

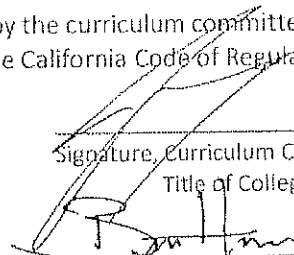


CCC CURRICULUM INVENTORY  
Program or Course Proposal  
SIGNATURE PAGE


**CURRICULUM & INSTRUCTIONAL ADMINISTRATION:**

The program(s) and/or course(s) has/have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of the California Code of Regulations, Title 5.

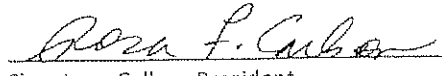
11-12-14  
Date  
James Thompson  
Name

  
Signature, Curriculum Chair  
Title of College Administrator

11/12/14  
Date  
Bill Henry  
Name

  
Signature, V.P. Academic Affairs  
Title of College Administrator

11/12/14  
Date  
Dr. Rosa Carlson  
Name

  
Signature, College President  
Title of College Administrator

**DISTRICT (check one):**

On 11/13/2014 (date), the governing board of the Kern Community District approved the program and/or course proposal(s) attached to this request.

The governing board has delegated to me the authority to approve program and/or course proposal(s), and I have approved the proposal(s) attached to this request.

\_\_\_\_\_  
Date  
Sandra Serrano  
Name

\_\_\_\_\_  
Signature, Superintendent/Chancellor

**CAREER TECHNICAL EDUCATION (CTE) PROGRAMS ONLY:**

The program(s) fulfill(s) the requirements of employers in the occupation, provide students with appropriate occupational competencies, and meet any relevant professional or licensing standards.

\_\_\_\_\_  
Date  
\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature, Regional Consortium Chair

(For multiple program/course proposals)

Program or Course Titles
ADMJ P066A- Police Reserve Training, Level III (Course revision)
ADMJ P066B- Police Reserve Training, Level II (Course revision)
ADMJ P073D- Advance Peace Officer Training/ Report Writing (Course deletion)
ADMJ P073E- Advance Peace Officer Training/ Weaponless Def (Course deletion)
ADMJ P101- Public Safety Report Writing (Course revision)
ADMJ P103- Introduction to Law (Course revision)
ADMJ P104- Criminal Law (Course revision)
ADMJ P105- Principles and Procedure of the Justice System (Course revision)
ADMJ P106- Legal Aspects of Evidence (Course revision)
ADMJ P107- Exploring Contemporary Multicultural Issues (Course revision)
ADMJ P108- Principles of Investigation (Course revision)
ADMJ P109- Criminal Justice Communications (Course revision)
ADMJ P111- Intro to Behavioral and Correctional Science (Course revision)
ADMJ P113- Interviewing and Counseling Corrections (Course revision)
ADMJ P114- Control and Supervision in Corrections (Course revision)
ADMJ P115- Legal Aspects of Corrections (Course revision)
ADMJ P117- Police Operations (Course revision)
ADMJ P118- Introduction to Criminology (Course revision)
ADMJ P121- Juvenile Delinquency (Course revision)
ADMJ P122- Probation and Parole (Course revision)
ADMJ P123- Constitutional Rights of the Accused (Course revision)
ADMJ P140A- Basic Field Work Administration of Justice Police Cadet(Course revision)
AGRI P102- Agricultural Economics (Course revision)
AGRI P106- Introduction to Soil Science (Course revision)
AGRI P131- Introduction to Plant Science (Course revision)
AGRI P132- Agricultural Math (Course revision)
ANTH P101- Introduction to Biological Anthropology (Course revision)
ANTH P102- Introduction to Cultural Anthropology (Course revision)
ANTH P103- Introduction to Archaeology (Course revision)
ART P050- Art Studio: Jewelry (Course deletion)
ART P106- 2-D Design (Course revision)
ART P107- 3-D Design (Course revision)
ART P121- Figurative Sculpture (Course revision)
Associate in Arts in English for Transfer AA-T (New program)



**Item 1. Statement of Program Goals and Objectives:**

Associate in Science for Transfer 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.

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 group care early childhood settings.
- Apply ethical standards of behavior accepted by the profession of early childhood education.

**Item 2. Catalog Description:**

The Associate in Science for Transfer in Early Childhood Education 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 was 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 Bachelor of Science in Early Childhood Education students are eligible

for the Master Teacher and Site Supervisor levels of the California Child Development Permit, using the Alternative Qualifications category. The Associate in Science for Transfer in Early Childhood Education 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 for Transfer in Early Childhood Education may be obtained by:

1. Completion of 60 semester units that is eligible for transfer to the California State University, including both of the following:

a. 40 units from either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

b. A minimum of 20 semester units in the major as determined by the required courses described below.

2. Obtainment of a minimum grade point average of 2.0.

Students must earn a “C” or better in all courses required for the major.

Requirements for the Degree:

CHDV P142 Principles and Practices of Teaching Young Children .....	3
CHDV P223 Child, Growth & Development (3) .....	3
Or PSYC P223 Child Psychology (3)	
CHDV P122 The Child, the Family and the Community.....	3
CHDV P144 Introduction to Curriculum .....	3
CHDV P143 Practicum/Field Experiences .....	3
CHDV P239 Observation and Assessment .....	3
CHDV P119 Health, Safety and Nutrition (3) .....	3
CHDV P117 Teaching in a Diverse Society .....	3

**Item 3. Item 3. Program Requirements: N/A**

**Item 4. Background and Rationale:**

Upon completion of this Associate of Science for Transfer in Early Childhood Education, a student possesses the course work required to work as a Teacher, or teacher assistant in private early care and education settings, serving infants through preschool-age children. Additionally, the individual can

work as a Teacher in privately owned before-and-after school programs, serving school-age children. This degree 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 this Associate in Science for Transfer in Early Childhood Education a student is eligible to apply for an Associate Teacher Child Development Permit, this individual can then work as an assistant teacher in a publicly funded (Title 5) early care and education program. This degree 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.

The Associate of Science for Transfer in Early Childhood Education fulfills the lower division coursework; when combined with the upper division level, it prepares the student for in-depth coursework toward Bachelor Science Degree in Early Childhood Education attainment. Those students who combine this Bachelor Science Degree in Early Childhood Education with a one year multiple subject teaching credential will gain the opportunity to teach in the Transitional Kindergarten classroom or Kindergarten through eighth grades.

#### **5. Enrollment and Completer Projections**

N/A

#### **6. Place of Program in Curriculum/Similar Programs**

The Associate in Science for Transfer in Early Childhood Education will be offered through the Career and Technical Education Division. This degree is related to the Child Development program at Porterville College.

#### **7. Similar Programs at Other Colleges in Service Area**

N/A

#### **8. Labor Market Information and Analysis (CTE only)**

EMSI data indicates that Education Administrators, Preschool and Child Care Center occupations are projected to grow within the four-county region by 4.3% 2012-2017. Education Administrators, Preschool and Child care Center occupations specifically expect a projected five-year growth of 4.3% regionally, 10% state wide, and 8.2% nationally. Average hourly earnings for 2012, Education Administrators, Preschool and Child care Center occupations were \$22.09 regionally. National average hourly earnings for 2012 were \$21.13.

**Attachment Required: Labor Market Information & Analysis (CTE only)**

**Attachment Required: Labor Market Information (no analysis, A.A.-T/A.S.-T, CTE only)**

**Attachment Required: LMID Verified Data (noncredit, short term vocational only)**

**9. Employer Survey (CTE only)** Not required. Child Development Associate of Arts offered in the past.

**10. Explanation of Employer Relationship (CTE only)** Not required. Child Development Associate of Arts offered in the past.

**11. List of Members of Advisory Committee (CTE only)** Not required. Child Development Associate of Arts offered in the past.

**12. Recommendation of Advisory Committee (CTE only)** Not required because Transfer Model Curriculum was developed intersegmentally statewide.

**Narrative Items #13-14**

**13. Display of Proposed Sequence**

Narrative not required but CORs have been attached.

**14. Transfer Applicability (if applicable)**

1) The TMC template for the major is attached.

**Criteria D. Adequate Resources #15-18**

No additional resources will be required beyond the college's current resources. This includes: library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the State minimum qualifications

**15. Library and Learning Resources Plan**

**16. Facilities and Equipment Plan**

**17. Financial Support Plan**

**18. Faculty Qualifications and Availability**

**Criteria E Narrative Items #19-21**

There are no licensing or accrediting standards that apply to this program; no additional student selection criteria are required; this program complies with California Code of Regulations, title 5 section 55201 and 58106; and, there are no additional fees beyond those identified in California Education Code section 76300.

**19. Based on Model Curriculum (if applicable)**

**20. Licensing or Accreditation Standards**

**21. Student Selection and Fees**

# Occupation Overview

Education Administrators, Preschool and Childcare Center/Program in 4  
Counties

## Porterville College

100 E. College Avenue  
Porterville, California 93257  
559.791.2459



# Parameters

## Occupations

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Code	Description
11-9031	Education Administrators, Preschool and Childcare Center/Program

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## Regions

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Code	Description
6027	Inyo County, CA
6029	Kern County, CA
6051	Mono County, CA
6107	Tulare County, CA

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## Timeframe

2012 - 2017

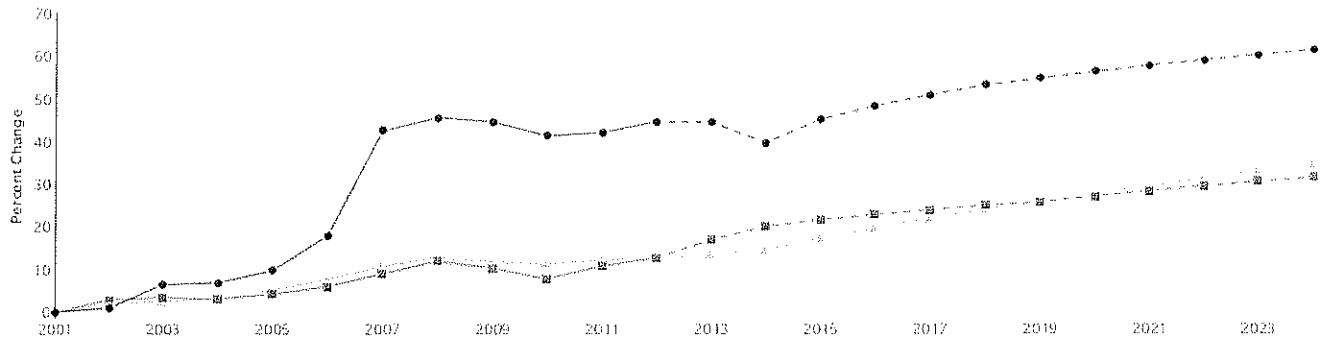
## Datarun

2014.2 – QCEW Employees

## Occupation Headline

<b>219</b> Jobs (2014) 30% above National average	<b>4.3%</b> % Change (2012-2017) Nation: 8.2%	<b>\$22.09/hr</b> Median Earnings Nation: \$21.13/hr
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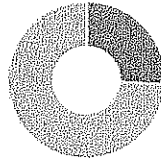
# Regional Trends



	Region	2012 Jobs	2017 Jobs	% Change
●	Region	227	236	4.3%
◐	State	6,899	7,592	10.0%
◑	Nation	47,424	51,317	8.2%

## Occupation Gender Breakdown

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	Gender	2014 Jobs	2014 Percent	
•	Male	57	26.0%	
•	Female	162	74.0%	

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# Occupation Age Breakdown

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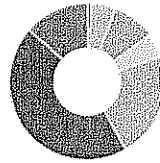


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	Age Group	2014 Jobs	2014 Percent
•	14-18	1	0.2%
•	19-24	15	7.0%
•	25-34	51	23.3%
•	35-44	49	22.3%
•	45-54	53	24.2%
•	55-64	41	18.9%
•	65+	9	4.0%

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# National Educational Attainment



	EducationLevel	2014 Percent
*	Less than high school diploma	0.7%
*	High school diploma or equivalent	5.1%
*	Some college, no degree	9.0%
*	Associate's degree	5.0%
*	Bachelor's degree	22.0%
*	Master's degree	44.7%
*	Doctoral or professional degree	13.5%

## Occupational Programs

<b>0</b> Programs (2013)	<b>0</b> Completions (2013)	<b>6</b> Openings (2013)
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Program

Completions (2013)

*There are no related program completions in the selected region.*

## Industries Employing this Occupation

Industry	Occupation Jobs in Industry (2014)	% of Occupation in Industry (2014)	% of Total Jobs in Industry (2014)
Child Day Care Services	81	37.0%	8.2%
Elementary and Secondary Schools (Local Government)	74	33.8%	0.2%
Civic and Social Organizations	12	5.4%	1.2%
Other Individual and Family Services	<10	3.1%	0.7%
Services for the Elderly and Persons with Disabilities	<10	2.6%	0.1%



# Appendix A - Data Sources and Calculations

## Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

## State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

## Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

**Transfer Model Curriculum (TMC) Template for Early Childhood Education**

Template # 2003

**CCC Major or Area of Emphasis:** Early Childhood Education

Rev. 1: 03/01/13

**TOP Code:** 130500

**CSU Major(s):** Child Development; Child and Adolescent Development; Human Development; Education

**Total Units:** 24 (all units are semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx> or the ASSIST website: [http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses must be submitted to C-ID prior to completing the Associate Degree for Transfer (ADT) proposal for Chancellor's Office approval.**

Associate in Science in Early Childhood Education for Transfer Degree					
College Name: Porterville College					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	CSU GE/ IGETC Area
<b>REQUIRED CORE: (24 units)</b>					
Child Growth and Development (3)	CDEV 100	CHDV P223	Child, Growth, and Development	3	D
Child, Family and Community (3)	CDEV 110	CHDV P122	Child, Family and Community	3	
Principles and Practices of Teaching Young Children (3)	ECE 120	CHDV P142	Principles & Practices of Teaching Young Children	3	
Introduction to Curriculum (3)	ECE 130	CHDV P144	Introduction to Curriculum	3	
Observation and Assessment (3)	ECE 200	CHDV P239	Observation & Assessment	3	
Practicum in Early Childhood Education (3)	ECE 210	CHDV P143	Practicum/Field Experiences	3	
Health, Safety and Nutrition (3)	ECE 220	CHDV P119	Health, Safety & Nutrition	3	
Teaching in a Diverse Society (3)	ECE 230	CHDV P117	Teaching in a Diverse Society	3	
<b>Total Units for the Major:</b>	<b>24</b>	<b>Total Units for the Major:</b>		24	
<b>Total Units that may be double-counted</b> (Ensure that the total for each Area does not exceed the limit for the specific Area)					3
<b>General Education (CSU GE or IGETC) Units</b>					37-39
<b>Elective (CSU Transferable) Units</b>					0
<b>Total Degree Units (maximum)</b>					<b>60</b>