

Early Childhood Education

Central Oregon Community College

Student Handbook



Good teaching cannot be reduced to technique;

Good teaching comes from the identity and the integrity of the teacher.

-Parker Palmer

Early Childhood Education at COCC

Welcome to the Early Childhood Program (ECE) at Central Oregon Community College! Whether this is your first ECE course or a return to the classroom after other careers and experiences, we look forward to exploring the diverse field of early childhood education with you.

In the following pages you will find program goals, degree options, policies, and resources we believe will be helpful to your experience at COCC. We encourage you to visit the ECE website (<http://ece.cocc.edu>) to read more about our program.

It is an exciting decision to be a part of children's learning and development in the critical years that we call "early childhood." We look forward to supporting you and learning with you on this journey.

On behalf of all the instructors in the COCC early childhood education program, I wish you the best as you begin your exploration of the field of early childhood education.

Amy Howell, Program Director of Early Childhood Education at COCC

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Mission Statement

Our belief in early childhood education is that children begin learning from prenatal experiences to each and every experience thereafter. We believe young children benefit from well-designed, developmentally appropriate, and culturally relevant curriculum that reflects children's active role in learning. We believe in the inclusion of all children in quality programming. We also believe children are served best when families, schools, and communities work together as partners through close and ongoing collaboration.

Program Description and Degree Options

At Central Oregon Community College, the Early Childhood Education program provides students with an interest in early childhood, including the early primary elementary years, with a foundation in the theoretical, social, historical, and legal aspects of early childhood programming. The Associate Degree programs in Early Childhood Education at Central Oregon Community College provide the foundational knowledge, field experiences, and common skills and strategies that prepare students for multiple roles within the field of early childhood education. While the program prepares students for direct work with young children in classroom and educational settings, many associate degree-seeking students have additional professional goals (many requiring further education) including but not limited to

- **Early childhood educator roles** such as an infant/toddler, preschool/pre-kindergarten, or K-grade 3 classroom teacher, family child care provider, Head Start teacher, or paraprofessional in public schools;
- **Home-family support roles** such as family advocate, child protective services worker, or parent educator; and
- **Professional support roles** such as early childhood administrator in a childcare or Head Start program, staff trainer, peer/program mentor, or advocate at the community, state, or national level.

Degrees Offered

Students in the Early Childhood Education program have numerous options in terms of pathways for further education and career opportunities. For specific degree requirements or degree evaluations, please consult your COCC catalog or schedule an advising appointment with the Program Director.

Associate of Applied Science (AAS) prepares students with a strong emphasis in the theories, curriculum goals, developmentally appropriate

teaching and guidance strategies necessary to lead an early childhood classroom program or work as a paraprofessional in the public schools.

Associate of Arts (AA) prepares students intending to transfer to four-year programs with the foundational knowledge in early childhood education and preparation in general education requirements that fulfill state requirements for four-year programs.

Program Goals

Based on recommendations from the National Association for the Education of Young Children (NAEYC) for Associate-level preparation for Early Childhood Professionals, our program prepares students to

1. Support child development and learning by understanding primary theories used in early childhood development and education;
2. Demonstrate knowledge of children's patterns of learning specific to developmental domains;
3. Build family and community relationships with particular attention to integrating knowledge of cultural diversity in educational learning environments settings;
4. Observe, document, and assess to support young children and families through program and curriculum planning;
5. Apply developmentally appropriate approaches to build meaningful curriculum and positive guidance strategies;
6. Apply knowledge of health and safety issues affecting child development within learning environments; and
7. Prepare for professional expectations for the early childhood field by developing effective communication skills and demonstrating knowledge of professional standards, associations, licensures, and related laws governing early childhood education.

Credit for Prior Learning and Training

We recognize that many students enter our program with prior experience and formal training in the field of early childhood. The Early Childhood Education program will apply prior learning credit for the following early childhood credentials:

- ❖ Child Development Associate (CDA)
- ❖ Oregon Registry Step 7

Credits will be transcribed as Prior Learning Credit and may not count toward the AAS degree unless the student has successfully completed Practicum II (ED 262) and related competencies. Prior Learning Credit will be awarded in lieu of the required program courses. Credits are awarded for the following courses.

- ❖ 4 credits for ECE 140: Introduction to Early Childhood Education
- ❖ 4 credits for ECE 151: Observation and Guidance of Young Children's Learning
- ❖ 3 credits for ECE 261: Practicum I

In order to obtain non-traditional credit, students must have taken at least one course at COCC. Students with more than one of the listed prior learning credentials can receive credit for only one. The cost of the credit transcription is \$40 per course. Students must work with the program director and transcript evaluator to transcribe credit for prior learning. Students are required to produce official copies of their CDA or registry status.

Program Policies

In addition to COCC policies, including students' rights and responsibilities, described in your catalog and detailed in your syllabi, students in our ECE program are expected to follow the following policies specific to our courses.

Background Checks

Central Oregon Community College requires background checks of its students in selected programs that require a clinical setting, State licensure or National certification, or before a student enters a facility that provides services to vulnerable people.

As a student in the ECE program, we require that you sign a waiver indicating your understanding that a criminal background check is required and that the information will be released to the Program Director and any other college officials on a "need to know" basis. By signing this waiver, you indicate your understanding that a background check resulting in criminal convictions may impact your ability to be placed in clinical, practicum or internship sites which may result in non-completion of the ECE program at Central Oregon Community College.

Because students are working with children, our students must have a criminal background check PRIOR to entering any field placement site as a COCC student. Students must present a valid registry number provided by the Oregon Employment Department—Child Care Division (CCD). Copies will be kept on file in the Social Sciences department. To obtain your registry number, please complete the [Criminal Records Check Application](#) available on the ECE website: <http://ece.cocc.edu> under the menu option "forms."

NOTE: Students wishing to complete field placement hours in public schools will be required to complete an additional background check through the Oregon Department of Education. Please visit district administration HR offices for forms. Students working in High Desert Education Service District (HDES) setting (e.g.,

Alyce Hatch Center) will need to complete the application <http://ece.cocc.edu/forms/default.aspx> listed under the ECE Forms page noted above.

Field Placement in the ECE Programs

In each of the ECE courses, 30 hours of field placement are required for successful completion of the course. Students must complete all hours to pass the course. Students are encouraged to work regularly with their instructor to ensure adequate progression of field placement hours throughout the term. It is the students' responsibility to see that all hours are completed. Students enrolled in more than one ECE class must complete required field placement hours for each class (i.e., A student enrolled in ED 140 and ED 150 will need a total of 60 hours reported on the time log.). *It is the students' responsibility to inform instructor of any changes in the field placement agreement; all sites must be approved by the instructor in order to count as field placement hours.*

During the first week of classes, students will work with instructors and the program director to determine appropriate field placement settings. Although students are encouraged to specify their field placement preferences, instructors will make decisions based on community availability and scheduling considerations. To support students' understanding of the developmental continuum and diversity within the field of ECE, students are strongly encouraged to spend field placement hours in different settings throughout their coursework at COCC.

Students will not be assigned to a field placement site unless we have a copy of a current background check on file. The only exception to this rule applies to students under the age of 18. In this event, students must provide a letter of recommendation from their high school guidance counselor addressed to the program director.

Once students are assigned to a field placement site, it is up to the student to make arrangements to meet with the supervisor/director/principal to set up a meeting to discuss expectations (of COCC and the site) and scheduling. If both student and field placement representative agree, a field placement contract is signed. Students should make at least three copies of their contract: one for the student, one for the supervisor, and one for the COCC instructor.

Field Placement Conduct

To ensure the integrity of our program and your successful completion in your course of study, it is essential to be aware of the policies and practices of your

field placement site. Please keep in mind that you are a representative of COCC and an emerging professional in the field of education. Your conduct should be professional at all times. You are expected to abide by all policies for volunteers in schools. This includes awareness and obedience to issues of confidentiality (except in the situations mandated by mandatory reporting laws) and professional practices such as appropriate classroom management behaviors. COCC instructors are in contact with classroom teachers, supervisors, and principals. Schools have the right to terminate a field placement agreement at any time should ongoing disruptions, inappropriate behavior, or otherwise disagreeable interactions occur.

Professional Presence

While in your field placement role, it is expected that all students present themselves in a manner that reflects a respect for the profession of teaching and takes into account the perception of others, including children, families, and supervising staff. Please consider the activities in which you will engage during your field placement hours, for instance, when it comes to personal attire and how to dress in your field placement environment. In all communication with field placement supervisors, children, and families, please keep in mind that a.) you are representing your professional future, b.) you are representing our program at COCC, and c.) you are making connections that may last well into your career. If you are going to be late, or if you will miss your field placement hours, it is your professional responsibility to inform your supervisors directly. During your initial meetings with field placement supervisors, it is recommended that you provide a introductory letter which details your interest in the field, prior work/volunteer experience, contact information, and intentions for your field placement experience. In addition, we recommend providing your immediate supervisor (e.g., classroom teacher) with a friendly letter to post for families. This letter should serve as an introduction, and a picture of yourself is helpful.

Health-Related and No-Smoking Policies

Following the language established by the Head Start Model Policy on Tobacco-Free Environments, we concur that it is the responsibility of early childhood professionals to promote the health, welfare, and safety of students and staff. During your field placement hours, tobacco use, distribution or sale on field placement premises (or sponsored events) is prohibited. Student volunteers must avoid bringing clothing that smells of smoke into the classroom, center or onto the playground. For the purposes of this policy, "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, snuff, in any form. Clothing, bags, hats and other personal items used by volunteers to display, promote or advertise tobacco products are prohibited on field placement premises

or sponsored activities. Failure to respect this policy may result in termination of the field placement contract.

Depending upon your field placement environment, supervisors and/or state regulations may require documentation of immunization records, such as TB testing. If your field placement site requires this, it is up to the student to provide such documentation.

If you are enrolled in a COCC ECE class in which classes will meet off-campus or at a venue other than the regularly scheduled class location (not including field placement or practicum placements), you must complete and submit a field trip consent and liability form to your instructor. For students under the age of 18, a field trip and medical release form must be completed and submitted to your instructor. Policy information and forms are available at <http://employees.cocc.edu/Faculty+Resources/Permission/default.aspx>.

Following COCC guidelines for protecting yourself and others from illness, please remember the following recommendations

- ❖ Wash hands frequently with soap and warm water or use waterless hand sanitizer
- ❖ Cover your mouth by coughing or sneezing into a tissue and not your hands
- ❖ Stay home when you are ill and experiencing a fever of a fever greater than 100 degrees Fahrenheit or have chills AND a cough or sore throat. Stay home until you have been free of a fever for 24 hours without the use of fever reducing medication
- ❖ Get a flu shot

Mandatory Reporting

As defined by the Oregon Department of Human Services
(http://www.oregon.gov/DHS/abuse/mandatory_report.shtml)

All citizens have a responsibility to protect those who cannot protect themselves. Members of the general public may report suspected abuse and neglect if they choose. Oregon state law, however, mandates that workers in certain professions, such as school and child care personnel, must make reports if they have reasonable cause to suspect abuse or neglect. These people are called mandatory reporters and they are a crucial link in the system to protect Oregon's most vulnerable citizens...By law, mandatory reporters must report suspected abuse or neglect of a child regardless of whether or not the knowledge of the abuse was gained in the reporter's official capacity. In other words, the mandatory reporting of abuse or neglect of children is a 24-hour obligation.

In Crook, Deschutes, and Jefferson counties, the child abuse hotline number is

541-693-2700. If it is after hours, and if a child is in immediate danger, the number to call is 911.



Helpful Resources and Websites

As you begin or continue your professional journey in the field of ECE, it will be helpful to stay connected with current conversations and perspectives in the field. Additionally, the following links will allow you to stay connected with local and national events related to ECE.

Bend LaPine School District: <http://www.bend.k12.or.us> From this site you can access a directory of local schools, and it will be helpful to print a schedule to plan around staff development days or days when students are not in school.

National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org> This is one of the national associations that supports professional development and learning about working with young children (birth through age 8). From the homepage, you can explore various publications (online and print), including position statements that detail recommended policies for early childhood educators. Students are encouraged to consider a student membership to the NAEYC.

Association for Childhood Education International (ACEI): <http://www.acei.org/>
As stated in their mission, ACEI strives to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society.



Student Evaluation in Field Placement

During your practicum experiences (ED 261 and 262), field placement supervisors complete student evaluations. Although this is completed near the end of your AAS degree, these qualities are helpful to prepare you for the types of professional behaviors valued in the classroom.

Personal Qualities

1. Dressed appropriately
2. Dependability
3. Flexibility
4. Self-direction
5. Sensitive to other people's needs and feelings
6. Tact, patience, and cooperation with others
7. Sense of humor
8. Attitude toward children
9. Attitude toward adults
10. Attitude toward administrators

11. Ability to evaluate self and benefit from experiences

Work With Children

1. Aware of safety factors
2. Builds rapport and respects children
3. Aware of total situation, even when working with one individual
4. Asks open-ended questions that promote higher level thinking
5. Consistent and effective in setting and maintaining limits
6. Encourages self-help and independence in children
7. Sensitive to children's cues

8. Sensitive and responsive to cultural differences
9. Aware of professional ethics

7. Ability to apply new information and skills in this setting

Work With Other Teachers, Parents, and Volunteers

1. Willingness to accept direction and suggestions
2. Establishes good working relationships
3. Respects confidential information
4. Builds rapport and respects families and their needs
5. Shows professional judgment in relationships with families
6. Effectively conveys information and expresses own opinions

Programming, Knowledge and Learning

1. Understanding of child development and appropriate educational concepts and theories
2. Participates appropriately in activities planned by staff
3. Demonstrates ability to adapt curriculum for children with special needs
4. Ability to plan, implement and evaluate developmentally appropriate activities for children and families
5. Knowledge of teaching or intervention strategies for this population of children and families at the end of practicum

Sample Field Placement Contract

Parties:

(1) Student Name: _____ Student Phone Day: _____ Evening: _____ Email: _____

(2) Facility Name: _____ (referred to as "Facility") Address: _____

Field Placement Supervisor: _____ Site Phone: _____ Email: _____

Dates and Times of Field Placement: _____

Age Group of Children: _____

(3) Central Oregon Community College (referred to as "College")

It is agreed by Facility, Student, and College to be of mutual interest and advantage to cooperate in a plan to furnish an Early Childhood Education Field Placement experience for students in the Early Childhood Education program at College.

Facility Responsibilities:

1. The facility will make available appropriate Early Childhood Education learning experiences and will sign time sheets.
2. It is understood by the Facility that students are not to be left in a position in which they are the only adult supervising young children.
3. If student is paid by Facility for field placement hours, the College does not cover student under College workers' compensation policies.

Student Responsibilities:

1. The responsibility for field placement arrangement will be that of the Student and will consist of at least three hours a week for each Early Childhood Education class the student is taking.
2. The site must serve children in the following age groups: infants, toddlers, preschoolers, and/or primary (kindergarten – 3rd grade). Unless licensed and registered through the State of Oregon and listed with the Child Care Registry, in-home sites will not be accepted.
3. All sites must provide learning opportunities that address the course competencies and must be approved by College.

4. The Student will complete observations and, if asked, participate in the planning, preparing, and delivering of an activity that addresses the course competencies.
5. Students will be expected to carry out their field placement in a professional manner; which includes but is not limited to appearance, dress, language, and all actions.
6. Students are expected to abide by all policies of Facility during the time of field placement requirements, including policies for classroom management, confidentiality, and professional expectations.

College's Responsibilities:

1. College will cover Students under workers' compensation policies held at the College. Exception: if students are paid by Facility during their field placement hours, the College will not cover students under workers' compensation policies.
2. The College agrees to defend and hold Facility harmless against any legal claims, demands, judgments, and costs against the Facility arising out of any activities and services performed by the assigned students pursuant to this Agreement.
3. College will review and approve site placements.

In the performance of its responsibilities hereunder, Facility and College are and at all times shall be independent contractors.

This Agreement shall be for a term of four months from the date the contract is signed. This Agreement may be terminated by either party without cause.

Sample of Weekly Field Placement Log

Name of Student: _____ **COCC**
course _____

Name of Field Placement Site: _____

Date	Time In/Time Out	Activities: What did you do while at your site?	Total Hours
		Initial Field Placement Meeting	

COCC ECE Field Placement
 Instructor Approval: _____

Date: _____

Total Hours for term: _____

Student Signature _____

*Supervisor Signature _____

*Supervisor email _____

*Supervisor Phone _____

(* Required for course credit)

***Please note:** In each of the ECE courses, 30 hours of field placement are required per ECE course. The first three hours of the field placement are designated for the preparation, scheduling, and initial contact with the field placement supervisor. The remaining 27 hours are designated for interaction and observation in approved learning environments. Students must complete all hours to pass the course.*

COCC ECE Field Placement
Instructor Approval: _____

Date: _____