

Early Childhood Studies

ECS 100 Child Growth and Development

3.0 units

Acceptable for credit: Transfer to UC, CSU

C-ID Course Number: CDEV 100

Advisories: ENGL 513 - Writing Skills 3

This course examines the major physical, cognitive, social and emotional developmental milestones for children from conception through adolescence. Emphasis will be made on interactions between maturational processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. (Fall, Spring, Summer) (Letter Grade or Pass/No Pass)

ECS 101 Child, Family and Community

3.0 units

Acceptable for credit: Transfer to UC, CSU

Advisories: ENGL 513 - Writing Skills 3

The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development. (Fall, Spring, Summer) (Letter Grade or Pass/No Pass)

ECS 102 Child Health, Safety & Nutrition

3.0 units

Acceptable for credit: Transfer CSU

C-ID Course Number: ECE 220

Advisories: ENGL 513 - Writing Skills 3

An introduction to the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in early childhood settings. Includes prevention strategies, nutrition, and meal planning for various ages and planning educational experiences integrated into daily routines designed to teach children positive health, safety, and nutrition habits. Focus on integrating the concepts into everyday planning and program development for all children. (Fall, Spring, Summer) (Letter Grade or Pass/No Pass)

ECS 104 Principles and Practices of Teaching

Young Children

3.0 units

Acceptable for credit: Transfer CSU

C-ID Course Number: ECE 120

Advisories: ENGL 513 - Writing Skills 3

Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards. (Fall, Spring) (Letter Grade or Pass/No Pass)

ECS 105 Observation and Assessment

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

Limitations on Enrollment: All students enrolled in ECS 105, ECS 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis and measles to the ECS program in order to meet the provisions of SB792.

Prerequisite: ECS 100 - Child Growth and Development

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning for use in collaborative partnerships with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. All students enrolled in ECS 105, ECS 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis and measles to meet the provisions of SB792. Students must be on the waitlist and provide required documentation on the first day of class in order to receive an add code to add the class. For more information, contact the department. (Fall, Spring) (Letter Grade or Pass/No Pass)

ECS 106 Introduction to Early Childhood Curriculum

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

Limitations on Enrollment: All students enrolled in ECS 105, ECS 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis, and measles to meet the provisions of SB 792.

Prerequisite: ECS 105 - Observation and Assessment

The study of planning and facilitating developmentally appropriate early childhood curriculum and classroom environments. Students will examine the teacher's role in supporting children's development and joy of learning through observation, environment assessment, and implementation of various curriculum activities. Several assignments will require students to work with children in an Early Childhood Center. Students must have completed successfully ECS 105 with a grade of C or better. All students enrolled in ECS 105, ECS 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis, and measles to meet the provisions of SB 792. Students must be on the waitlist and provide required documentation on the first day of class in order to receive an add code to add the class. For more information, contact the department. (Fall, Spring) (Letter Grade or Pass/No Pass)

ECS 111 Administration I: Programs in Early Childhood Education

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

Prerequisite: ECS 106 - Introduction to Early Childhood Curriculum

Introduction to the administration of early childhood education programs. Students will study the principles and practices in the supervision and administration of various kinds of early care and education programs, including program planning and philosophies, organizational structure, financial management,

personnel administration, staff leadership, licensing requirements, accreditation standards, and advocacy for children and families. (Fall) (Letter Grade or Pass/No Pass)

ECS 112 Introduction to Young Children with Special Needs

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ECS 100 - Child Growth and Development ; ENGL 513 - Writing Skills 3

Introduces the variations in development of young children with special needs and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. (Letter Grade or Pass/No Pass)

ECS 113 Curriculum and Strategies for Children with Special Needs

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3 ; and ECS 115 - Care and Education for Infants and Toddlers

Prerequisite: ECS 100 - Child Growth and Development ; and ECS 112 - Introduction to Young Children with Special Needs

Course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. (Letter Grade or Pass/No Pass)

ECS 114 Parent/Child Relationships

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

Examines socio-cultural and psychological perspectives on parent/child relationships by investigating typical and a typical child-rearing patterns from infancy. Topics include analysis of developmental issues between parents and children, the nature of permanent relationships, and effective models of parental practices. (Fall) (Letter Grade or Pass/No Pass)

ECS 115 Care and Education for Infants and Toddlers

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ECS 151 - Infant and Toddler Development ; and ENGL 513 - Writing Skills 3

Students will be able to apply current theory and research to the care and education of infants and toddlers in group settings. This course examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. (Spring) (Letter Grade or Pass/No Pass)

ECS 116 Teaching in a Diverse Society

3.0 units

Acceptable for credit: Transfer CSU

C-ID Course Number: ECE 230

Advisories: ECS 101 - Child, Family and Community ; and ENGL 513 - Writing Skills 3

Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized. (Fall, Spring) (Letter Grade or Pass/No Pass)

ECS 117 Teaching the Hispanic Child

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

Examines the cultural context of educational models and an overview of the role of the teacher, instructional aide, and parents in the educational process of the Spanish speaking child. (Spring) (Letter Grade or Pass/No Pass)

ECS 118 Practicum: Preschool

3.0 units

Acceptable for credit: Transfer CSU

C-ID Course Number: ECE 210

Advisories: ENGL 513 - Writing Skills 3

Limitations on Enrollment: All students enrolled in ECS 105, 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis and measles to the ECS program to meet the provisions of SB792

Prerequisite: ECS 106 - Introduction to Early Childhood Curriculum

This course requires 75 hours of supervised practicum teaching in the preschool area of the Allan Hancock College Children's Center lab school. The 75 lab hours per term, to be arranged, will average about 4.5 weekly hours for semester length classes, or 10 weekly hours for shorter terms, in which students' work includes, but is not limited to: implementing lesson plans and environments, conducting observations of children, and completing a child assessment. The accompanying lecture focuses on teaching goals and strategies, reflections, insights, accomplishments and challenges specific to working with preschool age children. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning assessment, and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. No concurrent enrollment is allowed in ECS 118 and ECS 119. Effective August 22nd, 2016 all students enrolled in ECS 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis and measles to meet the provisions of SB792. Students must be on the waitlist and provide required documentation on the first day of class in order to receive an add code to add the class. For more information contact the department at extension 3401 or 3436. (Fall, Spring, Summer) (Letter Grade or Pass/No Pass)

ECS 119 Practicum: Infant/Toddler

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3 ; ECS 115 - Care and Education for Infants and Toddlers ; ECS 151 - Infant and Toddler Development

Limitations on Enrollment: All students enrolled in ECS 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis and measles to meet the provisions of SB792. Students must be on the waitlist and provide required documentation on the first day of class in order to receive an add code to add the class.

Prerequisite: ECS 106 - Introduction to Early Childhood Curriculum

This course requires 75 hours per term of supervised practicum teaching in the infant toddler area of the Allan Hancock College Children's Center lab school. The 75 lab hours per term, to be arranged, will average about 4.5 weekly hours for semester length classes, or 10 weekly hours for shorter terms, in which students' work includes, but is not limited to: implementing lesson plans and environments, conducting observations of children, and completing a child assessment. The accompanying lecture focuses on teaching goals and strategies, reflections, insights, accomplishments and challenges specific to working with infant/toddler age children. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning assessment, and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. No concurrent enrollment is allowed in ECS 118 and ECS 119. All students enrolled in ECS 105, 106, ECS 118 or ECS 119 must show proof of their current tuberculosis (TB) clearance and immunization against influenza, pertussis and measles to meet the provisions of SB792. Students must be on the waitlist and provide required documentation on the first day of class in order to receive an add code to add the class. For more information contact the department at extension 3401 or 3436. (Fall, Spring) (Letter Grade or Pass/No Pass)

ECS 120 Adult Supervision and Mentoring In Early Childhood Education

2.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

Prerequisite: ECS 106 - Introduction to Early Childhood Curriculum

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the role and development of early childhood professionals as mentors and leaders. (Spring) (Letter Grade or Pass/No Pass)

ECS 122 Positive Child Guidance

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

This course will explore developmentally appropriate guidance and discipline for children from birth through middle childhood. Strategies and techniques for developing and maintaining an encouraging classroom will be studied. The historical perspectives of guidance and discipline will be studied as well as new trends, classroom techniques, and teaching strategies. The roles of family, community, and school in the encouraging classroom and the development of a child's democratic life skills will be explored. (Fall, Spring) (Letter Grade or Pass/No Pass)

ECS 125 Curriculum for School-Age Children

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ECS 100 - Child Growth and Development ; and ENGL 513 - Writing Skills 3 ; ECS 101 - Child, Family and Community

A study of the developmental needs, appropriate curriculum, and guidance techniques for children 6 to 12 years old in a child-care setting. This course meets Title 22 curriculum requirements for teachers and directors in extended childcare programs. (F2). (Fall) (Letter Grade or Pass/No Pass)

ECS 130 Exploring Teaching

3.0 units

Acceptable for credit: Transfer to UC, CSU

Advisories: ENGL 101 - Freshman Composition: Exposition

This course introduces concepts and issues related to teaching diverse learners in today's contemporary public schools. Topics include teaching as a profession and career, contemporary educational issues, California's content and performance standards and frameworks, and requirements for earning the teaching credential. This course requires a 48 hour structured field experience (3 hours per week to be scheduled) that provides opportunities to observe and work in an educational setting. This course is not open to students who are enrolled in or have completed EDUC 130. (Fall) (Letter Grade or Pass/No Pass)

ECS 132 Child Identity and Learning

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ECS 100 - Child Growth and Development ; and ENGL 513 - Writing Skills 3

Child development concepts applied to all aspects of the elementary school age child; special emphasis on literacy development and responsive teacher-child practices, including understanding diverse learning styles, influences of culture and language acquisition. This course requires 3 hours weekly of supervised practicum teaching in the elementary school setting, which are to be scheduled. This course is not open to students who are enrolled in or have completed EDUC 132. (Spring) (Letter Grade Only)

ECS 149 Cooperative Work Experience: Occupational

1.0 - 8.0 units

Acceptable for credit: Transfer CSU

Limitations on Enrollment: To participate in Cooperative Work Experience: (1) students must be working at a job within their major, (2) students must be able to become involved in new

or expanded responsibilities on the job, (3) the employer must be willing to cooperate with the college in the supervision and evaluation of the student and (4) the student must attend all coordination/consultation meetings in addition to other work and class responsibilities. NUMBER OF TIMES COURSE CAN BE REPEATED: Students enrolled in CWE 149 may earn up to 8 units of credit per semester not to exceed 16 units in total. Any units earned in any other Cooperative Work Experience course will be included in the 16 unit maximum. CWE Units Unpaid Placement: 1 unit 60 hours 2 units 120 hours 3 units 180 hours 4 units 240 hours 5 units 300 hours 6 units 360 hours 7 units 420 hours 8 units 480 hours CWE Units Paid Placement: 1 unit 75 hours 2 units 150 hours 3 units 225 hours 4 units 300 hours 5 units 375 hours 6 units 450 hours 7 units 525 hours 8 units 600 hours

Supervised employment extending classroom-based learning on-the-job related learning environment relating to the student's career and educational goals. In addition, these work experiences improve the student's basic work skills and professional competencies by creating career awareness, improving work habits and fostering positive workplace attitudes. (Fall, Spring, Summer) (Letter Grade or Pass/No Pass)

ECS 150 Administration II: Personnel and Leadership in Early Childhood Education

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

Prerequisite: ECS 106 - Introduction to Early Childhood Curriculum

This course covers effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and developing strategies for establishing collaboration and communication for a diverse and inclusive early care and education program. (Letter Grade or Pass/No Pass)

ECS 151 Infant and Toddler Development

3.0 units

Acceptable for credit: Transfer CSU

Advisories: ENGL 513 - Writing Skills 3

A study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Course emphasizes the role of family and relationships in development. (Fall) (Letter Grade or Pass/No Pass)

ECS 303 Introduction to Early Childhood

2.0 units

Acceptable for credit: D - Credit - Degree Applicable

Advisories: ENGL 513 - Writing Skills 3

An introduction to the early childhood program and profession that includes exploration of basic technology skills necessary for the Early Childhood Studies student, examination of career opportunities, professional development, and the personal and professional characteristics required in the field of early childhood care and education. (Fall, Spring) (Letter Grade or Pass/No Pass)

ECS 310 Art for Young Children

0.5 units

Acceptable for credit: D - Credit - Degree Applicable

Advisories: ENGL 513 - Writing Skills 3

Designed to familiarize students with the theories and techniques of creative art for young children. (Spring) (Letter Grade or Pass/No Pass)

ECS 311 Creating Learning Materials

0.5 units

Acceptable for credit: D - Credit - Degree Applicable

Advisories: ENGL 513 - Writing Skills 3

Designed to familiarize students with diverse pedagogical strategies used to create curriculum materials suitable for use with young children. (Spring) (Letter Grade or Pass/No Pass)

ECS 312 Music for Early Childhood Educators

0.5 units

Acceptable for credit: D - Credit - Degree Applicable

Advisories: ENGL 513 - Writing Skills 3

Designed to familiarize students with methods of integrating music activities, such as rhythms, songs, records, and simple musical instruments, into the education of young children. (Spring) (Letter Grade Only)

ECS 313 Science for Young Children

0.5 units

Acceptable for credit: D - Credit - Degree Applicable

This course is designed to familiarize students with the theories and techniques of teaching Science to young children and provide exploration of principles, methods, and materials for teaching young children Science concepts through discovery and play. (Fall) (Letter Grade or Pass/No Pass)

ECS 314 Engineering and Technology for Young Children

0.5 units

Acceptable for credit: D - Credit - Degree Applicable

This course is designed to familiarize students with the theories and techniques of teaching engineering and technology to young children, and provide exploration of principles, methods, and materials for teaching young children engineering concepts through discovery and play. (Fall) (Letter Grade or Pass/No Pass)

ECS 315 Math for Young Children

0.5 units

Acceptable for credit: D - Credit - Degree Applicable

This course is designed to familiarize students with the theories and techniques of teaching Math to young children and provide exploration of principles, methods, and materials for teaching young children math concepts through discovery and play. (Fall) (Letter Grade or Pass/No Pass)

ECS 320 Administration: Staff Leadership

1.0 unit

Acceptable for credit: D - Credit - Degree Applicable

Advisories: ENGL 513 - Writing Skills 3

Prerequisite: ECS 105 - Observation and Assessment

Review of effective leadership styles in the administration of Early Childhood Programs that result in improved staff communication and job performances. (Letter Grade or Pass/No Pass)

ECS 321 Administration: Professional Ethics

1.0 unit

Acceptable for credit: D - Credit - Degree Applicable

Advisories: ECS 100 - Child Growth and Development ; and

ENGL 513 - Writing Skills 3

Prerequisite: ECS 106 - Introduction to Early Childhood Curriculum

Review of the administrator's ethical responsibilities of children, families, community and society based on the standards recommended by the national Association for the Education of Young Children (NAEYC). (Letter Grade or Pass/No Pass)

ECS 322 Administration: Parents as Partners

1.0 unit

Acceptable for credit: D - Credit - Degree Applicable

Advisories: ENGL 513 - Writing Skills 3

Prerequisite: ECS 106 - Introduction to Early Childhood Curriculum

An analysis of set guidelines and strategies for administrators which will focus on the formation of a supportive link between school and home. (Letter Grade or Pass/No Pass)