

# EARLY CHILDHOOD/EDUCATION STUDENT HANDBOOK



Children must have at least one person who believes in them....It could be you. You never know when a little love, a little support will plant a small seed of hope.

-Marian Wright Edelman



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

We have a variety of options for you to consider if you want to pursue a career in Education. For those of you who want to be a part of children's learning and development in the critical years, birth through age eight, that we call "early childhood" you will want to look into our ECE options (AAS and AAOT degrees offered). For those of you who want to teach at the Elementary level we offer a transfer degree called the "AAOT Elem ED". We also look forward to working with those of you who want to focus on a specific subject area and teach at the secondary level (middle and/or high school). This is the AAOT with a focus on "Secondary ED".

Once you are registered at COCC you will be assigned an advisor in our Education department who will help you navigate all of the degree options available to you. If you are still exploring and trying to figure out if Education is the right pathway for you or which degree is your best option you are in the right place! Many of our classes include field placements where you will get the opportunity to gain hands-on experience. This is often the way that students are able to determine what path in the field of Education is the right one for them. There are many options besides teaching. You might want to consider options such as; counseling, administration or becoming a specialist in a specific area. You are beginning a rewarding journey and we look forward to getting to know you and supporting your efforts as you pursue your goals.

In the following pages you will find program goals, degree options, policies, and resources, which will be helpful to your experience at COCC. We encourage you to visit the [ECE website](#) to read more about our program, degrees, certificates, and career pathways.

As faculty in COCC's ED/ECE program, we wish you the best as you begin your exploration of the field of early childhood education. Please feel free to reach out to any of our faculty members should you have questions about our program. We are here to help!

Amy Howell, Program Director/Professor

[ahowell@cocc.edu](mailto:ahowell@cocc.edu)

Angie Cole, Assistant II Professor

[acole@cocc.edu](mailto:acole@cocc.edu)

Maribel Jimenez, Instructor

[mjimenez5@cocc.edu](mailto:mjimenez5@cocc.edu)

Jackie Vance, Instructor

[jvance2@cocc.edu](mailto:jvance2@cocc.edu)

Stephanie Boni, Instructor

[sboni@cocc.edu](mailto:sboni@cocc.edu)

Maria Madden, Instructor

[mmadden@cocc.edu](mailto:mmadden@cocc.edu)

## Table of Contents

<b>Land Acknowledgement</b>	<b>4</b>
<b>Overview of the Early Childhood Education/Education Program</b>	<b>4</b>
Program Mission and Vision	4
Core Themes which guide our program:	4
Program Description and Degree Options	5
Career Pathways	5
Degrees Offered	6
Associate of Arts Oregon Transfer (AAOT)	6
Associate of Applied Science (AAS)	6
Child, Family, and Community Studies (CFC) Certificate	6
Developmentally Appropriate Learning Environments (DALE) Certificate	6
Equity in Education (EIE) Certificate	6
Program Goals	7
Credit for Prior Learning and Training (CDA and Oregon Registry Step 7+)	7
Curriculum in the Early Childhood Education Program	8
Summary of Courses	11
Summary of Program Requirements	12
<b>Success in Early Childhood Education and Education Courses</b>	<b>14</b>
Academic Honesty	15
Policy for Absences	15
Active Participation	15
COCC Principles of Community	15
Class Conduct	16
COVID 19 Policies	17
Communications	17
Course delivery methods	17
Format for Written Work	18

Background Checks	18
<b>Field Placement Experiences</b>	<b>19</b>
Timeline for field placement procedures	21
Field Placement Conduct	21
Professional Presence	22
Health-Related and No-Smoking Policies	22
Immunizations and Wellness	22
Mandatory Reporting	23
Student Evaluation in Field Placement	23
<b>Additional COCC Policies</b>	<b>25</b>
Americans with Disabilities Statement	25
COCC Non-Discrimination Policy	25
Student Insurance	25
Counseling services for students	25
Safe Zones at COCC	26
<b>Helpful Resources and Websites</b>	<b>26</b>
<b>Academic Advising in Early Childhood Education</b>	<b>29</b>

## LAND ACKNOWLEDGEMENT

At COCC, we acknowledge the land and community in which we live, work, learn and grow.

*We acknowledge the beautiful land our campuses reside on are the original homelands of the Wasq'u (Wasco) and Tana'nma (Warm Springs) people. The Wasco and Warm Springs people ceded this land to the US Government in the treaty of Middle Oregon of 1855 while retaining regular and customary hunting, fishing, and gathering rights. As a result of this treaty, the Warm Springs Indian Reservation was created. In 1879, a small group of Numu (Paiute) people were moved to the Warm Springs Reservation. In the years following, more Paiute people were forcibly moved to the Reservation as well. It wasn't until 1937, in conjunction with the Indian Reorganization Act, that the three distinct tribes became known as the Confederated Tribes of Warm Springs. It is also important to note that the Klamath trail ran north through this region to the great Celilo Falls trading grounds. Although the Klamath people did not reside in this territory, they claim the trail as their own. It is crucial to recognize that the descendents of these original people are still here today, and that they are thriving members of our communities. We acknowledge and thank the original stewards of this land. It is our hope that students, staff, faculty, and guests continue to honor and care for the land that we use.*

## OVERVIEW OF THE EARLY CHILDHOOD EDUCATION/EDUCATION PROGRAM

In education, which includes early childhood education, we believe that 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 MISSION AND VISION

We are a community of learners that provides innovative, high quality professional development that is accessible, culturally responsive and intentional for educators and advocates.

The Early Childhood Education/Education Program at Central Oregon Community College envisions the preparation of empowered individuals and learning communities that value the importance of meaningful curriculum, critical partnerships, and advocacy for social justice.

## CORE THEMES WHICH GUIDE OUR PROGRAM:

### **Meaningful Curriculum is**

- Research-Based
- Developmentally Appropriate
- Culturally Responsive
- **Critical Partnerships include**
  - Teacher-Child
  - Family-School
  - School-Community
- **Social Justice encompasses**
  - Honoring Diversity
  - Examining Systems of Inequity
  - Overcoming Barriers and Building Pathways

## PROGRAM DESCRIPTION AND DEGREE OPTIONS

At Central Oregon Community College, the Early Childhood Education (ECE) 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, including pathways to licensure. 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 elementary classroom teacher, family child-care provider, Head Start teacher, or paraprofessional in public schools, after school programs, early intervention/special education;
- **Home-family support roles** such as family advocate, child protective services worker, or parent educator; or home visitor
- **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.

## CAREER PATHWAYS

Career pathways is a system developed to help guide students toward specific professional goals by providing a defined list of courses offering expert training. The various courses help lead students to completion certificates and/or degrees that identify the student as being qualified to work in a particular field. [ECE Career Pathways Roadmap](#).

## 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 faculty in the Early Childhood Education program.

---

### **ASSOCIATE OF ARTS OREGON TRANSFER (AAOT)**

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.

---

### **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.

---

### **CHILD, FAMILY, AND COMMUNITY STUDIES (CFC) CERTIFICATE**

The Child, Family, and Community Studies (CFC) Career Pathway Certificate is designed to support students seeking careers in school and human service settings. The CFC Career Pathway Certificate is a step along the pathway to the [AAS in Early Childhood Education](#), and it invites students to apply theories and applications toward a broader perspective, including settings outside of school. For details and course requirements see:

[Child, Family and Community Studies - Career Pathway Certificate of Completion](#)

---

### **DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS (DALE) CERTIFICATE**

The Developmentally Appropriate Learning Environments (DALE) - Career Pathway Certificate of Completion supports students seeking careers in early learning settings. Credits will apply toward the Head Start Reauthorization Act for highly qualified lead and assistant teachers and family advocates. Students considering the [Early Childhood Development program at Southern Oregon University](#) or the [HDFS program through OSU](#) may apply to program requirements. The DALE Career Pathway Certificate is a step along the pathway to the [AAS in Early Childhood Education](#) and it invites students to apply theories and applications toward early learning environments. For details and course requirements see:

[Developmentally Appropriate Learning Environments - Career Pathway Certificate of Completion](#) (Online Catalog)

---

### **EQUITY IN EDUCATION (EIE) CERTIFICATE**

The Equity in Education One Year Certificate is designed to meet the needs of the current and future education workforce, in which classrooms and learning environments are increasingly diverse. The Equity in Education One Year Certificate and guiding outcomes are in alignment with [Raise Up-Oregon's Early Learning System Plan](#) and the State's vision for equity, diversity, and inclusion in early learning throughout Oregon. At the heart of the program is the commitment to preparing a future teaching workforce with knowledge and confidence in facilitating culturally responsive practices with children, families, and communities. Students who have this certificate will be more competitive in the hiring process because they will enter the workforce with training in equity and diversity. This certificate is viewed by employers, such as Head Start and Child Care Resources, as a critical component to the hiring of potential employees with this type of training.

The Equity in Education One Year Certificate is a step along the pathway to the [AAS in Early Childhood Education](#) and it invites students to challenge systemic biases through culturally responsive pedagogy as it takes shape in early learning environments. For details and course requirements see: [Equity in Education - One Year Certificate of Completion](#) (Online Catalog)

## 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 (CDA AND OREGON REGISTRY STEP 7+)



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.

Students or providers with a prior learning credential are strongly encouraged to meet with an Early Education advisor before beginning their Early Education coursework. For more information: Contact Amy Howell at [ahowell@cocc.edu](mailto:ahowell@cocc.edu).

## CURRICULUM IN THE EARLY CHILDHOOD EDUCATION PROGRAM

According to the [National Association for the Education of Young Children \(NAEYC\)](#), the role of community colleges in teacher education is pivotal. With regard to several key commitments in the field of early learning, such as identifying and supporting a more diverse group of talented leaders, responsiveness to community and professional needs, and opportunities for pathways between higher education and careers, community college programs offer a critical role for many groups, especially those who have been historically underserved, to access higher education. Through responsive structures, such as additional support systems, varied offerings across diverse days, times, locations, and formats, community colleges exemplify responsiveness.

The early childhood education student population at COCC is culturally and linguistically diverse. The majority of our students in the early childhood education program have extensive work experience in early learning, most in childcare or Head Start programs, and many of our students continue to work in early learning settings while attending COCC. COCC Early Childhood Education students are leaders in their own right. Many are implementing the ideas, theories, and developmentally appropriate practices in their

ongoing interactions with children and families throughout their tenure at our college. Because the career goals of our students vary in terms of working *with* versus working *for* children, we offer broad and inclusive program goals. We offer both transfer (AAOT) and associate level (AAS) degrees. Within the AAS, we offer several certificates. The different degree and certificate options reflect the different goals of our students in their efforts to secure positions for direct work with young children in settings, such as those outside of elementary school classrooms, which do not require baccalaureate degrees. However, our focus remains open and committed to long-term goals, such as teacher licensure, which requires a baccalaureate or a master's degree. Students may use the AAS degree to transfer to a baccalaureate program; however, they may be required to take additional courses, depending on the four-year program's program requirements.

Our curriculum in the Early Childhood Education program is both responsive and reflective. While responding to the statewide and national professional recommendations and standards of our field, we strive to reflect, in our offerings, the needs of our students and our immediate community of Central Oregon

Courses offered in the Early Childhood Education program are based on specific recommendations from the National Association for the Education of Young Children (NAEYC) for professional development at the associate level. In each of our courses, in addition to course-level outcomes, we highlight alignment across national standards, and our program outcomes. Figure 1 includes the alignment between national standards, the ECE program outcomes, and many courses in the Early Childhood Education program.

<b>NAEYC Standards</b>	<b>Early Childhood Education Program Outcomes</b>	<b>Relevant Courses in the ECE Program</b>
<i>1.Promoting Child Development and Learning</i>	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. 5. Apply developmentally appropriate approaches to build meaningful curriculum and positive guidance strategies. 6. Apply knowledge of health and safety issues affecting child	ED 112: Children's Literature and Curriculum ED 140: Introduction to Early Childhood Education ED 150: Environments and Curriculum ED 172: Language and Literacy in Early Childhood ED 173: Movement, Music, and the Arts in Early Childhood ED 174: Math, Science, and Technology in Early Childhood ED 176: Social, Emotional, and Mental Health in Early Childhood ED 243: Health, Safety and

	development within learning environments,	Nutrition in Early Childhood ED 250: Advanced Curriculum and Teaching Methods in ECE ED 253: Learning Across the Lifespan ED 265: Children at Risk
<i>2. Building Family and Community Relationships</i>	3. Build family and community relationships with particular attention to integrating knowledge of cultural diversity in educational learning environments settings.	ED 152: Family, School, and Community Relations ED 219: Multicultural Issues in Education ED 245: Trauma-Sensitive Classrooms ED 265: Children at Risk ED 290: English Language Development in the Primary Classroom
<i>3. Observing, Documenting, and Assessing to Support Young Children and Families</i>	2. Demonstrate knowledge of children's patterns of learning specific to developmental domains. 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.	ED 151: Observation and Guidance in Early Childhood Education ED 219: Multicultural Issues in Education ED 253: Learning Across the Lifespan ED 290: English Language Development in the Primary Classroom
<i>4. Using Developmentally Effective Approaches to Connect with Children and Families</i>	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	ED 152: Family, School, Community Relationships ED 176: Social, Emotional, and Mental Wellness ED 219: Multicultural Issues in Education ED 235: Teaching and Learning in a Digital Age ED 253: Learning Across the

	through program and curriculum planning.	Lifespan ED 265: Children at Risk ED 269: Exceptional Children
<i>5.Using Content Knowledge to Build Meaningful Curriculum</i>	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. 5. Apply developmentally appropriate approaches to build meaningful curriculum and positive guidance strategies.	ED 172: Language and Literacy in ECE ED 173: Movement, Music, and the Arts in ECE ED 174: Math, Science, and Technology in ECE ED 112: Children’s Literature & Curriculum ED 235: Teaching and Learning in a Digital Age ED 250: Advanced Curriculum and Teaching Methods in ECE ED 269: Exceptional Children ED 290: English Language Development in the Primary Classroom
<i>6.Becoming a Professional</i>	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.	ED 140: Introduction to Early Childhood Education ED 150: Environments and Curriculum in ECE ED 176: Social, Emotional, and Mental Health in ECE ED 200: Introduction to [K-12] Education ED 210: Practicum in Education ED 216: Purpose & Structure of Education & Democracy ED 235: Teaching and Learning in a Digital Age ED 250: Advanced Curriculum Development and Teaching Methods in ECE ED 261: Practicum I ED 262: Practicum II ED 265: Children at Risk

**Figure 1. Alignment between national and program outcomes and specific ECE/ED courses.**

**SUMMARY OF COURSES**

Courses offered in the Early Childhood Education program are designated with the ED prefix that may be used toward the certificates and AAS degree. The courses are designed to introduce and develop the skills, principles, theories, and recommended best practices to prepare students for careers in early childhood care and education. Courses offer a foundation for students who plan to transfer to four-year programs in human development, early childhood education, and elementary education. In addition to required courses within the degree and certificates, students may select from program electives and courses on the discipline studies list. We recognize many students who begin with one of the certificates or the AAS degree may eventually decide to pursue a four-year program. As such, many of the required courses outside of the ED prefix meet requirements for the AAOT. In addition, there are optional courses with the ED prefix (ED 188, 199, 298, 299) offered that allow instructors and students to explore new topics in the area of early learning. These courses (between 1-4 credits each), such as ED 199: Conference on Early Learning may be offered throughout the year as needed.

### SUMMARY OF PROGRAM REQUIREMENTS

The primary difference between the certificates and the AAS degree is in the number of required courses, including coursework outside of ED courses. The Developmentally Appropriate Learning Environments (DALE) Certificate requires 21 credits--all of which have the ED prefix. The Child, Family, and Community Studies Certificate requires 37 credits, 20 of which come from courses outside of Early Childhood Education. The AAS degree requires 14-15 credits in foundational skills, including communication, mathematics, human relations, and health. Additionally, the AAS requires between 31-35 credits from the discipline studies list. Students may elect to complete the remaining 3-4 credits from a list of possibilities with an ED, ENG, or GEOG prefix. Figure 2 provides an overview of course offerings and notes which courses are part of the AAOT discipline studies groups and which are required for the certificates and AAS Degree.

<b>Courses listed meet requirements for completion of certificates and the AAS Degree</b>			<b>Meets DALE</b>	<b>Meets CFC</b>	<b>Meets EIE</b>	<b>Meets AAS</b>	<b>Meets AAOT outcomes</b>		
<b>Course #</b>	<b>Course title</b>	<b>Credit</b>					<i>Social Science</i>	<i>Cultural literacy</i>	<i>Arts &amp; Letters</i>
112	Children's Literature & Curriculum	3	x		x	x			x

<b>140</b>	Introduction to Early Childhood Education	4	x	x	x	x			
<b>150</b>	Environments & Curriculum	4	x			x			
<b>151</b>	Observation & Guidance	4	x	x		x			
<b>152</b>	Families, Schools & Communities	3	x	x	x	x	x		
<b>172</b>	Language and Literacy	3	x			x			
<b>173</b>	Movement, Music & the Arts	3	x			x			
<b>174</b>	Math, Science & Technology	3	x			x			
<b>176</b>	Supporting Social, Emotional & Mental Health	3	x		x	x		X	
<b>ED 199</b>	Conference in Early Learning	1				x			
<b>216</b>	Purpose, Structure & Function of ED	3		x	x	x	x	x	
<b>219</b>	Multicultural Issues in Education	3		x	x	x	x	x	X
<b>ED 224:</b>	Anti-bias Curric in ECE			x	x				
<b>235</b>	Teaching & Learning in a Digital Age	3				x			

243	Nutrition, Health & Safety	3		X		X			
245	Trauma-Sensitive Classrooms			X	X				
250	Advanced Curriculum Development	4				X			
253	Learning Across the Lifespan	3			X	X			
261 & 262	Practicum	6				X			
265	Children at Risk	3		X		X			
269	Exceptional Children	3				X			
290	English Language Development	4			X	X			

**Figure 2. Summary of ECE course offerings.**



### SUCCESS IN EARLY CHILDHOOD EDUCATION AND EDUCATION COURSES

Each course will have a separate syllabus, which details the outcomes, assignments, and expectations for the course. There are several elements across the ECE/ED courses, which are shared with respect to course policies and general expectations for academic safety

and integrity. Policies are informed by the COCC Students' Rights and Responsibilities, professional standards, and the COCC [Principles of Community](#). Overall, we strive to create learning environments in which students and faculty feel safe, challenged, inspired, and supported in their personal and professional growth. We believe that students and instructors are partners in this work.

### **ACADEMIC HONESTY**

While it is the intention of the class that we learn from each other, you are expected to complete your own work and document those sources from which you have extracted information. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated. Please refer to the [COCC Student Code of Rights and Responsibilities](#) by which all students are expected to abide. If students' work is found to be plagiarized, the assignment will receive a zero. If there is a subsequent instance of plagiarism, the student may be asked to attend a hearing in which discipline measures including failure of course and college suspension may be considered. All instances of academic dishonesty will be documented and reported to the Director of Student Life.

### **POLICY FOR ABSENCES**

Throughout our courses in early childhood/education, we intend to create and foster a community of learners; personal absences may affect classroom learning as a whole. Due to the collaborative nature of these courses, attendance and active participation is required. In most classes (with the exception of those offered in an online format), it is essential that you read the syllabus carefully and note attendance policies used by each instructor. It is the student's responsibility to contact the instructor and/or classmates for missed work. In all courses, we require regular participation through discussion, blog posts/comments, and assignment completion.

### **ACTIVE PARTICIPATION**

We encourage and expect students to arrive to class prepared to discuss assigned readings and topics. Throughout courses, we strive to foster an environment in which we can learn from one another. To prepare for classes, students should come to class ready to discuss "interesting findings," "meaningful connections," or questions/topics to explore further based on assigned readings.

### **COCC PRINCIPLES OF COMMUNITY**

The students, faculty, staff, and administrators at COCC comprise a Community of Learners. This community supports one another by practicing personal and academic integrity, respecting the dignity of all persons, promoting empathy and understanding, respecting the rights and property of others, and promoting a healthy and safe learning environment. By collectively living these principles, we create the greatest opportunity for personal and



academic excellence. For more information, please visit [Principles of Community at Central Oregon Community College](#).

### **The Practice of Personal and Academic Integrity**

A commitment to this principle encourages honesty and fairness in and out of the classroom. It should eliminate cheating, plagiarism, lying, deceiving, and making excuses and dishonesty in academic and professional relationships.

### **Respect the Dignity of all Persons**

A commitment to this principle encourages understanding. It is inconsistent with behaviors that compromise or demean the dignity of individuals or groups, including discrimination, intimidation and hazing, taunting, baiting, ridiculing, insulting and harassing other individuals.

### **Respect for the Rights and Property of Others**

Commitment to these principles is inconsistent with all forms of theft, vandalism, misappropriation, and malicious damage to or desecration and destruction of property. Respect for others' personal rights is inconsistent with any behavior that violates an individual's right to move about freely, to express appropriately and enjoy privacy.

### **Promote Empathy and Learn from Differences in People, Ideas and Opinions**

Support for equal rights and opportunities for all members of the community regardless of their age, sex, race, religion, disability, ethnic heritage, socioeconomic status, sexual orientation and political, social, other affiliation or disaffiliation.

### **Promote a Healthy and Safe Learning Environment**

A commitment to this principle is a pledge to be compassionate and considerate, to avoid behaviors that are insensitive, inhospitable or inciteful or that unjustly or arbitrarily inhibit another's ability to feel safe and welcomed in his or her pursuit of personal and academic excellence.

### **Commit to these Principles**

Community members are not only obliged to embrace these principles and appropriate actions but also have a responsibility to respond to or report inappropriate behaviors whenever and wherever they are encountered. Contact your instructors or campus administrators with questions or concerns immediately.

## **CLASS CONDUCT**

We expect that students will engage in classes according to the COCC Principles of Community. Inappropriate behavior during class sessions that disrupts the learning process of others will result in dismissal from class. Please

keep in mind that you are a part of a learning community, and it is essential for others' successful learning to establish and maintain an environment of academic trust, respect, and safety. Please refer to COCC's Catalog, Student Rights and Responsibilities.. Out of courtesy to your colleagues and your instructor, **please be mindful of your use of technology during face to face classes**. This includes non-class related use of laptops, tables, cellphones, and other forms of technology during discussion, lecture, small/whole group activities.

In online/hybrid/remote classes we expect students to be engaged with instructors and classmates and to communicate clearly. We expect students to take the initiative to ask for clarification when needed. When enrolled in a hybrid or remote course students must log in to zoom sessions dressed appropriately, and must have an appropriate background setting that is not distracting to classmates and instructor. We offer support with clothing through the Clothing Connection and can offer assistance in setting up a virtual background display. Contact your instructor(s) for assistance with these options.

If you have questions or concerns about course matters, please discuss them with your instructor(s) in a timely manner either by phone, meeting, video meeting (ie: Zoom) or email.

---

## COVID 19 POLICIES

During COVID-19, particular practices related to health and wellness will be in place. Please visit [campus resources](#) and guidelines for updates, including requirements for protection, social-distancing, and professional practice.

## COMMUNICATIONS

Within the ECE/ED classes, most courses have an online component. That is, most courses use a learning management system (LMS), such as Blackboard to share information, readings, links, and additional resources. Many of our courses are noted as Hybrid. This means that a significant portion of the course happens through the LMS. Online classes are entirely online. It is your responsibility to check both your COCC email and Bb regularly in order to receive important course/program information.

## COURSE DELIVERY METHODS

**IN-PERSON** - This class will have all course material delivered in person. Students will attend class at a specified location at specified times.

**REMOTE** - This class will have all course material delivered remotely. Students will attend class sessions remotely at specified times.

**HYBRID** - This class will have some of the course material delivered virtually. Students will also attend class at specified time, either remotely or in-person.

**ONLINE** - This class will have all course material delivered virtually with no requirements for a student to attend class at a specified time.

### FORMAT FOR WRITTEN WORK

Written work, other than in-class writing assignments, should meet the following criteria:

- Typed in a clear, regular font style such as Times, Ariel, or Helvetica using 12-point size. If you are unable to access a computer, if your printer is out of ink, or if you are experiencing other technological challenges related to creating or printing your work, please prepare a hand-written copy to avoid a late assignment.
- Double-space all work.
- Allow for a 1" or 1.5" margin.
- Use a style manual and spell check. Whenever possible, read your work aloud to yourself or someone else to hear how your ideas flow.
- Include page-number and student's last name on all pages. Please staple all pages.
- Using a style guide, such as APA, cite resources other than the class textbook. When referencing the textbook, please include page numbers.
- We encourage all students to work with the writing tutors in the Testing and Tutoring Center (available at all campuses and online), as written communication is critical to your work as an effective educator.

### 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](#).

- Step 1: Visit the Oregon Department of Education - Early Learning Division's Central Background Check Registry (link above)
- Step 2: On page 2 of the application you will be asked why you are applying. It is important to note this response:
  - I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency.

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) may be required to complete additional background check forms.

## FIELD PLACEMENT EXPERIENCES

Field experience, which we refer to as “field placement” is a key component of each of the NAEYC standards, and it is a requirement throughout most of the Early Childhood Education courses. At COCC, field placement includes observation, participation, inquiry, and reflection for the student considering a career in early learning. Students spend between 30-60 hours per term in approved early childhood settings, which may include childcare centers, preschool programs, Head Start, elementary school classrooms, libraries, and museums.

Field placement goals are influenced by students' courses. Depending on the particular class the student is enrolled in, the goals of field placement may change in order to best maximize the opportunity for praxis: the connection between theory and practice. In order to be eligible for field placements, students must meet the requirements for the Background Check Registry for the Oregon Department of Education's Early Learning Division. Throughout the field placement experience, students maintain a record of their hours and activities (see Appendix A for field placement documents). At the end of the term, students must submit an

evaluation from their field placement supervisor. This document serves as a planning and reflection tool for instructors to work with students as they prepare for future placement opportunities.

Within the ECE classes, we will dedicate time each week to discuss field placement experiences. Please keep in mind that the field placement model is essential to our program's success, and it is a key element in your professional development. 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, at all times, 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 practice. 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.

In most of the ECE courses, 30 hours of field placement are required for successful completion of the course. Practicum courses (ED 261/262) require 60 hours over the term. 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 two weeks 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, which serve different ages/stages within Early Childhood, 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 representatives 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.

### **TIMELINE FOR FIELD PLACEMENT PROCEDURES**

Week 1-2: Field placement Input Forms to be completed by students, returned to the instructor and turned in to the program director. FERPA, Waiver and Head Start Forms filled out in class. Background checks need to be submitted if needed. District Volunteer forms need to be filled out. Biography Assignments begin.

Week 2: Field placement orientations in class. As background checks are completed and placements are assigned, students will be given contracts to fill out with their mentor. During this time, students are working on Biography Assignments.

Week 2-4: Field placement assignments given to students (only those with completed background checks). Registry numbers obtained through the Child Care Division (1-800-556-6616) may be used.

\*If students do not have a background check registry number turned in by this time, they will be placed in a setting where they will not have direct contact with children.

During these weeks, students should make contact with their site supervisor and should begin spending hours in the field placement setting.

Week 5: Students without a contract or background check will receive a failing grade for the mid-term. Students complete a midterm self-evaluation based on evaluation forms used by mentors.

Week 10: Students write notes of appreciation to mentor teachers and principals.

Finals Week: Students must turn in completed log (30 hours) by final date of class. Students without a contract AND background check will receive a failing grade for the term. Paperwork required: registry numbers will not suffice. Students will be evaluated by mentor teachers.

### **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.

### **IMMUNIZATIONS AND WELLNESS**

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.

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 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
- Maintain vaccinations, including annual flu shots

### **MANDATORY REPORTING**

As defined by the Oregon Department of Human Services  
([http://www.oregon.gov/DHS/abuse/mandatory\\_report.shtml](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.

### **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

### **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

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

### **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

### **ADDITIONAL COCC POLICIES**

#### **AMERICANS WITH DISABILITIES STATEMENT**

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with their instructors as early as possible, no later than the first week of the term. Students may also wish to contact the COCC [Disability Services Office](#) in the Boyle Education Center, (541) 383-7583.

#### **COCC NON-DISCRIMINATION POLICY**

The goal of Central Oregon Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of the Central Oregon Community College that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, genetic information, veteran status or any other classes protected under Federal and State statutes in any education program, activities or employment. Persons having questions about equal opportunity and non-discrimination may contact Human Resources for referral to the appropriate personnel, 541-383-7236.

#### **STUDENT INSURANCE**

Students in ECE/ED classes are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental coverage. Please refer to the Field Placement Contract for information specific to the field placement experience.

#### **COUNSELING SERVICES FOR STUDENTS**

As teaching and advocating for children and families requires personal and professional energy, we strongly encourage all students to have an active and secure support system. As part of this level of professional self-care, we encourage our students to learn about various support systems on and off campus. COCC contracts with St. Charles Hospital to provide free, confidential, personal counseling on the Bend campus for any student who needs it. These sessions are with licensed, professional counselors. Call CAP Services to make an appointment 541-383-7200.

## SAFE ZONES AT COCC



### Safe Zones at COCC

Safe Zones are confidential and safe environments for lesbian, gay, bisexual, transgender, and queer (LGBTQIA+) individuals. The Safe Zone symbol displayed around the campus identifies individuals who are compassionate, understanding, and committed to helping create an open and accepting environment for all on the COCC and OSU-Cascades campuses. Safe Zone volunteers can be identified on campus by the Safe Zone logo posted on or near an office door. For more information and a list of volunteers, see the Safe Zone web page at [Multicultural / Safe-zone Training](#)

## 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.

**Local/Regional School Districts:** From these sites 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.



- Bend La Pine Schools: <https://www.bend.k12.or.us/district>
- Sisters School District: <http://ssd6.org/>
- Redmond School District: <http://redmond.k12.or.us/>
- Jefferson County School District: <https://www.jcsd.k12.or.us/schools/>
- Crook County School District: <http://crookcounty.k12.or.us/>
- Culver School District: <https://www.culver.k12.or.us/>
- High Desert Education Service District: <http://www.hdesd.org>

**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.

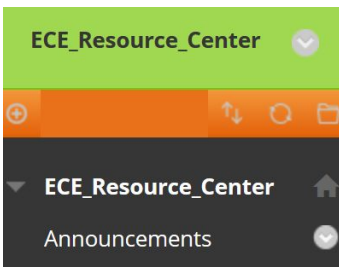
**Oregon Department of Education-Early Learning Division:** <https://oregonearlylearning.com/>



Here you will find a number of resources related to programs and policies for the care and education of young children. On this site, you will find Oregon's Early Learning and Kindergarten Guidelines, which provides essential guidance for programming for young children.

**Teaching Tolerance:** <https://www.tolerance.org/> This organization offers free resources, including articles, subscriptions, and guidance for programs dedicated to supporting social justice through nurturing, safe, and supportive experiences designed to explore identity, diversity, social justice, and action.

### **Exploring the ECE Resource Center on Blackboard**



All students who are enrolled in ED courses, which require field placement, will be enrolled in the Blackboard “course” titled, “ECE Resource Center.” This is space where instructors may share additional information, which impacts and benefits all students in our program. This is a space where regional announcements regarding employment, training, and volunteer opportunities will be shared. In addition, this space includes resources to support students in the practicum courses ED 261 and ED 262 who are building professional portfolios, which are organized by the NAEYC Standards for Professional Development. We encourage all students to explore the resources available in this space. If you would like faculty to post information, please reach out to us. We do wish to remind students that when it comes to opportunities, such as employment, we use this space to share information only. It is up to

students to exercise diligence and critical thinking when determining if a spot is an appropriate match for qualifications and interests.

## ACADEMIC ADVISING IN EARLY CHILDHOOD EDUCATION

At COCC, we believe that students are well served when they have consistent and supportive advising experiences, which take into account students' academic and career goals. We are fortunate to have multiple avenues for academic advising, including access to [CAP Services](#), which includes Career Services, Academic Advising, and Personal Counseling. The CAP Services team collaborates with campus partners and community resources to guide students in identifying and pursuing their academic and career goals. Faculty members work directly with students, in many cases, as academic advisors, particularly in the areas of career-focused programs, such as Early Childhood Education.

Students who have declared Early Childhood Education and Elementary Education as their focus area will, in most instances, be assigned to either Amy Howell ([ahowell@cocc.edu](mailto:ahowell@cocc.edu)) or Angie Cole ([acole@cocc.edu](mailto:acole@cocc.edu)) as their academic advisor. Throughout the year, students will receive emails from CAP Services and from faculty advisors regarding appointments and registration requirements. We encourage all students in our program to be proactive in reaching out to advisors to discuss academic and career goals. When you have an advising appointment scheduled, we ask that students come prepared to discuss their degree/certificate, ideas for courses, and proposed schedule.