculty-and-staff-directory/tamara-stevens)

Adjunct Professor

Office: ARC Main

Email: [StevenT@arc.losrios.edu \(mailto:StevenT@arc.losrios.edu\)](mailto:StevenT@arc.losrios.edu)

Phone: (916) 286-3691 ext. 12038

[Kimberly Walters \(/about-us/contact-us/faculty-and-staff-directory/kimberly-walters\)](/about-us/contact-us/faculty-and-staff-directory/kimberly-walters)

Adjunct Professor

Office: ARC Main

Email: [WalterK@arc.losrios.edu \(mailto:WalterK@arc.losrios.edu\)](mailto:WalterK@arc.losrios.edu)

[Lori Watkins \(/about-us/contact-us/faculty-and-staff-directory/lori-watkins\)](/about-us/contact-us/faculty-and-staff-directory/lori-watkins)

Adjunct Faculty

Office: ARC Main

Email: [WatkinL@arc.losrios.edu \(mailto:WatkinL@arc.losrios.edu\)](mailto:WatkinL@arc.losrios.edu)

ARC Child Development Center

CHILD DEVELOPMENT CENTER > (/STUDENT-RESOURCES/CHILD-DEVELOPMENT-CENTER)