Early Childhood Education

Student Handbook

Fall 2018

WELCOME TO EARLY CHILDHOOD EDUCATION

Dear Early Childhood Education Student,

Welcome! We are pleased that you are interested in the field of Early Childhood Education and we look forward to helping you meet your educational goals at the College of the Redwoods.

This Student Handbook has been created to provide an orientation to the opportunities and requirements of the Early Childhood Education Program. The faculty of the Early Childhood Education program have developed this handbook to provide you with specific information and answers to questions that will help you be successful during your time at College of the Redwoods.

You will want to keep this Student Handbook for reference throughout your course of study. Students will be responsible for following all revised processes and procedures and becoming knowledgeable of the revised information contained in the Student Handbook during their college enrollment as it will be periodically revised. In Addition to this handbook, you will also want to access a current copy of the online version of the catalog in force for the year you began your studies here at CR. These references will help you to become familiar with college resources and the policies and procedures of the program.

Again, welcome to the dynamic and growing field of Early Childhood Education. We look forward to working with you and making your college experience as positive as possible.

Sincerely,

The College of the Redwoods Early Childhood Education Faculty

LOCATIONS

Students pursuing a degree in Early Childhood Education at CR can take a face to face courses at any of our 3 district locations. Online courses are also readily available and can be taken without attending physically on campus.

EUREKA CAMPUS

The Eureka campus for the College of the Redwoods is located just south of the city of Eureka, 270 miles north of San Francisco. Classes began in the permanent site in September 1967. At this location, more than 1,000 classes are offered per semester, serving approximately 5,000 full and part-time students.

Early Childhood Education students are provided the full set of courses to complete their certificates and degrees at this location. The rotation course sequence at this location usually has 4 to five face to face courses per semester offered.

DEL NORTE EDUCATION CENTER

The Del Norte Education Center is in Crescent City, 30 miles south of the Oregon border, near Point St. George and serves the residents of that area with Associate in Arts and Associate in Science degrees and LVN nursing programs. Permanent facilities were dedicated at this site during the fall of 1984. ECE Courses are offered every semester at the Del Norte Education Center.

https://evog.redwoods.edu/delnorte

Early Childhood Education students are provided most of the courses to complete their certificates and degrees at this location. The rotation course sequence at this location usually has 2-3 face-to-face courses per semester offered.

KLAMATH-TRINITY INSTRUCTIONAL SITE

The Klamath-Trinity Instructional Site is located on the Hoopa Native American reservation, approximately 60 miles northeast of Eureka. ECE Courses are offered every semester at the Klamath-Trinity Instructional Site.

Early Childhood Education students are provided most of the courses to complete their certificates and degrees at this location. The rotation course sequence at this location usually has two face-to-face courses per semester offered.

ECE WEBSITE

The Early Childhood Education website has the most current and up to date information about the program, faculty, offerings and upcoming ECE Events. Please take some time to look at it.

https://www.redwoods.edu/ece

INTRODUCTION

There are three information tools to guide the students' course of study at College of the Redwoods. Please use all three of these tools in conjunction for the most up to date and accurate information and guidance.

COLLEGE CATALOG

The College Catalog is the student's primary tool in identifying the sequencing of coursework toward graduation. A student's graduation or certificate requirements will be mandated by the College Catalog in force at the time the student is officially enrolled into the College. Program requirements are also available on the college early childhood education web page using the following link:

https://www.redwoods.edu/Academics/Catalog

WEBADVISOR

WebAdvisor announces course offerings and meeting times and is available in April for the following year. This course schedule can be accessed online using the following link:

EARLY CHILDHOOD EDUCATION STUDENT HANDBOOK

This Early Childhood Education Program Student Handbook, is available online on the College's Early Childhood Education website and is revised periodically. Each ECE student needs to access and/or copy as well as become familiar with the information contained in the handbook. Early Childhood Faculty and College Counselors, are the best resources to help clarify College policies and required coursework. Please ask questions if you are unsure of something and feel free to consult with these persons as resources to assist you to answer your questions or concerns.

COLLEGE OF THE REDWOODS STUDENT CODE OF CONDUCT

In ECE courses, it is our intention to create an atmosphere of support and collegiality between students, faculty and staff. Please bring your best self to your studies and work as you join the rewarding and important profession of an Early Childhood Educator, as these qualities are what children and families will deserve from you in your future career.

ECE students must comply with all ECE policies as stated in this Handbook as well as the College of the Redwoods Student Code of Conduct (AP 5500) contained in the College Catalog. It is critical that you review this Handbook and College of the Redwoods Code of Conduct, as you will be held to these stated standards.

From the College of the Redwoods Student Code of Conduct:

BEHAVIOR & VIOLATIONS:

Students are expected to demonstrate qualities of morality, integrity, honesty, civility, honor, and respect. Students are required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship in any community. Disciplinary action may be initiated by the College and sanctions imposed against any student or student organization found responsible of committing, attempting to commit, or intentionally assisting in the commission of any of the prohibited forms of conduct.

REMOVAL FROM CLASS:

Any faculty member may, for good cause, order a student removed from his or her class for the day of the removal and the next class meeting (Education Code Section 76032). The faculty member shall immediately report the removal to the Division Representative and the Chief Student Services Officer (CSSO) or designee. The CSSO or designee shall arrange for a conference between the student and the faculty member regarding the removal. If the faculty member or the student requests, the CSSO or designee shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the faculty member. Nothing herein will prevent the CSSO or designee from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

WHY SHOULD I DECLARE ECE AS A MAJOR AT COLLEGE OF THE REDWOODS?

When you declare a major at College of the Redwoods, that major becomes part of your education plan. With this plan (accessible through Web Advisor) you can easily determine which courses you have completed and which you still need to take.

Another advantage to declaring ECE as your major is that the ECE program periodically sends out announcements to all ECE students to let them know about funding opportunities, workshops, and professional activities. Even if you are not taking ECE courses in each semester you will still be able to receive information related to your major.

The Child Development Training Consortium Stipend Program is a program available to ECE students in California. This program provides stipends to ECE students who are currently working in licensed (or licensed exempt) child care and development programs. ECE majors will be notified about the application deadlines for this program by email if they have declared ECE as their major.

Another service provided by the Child Development Training Consortium is a text book loan program housed at the CDC. Students can borrow some ECE texts (depending on funding) for the semester at no cost.

WHO SHOULD BE AN ECE STUDENT

Do you want to make a difference in the lives of children? A survey of teachers identified the following characteristics of Early Childhood Educators (1) passion about children and teaching, (2) perseverance, (3) risk taking, (4) pragmatism, (5) patience, (6) flexibility, (7) respect, (8) creativity, (9) authenticity, (10) love of learning, (11) high energy, and (12) sense of humor (Young Children, March 2008).

If this sounds like you, ECE is your field! Young children need role models and teachers they can look up to, and who understand their lives and their culture. California needs early childhood educators who look and talk like the children in our early learning programs.

Everyone who has the passion for teaching is welcome into the field. We eagerly encourage men and those of you who are fluent in languages other than English to consider a career in ECE. All men and women who care about children and families are great candidates to be ECE students.

The Early Childhood Education Program at College of the Redwoods provides students with competencies, including the knowledge, skills, and dispositions, necessary to support young children's learning and development in high-quality child care and development programs.

The Early Childhood Education Curriculum (ECE) is based on an understanding that diverse children and families are all unique and must be treated with respect, children learn through play and active explorations of their world, curriculum must be developmentally appropriate for the level of children as a group, each child within that group, in ways that respect the cultural context of the child's family, and high quality child care and development programs integrate children's physical, emotional, and cognitive growth.

ECE course content includes: child growth and development; early childhood environments and curriculum; play as the foundation of children's

learning; child guidance; working with families; ECE history and theoretical bases; health, safety, and nutrition; child observation and assessment; teaching in a diverse society; language and literacy development; infant-toddler are; working with children with special needs. ECE program administration; and field experience (student teaching).

ECE students apply knowledge of children's development and learning through practical experiences in classroom with children, Students are mentored by professionals with years of experience working with young children and their families.

Student, whose goals are an Early Childhood Education Certificate, Associate of Science Degree, or Associate Degree for Transfer to a California State University for a Bachelor of Arts Degree in Child Development or an Elementary Teaching Credential (pending California Community College Chancellor's Office final approval) can start on their professional journey at College of the Redwoods.

MEN IN ECE

Why men make great ECE Educators

https://www.youtube.com/watch?v=xl9oe7wF0Go

Currently only five percent of preschool teachers nation-wide are male but 50% of enrolled preschool children are male (menteach.org). Here are some reasons a man should consider a career in Early Childhood Education. In California's preschool 34% of children live in single- parent families (Annie E. Casey Foundation / Kids Count) and do not have a nurturing male role model.

M. Holland, a Head Start teacher from Virginia, explains why he thinks men should consider a career in ECE.

"Teaching in preschool can be extremely rewarding. Working with at risk children has its own risks and rewards but truthfully, a relatively passionate and interested teacher can change a child's life."

Many at risk children have never known a consistent father figure and if they have, that person may have been the "good times" guy

and not the role model for a responsible caregiver much less represent a man/father in the traditional sense.

Young children need to be actively engaged while learning. If you don't see yourself sitting behind a desk for the next ten years but you don't want to work in construction, then preschool teaching might be for you. It is a career that engages your mind and body in so many positive ways. There are so many cool things you can do in this field. You get to make messes, play tag, read stories, sing songs, play instruments and or make noise, and explore what it means to be a man all while getting paid a modest (not great) salary.

Most importantly, every day you will make a difference in a child's life, guaranteed, just by being a decent human being who is also a man.

DUAL LANGUAGE LEARNERS

Dual Language Learners are critically needed in California's Early Childhood Education profession. See the video below to learn more,

https://www.youtube.com/watch?v=DeVvJBqkP5o

FACULTY AND STAFF

The ECE Faculty and Staff are comprised of experienced and highly trained professional who will support your academic and professional growth in the field. You may contact them via email using the links below.

Jennifer Black – Associate Faculty – Jennifer-Black@Redwoods.edu

Chris Titus – Associate Faculty – Chris-Titus@Redwoods.edu

Phil Freneau – Faculty (Del Norte) – Phil-Freneau@Redwoods.edu

Michelle Hancock – Associate Faculty - Michelle-Hancock@Redwoods.edu

Wendy Jones – Associate Faculty – Wendy-Jones@redwoods.edu

Darius Kalvaitis- Faculty (Eureka) – Darius-Kalvaitis@Redwoods.edu

Susan Rosen – Associate Faculty (Klamath-Trinity)- Susan-Rosen@Redwoods.edu

Courtney Wilkinson- Field Placement Coordinator- ECE-FPC@Redwoods.edu

DEGREES AND CERTIFICATES

College of the Redwoods offers 3 types of academic programs in Early Childhood Education, all of which begin with the basic 12 units in ECE.

CERTIFICATE OF ACHIEVEMENT

This program is designed to prepare the student for employment in a variety of settings with young children. This certificate is comprised of 12 units of ECE course work and may be completed in one semester at the Eureka campus as these four courses are offered every Fall and Spring.

Certificate of Achievement, Early Childhood Education	
Program Requirements	*Units*
ECE 1 Principles & Practices of Teaching Young Children	3.0
ECE 2 Child Growth and Development	3.0
ECE 5 The Child in the Family and in the Community	3.0
ECE 7 Intro to Early Childhood Curriculum	3.0
Total Units	12.0
NOTE: *Effective Fall 2016, students enrolled in ECE Lab Courses (ECE 7 & ECE 10) will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.*	

PROGRAM LEARNING OUTCOMES

• Demonstrate knowledge of a variety of types of program for young children and the history of early care and education in the United States.

• Articulate an understanding of typical and atypical of development of young children from birth through age eight.

• Develop strategies that promote partnerships between programs, teachers, families, and their communities.

• Identify the components of environments and curriculums which support positive development and learning through play for all children.

ASSOCIATE OF SCIENCE DEGREE, EARLY CHILDHOOD EDUCATION

This program is designed to prepare the student for employment in a variety of settings with young children and builds from the 12 basic units of ECE. This associate degree typically takes 2 years to complete and is comprised of 27 units of ECE courses, 18 units of specified General Education courses, and 15 units of electives

PROGRAM LEARNING OUTCOMES

- Demonstrate knowledge of a variety of types of program for young children, the history of early care and education ion the United States and the ethical standards which support ECE professionalism.

- Articulate an understanding of typical and atypical of development of young children from birth through age eight including the health, safety and nutritional aspects of development.

- Develop strategies that promote partnerships between programs, teachers, diverse families, and their communities.

- Design and implement environments and curriculums which support positive development and learning through play for diverse children including the observation, assessment and planning cycle.
- Demonstrate knowledge of the legal, financial, and administrative aspects of operating programs for young children and families.

Associate of Science Degree, Early Childhood Education	
	Units
General Education Requirements	*18.0*
Program Requirements:	
Core Courses	*24.0*
ECE 1 Principles & Practices of Teaching Young Children	3.0
ECE 2* Child Growth and Development	3.0
ECE 5 The Child in the Family and in the Community	3.0
ECE 6 Child Health, Safety and Nutrition	3.0
ECE 7 Intro to Early Childhood Curriculum	3.0

ECE 9 Observation and Assessment in ECE	3.0
ECE 10 Field Experience in Early Childhood Education	3.0
ECE 18 Teaching in a Diverse Society	3.0
Restricted Electives *Choose 3 units from the following:*	**3.0**
ECE 12 Administration I: Programs in Early Childhood Education	3.0
ECE 13 Administration II: Personnel and Leadership in Early Child- hood Education	3.0
Unrestricted Electives - as needed to complete 60 units total	
Total Units	**60.0**
*Course may be double counted toward General Education. **NOTE:** *Effective Fall 2016, students enrolled in ECE Lab Courses (ECE 7 & ECE 10) will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.*	

ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION FOR TRANSFER

The Associate in Science for Transfer Degree in Early Childhood Education is designed to prepare the student for transfer to a four-year institution of higher education and is specifically intended to satisfy lower-division requirements for a baccalaureate degree in Child Development at a California State University. The knowledge and skills offered in this degree lead students to develop foundational knowledge in the field of Child Development including those topics and issues related to global, national, and local aspects of the field of study.

The Associate in Science in Early Childhood Education for Transfer provides a clearly articulated curricular track for students transferring to a CSU campus. Students learn the core principles and practices of the ECE field to build a foundation for their future personal, academic, or vocational paths. The degree will facilitate students' successful transfer to certain California State University (CSU) campuses in preparation for a Bachelor degree in ECE/Child Development. The Associate in Science 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 through the state-wide Curriculum Alignment Project (Lower Division Eight Courses).

This degree is comprised of 27 units of ECE courses (ECE 2 meets both a degree requirements and a General Education requirement in the CSU General Education Requirements Ares E) and the CSU General Education requirements.

PROGRAM LEARNING OUTCOMES

- • Demonstrate knowledge of a variety of types of program for young children, the history of early care and education ion the United States, and the ethical standards which support ECE professionalism

- • Articulate an understanding of typical and atypical of development of young children from birth through age eight including the health, safety and nutritional aspects of development

- • Develop strategies that promote partnerships between programs, teachers, diverse families, and their communities

- • Design and implement environments and curriculums which support positive development and learning through play for diverse children including the observation, assessment and planning cycle

Associate in Science in Early Childhood Education for Transfer				
	Units	**CSU GE**	**IGETC Area**	**C-ID Descriptor**
Required Core	**24.0**			
ECE 2* Child Growth and Development	3.0			CDEV 100
ECE 5 The Child in the Family and the Community	3.0			CDEV 110
ECE 1 Principles and Practices of Teaching Young Children	3.0			ECE 120
ECE 7 Introduction to Early Childhood Curriculum	3.0			ECE 130
ECE 9 Observation and Assessment in Early Childhood Education	3.0			ECE 200
ECE 10 Field Experience in Early Childhood Education	3.0			ECE 210
ECE 6 Child Health, Safety and Nutrition	3.0			ECE 220
ECE 18 Teaching in a Diverse Society	3.0			ECE 230
Total Units for the Major	**24.0**			
General Education (CSU GE or IGETC) units:		39.0	37.0	
Elective (UC or CSU Transferable) units:		*as needed to complete 60 units total*		
Total Degree Units (maximum):		**60.0**	**61.0****	

* Course may be double counted toward General Education.

**The total degree units for this ADT is 61 units if a student follows the IGETC.

NOTE: *Effective Fall 2016, students enrolled in ECE Lab Courses (ECE 7 & ECE 10) will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.*

ECE PERMIT

In addition, the College offers courses required to meet the educational requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing at the following levels:

Assistant Teacher

Associate Teacher

Teacher

Master Teacher

Site Supervisor

There may be financial assistance for the Live Scan Background Clearance and the application fees for the Child Development Permit. When you are ready to apply for a Child Development Permit, contact the Coordinators of the Child Development and Training Consortium here are at CR. Darius Kalvaitis; darius-kalvaitis@redwoods.edu or Wendy Jones; wendy-jones@redwoods.edu

Application forms for the Child Development Permit may be downloaded from the Commission on Teacher Credentialing.

https://www.ctc.ca.gov/

 The forms necessary for reimbursement of Live Scan costs and for the application fee are available from the Child Development Training Consortium.

https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm

Child Development Permit Matrix - *with Alternative Qualification Options Indicated*

Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	**Option 1:** 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	**Option 2:** Accredited HERO program (including ROP)	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.	105 hours of professional growth*****
Associate Teacher	**Option 1:** 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	**Option 2:** Child Development Associate (CDA) Credential.	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	**Option 1:** 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	**Option 2:** AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.	105 hours of professional growth*****
Master Teacher	**Option 1:** 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	**Option 2:** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Site Supervisor	**Option 1:** AA (or 60 units) which includes: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	**Option 2:** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or **Option 3:** Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or **Option 4:** Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	**Option 1:** BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	**Option 2:** Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or **Option 3:** Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; or **Option 4:** Master's Degree in ECE/CD or Child/Human Development	Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

9/09

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

WHAT CAN I DO WITH AN ECE DEGREE?

You may be taking ECE courses not really knowing what you plan to with this training. Well, you are in luck as our field prepares you to do many things in the future. Your best bet is to explore the field and see where it leads you if you are currently unsure.

Early Childhood Education professionals are instrumental in shaping the social, personal, and intellectual makeup of children and adolescents. They have a great impact on the development of attitudes, values, skills, and knowledge of young individuals that will govern their adult behavior throughout life. They help children explore their interests, tap into their natural abilities and talents, build self-esteem, and, ultimately, realize their potential through classroom instruction, guidance, play, and creative activities.

ECE Programs intend to prepare graduates for careers in various work settings, including public and private child care facilities, youth programs, preschool education, hospitals, before/after school care facilities for school age children, human service agencies, counseling, as well as early intervention and advocacy

services. Child Development is an excellent undergraduate major for elementary teachers and school administrators. It can also serve as a great foundation for graduate study in social sciences and professional fields (e.g., psychology, medicine, nursing, education, public policy).

CAREER OPTIONS AFTER ECE AT CR

There are many career options for early childhood education students. Some of these are listed below. This is not a comprehensive list. The links will take you to the requirements for becoming a teacher or a director in a private, state-funded, or federally-funded child care and development program.

CERTIFICATE OF ACHIEVEMENT IN EARLY CHILDHOOD EDUCATION

Licensed Family Child Care Provider

Preschool Teacher or Teacher Aide (Title 22 programs)

Head Start Associate Teacher or Head Start Classroom Assistant

Associate/Assistant Teacher (Title 5/State Funded programs)

Respite Worker

Home Visitor

ASSOCIATE OF SCIENCE DEGREE IN EARLY CHILDHOOD EDUCATION

All the above, and

Director (Title 22 programs only)

Preschool Teacher (Title 5/State Funded Programs)

Child Care Site Supervisor (Title 5/State Funded Programs)

Head Start Teacher

School-Aged Child Care Teacher

Infant-Toddler Teacher (if completed ECE 11 – Infant-Toddler Care and Education)

Resource and Referral Specialist

Family Services Worker

Early Interventionist Assistant

Para-educator (Elementary School Classroom Aide)

ASSOCIATE DEGREE FOR TRANSFER IN ECE (TRANSFER TO UNIVERSITY FOR BACHELOR OF ARTS DEGREE, TEACHING CREDENTIAL, OTHER HIGHER DEGREE)

Child Care Program Director (Title 5/ State Funded Programs)

Elementary School Teacher

Special Education Teacher/Early Interventionist

Curriculum Specialist

Parent Educator

Teacher Trainer

Early Childhood Education Coordinator

Marriage and Family Counselor

Licensed Clinical Social Worker

School Counselor

Researcher

ECE COURSE DESCRIPTIONS

ECE-1 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN

(3 Units LEC) P/NP option

Recommended Prep: ENGL-150
Transfers to: CSU
C-ID: ECE 120

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.

ECE-2 CHILD GROWTH AND DEVELOPMENT

(3 Units LEC) Grade only

Recommended Prep: ENGL-150
Transfers to: CSU
C-ID: CDEV 100

An examination of 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.

Note: This is a Title 22 core course.

ECE-5 THE CHILD IN THE FAMILY AND IN THE COMMUNITY

(3 Units LEC) Grade only

Recommended Prep: ENGL-150
Transfers to: CSU
C-ID: CDEV 110

An examination of the developing child in a societal context focusing on the interrelationship of family, school, and community with emphasis on 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.

Note: This is a Title 22 core course.

ECE-6 CHILD HEALTH, SAFETY AND NUTRITION

(3 Units LEC) Grade only

Recommended Prep: ENGL-150
Transfers to: CSU
C-ID: ECE 220

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.

ECE-7 INTRODUCTION TO EARLY CHILDHOOD CURRICULUM

(3 Units LEC/LAB) Grade only

Recommended Prep: ECE-1, ECE-2 and ENGL-150
Transfers to: CSU
C-ID: ECE 130

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 the following: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.

Note: This is a Title 22 core course. This course includes four hours of field experience per week at a site approved by the faculty member. Specific criteria will be required for site approval. Effective Fall 2016, students enrolled in ECE-7 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.

ECE-9 OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION

(3 Units LEC) Grade only

Recommended Prep: ECE-2 and ENGL-150
Transfers to: CSU
C-ID: ECE 200

A course focusing on the appropriate use of a variety of assessment and observation strategies to document child development and behavior. Child observations will be conducted and analyzed.

ECE-10 FIELD EXPERIENCE IN EARLY CHILDHOOD EDUCATION

(3 Units LEC/LAB) Grade only

Prerequisite: ECE-7
Recommended Prep: ENGL-150
Transfers to: CSU
C-ID: ECE 210

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.

Note: This course includes six-seven hours of field experience per week at a site approved by the faculty member. Specific criteria will be required for site approval. Effective Fall 2016, students enrolled in ECE-10 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.

ECE-11 INFANT-TODDLER CARE AND EDUCATION

(3 Units LEC) Grade only

Recommended Prep: ECE-2 or ECE-31 and ENGL-150
Transfers to: CSU

Application of current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months.

Note: This course meets the Community Care Licensing requirement for course work in Infant-Toddler Care. This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

ECE-12 ADMINISTRATION I: PROGRAMS IN EARLY CHILDHOOD EDUCATION

(3 Units LEC) Grade only

Recommended Prep: ECE-2 and ECE-5 and ECE-7 and ENGL-150
Transfers to: CSU

An introductory course in the administration of early childhood programs. The course covers program types, budget management, regulations, laws, development and implementation of policies and procedures. Students will also examine administrative tools, philosophies, and techniques needed to organize, open, and operate and early care and education program.

Note: Meets the Administration requirement of Community Care Licensing and for the Child Development Permit.

ECE-13 ADMINISTRATION II: PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD EDUCATION

(3 Units LEC) Grade only

Recommended Prep: ECE-2 and ECE-5 and ECE-7 and ENGL-150
Transfers to: CSU

A course in effective strategies for personnel management and leadership in early care and education settings. Students study legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Note: Meets the Administration requirement of Community Care Licensing and for the Child Development Permit.

ECE-14 INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS

(3 Units LEC) Grade only

Recommended Prep: ECE-2 and ENGL-150
Transfers to: CSU

An introduction to the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process.

Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

ECE-18 TEACHING IN A DIVERSE SOCIETY

(3 Units LEC) Grade only

Recommended Prep: ECE-2 and ENGL-150
Transfers to: CSU
C-ID: ECE 230

An 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.

ECE-20 MENTORING AND ADULT SUPERVISION IN CHILDREN'S PROGRAMS

(2 Units LEC) Grade only

Recommended Prep: ECE-2 and ECE-5 and ECE-7 and ENGL-150
Transfers to: CSU

A course in methods and principles of supervising student teachers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders.

Note: Meets the Adult Supervision requirement of the Child Development Permit.

ECE-23 LITERACY & LANGUAGE DEVELOPMENT OF YOUNG CHILDREN

(3 Units LEC) Grade only

Recommended Prep: ECE-2 and ENGL-150
Transfers to: CSU

An exploration of strategies for fostering language and literacy development during the early childhood years. Students will learn about resources available to support language and literacy competence in young children.

Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

ECE-31 INFANT-TODDLER DEVELOPMENT

(3 Units LEC) Grade only

Recommended Prep: ENGL-150
Transfers to: CSU

A study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Emphasizes the role of family and relationships in development.

Note: This course meets the Community Care Licensing requirement for course work in Infant-Toddler Care. This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

ECE-34 CURRICULUM AND STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS

(3 Units LEC) Grade only

Recommended Prep: ECE-2 and ENGL-150
Transfers to: CSU

A focus on curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence.

Note: This course may be used to partially fulfill ECE unit requirements for the Master Teacher Child Development Permit 6-unit Specialization.

You will need to take many Early Childhood Education courses. Depending on your academic goal you may also need to take a variety of General Education courses.

The ECE courses required for the Early Childhood Education courses and General Education courses are offered at all College of the Redwoods sites and online. (Not all courses are offered at all sites and not all courses are offered online.) Course offering times vary between day and evening offerings. Most CR sites rotate courses on a predictable schedule. These schedules are subject to change so please look for course offerings on Web Advisor each semester.

For all Associates degree students. Be sure to enroll in your general education courses as you are taking your ECE courses. It is especially important to be taking math and English courses early in your academic career so that you can complete your academic experience in a timely fashion.

These online courses are available to all CR students and are taught by approved faculty who have completed the required training.

	ECE 2	ECE 6	ECE 9	ECE 18	ECE 12	ECE 13	ECE 20	ECE 11	ECE 31	ECE 14	ECE 34	ECE 23
Fall 2018		VC	VC	VC		VC		VC		VC		
Spring 2019	VC			VC	VC		VC					
Summer 2019	VC											
Fall 2019		VC	VC	VC		VC			VC		VC	
Spring 2020	VC			VC	VC		VC	VC				VC
Summer 2020	VC											
Fall 2020		VC	VC	VC		VC			VC	VC		
Spring 2021	VC			VC	VC		VC	VC				
Summer 2021	VC											
Fall 2021		VC	VC	VC		VC			VC		VC	
Spring 2022	VC			VC	VC		VC	VC				VC
Summer 2022	VC											

ECE courses are typically offered meeting one time a week at 1:00 pm during the day and 6:00 pm during the night.

	ECE 1	ECE 2	ECE 5	ECE 7	ECE 10
Fall 2018	Night	Night	Day	Day	
Spring 2019	Day	Day	Night	Night	Day
Fall 2019	Night	Night	Day	Day	
Spring 2020	Day	Day	Night	Night	Night
Fall 2020	Night	Night	Day	Day	
Spring 2021	Day	Day	Night	Night	Day
Fall 2021	Night	Night	Day	Day	
Spring 2022	Day	Day	Night	Night	Day

DEL NORTE CAMPUS COURSE OFFERING ROTATION

The following ECE courses are offered at the Del Norte in a face to face format. ECE courses are typically offered meeting one time a week at 3:40 pm during the day.

	ECE 1	ECE 2	ECE 5	ECE 6	ECE 7	ECE 9	ECE 10	ECE 18
Fall 2018	Day	Day						
Spring 2019			Day		Day			
Fall 2019				Day		Day		
Spring 2020							Day	Day
Fall 2020	Day	Day						
Spring 2021			Day		Day			
Fall 2021				Day		Day		
Spring 2022							Day	Day

The Klamath Trinity Instructional Site does not have a regular schedule of ECE offerings. There are typically 2 ECE courses offered every semester at the KT campus. Check Web Advisor for current offerings. ECE courses are typically offered meeting one time a week at 5:15 pm during the day.

IS THERE AN ORDER TO TAKE THE ECE CLASSES?

Depending on when you start the ECE program and where you will be taking classes the availability of courses will vary. Below is a suggested order in which to take classes. ECE 2 is a foundational course and will help you succeed in other ECE courses. ECE 7 must be taken before taking ECE 10; concurrent enrollment is a possibility with instructor approval.

Suggested Sequence of Program Requirements

Associate of Science Degree - Early Childhood Education	Associate of Science Degree in Early Childhood Education for Transfer
(CR Associate Degree GE Pattern) – 18 units. Take a minimum of one GE course per semester. (Be sure to take your math and English early!)	(CSU Transfer GE Pattern) – 39 units ECE 2 meets the Area E GE requirement Take a minimum of two GE courses per semester (Be sure to take your math and English early!)
Semester 1 ECE 1, ECE 2	Semester 1 ECE 1, ECE 2
Semester 2 ECE 5, ECE 7	Semester 2 ECE 5, ECE 7
Semester 3 ECE 6, ECE 9	Semester 3 ECE 6, ECE 9
Semester 4 ECE 10, ECE 12 or ECE 13, ECE 18	Semester 4 ECE 10, ECE 18
Plus 15 units of electives	

I HAVE CLASSES FROM ANOTHER COMMUNITY COLLEGE. DO THEY COUNT TOWARDS MY DEGREE?

If you have taken Early Childhood Education courses from another California Community College you can determine how those courses equate to College of the Redwoods courses by looking at the following web site showing aligned courses at California Community Colleges.

https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_colleges_aligned.htm

Be aware that all colleges have different numbering systems so ECE 1 at one college may be a different class at another college. If the college you attended is not on this list, you will have to ask the ECE Program Coordinator to review your transcripts.

ECE SYLLABI

Where to find syllabi – Syllabi for all College of the Redwoods courses should be available here: https://inside.redwoods.edu/syllabi/

This availability makes it easier to understand the expectations of a course prior to the beginning of the semester. If you are thinking of taking an ECE class and want to have a look to see what the week to week course content will be, have a look at the syllabi.

ABOUT THE CHILD DEVELOPMENT CENTER

Child Development Center (CDC) located on the College of the Redwoods Eureka campus is the primary location for ECE face to face courses and serves as a Laboratory School.

On-campus child care is available at College of the Redwoods (Eureka Campus) Child Development Center for toddler and preschool aged children (18 months-5 years). The CDC provides a play-based, developmentally appropriate curriculum for children and is accredited through the National Association for the Education for Young Children (NAEYC).

A limited number of spaces for subsidized care are available for children from income eligible families. To receive these services the family must demonstrate a need for child care.

When space is available, fee-paying parents may enroll their children at the CDC. Parents pay a daily rate based on the hours of care required and the age of the child. CR students, staff, and faculty have priority for these openings.

The CDC is open for services all instructional days during fall and spring term, and into June as funding permits. Breakfast, lunch and an afternoon snack are served to all children at no cost. Drop-in child care is not available.

Parents are invited to visit the CDC with their child. Registration information is available at the Child Development Center, located on the east side of the campus, by the Field House. Additional information is available online at www.redwoods.edu/cdc.

ADMINISTRATION

Wendy Jones – Wendy-Jones@Redwoods.edu - is the director of the Child Development Center.

Charity Holik-Pino – Charity-Holik-Pion@Redwoods.edu - is the Administrative Assistant of the Child Development Center.

CLASSROOMS & MASTER TEACHERS

SPIDER ROOM

Children ages 18 months to 36 months are in this room.

Janet Susmilch is the master teacher in the Spider Room.

OTTER ROOM

Children ages 18 months to 36 months are in this room.

HUMMINGBIRD ROOM

Children ages 30 months to five years are in this room.

Ashleigh Johnson is the master teacher in the hummingbird room.

FROG ROOM

Children ages 3 years to 5 years are in this room.

Kari Carsner is the master teacher in the frog room.

DEER ROOM

Children ages 3 years to 5 years are in this room.

Patricia Nyberg is the master teacher in the deer room.

OBSERVATION

As an ECE students some of your introductory face to face courses and advanced online courses will require you to conduct observations of children and classrooms. The CDC is the primary location available for you to complete these classroom observations. ECE students will be allowed to conduct observations from the observations rooms. Please check in with the CDC front desk as you enter the CDC prior to any observation work. You will be asked to sign in and obtain instruction on how to proceed.

ECE LAB REQUIREMENTS

ECE 7 - 54 HRS.

The work experience component of this course will give you working knowledge of and experience within an early childhood education program. You are required to complete 54 classroom hours of fieldwork experience under the supervision of a Mentor Teacher at the College of the Redwoods Child Development Center or another approved site. You must select one consistent

time per week for you work experience. You must schedule and attend your lab placement at your site as if it were a class meeting or real world teaching position you have agreed to fill for the semester. You will document your time through a lab hour documentation cards, available from the instructor or computer system at the CDC. Lab experiences are designed in three hour blocks to allow students to accumulate days of experience for achieving their permit.

Your learning in this class is based on successful participation in a Lab placement at the Child Development Center or another approved site. Courtney Wilkinson is the ECE Field Placement Coordinator and can be reached by email at ECE-FPC@Redwoods.edu or by phone at 476-4388.

As you are placed in a field setting to complete your lab hours, make sure you are familiar with the centers/school's policies and procedures and ask the course instructor or staff if you have any questions.

ECE 10 - 108 HRS.

This is an advanced ECE course that is viewed as your "cap-stone" course, the chance for you to put the entire ECE course content you have learned into practice under the guidance of a mentor teacher.

This is a three-unit field experience course. You will complete at least 8 hours of field experience with a mentor teacher each week for a total of 108 hours over the semester. Lab experiences are designed in three hour blocks to allow students to accumulate days of experience for achieving their permit. Class seminars will be held every other week for two hours per session. Be prepared to make the time commitment required to succeed in this class.

IMMUNIZATIONS

Because of immunization requirements outlined in Title XXII, commencing September 2017, all students will be required to receive, or verify, that they meet the following requirements:

Pertussis vaccine

Measles vaccine

Negative TB test within the past year

Influenza vaccine (there is an option to opt out for this vaccine with clinic or doctor's approval)

The College of the Redwoods Student Health will verify that you are current on these vaccinations.

For more information, please reference the Student Health Center Webpage

Take your immunization record to the Child Development Center Administrator, Wendy Jones to be processed and verified. Make two photocopies, retain the original for yourself, and bring a copy of your Immunization Verification form to your course instructor on the first day of class or prior to starting your lab placement.

GOOD HEALTH FORM

You will be required to complete a Good Health form prior to working at the CDC or lab placement. If your lab placement is off campus, submit this form to your assigned master teacher.

BACKGROUND CHECKS – TK ONLY

Students with Transitional Kindergarten placements in YK-12 public school are required to complete background and fingerprinting prior to working in the school system.

LAB HOURS OR WORKING AT THE CDC

College of the Redwoods Child Development Center simultaneously provides a high-quality laboratory setting for Early Childhood Education students, and enriching child care and development services for our local community. To make the most of your experience at the CDC it is important for you to understand and appreciate the philosophy and ways of doings of the CDC.

OVERVIEW OF THE CDC AT CR

The Child Development Center on the Eureka campus is open for you to complete observations and lab hours. It is important for you to document these learning experiences and keep accurate records of these. You can do that is a lab hours log as well as use the computer based record system.

To record your lab hours electronically at the CRs CDC, you must use the entry pad upon entering the building and sign in on the designated Student Sign-In Sheet upon entering your assigned classroom. Reverse the process when leaving: sign out of the classroom and use the entry pad to clock out.

It is the student's responsibility to sign in/out during their scheduled lab hours. If you do not follow these procedures, your lab hours will not reflect your correct hours, consequently compromising your final course points/grade. If you are enrolled in two lab courses (i.e., ECE 7 and ECE 10), make sure you keep them separate.

Keep these records for future use as you will need them when applying for your ECE permit in verification. The permit verification system looks at 3+ hour days so make sure you are signing in and out for at least 3-hour block or more.

CDC MISSION

The College of the Redwoods Child Development Center (CDC) embraces and supports the individuality of each child in an authentic, emerging learning environment while modeling best practices and providing a high-quality laboratory setting for early childhood education students.

The CDC seeks to implement the most current theories and practices in the early childhood education field. The CDC permanent teaching staff, in collaboration with the faculty of the Early Childhood Education program, designs curriculum and procedures. This ensures continuity for ECE students, who can observe and participate in a program that implements the theories and practices they are learning about in class.

The CDC permanent staff appreciates ECE students, substitutes, student employees, and volunteers for their involvement and assistance in the CDC program. Educating and caring for children involves a variety of tasks including individual and small group projects, as well as washing dishes, doing laundry and other environmental maintenance routines. ECE students, Federal Work Study students and volunteers participate in many aspects of CDC operations.

LICENSING INFORMATION

The College of the Redwoods Child Development Center is licensed by the State of California's Department of Health and Social Services Community Care Licensing Division to provide an enriched developmental program for Toddler and Preschool children. The CDC is equipped and staffed appropriately for these ages and meets or exceeds all State, County, and City regulations for health, sanitation, safety, and teacher/child ratios. The CDC is owned and operated by the Redwoods Community College District for use by students, faculty, and staff of the College of the Redwoods and the community, as space allows.

CHILDREN AND FAMILIES SERVED

The CDC serves children from two through age five who are ready for this type of group experience and who can benefit from the program. Children need not be toilet trained prior to enrollment. The CDC is operated on a non-discriminatory basis, providing equal treatment and access to services without regard to gender, sexual orientation, ethnic group identification, race, religious beliefs, national origin or ancestry, or mental or physical disability

WHAT IS A LAB SCHOOL?

A lab school is a window into children's learning. It is a place that makes learning visible and supports the role of the teacher as researcher. The lab school provides all members of College of the Redwoods Early Childhood Education community opportunities to explore, reflect, and construct knowledge within a group.

There will be Early Childhood Education students observing children from the observation rooms and participating in the children's classrooms. The rich experiences at the CDC will facilitate the development of thoughtful, respectful teachers of young children throughout our community. The CDC is nationally accredited by the National Association for the Education of Young Children which is the highest accreditation award possible.

CONFIDENTIALITY

Students will do child observations as part of their course work. These observations may be shared with the permanent CDC staff, but not with the parents or family members. Communication with parents and family members is the responsibility of the Master Teacher and the Teacher. Respect the privacy of the children and families the CDC serves. While working at the CDC, you may become aware of private or confidential information about children and families. Keep this information confidential. Even if you know the child's parent outside the center, keep information you learn about the child in the center to yourself.

To ensure confidentiality, all discussions of CDC children, parents, students, and/or staff must be carried out in the CDC lab-related classes or in private with a master teacher, the CDC director, or your ECE instructor. If you have a question about a child's behavior, please talk to a master teacher or the CDC director privately.

Parents may try to talk to ECE students about their child's development, the CDC program or policies, or complain about the Center, ECE staff, or legal issues concerning custody or the dispensing of medications. ECE lab students should direct the concerned parent to a Master Teacher or Teacher. The teaching staff will share the information about Center policies, children and families in a way that does not violate confidentiality as needed to provide appropriate care for children.

Confidentiality also applies to all written and email communication including, but not limited to, assessments and enrollment documentation. All assessments and enrollment documentation is to be kept out of the reach of children and other adults.

USE OF ELECTRONIC DEVICES

We now live in a world filled with technology both personal and professional. As an ECE student you should take some time to understand and appreciate the policies and procedures that are in place regarding technology. To ensure children's safety, well-being, and engagement with staff, the CDC prohibits the use of personal electronic devices (e.g., cell phones, tablets, laptops) in classrooms occupied by children. Prior to entering your assigned classroom, personal electronic devices must be stored in a backpack or purse or given to the front desk for safekeeping during lab hours.

ECE students will not use personal or outside devices such as cell phones for any documentation purposes. Only CR class cameras or an issued CR iPad are to be used for assessments and class assignments. Under no circumstance is any recorded documentation to be posted to personal or public media accounts.

The CR's Early Childhood Education Program loans Apple iPad to support lab students learning about assessment and documentation of children. Use the iPad only in the CDC or designated mentor teacher classrooms. iPad must be checked out from and returned to the CDC director, lab instructor, mentor teacher, or front desk office staff. Only students enrolled in ECE classes with

specific assignments requiring IPad use can borrow an iPad. Failure to return the IPad will result in a hold being placed on grades, registration, and transcripts and a debt will be placed against you in the College of Redwoods record system for the replacement cost of $250.

To check out an iPad, the student will complete the following steps:

a)   Sign an iPad Loan Agreement form (only the first time checking out the iPad).

b)   Hand in your cell phone. You will be issued an iPad from the front desk office staff, the CDC director, mentor teacher, or lab instructor.

c)   Upon return of the iPad, you will receive your cell phone back.

d)   Students can save pictures and videos of children on the iPad. Avoid photographing children when they are changing clothes, toileting, being diapered, and so on (let your common sense prevail).

You may start collecting children's evidence once you have completed all lab paperwork.

a)   Sign an iPad Loan Agreement form (only the first time checking out the IPad).

b)   Hand in your cell phone. You will be issued an iPad from the front desk office staff, the CDC director, mentor teacher, or lab instructor.

c)   Upon return of the iPad, you will receive your cell phone back.

d)   Students can save pictures and videos of children on the iPad. Avoid photographing children when they are changing clothes, toileting, being diapered, and so on. (Let your common sense prevail.)

You may start collecting children's evidence only once you have completed all required lab paperwork.

EXPECTATIONS OF PROFESSIONALISM

All ECE students are expected to maintain a clean and professional appearance that reflects positively on the ECE program and the college and in a way, that is appropriate for working with young children and families. We wear clothes that are comfortable, safe, washable, and which cover our bodies

discreetly due to the activities we are engaged in throughout our day. ECE students should act as role models for children and reflect professionalism when participating at the CDC.

It should be the desire of all early childhood educators to meet professional guidelines of behavior. Taken from the word profession (which refers to being built upon shared purpose, common identity, and an understanding of the roles and responsibilities tied to individuals engaged in that profession), professionalism is the expected behavior for people working in a field. In the field of early childhood education, there are many different titles used: child care worker, caregiver, early childhood educator, teacher - but there is an expected level of behavior which helps these individuals earn the respect of the community and the families they work with. While individual facilities may have employee expectations, professionalism is a higher standard that covers issues related to conduct, relationships, assessment, confidentiality, education, written communication, and much more. Many of these expectations are outlined in the NAEYC Code of Ethical Conduct.

CONFIDENTIALITY

It should be noted that an important part of professional behavior is respecting and protecting confidentiality. Child development programs regularly handle confidential information about children, their families, and center staff. Child care programs should maintain this confidentiality on a "need to know" basis which means only those individuals who need to know certain information are privy to it. Confidentiality is especially important in areas of academic progress, behavior and health issues, and well as financial matters. By maintaining confidentiality, programs can encourage trusting relationships with staff, children, and families. Great care should be taken when discussing classroom situations – avoid discussions in staff and break rooms and do not share information with other students out and about on campus, in your ECE classes, electronically, or in the community. Questions about confidentiality can be discussed with your instructor or mentor teachers.

DRESS CODE

Students must dress in an appropriate and comfortable manner for working with young children. You will be sitting on the floor, mixing paints, bending, building with blocks, building on the outdoor playground, squatting, and so on.

When choosing clothing, please make sure it presents a professional image.

All lab students are required to wear a name tag while in the lab. You will receive a nametag from the CDC for ECE7 and ECE 10 courses. Take good care and wear this nametag when conduction your lab hours as it helps to identify you to the many staff, teachers and other adults in the classrooms.

A list of items that are inappropriate at the child development center include but are not limited to the following:

• Any shirt or blouse that exposes the midriff, low cut exposing cleavage, or is transparent. No halter or tube tops. Any t-shirt with offensive language, depiction of drugs, tobacco, alcohol, weapons, or scary pictures etc.

• Any pants, slacks, shorts or skirts that are ripped or torn. Any attire that exposes your bottom from above or below. No short shorts, miniskirts or excessively short dresses. Leggings and yoga attire are not pants and should not be worn as such.

• Footwear should be comfortable and not restrict quick movements. No heeled shoes over 2". Flip flops, sandals, and other footwear without back straps are highly discouraged.

• Excessive perfumes, aftershave, or body odor is offensive to others and can exacerbate allergies.

PARKING

Parking in the spaces in front of the CDC is for parents to use as they drop off and sign in their children at the CDC only. All ECE students must park in the

general parking areas in the central lower lot. Failure to follow these guidelines will result in a parking ticket.

SMOKING

COLLEGE OF THE REDWOODS HAS BECOME SMOKE AND TOBACCO FREE CAMPUS.

During the January 10th, 2017 Board of Trustees meeting, the Trustees approved a new policy designating the Redwoods Community College District as a smoke and tobacco-free environment. The policy will take effect during January 2017.

The Trustees approved the new policy recognizing that the College has an obligation to create a healthy environment for current and future employees and students. Trustee Bruce Emad said that "the passage of the policy culminates the efforts of our past and present Trustees to create a healthy environment for our staff and students to pursue their work and educational goals. This policy aligns our institution of higher learning with the best science available."

The policy includes the prohibition of smoking of cigarettes, pipes, cigars, and other tobacco products as well as any other substance. The use of smokeless tobacco products (e.g., chewing tobacco, snus, snuff, etc.) and the use of electronic smoking devices (e.g., e-cigarettes) are also prohibited. The use of such products is prohibited on all District owned or controlled properties, and at any District events (athletic events, etc.)

HANDWASHING

Handwashing is the preferred method to reduce the spread of infectious diseases by adults and children entering the children's classroom. Wearing gloves or using hand sanitizers should never be a substitute for handwashing. Please model appropriate handwashing procedures.

HAND WASHING PROCEDURE

All staff, participating adults, and children must wash their hands frequently while at the CDC. Germs grow in warm, moist places, especially on palms, between fingers, and under nails. Moist germs enter the body through the mouth or nose. Hand washing removes germs from hands before they touch

food or utensils which go into the mouth. In a childcare setting, the viruses responsible for colds circulate rapidly, especially during the winter months when we tend to remain indoors for longer periods. The virus concentration in respiratory secretions is usually highest 2 to 3 days before a person develops symptoms of illness. As a result, the classroom air and everything your bare hand touches picks up germs. Children should be instructed and assisted to wash their hands just as adults. The proper hand washing procedure is:

- wet hands with running water

- use liquid soap

- wash from front to back to finger tips using a scrubbing, over-and-under motion (continue washing hands for approximately 20 seconds) and rinse with running water

- dry hands with a paper towel

- use paper towel to turn off faucet handle

Wash hands before:

- beginning work with children for the day

- any handling, preparation, or consumption of food

- diaper changing or assisting with toileting

- leaving the CDC for the day

Wash hands after:

- wiping or blowing noses

- diaper changing or assisting with toileting

- removing disposable latex gloves

- preparing and/or consuming food

- personal toileting

- yard supervision

- handling any soiled paper or clothing

- sneezing or coughing into one's hand

- contact with bodily fluids (vomit, urine, etc.)

- handling pets

All adults must perform hand washing at the following times:

- Upon entrance to the classroom

- When moving from one classroom to another

- When coming in from the outdoors

- When preparing, eating, and handling food or beverages, or when feeding a child

- When cleaning or applying a bandage to a cut or scrap

- Before playing with sand or other sensory table materials with children

- When handling bodily fluids (e.g., urine, feces, mucus, blood, vomit); wiping noses, mouths, and sores; handling mouthed toys; checking the need for a diaper change by touching the inside of the diaper; or touching clothing contaminated by stool, urine, or bodily fluids

- After cleaning or handling garbage

- After handling animals or cleaning up animal waste or habitats

ATTENDANCE POLICY

The CDC staff plan on ECE lab students who participate in the classroom to be present during assigned work schedule or lab hours. Be prepared to participate during your scheduled time. If you are unable to be present or will not be on time, notify the CDC Office as soon as possible with a phone call to the front office at 707.476.4337.

If you need to make up for lab hours missed due to illness, you must arrange for those times with the Master Teacher. Please do not wait until the end of the semester to make up lab hours. There are limited times available during the last two weeks of the semester, so plan and make up missing labs as soon as possible.

MONITORING PROGRESS TOWARD MY DEGREE

At College of the Redwoods, we are committed to helping students meet their education goals. All students can easily monitor their progress toward their goal and stay on track with an easy-to-use tool in Web Advisor.

https://webadvisor.redwoods.edu/

Login as if you were registering for class and click on the blue Students tab. On the right side, under Academic Planning, click on Program Evaluation. This will allow you to see the course you have completed, as well as the courses still needed for each required area. Further assistance can be obtained by making an appointment with our counseling staff who are committed to helping you meet your educational goals. https://www.redwoods.edu/counseling

ACADEMIC DEADLINES

Important dates related to each semester are available from the Admissions and Records Department: https://www.redwoods.edu/admissions/Dates

The admissions calendar on the right side of the page gives even more detailed information.

FIELD BASED OBSERVATIONS AND EXPERIENCES

Many of your ECE courses will connect with real life children and classrooms through conducting observations and experiences. As you are taking many ECE courses your course content will require you to conduct observations of children, classrooms and schools. In addition, ECE 7 and ECE 10 are the two field based courses in which you will work directly with children in a classroom setting.

MENTOR PROGRAM

The California Early Childhood Mentor Program provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. Through Federal and local funding the Mentor Program provides

stipends and professional development support to:

MENTOR TEACHERS who guide college students in Early Care & Education

DIRECTOR MENTORS who provide resources and expertise to new directors and administrators facing new challenges

Respect, recognition, and opportunities for growth are powerful incentives for excellent teachers and administrators to stay in the field and provide quality care to children and families of California!

MENTOR SITES

List of current approved mentor sites (Fall 2018)

Mentor List 2018-2019		
McKinleyville		
Tami Evans		
Site Director/Teacher		
Tamera Evans Family Child Care		
707-839-2245 or 707-616-4412		
Markntami2004@yahoo.com		
1594A Price Avenue		
Arcata		
Janet Neebe	Kelly Love	Christina Heathman
Toddler Teacher	Teacher	Preschool Teacher/Director
Humboldt State University	Humboldt State University	Little Learners
Children's Center	Children's Center	

707-826-3838 (work)	707-826-3838 (work)	707-630-5212
Jkn7001@humboldt.edu	Kelly.love@humboldt.edu	arcatalittlelearners@gmail.com
1 Harpst Street	1 Harpst Street	1695 10th Street
Eureka		
Anna Davison	Linda Powell	Menetta Roberts
Site Director/Teacher	Site Director/Teacher	Head Start Teacher
	Powell Family Child Care	Yurok Tribe Early Childhood Education Center
707-441-1678 (work) 707-616-5060 (cell)	707-444-8453 (work)	707-444-0433 ext.1900
Annabanana2472@gmail.com	pfcc@pacbell.net	mkelley@yuroktribe.nsn.us
S Street	2232 Hemlock Street	3400 Erie Street
Hoopa		
Marilyn Marshall		
Redway		
Alicia Chivington	Alexis Huber	
Owner/Administrator/Teacher	Director/Lead Teacher	
Little Redwoods Preschool	Little Redwoods Preschool	
Littleredwoods@yahoo.com	barrett.alexis@gmail.com	
707-923-3186 (work)	707-923-3186 (work)	
191 Briceland Road	191 Briceland Road	

DIRECTOR MENTORS

Mary Anderson
707-857-3460 (home) or 707-889-4312 (cell)
mendomary@comcast.net
Shannon Hall
707-825-8400 (work)
littlelearners.shannon@gmail.com
Krystal Arnot
707-633-6280
krystalarnot@gmail.com
Susan Rosen
707-267-4933
susan-rosen@redwoods.edu

COORDINATOR

Susan Rosen
707-267-4933 (cell)
susan-rosen@redwoods.edu

DISTANCE EDUCATION/ONLINE CLASSES

Distance education (DE) offers students the opportunity to learn at alternative times and locations using technology to help deliver instruction. We offer DE courses using two different types of technology – interactive two-way video, or online.

INTERACTIVE VIDEO – TELEPRESENCE

Interactive video classes are taught much like regular classes, with scheduled days and times when the class meets. The difference is that some of your classmates may be meeting at the same time in a different location, and your interactions with them and with the instructor will happen over a streaming media connection. You can ask questions, the instructor can call on you, and you can hold discussions with your classmates, even though you may be separated by many miles. Classes offered using this technology will be listed in Web Advisor by the location of the class meeting (Eureka, Del Norte, or Klamath-Trinity) and have no special requirements for registration.
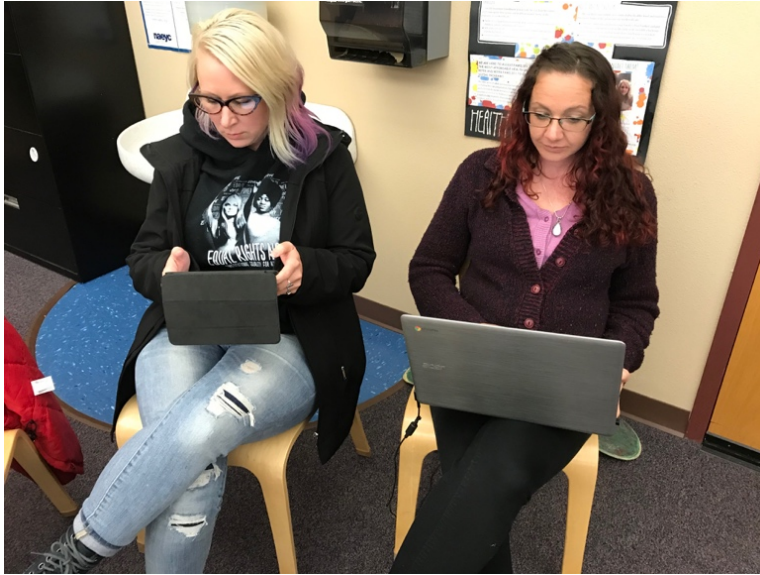
ONLINE

Online classes are designed for students who want to take a College of the Redwoods course and prefer to take the course completely online. They offer flexibility, because they do not require you to be in a specific location at a time. They have the same course objectives, outcomes and curriculum as the classroom sections of the course.

For most online sections, learning takes place through instructor-facilitated reading, writing, and class participation. Most or all assignments and exams are web-based. To succeed, you need to have:

1. The ability to work independently with self-discipline, motivation, and good organizational skills;

2. College-level reading and writing skills;

3. Access to a recent Mac or PC computer with a broadband internet connection, and any required software;

4. The basic skills to access and navigate websites, send and receive email, and send email attachments; and

5. The ability to read carefully and follow written instructions closely and on time.

For more information about taking courses online, go to www.redwoods.edu/online

ECE ONLINE COURSES

ECE Online Classes – College of the Redwoods is pleased to offer many Early Childhood Education courses online each semester to help meet the scheduling needs of busy, working adults. Course offerings can be viewed in Web Advisor up to 1 year in advance with our early registration system. Although it is recommended that ECE 1, 2, 5, and 7 be taken prior to higher level courses, it is not a prerequisite.

The College has set up webpage specifically designed to help online students:

https://www.redwoods.edu/online

Additionally, there is tech support available for all students:

https://www.redwoods.edu/online/Help

Online courses are run through a learning management system call Canvas - https://redwoods.instructure.com/

 and all instructors who teach online have received instruction regarding best practices for online instruction.

ECE-SPECIFIC SUCCESS ONLINE

While online classes are very convenient for those working in the field, it is important to note that almost all online classes require students to visit centers and observe teachers and children. Some courses may require face-to-face interviews with professionals in the field. Be sure to check the syllabus for each class to better understand what time commitments may be necessary in addition to your online coursework. If you are unable to determine this from the syllabus, be sure to reach out to the instructor for clarification. Make sure to review your course orientation letters for online classes before the semester

begins to determine any questions you may have are resolved by contacting your instructor or reviewing this handbook.

CANVAS TRAINING AND SUPPORT

To succeed in an online class there are some basic items that will support you. Take the online tutorial of CANVAS to familiarize yourself with the many pages and features, such as how to find and submit and assignment so you are ready to go for your first day of class. Upload a thumbnail photo of yourself to network and meet other classmates. Reference your canvas calendar regularly as you would a planner to stay on top of your work load and manage your time effectively. Use canvas messaging to interact with other student and faculty when needed and to enhance your learning.

CANVAS MOBILE APP

For quick access to CANVAS, you can download the app through Google Play or the Apple app store. Access your Canvas courses on the go and in the classroom with the Canvas Student mobile app! From any device, students can now:

- View grades and course content

- Keep track of course work with to do list and calendar

- Send and receive messages

- Post to discussions

- Watch videos

- Receive push notifications for new grades and course updates, and much more!
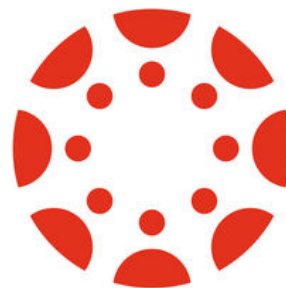
Be sure that you do not rely on the app alone to complete class assignments, as larger files such as this may not successfully upload or may take longer than on the laptop or desktop version.

Make sure you are also familiar with Microsoft programs and have access to these programs for your assignments. If you need additional technical support, contact the [College of the Redwoods Help Center](#).

CALIFORNIA EARLY CHILDHOOD EDUCATION SYSTEM

CALIFORNIA EARLY CHILDHOOD EDUCATOR COMPETENCIES

The California Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need to provide high quality care and education to young children and their families. The California ECE Competencies are organized into twelve overlapping areas:

1. Child Development and Learning

2. Culture, Diversity, and Equity

3. Relationships, Interactions, and Guidance

4. Family and Community Engagement

5. Dual-Language Development

6. Observation, Screening, Assessment, and Documentation

7. Special Needs and Inclusion

8. Learning Environments and Curriculum

9. Health, Safety, and Nutrition

10. Leadership in Early Childhood Education

11. Professionalism

12. Administration and Supervision

https://www.cde.ca.gov/sp/cd/re/ececomps.asp

CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS

The California Preschool Learning Foundations outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning

and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

CALIFORNIA PRESCHOOL CURRICULUM FRAMEWORKS

Created as companion volumes to the California Preschool Learning Foundations, the California Preschool Curriculum Frameworks present strategies for early childhood educators that enrich learning and development opportunities for all of California's preschool children. The California Preschool Curriculum Frameworks include ideas for how to intentionally integrate learning into children's play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children's knowledge, skills, needs and interests.

UNDERSTANDING CALIFORNIA'S EARLY CARE AND EDUCATION SYSTEM

The California Early Care and Education System is complicate and multilayered. As an ECE student you should be aware of some of the complexities and funding streams that support children and families. The link below provides a detailed synopsis of the system.

https://learningpolicyinstitute.org/sites/default/files/product-files/Understanding_CA_Early_Care_Education_System_REPORT.pdf

California's ECE programs are subject to differing regulations, creating programs of varying quality.

California's ECE programs generally fall into three quality categories:

> 1. Those that meet high quality standards, such as Title 5 or the Head Start Performance Standards.

> 2. Those that must only meet Title 22 health and safety requirements.

> 3. Those that are license-exempt.

TITLE 22

Title 22 of the California Code of Regulations establishes minimum licensing standards. These are the only standards that apply to centers and family child care homes that may be accessed through the CalWORKs and non-CalWORKs Alternative Payment programs. Providers must meet health and safety standards, but they are not required to incorporate an educational component such as a curriculum. The regulation does set minimum staff-to-child ratios, but it allows for more children per adult than Title 5. Teachers in center-based programs must have completed 12 units of early childhood development coursework, while assistant teachers need to have completed 6 units of early childhood development coursework.

TITLE 5

Title 5 of the California Code of Regulations contains educational standards that apply to General Child Care and Development and the state preschool program. In addition to meeting basic health and safety standards, these center-based programs and family child care home networks must meet standards that address teacher and curriculum quality. Lead teachers must hold an associate degree or have at least 24 units of early childhood development coursework in addition to other college coursework. Associate teachers must have at least 12 units of early childhood development coursework or a Child Development Associate (CDA) credential. Further, programs must use a developmentally appropriate curriculum. In addition to meeting educational standards, providers regulated by Title 5 must develop and implement an annual plan for a self-evaluation process, which includes using an environmental rating scale to evaluate program quality.

HEAD START/ EARLY HEAD START

Head Start is a program of the United States Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and their families. The program's services and resources are designed to foster stable family relationships, enhance children's physical and emotional well-being, and establish an environment to develop strong cognitive skills. The transition from preschool to elementary school imposes diverse developmental challenges that include requiring the children to engage successfully with their peers outside the family network, adjust to the space of a classroom, and meet the expectations the school setting provides. Our very own CDC is affiliated with a Head Start program that is run out of the CDC. We have an additional staff member to assist students who qualify for Head Start.

STATE PRESCHOOL

These schools are funded by the state and subject to state and federal educational regulations and policies. California State Preschool serves children age three to five in a center-based program that gets them ready to start kindergarten. All programs support learning, health, nutrition, parent participation, and students with disabilities. Children build math and reading skills, as well as social skills through engaging with other children. All state preschool programs are free and include healthy snacks and meals. More information on California State Preschool Programs can be found in the California Preschool Program Guidelines.

LICENSE-EXEMPT PROVIDERS

License-exempt providers serve children in CalWORKs and non-CalWORKs Alternative Payment programs.92 Generally, a friend, relative, or neighbor provides this license-exempt care. The state does not set any standards for teacher or curriculum quality for these providers.

TK - TRANSITIONAL KINDERGARTEN

Transitional kindergarten, sometimes referred to as TK, is a publicly funded program for 4-year-olds who turn 5 between Sept. 2 and Dec. 2. Transitional kindergarten is designed to be a bridge between preschool and kindergarten. Children who are enrolled in transitional kindergarten can enroll in traditional kindergarten classes the following year. Although there is no mandated curriculum, transitional kindergarten is modeled on a modified kindergarten curriculum that is age and developmentally appropriate. Districts and schools have flexibility with how to implement curriculum, but the California Department of Education states that transitional kindergarten is meant to closely follow guidelines in the California Preschool Learning Foundations developed by the department. Districts are expected to use those guidelines as a foundation for instruction.

COMMUNITY CARE LICENSING

The core mission of the Child Care Licensing Program is to ensure the health and safety of children in care. The Child Care Licensing Program strives to provide preventive, protective, and quality services to children in care by ensuring that licensed facilities meet established health and safety standards through monitoring facilities, providing technical assistance, and establishing partnerships with providers, parents, and the child care community.

The Child Care Licensing Program provides oversight and enforcement for licensed Child Care Centers and Family Child Care Homes through 14 Regional Offices located throughout California.

All children and families, regardless of age, ethnicity, cultural background, socioeconomic status, or ability, are afforded the same protections under the law and regulations for child care facilities. (Taken from the http://www.cdss.ca.gov/inforesources/Child-Care-Licensing website.

THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

NAEYC - The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early

childhood practice, policy, and research. An extensive process is in place to encourage centers the ability to receive a stamp of approval from the organization. The Child Development Center at College of the Redwoods (Eureka Campus) is accredited through NAEYC. For more information visit: www.naeyc.org

CODE OF ETHICS

Code of Ethical Conduct - The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. Questions about interactions with children and families, as well as questions about honoring the child, the learning environment, and professionalism can often be answered by referring to the code. You should become familiar with this code of ethics to properly fill your role as an early childhood educator. For more information visit: https://www.naeyc.org/resources/position-statements/ethical-conduct

RESOURCES

PROGRAM RESOURCES

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

The California Early Childhood Mentor Program provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs. Through Federal

and local funding the Mentor Program provides stipends and professional development support to teaching:

- Mentor Teachers who guide college students in Early Care & Education
- Director Mentors who provide resources and expertise to new directors and administrators facing new challenges

Respect, recognition, and opportunities for growth are powerful incentives for excellent teachers and administrators to stay in the field and provide quality care to children and families of California!

https://www.ecementor.org/

CHILD DEVELOPMENT AND TRAINING CONSORTIUM

Child Development and Training Consortium provides financial and technical assistance to child development students and professionals to promote high quality early education to California's children and families. Our services include the following:

ECE STUDENT CAREER AND EDUCATION PROGRAM

Program Eligibility

Students must meet ALL the following criteria to be eligible to participate in the CDTC ECE Student Career and Education Program:

Students must be seeking a new or maintaining a currently held Child Development Permit.

At the time of enrollment, the student must be employed by a child care/development program, including licensed family child care and out-of-school care. Center based programs must be licensed or eligible for an exemption according to Department of Social Services (DSS) regulations. Employment in a kindergarten is also acceptable.

Student employment must directly benefit children and/or families. The employment experience must be acceptable to the California Commission on Teacher Credentialing for purposes of obtaining a Child Development Permit, even if experience is not required for the permit.

The student must work in the state of California.

Note: In-home care providers (nannies) are not eligible. Unlicensed, exempt, home-based child care providers (individuals) are not eligible.

CHILD DEVELOPMENT PERMIT STIPENDS

The Child Development Training Consortium (CDTC) is accepting Child Development Permit Applications for review and to submit with payment, on your behalf, to the California Commission on Teacher Credentialing (CTC).

https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm

CALIFORNIA CHILD DEVELOPMENT PERMIT

California Child Development Permit, which is issued through the California Commission on Teacher Credentialing. The permit enables an educator to move along a career ladder which supports a hierarchy of professional goals and competencies relative to employment and leadership.

Child Development Permit Matrix - *with Alternative Qualification Options Indicated*					
Permit Title	**Education Requirement** (Option 1 for all permits)	**Experience Requirement** (Applies to Option 1 Only)	**Alternative Qualifications** (with option numbers indicated)	**Authorization**	**Five Year Renewal**
Assistant (Optional)	**Option 1:** 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	**Option 2:** Accredited HERO program (including ROP)	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.	105 hours of professional growth*****
Associate Teacher	**Option 1:** 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	**Option 2:** Child Development Associate (CDA) Credential.	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	**Option 1:** 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	**Option 2:** AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.	105 hours of professional growth*****
Master Teacher	**Option 1:** 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	**Option 2:** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Site Supervisor	**Option 1:** AA (or 60 units) which includes: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	**Option 2:** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** **Option 3:** Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** **Option 4:** Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	**Option 1:** BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	**Option 2:** Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** **Option 3:** Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; **or** **Option 4:** Master's Degree in ECE/CD or Child/Human Development	Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.   9/09

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

Permit Matrix 9-09 CL

COLLEGE RESOURCES

PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES (DSPS)

The mission of DSPS is to eliminate educational barriers unique to students with disabilities, provide learning support and pathways to success, empower self-advocacy, and ensure equity, equal rights, and access under the law.

DSPS ensures equal access to the educational experience for all learners with disabilities. DSPS provides services to qualified students with: impairments of mobility, vision, hearing, and communication; acquired brain injury; developmentally delayed; learning and psychological disabilities.

Services and accommodations may include: Priority registration; note-takers or taped lectures; sign language interpreters/video remote interpreting; alternate media; test proctoring; mobility assistance; temporary medical parking; Braille;

assistive listening devices; advising and academic planning; liaison with faculty and other campus services; orientation to campus services.

DSPS provides training to students in the use of assistive technologies such as: speech-activated software, scanners, screen readers and magnifiers. Braille and electronic text production are also available to students who qualify for alternative media. Most computer labs throughout the district provide access to assistive technologies for students with disabilities.

https://www.redwoods.edu/dsps

EOPS/CARE

Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE)

EOPS, a state-funded program, was established to assist students who are low income and educationally disadvantaged with financial and comprehensive support services. To receive EOPS services, students must complete an EOPS application. Students are required to file a Free Application for Federal Student Aid (FAFSA) and qualify for the Board of Governors (BOG) grant. Eligibility for services is determined by Title 5 regulations.

https://www.redwoods.edu/eops

LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) building, located at the Eureka Campus, houses the following services: The Library, for research resources and instruction; the Academic Support Center for study rooms, testing and tutoring; the Math Lab where students registered in a Math Lab class can get intensive Math practice and help; and the Writing Center, for writing instruction and practice.

A Learning Resource Center with quiet study rooms, services for testing and computer access are available at the Del Norte Education Center.

https://www.redwoods.edu/asc

TRANSFER CENTER

The Transfer Center provides information and assistance for students intending to transfer to a four-year college or university. The Transfer Center is designed to reduce obstacles to the transfer process by providing information on college and university application deadlines, requirements, and other issues of importance. The Center also sponsors "Instant Admissions" activities, college fairs, and other activities that will help CR students understand that transfer to a four-year college or university is a process, not an event.

Transfer services are provided through the Counseling and Advising Offices at all locations.

https://www.redwoods.edu/counseling/transfer

PROFESSIONAL ORGANIZATIONS

The field of early childhood education has professional organizations which are focused on a variety of directions. National, as well as state and local, organizations focus their efforts on supporting children, advocating for caregivers, and supporting children. More information is available by visiting their websites.

NATIONAL

National Association for Education of Young Children (NAEYC) – www.naeyc.org

National Head Start Association - https://www.nhsa.org/

PITC – Program for Infant/Toddler Care - https://www.pitc.org/pub/pitc_docs/home.csp

Professional Association for Childhood Education (PACE) – http://www.paceca.org/

Zero to Three – www.zerotothree.org

STATE

California Association for the Education of Young Children (CAAEYC) - https://caeyc.org/

California Preschool Instructional Network - https://cpin.us/

California Early Childhood Mentor Program - https://www.ecementor.org/

Child Development Training Consortium - https://www.childdevelopment.org

California Early Childhood Online - https://www.caearlychildhoodonline.org/#/english/

Community Care Licensing - http://www.cdss.ca.gov/inforesources/Child-Care-Licensing

First 5 California - http://www.first5california.com/

LOCAL

0-8 Mental Health Collaborative - http://www.humboldt.k12.ca.us/edserv-mentalhealth.php

Changing Tides Family Services - https://changingtidesfs.org/

Del Norte Child Care Council - https://www.dnccc.com/

First 5 Del Norte - http://www.delnortekids.org/programs-and-partners.html

First 5 Humboldt - http://first5humboldt.org/

Humboldt County Office of Education - http://www.humboldt.k12.ca.us/

Local Child Care Planning Council - http://apps.humboldt.k12.ca.us/sites/lccpc/

ARTICULATIONS AND TRANSFER

Articulation agreements are the formal agreements between educational institutions for the transfer of course credit taken in one school to another school. Typically, these are documents of several pages that describe the course or courses taught at one school, to be accepted by the other. An articulation agreement provides reasonable assurance that course work will not have to be repeated. Furthermore, a transferring student can advance to a higher level, assured that the competencies and knowledge gained in the previous course will be sufficient preparation for other required courses, thus shortening the time it takes to achieve a marketable degree or certificate.

HIGH SCHOOL ARTICULATION

Articulation offers high school students the opportunity to earn College of the Redwoods academic credit for approved high school educational courses based on credit by exam. High School articulation is a process that links secondary and post-secondary educational systems through a formal articulation agreement. The agreement specifies the student learning outcomes based on the knowledge, skills and abilities required for students to earn college credit through eligible high school courses. The articulation process allows the student to transition into college without experiencing delay or duplication of learning.

For more information visit www.redwoods.edu/TechPrep/

CALIFORNIA STATE UNIVERSITY SYSTEM (CSUS)

It's never too early to begin planning for a smooth transfer to another institution.

All students considering transfer are advised to speak with the Teacher Education Program Manager. We highly recommend that anyone considering transfer to a four-year institution complete the entire Associate of Applied Science in Early Childhood Education degree. Our agreements with other institutions is based upon completion of this degree. Also, be advised that any receiving institution may have education program grade point requirements for admission in addition to the grade point average used by the university for institutional transfer.

A DEGREE WITH A GUARANTEE

http://www.adegreewithaguarantee.com/

ABOUT THE GUARANTEE

The Associate Degree for Transfer (AA-T or AS-T) is a special, new degree offered at California Community Colleges. To pursue this special degree rather than a

traditional AA or AS degree, you should meet with a counselor to develop an education plan that puts you on the path toward the AA-T or AS-T degree.

The guarantee itself means that students who earn an AA-T or AS-T degree and meet the CSU minimum eligibility requirements are guaranteed admission to a CSU, but not necessarily to a campus or major. With the special degree, you may be given a GPA bump when applying to an impacted campus outside your local area or an impacted major that is deemed similar.

IMPORTANT FORMS FOR STUDENTS

The College of the Redwoods forms for students can be found at,

https://www.redwoods.edu/admissions/Forms

PETITION FOR GRADUATION

Early Childhood Education majors should petition to graduate at the beginning of the semester in which coursework will be completed. Petitions may be obtained in the Counseling Departments at each campus or found online at

https://www.redwoods.edu/admissions/Forms