

# Early Childhood Development Transfer to Southern Oregon University

Holland code family: Helpers

Associate of Science Degree

[www.roguecc.edu/Counseling/HollandCodes/test](http://www.roguecc.edu/Counseling/HollandCodes/test)

## About the Program

Based on a signed articulation agreement, Rogue Community College (RCC) and Southern Oregon University (SOU) Department of Education offer an Associate of Science degree for students who want to work with children ages birth to 8. This degree was developed as a cooperative venture between SOU and RCC and offers knowledge and application components drawn from curriculum at both institutions.

The Associate of Science degree articulates directly into a bachelor's degree program at SOU that will fulfill the standards of the National Association for the Education of Young Children, as the program objectives are designed to align with the national professional standards.

Students should work closely with their advisors to ensure transferability of this program. They should also contact the SOU School of Education early in the first year of the program to be advised about additional requirements and procedures for admission to SOU. Students transferring to SOU will be required to complete ED399 at SOU during their first quarter. If students transfer before completing this degree or transfer in a major not covered by prior agreements, their courses will be evaluated individually toward the transfer requirements of the college of their choice.

## Program Learning Outcomes

The curriculum in RCC courses is derived from a set of identified learning outcomes that are relevant to the discipline. Program learning outcomes for early childhood education programs are:

Promote child development and learning: Students will be able to demonstrate their understanding of a) children's characteristics and needs and b) the multiple interacting influences on children's development and learning; and c) Students will be able to use developmental knowledge to create learning environments that are healthy, respectful, supportive, and challenging for each child.

Build family and community relationships: a) Students will know about, understand, and value the importance and complex characteristics of children's families and communities; b) Students will be able to support and engage families and communities through respectful, reciprocal relationships; and c) Students will be able to involve families and communities in their children's development and learning.

Observe, document, and assess: a) Students will understand the goals, benefits, and uses of assessment; b) Students will know about and use observations, documentation, and other appropriate assessment tools and approaches; c) Students will understand and practice responsible assessment to promote positive outcomes for each child; and d) Students will know about assessment partnerships with families and with professional colleagues.

Use developmentally effective approaches to connect with children and families: a) Students will understand positive relationships and supportive interactions as the foundation of their work with children; b) Students will know and understand effective strategies and tools for early childhood and/or elementary education; c) Students will use a broad repertoire of developmentally appropriate teaching/learning approaches; and d) Students will reflect on their own practice to promote positive outcomes for each child.

Use content knowledge to build meaningful curriculum: a) Students will understand content knowledge and resources in academic disciplines; b) Students will know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines; and c) Students will use their own knowledge, appropriate early childhood or elementary learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for every child.

Demonstrate professionalism: a) Students will identify and involve themselves with the early childhood and/or elementary education field; b) Students will know about and uphold ethical guidelines and other professional guidelines; c) Students will engage in continuous, collaborative learning to inform practice; d) Students will integrate knowledgeable, reflective, and critical perspectives on education; and e) Students will engage in informed advocacy for children and the profession.

## Entry Requirements

Students are required to complete the Placement Process to determine skill level and readiness in math, reading, and writing. As part of their training program, students must begin with the courses within their skill level as determined through the Placement Process. In addition, students may also be required to enroll in classes that would increase their employability and success.

Students are also required to provide information regarding their measles immunization status by completing the form found on the RCC ECEE Department website and clicking on "Measles Immunization." Completed forms must be submitted to a department administrative assistant.

Many courses in this department require participation in community schools, programs, and agencies for observation and practicum experiences. Some of these sites may require a background check in order for a student to participate. Future employment serving children and families will require a background check.



Students may wish to consider going through a background check process to be ready for potential observation, practicum, and employment experiences – check with an ECEE advisor for additional information.

For some classes, early childhood education students are required to use the Redwood Early Childhood Center, which is a Head Start site. Therefore, all students in the Early Childhood Education program must obtain prior clearance from Head Start. The process for doing this is on the Southern Oregon Head Start website, [www.socfc.org](http://www.socfc.org). Click on "Volunteer" and then on "Download Volunteer Packet." Required paperwork must be completed before observing or participating at a Head Start site.

## Advanced Standing

Coursework from accredited universities will be accepted in accordance with college policies. In order to ensure that coursework is current, program courses over 10 years old must be reviewed and approved by the appropriate department chair before being accepted toward core requirements. Each College Now credit student must meet with the department chair to determine placement.

## Graduation Requirements

The Associate of Science degree will be awarded to students who complete all credits in this program with a grade of "C" or better. Certain required courses are graded on a pass/no pass basis only. A grade of "P" for these courses indicates a student earned the equivalent of a "C" or better grade.

## Prerequisites

Course No.	Course Title	Credits
CS/CIS	Approved 3-4 credit Computer Science or Computer Information Science class, CS120/CIS120 or above, or documented computer proficiency within the past ten years.	0-4
MTH96	Applied Algebra II or MTH95 Intermediate Algebra or designated placement test score	0-4
PSY101	Psychology of Human Relations <sup>1</sup>	3
WR115	Introduction to Expository Writing or BT113 Business English I or designated placement test score	0-4

**Total Prerequisite Credits**

**3-15**

## General Education Requirements

Course No.	Course Title	Credits
HE250	Personal Health or HPE295 Health and Fitness for Life	3
LIB127	Introduction to Academic Research	1
MTH243	Probability and Statistics or other approved math elective <sup>2</sup>	4
GEOG110	Introduction to Cultural and Human Geography	3
SP111	Fundamentals of Public Speaking or SP218 Interpersonal Communication	4
WR121	English Composition I	4
WR122	English Composition II or WR227 Technical Writing	4
—	Approved humanities elective <sup>3</sup>	9-12
—	Approved science elective <sup>4</sup>	11

**Total General Education Requirements**

**43-46**

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## Core Requirements

Course No.	Course Title	Credits
ECE100	Introduction to Early Childhood Education	3
ECE151	Guiding Children in Group Settings	3
ECE152	Fostering Creativity	3
ECE154	Children's Literature and Literacy	3
ECE161	Infant/Toddler Development	3
ECE163	Preschool/Primary Development	3
ECE175	Developmentally Appropriate Practices	3
ECE240	Play-based Learning	3
ECE241	Promoting Cognitive Development	3
ECE243	Promoting Child Health and Physical Development	3
ECE244	Observation and Assessment	3
ECE245	Promoting Social and Emotional Development of Young Children	3
ECE246	Child, Family and Community	3
ECE248	Children with Disabilities and Their Families or ECE265 Children at Risk	3
ECE250	Infant/Toddler Environment or ECE251 Preschool Environments	3
ECE254	Preschool Curriculum or ECE255 Infant/Toddler Materials and Activities or ECE256 Primary Curriculum	3
ECE261	Advanced Practicum I and Seminar	3
ECE266	Spanish for Early Childhood/Elementary Professionals	3
ECE275	Anti-bias Education	3
ECE285	The Early Childhood Professional	3
ED170	Introductory Practicum	2
<b>Total Core Credits</b>		<b>62</b>
<b>TOTAL PROGRAM CREDITS</b>		<b>105-108</b>

<sup>1</sup> Required for graduation.

## <sup>2</sup> Approved Math Electives

(complete at least one course, 4-5 credits – MTH211, MTH212 and MTH213 are required for application to the Master of Arts in Teaching (MAT) program at SOU)

Course No.	Course Title	Credits
MTH105	Introduction to Contemporary Math	4
MTH111	College Algebra	4
MTH112	Elementary Functions	4
MTH211,212	Fundamentals of Elementary Math I, II (must take both)	4-4
MTH243	Probability and Statistics	4
MTH251	Calculus I	5

## <sup>3</sup> Approved Humanities Electives

(complete at least three courses from the following list, 9-12 credits)

Course No.	Course Title	Credits
ART131	Introduction to Drawing	3
ART204,205,206	History of Art I, II, III	4-4-4
ENG104,105,106	Introduction to Literature	4-4-4
ENG107,108,109	World Literature	4-4-4
ENG201,202	Shakespeare I, II	4-4
ENG204,205,206	Survey of English Literature	4-4-4
ENG253,254,255	Survey of American Literature	4-4-4
ENG257	African American Literature	4
ENG260	Introduction to Women Writers	4
ENG275	The Bible as Literature	4
HUM101,102,103	Introduction to Humanities	4-4-4
HUM215,216,217,218,219	Native American Arts and Cultures	4-4-4-4-4
IS110	Introduction to International Studies I	4
MUS105	Music Appreciation	3
MUS108	Music in World Cultures	4
MUS201	Introduction to Western Music	4
MUS205	History of Jazz	3
MUS206	Introduction to Rock Music	3
MUS208	Film Music	3

MUS261,262,263	History of Western Music I, II, III	4-4-4
MUS264,265,266	History of Rock I, II, III	3-3-3
PHL101,102,103	Philosophical Problems/Ethics/Critical Reasoning	4-4-4
REL201	World Religions	4
REL243	Nature, Religion and Ecology	4
SP115	Introduction to Intercultural Communication	4
SPAN201,202,203	Second Year Spanish I, II, III	4-4-4
TA141	Fundamentals of Acting	4
WR241,242,243	Imaginative Writing I, II, III	4-4-4

## <sup>4</sup> Approved Science/Lab Science Electives

(Complete at least three courses, two of which must have labs, from the following list for a minimum of 11 credits. Note that only one course can be a regional field studies course indicated by asterisk.)

Course No.	Course Title	Credits
BI100GB *	Introductory Biology (non-lab course)	3
BI100SB *	Biology of Human Body Systems (non-lab course)	3
BI101,102,103 *	Introduction to Biology I, II, III with lab	4-4-4
BI121,122	Elementary Anatomy and Physiology I, II with lab	4-4
BI211,212,213	General Biology I, II, III with lab	4-4-4
BI231,232,233	Anatomy and Physiology I, II, III with lab	4-4-4
BI234	Microbiology with lab	4
CHEM104	Introductory Chemistry with lab and recitation	5
CHEM105	Introductory Organic Chemistry with lab	4
CHEM105R	Introductory Organic Chemistry Recitation	1
CHEM106	Introductory Biochemistry with lab	4
CHEM106R	Introductory Biochemistry Recitation	1
CHEM221,222,223	General Chemistry I, II, III with lab and recitation	5-5-5
CIS195	Web Authoring I (HTML/CSS) (non-lab course)	4
ENV111 *	Introduction to Environmental Science (non-lab course)	3
G100 *	Fundamentals of Geology (non-lab course)	3
G101,102,103 *	Introduction to Geology I, II, III with lab	4-4-4
GEOG100	Introduction to Physical Geography (non-lab course)	3
GS104,106,107,108 *	Physical Science with lab	4-4-4-4
GS170 *	Regional Field Studies with lab	4
PH201,202,203	General Physics I, II, III with lab and recitation	5-5-5
PH211,212 ,213	General Physics (Calculus Based) I, II, III with lab and recitation	5-5-5

\*Denotes courses commonly taken by ECEE students.

Note: Students who have graduated from high school or completed a high school equivalency program in 1997 or after must have the following requirement for admission to a four-year Oregon university: 1) Two years of the same high school-level world language, or 2) two terms of college-level world language with a grade of "C" or better (may be first-year world language, which can be used as elective credits on the Associate of Arts Oregon Transfer degree). If students plan to complete a Bachelor of Arts (BA) degree at a four-year school, they must have a proficiency in a world language regardless of when they graduated from high school or equivalency program.

For more information contact the Early Childhood and Elementary Education Department:

Grants Pass or Medford..... 541-245-7504  
 Toll free in Oregon ..... 800-411-6508, Ext. 7066 or 7504  
 email ..... ecee@rogucecc.edu  
 Web address ..... www.rogucecc.edu/ecee  
 TTY ..... Oregon Telecom Relay Service, 711

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