**Getting Your Community College**

**CAP 8 Classes to Count at CSUN**

Community college students who completed early childhood coursework may be eligible to apply these units towards the CADV Early Childhood Development BA option at CSUN. This transfer package identifies a maximum of 8 courses/categories that can be accepted and “counted” towards a BA in CADV; we will frequently refer to this as the **CAP 8** (Community Colleges Curriculum Alignment Project). This means a grand total of 24 units may be directly applied towards a BA in Early Childhood Development.

Each of the CAP 8 categories are listed below with a description of what the course should have accomplished. Some community colleges are still in the process of officially “qualifying” or classifying their courses. Below is a chart of some local community college courses that will count towards the major. For further information visit: <http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm>

**Steps for determining if your previous community college**

**courses align with the CADV course requirements**

**Step 1:** **LEARN** about theCAP 8 categories and determine if you have taken courses matching the stated description. Refer to the chart below. Also use online resources through the Child Development Training Consortium: <http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm>. For instance here is a link of aligned courses: <http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_colleges_aligned.htm>. Since this is a newly adopted transfer package, you may not see your college or courses listed; don’t worry, we can help.

**Step 2:** Make sure your most recent **TRANSCRIPTS** have been **TRANSFERRED to CSUN’s** Admissions & Records office so these courses will appear on your MAP. We cannot act until you have transferred over your courses to CSUNs Admissions & Records.

**Step 3:** Complete the CADV **COMMUNITY COLLEGE COURSE SUBSTITUTION PETITION** (see last page). Print this form with a **copy of your updated MAP**. At the end of your MAP (after your Bachelor’s of Arts section) there is a sub-section called “*These courses do not provide unit credit toward a bachelor degree*”— these courses are likely listed in this section (unless they already articulated in another section for your BA). If you are not familiar with how to update your MAP, use this online resource: <http://www.csun.edu/hhd/cadv/cadvappointments.html>

**Step 4:** **SUBMIT BOTH** your completed (1) Community College Course Sub Petition & (2) your updated MAP to the CADV **Department Office in Sequoia Hall 285** to be reviewed by a faculty advisor.

**Step 5:** **WAIT** for the CADV Department to contact youwith the results. If your courses are approved, then the faculty advisor will notify Admissions & Records; it can take 2-4 weeks for them to update your DPR/MAP.

**CAP 8 Category Descriptions**

**CAP 1: Child Growth & Development (e.g., Child Development 1)**

This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

**CAP 2: Child, Family & Community (e.g., Child Development 11)**

An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio‐cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

**CAP 3: Introduction to Curriculum (e.g., Child Development 7)**

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for infants and young children. Students will examine the teacher's role in supporting development by using observation and assessment strategies and emphasizing the essential role of play. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.

**CAP 4: Principles & Practices of Teaching Young Children (e.g., Child Development 2)**

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult‐child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

**CAP 5: Observation & Assessment (e.g., Child Development 34)**

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children’s success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored.

**CAP 6: Health, Safety & Nutrition (e.g., Child Development 10)**

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children.

**CAP 7: Teaching in a Diverse Society (e.g., Child Development 42)**

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti‐bias approaches supporting all children in becoming competent members of a diverse society. Course includes self‐examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling.

**CAP 8: Practicum (e.g., Child Development 22)**

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. 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, and 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.

As of July 1st, 2013 we have confirmation that the follow community college courses align with these 8 CAP categories. We will continue to update this chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Community College** | **CAP1** | **CAP2** | **CAP3** | **CAP4** | **CAP5** | **CAP6** | **CAP7** | **CAP8** |
| **Los Angeles CITY College (LACCD)** | **CD 1** | **CD 11** | **CD 7** | **CD 2** | **CD 34** | **CD 10** | **CD 42** | **CD 22** |
| **Los Angeles Southwest College (LACCD)** | **CD 1** | **CD 11** | **CD 7** | **CD 2** | **CD 34** | **CD 10** | **CD 42** | **CD 22** |
| **Los Angeles Trade-Tech College (LACCD)** | **CH DEV 1** | **CH DEV 11** | **CH DEV 7** | **CH DEV 2** | **CH DEV 34** | **CH DEV 10** | **CH DEV 42** | **CH DEV 22** |
| **West Los Angeles College (LACCD)** | **CD 1** | **CD 11** | **CD 7** | **CD 2** | **CD 34** | **CD 10** | **CD 42** | **CD 22** |
| **Long Beach City College** | **CDECE 45** | **CDECE 48** | **CDECE 50** | **CDECE 53** | **CDECE 66** | **CDECE 19** | **CDECE 61** | **CDECE 68** |
| **PIERCE College (LACCD)** | **CD1** | **CD 11** | **CD7** | **CD 2** | **CD 34** | **CD 10** | **CD 42** | **CD 22** |
| **Moorpark College** | **CD M02** | **CD M03** | **CD M14** | **CD M11** | **CD M04/ M04L** | **CD M23** | **CD M05** | **CD M12/ M12L** |
| **Santa Monica College** | **Psych11** | **ECE 11** | **ECE 17** | **ECE 2** | **ECE 21** | **ECE 64** | **ECE 19** | **ECE 22** |
| Los Angeles MISSON College (LACCD) | CHD 001 | CHD 002 | CHD 026 | CHD 010 | CHD 015 | CHD 017 | CHD 013 | CHD008A |
| College of the Canyons | ECE120 | ECE125 | ECE115 | ECE110 | Not yet | Not yet | ECE165 | 116A,B,C |
| Santa Barbara |  |  |  |  |  |  |  |  |
| Los Angeles VALLEY College (LACCD) | **CD 1** | **CD 11** | **CD 7** | **CD 2** | **CD 34** | **CD 10** | **CD 42** | **CD 22** |

Student Initiated Form

**Community College (CAP 8) Course Substitution Petition**

Students use this form to petition for community college early childhood coursework to count towards the CADV degree requirements.

**First Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Last Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student ID**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**\_\_\_\_\_\_\_\_\_\_ **Current Semester**\_\_\_\_\_\_\_\_\_\_\_

**Message Phone**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Email**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CADV BA Option (Circle one)** Early Childhood Development OR Applied Developmental Science

*Submit this completed form with an updated MAP and any additional materials (e.g., course syllabus from your community college) to the CADV Department Office (Sequoia Hall 285). After a faculty advisor has reviewed this form, you will be notified.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CAP 8 Category** | **Community College** | **Course #** | **Semester/**  **Year taken** | **Office use only** |
| *Example* | *Pierce* | *CD2* | *Fall 2010* | *Leave blank* |
| CAP 1: Child Growth & Development *(\*CADV150)* | *Already articulated with assist.org; should appear on your MAP.* |  |  |  |
| CAP 2: Child, Family & Community *(\*FCS 234)* | *Already articulated with assist.org; should appear on your MAP.* |  |  |  |
| CAP 3: Intro to Curriculum |  |  |  |  |
| CAP 4: Principles & Practices of Teaching Young Children |  |  |  |  |
| CAP 5: Observation & Assessment |  |  |  |  |
| CAP 6: Health, Safety & Nutrition |  |  |  |  |
| CAP 7: Teaching in a Diverse Society |  |  |  |  |
| CAP 8: Practicum |  |  |  |  |

*\*CSUN already has articulated a course in this category with community colleges. When your transcripts were sent to CSUN, these courses should have automatically appeared & counted. Students should not have to complete petitions for CAP 1 & 2.*

**DEPARTMENT USE ONLY (leave blank)**

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name & Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_