

CHILD DEVELOPMENT/FAMILY RELATIONS ASSOCIATE OF SCIENCE

The Child Development Program prepares students for an Associate of Science Degree in Child Development/Family Relations. Students develop knowledge and skills needed for success in transferring to a four-year college or university. The program prepares students to work with young children in a variety of settings including child care centers for infants and toddlers, preschool children and school-aged children. As with all programs, students who intend to transfer to a four-year institution should research the transfer institution's requirements and plan to complete the CSU GE Breadth pattern or IGETC GE pattern.

Required Courses - Major:

| | Units |
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| CDV 100 Principles in Preschool Programs | 3 |
| CDV 101 Practices and Curriculum in Preschool Programs | 3 |
| CDV 180 Child, Family and Community | 3 |
| CDV 200 Psychology of Development: Infancy through Adolescence | 3 |

Plus 6 additional units selected from the following:

| | Units |
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| (All of the courses in this category are recommended for students transferring to a CSU major in Child Development) | |
| CDV 106 Children with Special Learning Needs | 3 |
| CDV 107 Practicum in Child Development | 4 |
| CDV 108 Observation and Assessment | 3 |
| CDV 109 Child Health, Nutrition, and Safety | 3 |
| CDV 202 Multi-Cultural Perspective | 3 |

Plus 3 additional units selected from the following or any course not used above: Units

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| CDV 120 Infants and Toddlers | 3 |
| CDV 121 Infant/Toddler Curriculum | 3 |
| CDV 125 Creative Activities | 3 |
| CDV 126 Music and Movement | 1 |
| CDV 130 Administration of Preschools/Child Care Centers | 3 |
| CDV 134 Advanced Administration of Preschools/Child Care Centers | 3 |
| CDV 135 Supervision of Adults in a Child Development Program | 3 |
| CDV 140 Working with School Aged Children and Youth | 3 |

Total Major Units 21

Total Degree Units 60

Program Level Student Learning Outcomes:

1. Apply their knowledge of children's physical, intellectual, social and emotional development, understand children as individuals and plan responses to their unique needs and potentials.
2. Provide developmentally appropriate active learning experiences and environments for individual children and children in groups, in the areas of language and early literacy, arts and the creative process, music and movement, literature, social studies, dramatic play, math, science and the physical world.
3. Demonstrate skills in observing and recording behavior, assessing children's interests, and assessing children's needs and levels of skill development (utilizing DRDPR). Analyze this information to improve their work with children and families.
4. Apply techniques for setting and maintaining limits, supporting children's self-esteem, self-discipline, intellectual curiosity, creativity, problem solving abilities, and acceptance of self and others in their interactions with children.
5. Implement nutritional, healthy, and safe practices in the classroom.
6. Apply the principles of inclusion in the curriculum through interactions with children, their families and staff members.
7. Communicate effectively and respectfully with families and incorporate family input in curriculum planning and assessment.
8. Serve as an advocate for young children and the programs and professionals who serve them and apply ethical standards of the profession.

