Transfer Model Curriculum Template for Elementary Teacher Education: Integrated Programs

Revisions approved: February 22, 2012, August 29, 2012, January 20, 2025

CCC Associate Degree for Transfer Major or Area of Emphasis:
Elementary Teacher Education: Integrated Programs

CSU Majors deemed similar: Liberal Studies/Integrated Teacher Education Programs

Degree Type: AA-T

Total Minimum Semester Units for Major or Area of Emphasis: 32-48

COURSES

Required Core (25 units minimum):

Title	C-ID Designation or other Justification	C-ID Units (or sample units)	Proposed Cal-GETC Area for double counting
Introduction to Education	EDUC 200	3	4
Public Speaking	COMM 110	3	1C
College Composition	ENGL 100	3	1A
Introduction to American Government and Politics	POLS 110	3	4
US History to 1877	HIST 130	3	3B or 4
Child Growth and Development	CDEV 100	3	4
Biology for Educators - *See examples in Notes* **OR** General Biology with Lab	AAM AAM	4 4	5B/5C 5B/5C
World History to 1500 **OR** Introduction to Literature **OR** Children's Literature	HIST 150 ENGL 120 ENGL 180	3 3 3	3B 3B 3B

List A – Select one (4-8 units minimum):

Title	C-ID Designation or other Justification	C-ID Units (or sample units)	Proposed Cal-GETC Area for double counting
Earth Science for Educators - *see example in Notes*	AAM	4	5A/5C
Earth Science ***and*** Earth Science Laboratory	GEOL 120 GEOL 120L	4 4	5A/5C 5A/5C
Earth Science with Lab	GEOL 121	4	5A/5C

Title	C-ID Designation or other Justification	C-ID Units (or sample units)	Proposed Cal-GETC Area for double counting
Physical Science for Educators - *See example in Notes*	AAM	4	5A/5C
Survey of Chemistry and Physics	CHEM 140 **or** PHYS 140	4	
Intro to Chemistry ***and*** Intro to Physics - *See examples in Notes*	AAM AAM	4 4	5A/5C 5A/5C

List B – Select one (3 units minimum):

Title	C-ID Designation or other Justification	C-ID Units (or sample units)	Proposed Cal-GETC Area for double counting
Understanding Art	ARTH 100	3	
Dance History and Appreciation **OR** Introduction to Dance - *see examples in Notes*	AAM AAM	3 3	3A 3A
Music Appreciation	MUS 100	3	3A
Introduction To Theatre	THTR 111	3	3A
Survey of the Arts -*see examples in Notes*	AAM	3	3A

List C – Up to 12 additional units (0-12 units)

Title	C-ID Designation or other Justification	C-ID Units (or sample units)	Proposed Cal-GETC Area for double counting
Any course(s) not selected above			
Mathematical Concepts for Elementary School Teachers – Number Systems	MATH 120	3	
Any courses that are lower preparation for the targeted major at a university	AAM		

TOTAL MAJOR UNITS	**32-48**
Cal-GETC Requirements	34
Double Counting GE	-
Elective	-25
Total Units	**60**

* *All units are based on the semester and indicated minimum units. The major must be a minimum of 18 semester units.*

NOTES

Note 1: Course requirements for Integrated Teacher Education programs/major may vary at each CSU campus. It is highly recommended that counselors at community colleges discuss other possible courses that are part of major preparation and encourage students to take these additional courses prior to transfer.

Note 2: This TMC has been designed to meet the introductory content area subject matter requirements for teaching at the elementary school level. Careful consideration was given to identify a specific match to Cal-GETC requirements.

Note 3: The 2024 review of this TMC includes the following changes: 1) revising the name of the degree to Elementary Teacher Education: Integrated Programs, 2) removal of CID Math 120 (Mathematics for Elementary Teaching) as a core requirement due to lack of compatibility with Cal-GETC standards; 3) creating flexibility by allowing for more choices within several areas of the degree requirements; 4) decreasing the number of required major units to help increase completion.

Note 4: The members of the joint CCC/CSU Faculty Discipline Review Group (FDRG) for this degree are proposing the development of an additional TMC to prepare students for CSU majors that are non-integrated teacher education programs.

Course Descriptions

Below are sample course descriptions for courses which do not presently have C-ID descriptors and numbers:

Dance History and Appreciation (3)

The development of dance in Western Europe and the U.S. from ancient times to the present. Explores dance as an emerging art form from the Renaissance to the 20th century. Emphasizes the contemporary dance heritage of the United States.
(Santiago Canyon College)

Introduction to Dance (3)

An introduction to historical and contemporary dance forms through lecture and activity. Experience in ballet, modern, jazz, hip-hop, improvisation, folk, ethnic and/or ritual dance styles. Recommended for future teachers.
(Santa Ana College, DNCE 102)

Survey of the Arts (3)

In this course theatre, art, and music are explored through discussion, historical review, and contemporary issues. The purpose of this course is to increase students' understanding and enjoyment of the arts. Requires attendance at selected events.
(Ohlone College, Arts, Mus, IS, TD 100- cross-listed)

Earth Science for Educators (4)

Earth Science 115: Earth Science for Educators

The study of the dynamic forces shaping the earth, including its oceans and atmosphere. This class is open to all majors but is oriented towards enhancing the earth science knowledge of future teachers. Also includes an introduction to the solar system.
(Santa Ana College, Santiago Canyon College)

Biology for Educators (4)

Biology 115: Concepts in Biology for Educators

An investigation in the basic principles of Biology and Science with content appropriate for future multiple-subject teachers and secondary through high school. The course material is presented within the context of the human experience and includes cell biology, physiology, genetics, evolution, ecology, animal behavior, and the interaction of humans with the environment. The course is taught from an inquiry-based strategy using active learning.
(Santa Ana College)

Biology 109: Biology for Educators

This course provides each prospective multiple subject teacher with an introductory survey of the fundamental concepts of biology and the interrelationships among living organisms. Emphasis is placed upon the chemical basis of life, the role of cells in the formation of complex organisms, the relationship between structure and function in complex organisms like plants and animals, the role that genetics plays in the evolution of life, and the relationship between living organisms and the physical world around them. This course is recommended for students planning to take the CSET Multiple Subject Exam to become credentialed elementary school teachers in the State of California.
(Citrus College)

General Biology w/lab (4)

Fundamental principles of human biology: development, major organ systems, heredity, evolution, health and disease processes in populations, and aspects of modern biology impacting the well-being and behavior of humans. Designed for non-science majors.
(TCSU BIOL 11)

This course is an introductory course designed for non-science majors, which offers an integrated study of the basic principles of biology, with emphasis on the principles of structure and function, genetics, development, evolution, and ecology. Discussions on the philosophy, concepts, and implications of modern biology will be included.
(Riverside Community College, BIO 1)

This non-science majors laboratory course covers basic biological principles and how they relate to humans. Concepts included are cell chemistry, structure, and physiology; genetics (transmission and molecular); biotechnology; human body systems; evolution; reproduction and development; ecology; and human impacts on the environment.
(American River College, BIOL 310)

Physical Science for Educators (4)

Physical Science 115: Concepts in Physical Sciences for Educators

An investigation of basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The inter-dependence of chemistry and physics will be emphasized. Designed for non-science majors, concepts are introduced in lab through inquiry and further developed during discussion.
(Santa Ana College)

Chemistry 115 Concepts in Physical Sciences for Educators (4)

Basic principles of physical science (chemistry and physics); concepts introduced through guided-inquiry labs and developed in discussion/lecture; content covers Physical Science requirements for multiple-subject teacher preparation programs.
(Santa Ana College)

CHEM 104 C Physical Science for Teachers (4) (Same as PHSC 104 C)

Prerequisite: MATH 020 C with a minimum grade of "C". This activity-based course provides an introduction to the basic concepts of physical science with emphasis on their practical importance and application in the real world. Topics include global warming, the automobile, health, and energy. This course is intended for students who want to become primary school teachers. *Duplicate credit not granted for PHSC 104 C*.
(Cypress College)

Introduction to Chemistry

CHEM 101 F Introduction to Chemistry (5)

Prerequisite: MATH 040 F with a grade of "C" or better
Four hours lecture, one hour problem solving, and three hours lab per week. This is an introductory course emphasizing the principles of inorganic and organic chemistry. This course includes a lab and will meet physical science transfer requirements. This is a course required of numerous allied health science majors.
(Fullerton College)

Introduction to Physics (4)

PHYSIC 101 Introduction to Physics (4)

For non-science majors. Introduces classical and modern physics: motion, gravity, heat, light, sound, electricity, magnetism, atomic and nuclear physics, relativity and quantum mechanics.
Prerequisites: MATH-070 Intermediate Algebra
(College of the Canyons)

HISTORICAL NOTES:

Elementary Teacher Education

TMC Final Summary (2016)

After vetting, the finalized Liberal Studies – Teacher Education TMC has not been changed but for to allow more flexibility in the science areas and a change in title to more accurately reflect the content of the degree. This, in addition to Math for Elementary Teachers, seemed to be the areas of concern by respondents. As this is an interdisciplinary "core", many of the responses during the vetting were with regard to campuses not having "like" courses. They also expressed concerns about being in a budget "climate" where faculty and administration are reluctant to develop new courses.

The FDRG took specific suggestions from the survey and added the option of a General Earth Science course with a lab (still the same C-ID descriptor, just different title). In the physical sciences area, an option of an Intro to Chemistry AND Intro to Physics course was added to alleviate the concerns expressed by the field of not having either a Physical Science for Educators or Survey of Chemistry and Physics course. It is important to note that the third option of both a Chemistry course and Physics course requires the student to accumulate more units (thus the 42 – 47 unit range), but still prepares the student for the content area and alleviates the need to take one of those courses after transfer.

In creating this flexibility, the FDRG maintained its position to stay true to the content required for future teachers to teach the California Curriculum Standards for K – 6 sciences. Prospective teachers are required to pass the Multiple Subjects CSET exam to prove "subject matter competency" in these standards. The courses selected for this TMC content area are believed to meet these requirements.

One area where the FDRG did not make changes in response to the field was with Math for Elementary Teachers. All students who wish to pursue teaching at the elementary level must take such a course. In fact, the course is taught in a & b segments at the CSU totaling 6 units. Many campuses throughout the community college system offer the first course (C-ID Math 120), and it is essential for the TMC to at least have the first course completed before transfer to meet the SB 1440 unit requirements. A few situations were discovered through the faculty "DIGs", such as: 1) several community colleges offer both a & b on their campuses, 2) most community colleges offer the course with an Intermediate Algebra pre-req while other campuses require a transfer level math as a pre-requisite, and 3) many community colleges have the Math for Elementary Teachers course approved as meeting the CSU GE B4 requirement while others do not. The FDRG believes that these are local campus inconsistencies that may be straightened out through the implementation of the TMC.

Throughout the development of the TMC the faculty worked carefully to align each "subject area requirement" with the CSU GE requirement where appropriate, this allowing for "double-counting". In fact, there are only two additional courses in the core that do not double count. One would be the Education (EDUC 200:Introduction to Elementary Classroom Teaching) course that serves as a pre-requisite to entering a credential program and as an opportunity to experience the "major" first-hand, and the other course being the additional science (beyond the two CSU certification required courses) which is a requirement to meet content standard preparation for Elementary Education.

Lastly, it is important to note that the TMC is designed to meet both the integrated (only 3 CSU campuses have this option) and non-integrated Liberal Studies teacher track program transfer requirements. However, community college counseling faculty, advisors and students must be made aware of specific additional courses that a CSU campus may require for their Liberal Studies major that can fit in the 10 – 12 remaining units to reach 60 transferrable units.

The FDRG had strong CSU and Community College representation. This group believes that the TMC as presented (with the additional flexibility) does not require further vetting.