

Early Childhood Studies Mission Statement

“The Department of Early Childhood Studies prepares knowledgeable and caring professionals who are committed to contributing to a just society through high-quality education and social services for all children and families.”

Major in Early Childhood Studies

The Bachelor of Arts Degree in Early Childhood Studies provides students with the knowledge, skills, and dispositions needed to work effectively with children in early childhood (birth to age 8). Students will study multi-disciplinary theories, research, and best practices in early care and education, with an emphasis on socio-cultural factors that affect learning and development. They will learn how to use theories and research from anthropology, child development, education, health, psychology, sociology, and multicultural studies to promote the cognitive, social, emotional, and physical development of diverse young children. Students study the science of assessing children’s growth and development, acquire skills in effectively communicating with families and community partners, and prepare themselves to be leaders and advocates on behalf of all children and families. The ECS program is built upon the idea that young children are learning everywhere, all the time, and especially through their play.

Concentrations

Students majoring in Early Childhood Studies *must choose a concentration in either Early Childhood Education or Early Childhood Development* at the time of declaring the major.

Early Childhood Education

The Early Childhood Education concentration prepares students for a career in an early education setting, including:

- Infant, toddler, and preschool teacher
- Administrator of an early education program
- Support services in agencies that serve young children and families
- Elementary teacher (requires completion of a post-baccalaureate Multiple Subject credential program)
- Special Education teacher (requires completion of a post-baccalaureate Special Education credential program)



Early Childhood Development

The Early Childhood Development concentration prepares students for a career working with young children and families in non-education settings. Students work with an advisor to prepare for a career in entry-level positions in social services or for graduate school in counseling, social work, child life specialist, etc.

Additional information about the Early Childhood Studies Department can be found at www.sonoma.edu/education/ecs





SONOMA STATE UNIVERSITY

School of Education
Department of Early Childhood Studies
www.sonoma.edu/education/eecs

Prerequisites to the Early Childhood Studies Major

Students wishing to declare the major are required to have a GPA of at least 2.5. Transfer students must have a GPA of at least 2.5.

Meeting with an Early Childhood Studies Advisor

If you have questions after reading through this packet, or if you wish to meet with an advisor about the Early Childhood Studies major, please contact an Early Childhood Studies advisor. If you are changing your major or if you are currently “undeclared,” pick up a “Change of Major” form from the School of Education lobby and bring it to your first meeting with your advisor. To find your assigned advisor, please see the last page of this packet.

Degree Requirements for B.A. in Early Childhood Studies

The B.A. with a major in Early Childhood Studies requires that you complete a total of **120 units**. Units fall into the following categories:

- **48-50 GE Units** (for more information on GE units, see www.sonoma.edu/advising/ge/)
- **43 Major Units** (37 Core + 6 ECS Electives)
- **27-36 Units of Electives** from across the University (depends on how many courses double-count towards the major and GE)

Major Core Requirements (both concentrations, 29 units)

EDEC 178 Introduction to ECS Major and Portfolio	1
EDEC 201 Foundations of Early Care and Education	4
*EDEC 220 Observing Child Development in the First Eight Years	4
EDEC 270 Children and Families in Diverse Societies	4
EDEC 420 Child Development in the Family, School, and Community	3
EDSP 432 Young Children with Special Needs	4
EDEC 435 Advocating for Children and Families	4
EDEC 460 Introduction to Research in Early Childhood Studies	4
EDEC 478 Early Childhood Studies Portfolio	1

Early Childhood Education Concentration Requirements (8 units)

*EDEC 237 Creating Environments for Young Children	4
*EDEC 437 Integrated Curriculum in Early Childhood Classrooms	4

Child Development Concentration Requirements (8 units)

EDEC 247 Physical Development and Health in Childhood	3
*EDEC 347 Community Services for Children and Families	2
EDEC 447 Children’s Emotional Development and Health	3



(Requirements continue on next page)



Major Electives (both concentrations, 6 units)

Electives should be chosen in consultation with an advisor.

EDEC 405 iPlay: Child Development in the Digital Age	3
EDEC 406 Positive Guidance	3
EDEC 407 Multicultural Children’s Literature	3
EDEC 408 Science, Literacy and Play: Exploring the Natural World	3
EDEC 409 Play in Early Childhood	3
EDEC 410 Language Development	3
EDEC 411 Infant and Toddler Development	3
EDEC 412 Brain Development	3
EDEC 490 Special Topics in Early Childhood Studies	1-4
❖EDMS 419 Identity and Agency for Socially Just Classrooms & Communities	3
EDSS 418 Development in Adolescence and Emerging Adulthood (Pre-Req: Junior/Senior Status)	3
❖EDUC 417 School and Society	3
AMCS 339 Ethnic Groups and American Social Policy	3
AMCS 445 Multiculturalism and Education	4
CALS 403 Chicano/Latino Youth and Adolescents	3-4
CALS 405 The Chicano/Latino Family	3-4
CALS 450 Chicano/Latino Children’s Literature (Pre-Req: Functional Spanish language skills)	3-4
CALS 456 Sociology of Education/Latinos and Education (Pre-Req: Upper Division Students & CALS 458)	4
KIN 400 Elementary School Physical Education (Pre-Req: Upper division KIN, LIBS, AMCS and CALS majors, MS credential prep candidates or consent of instructor)	3
KIN 427 Individuals with Disabilities in Educational and Recreational Settings (Pre-Req: Juniors, Seniors and Graduate Students)	3
PSY 409 Social and Emotional Development (Pre-Req: PSY 250, 302 or PSY 410, PSYCH Majors**)	4
PSY 411 Child Psychopathology (Pre-Req: PSY 410 or PSY 302 or equivalent, Junior-level standing, and PSYCH Majors**)	4
PSY 414 Infant Development (Pre-Req: PSY 250 and junior level standing or instructor consent, PSYCH Majors**)	4
PSY 418 Psychology of Family (Pre-Req: Junior, Senior and Graduates and PSYCH Majors**)	4
PSY 431 Introduction to Art Therapy (Pre-Req: Junior-Level Standing & PSYCH Majors**)	4
PSY 448 Cognitive Development (Pre-Req: PSY 410, PSY 302 or consent of instructor & PSYCH Majors**)	4
SOCI 345 Sociology of Families	4
SOCI 445 Sociology of Childhood and Adolescence	4

**Students enrolled in courses marked with an asterisk will complete 24-48 hours of fieldwork in an early childhood setting. During any one semester, enroll in only one field course at a time.*

***Psychology Majors Only until after first registration.*

❖EDMS 419 and EDUC 417 are prerequisite courses for the Elementary School Multiple Subject Teaching Credential. If you are planning to apply to this credential program at SSU, complete these courses as part of your program.

➤ *EDEC 478 is restricted to graduating seniors in their final semester.*

Transfer students who have completed the CAP 8 Child Development sequence have met the requirements for the following courses: EDEC 201, EDEC 220, EDEC 237, EDEC 270, and EDEC 420. Please meet with your ECS advisor for more information.



Suggested Course Sequence (All required ECS major courses are offered both fall and spring)			
	Students who have not completed these major courses, should complete them in the indicated year	If possible, students should complete these major courses in the indicated year	General Education
Freshman Year	EDEC 178	EDEC 201	Students complete lower division GE's (100- or 200-level)
Sophomore Year	EDEC 201	EDEC 220 EDEC 237 or EDEC 247 EDEC 270	Students continue working on lower division GE courses
Junior Year	EDEC 220 EDEC 237 or EDEC 247 EDEC 270 EDEC 347 (ECD concentration only)	EDSP 432 EDEC 420 EDEC 435 Major Elective 1 (take EDMS 419 or EDUC 417 if you plan to go to the SSU Multiple Subjects Credential Program)	Students begin working on 9 units of upper division (300-400 level) GE
Senior Year	<ul style="list-style-type: none"> • EDEC 437 or EDEC 447 • EDEC 460 • EDEC 478 (final semester) • Major Elective 2 • Major Elective 3 (if needed) • Any major courses from above that have not yet been completed 		Students finish any remaining GE courses
All Years			Students take university electives (or minor courses) to get to 120 units total

Student Learning Outcomes	
Concentration 1: Early Childhood Education	Concentration 2: Early Childhood Development
<p>SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote child development and learning.</p> <p>SLO2. Students understand the components and importance of building family and community relationships in work with young children.</p> <p>SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.</p> <p>SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.</p> <p>SLO5. Students design, implement, and evaluate effective curriculum that aligns with state early learning standards for children in programs serving infants, toddlers, and preschoolers.</p> <p>SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families.</p> <p>SLO7. Students observe and practice their developing skills in different kinds of early childhood educational settings.</p>	<p>SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote practices that support optimal child development and health (including mental health).</p> <p>SLO2. Students understand the components and importance of building family and community relationships in work with young children.</p> <p>SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.</p> <p>SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.</p> <p>SLO5. Students identify and evaluate effective practices in programs that promote and protect development and health of infants, toddlers, preschoolers, and children in the middle childhood years.</p> <p>SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families.</p> <p>SLO7. Students observe and practice their developing skills in different kinds of programs that support children and families.</p>

