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# College of the Redwoods



## Course Information

Semester & Year: Spring 2025
Course ID & Section #: ECE-10-E7681
Instructor's name: Alicia Chivington
Day/Time of required meetings: Wednesday 4:25PM-5:30PM
Location: CDC
Course units: 3

## Instructor Contact Information

Office location: Online
Office hours: By appointment
Phone number: 707-382-5250
Email address: alicia-chivington@redwoods.edu

# Catalog Description

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. Reflective practice will be emphasized as student teachers design, implement, evaluate approaches and strategies, and techniques that promote development and learning.

Note: This course includes eight hours of field experience per week (108 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-10 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.

# Course Student Learning Outcomes

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|---|---|
| 1. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB) | |
| 2. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB) | |
| 3. Analyze personal teaching experiences to guide and inform practice. | |

# Prerequisites / Co-requisites / Recommended Preparation

ECE1 - Principles and Practices of Teaching Young Children

ECE2 - Child Growth & Development

ECE5 - The Child in the Family and in the Community

ECE7 - Introduction to Early Childhood Curriculum

Or successful petition for pre-requisite challenge

# Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the **LIGHT Center** ⤷ **(https://www.redwoods.edu/services/sass/light.php)**, counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact **Student Accessibility Support Services (SASS)** ⤷ **(https://www.redwoods.edu/services/sass/index.php)**. If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: **sass@redwoods.edu (mailto:sass@redwoods.edu)**.

Eureka: 707-476-4280, Student Services building, first floor SS113
Del Norte: 707-465-2353, main building, near the Library
Klamath-Trinity: 707-476-4280

# Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- **CR-Online (https://www.redwoods.edu/online)** (Comprehensive information for online students)
- **Library Articles & Databases (https://redwoods.libguides.com/az.php)**
- **Canvas help and tutorials** ⤷ **(https://support.canvaslms.com/s/?c__role=student&c__accountId=001A000000KMmj5IAD) (https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf)**
- **Online Tutoring Resources** ⤷ **(https://redwoods.libguides.com/Tutoring/Online)**

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

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### Community College Student Health and Wellness ⌄

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

## Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit **TimelyCARE** ⤷ **(https://www.timelycare.com/redwoods)** .

## Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services. Contact info
Text: 707-496-2856
Email: **shawnabmft@gmail.com (mailto:shawnabmft@gmail.com)**
Fax: 707-237-2318 (voicemail can be left via fax)

## Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on

the California Community Colleges **Wellness Central** ⬗ **(https://cvc.edu/wellness/)** .

## Counseling ▾

**Counseling & Advising** ⬗ **(https://www.redwoods.edu/services/counseling/index.php)** can assist students in need of academic advising and professional counseling services. Eureka Campus-Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Eureka Downtown Site- 525 D St Eureka  Phone: 707-476-4500 Email: ace@redwoods.edu

## Basic Needs Center ▾

**The Basic Needs Center** ⬗ **(https://www.redwoods.edu/services/bnc/index.php)** provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can also **submit a request for services and information** ⬗ **(https://cm.maxient.com/reportingform.php? Redwoods&layout_id=7)** online.

Contact info
Phone: 707-476-4153
Email: the-grove@redwoods.edu

## Learning Resource Center ▾

Learning Resource Center includes the following resources for students:

- **Library Services (https://www.redwoods.edu/library)** to promote information literacy and provide organized information resources.
- **Multicultural & Equity Center.** ⬗ **(https://www.redwoods.edu/services/mec/index.php)**
- **Academic Support Center.** ⬗ **(https://www.redwoods.edu/services/asc/index.php)** – offers tutoring and test proctoring for CR students.
- **Student Tech Help.** ⬗ **(https://www.redwoods.edu/support.php)** – provides students with assistance around a variety of tech problems.

## Extended Opportunity Programs & Services (EOPS) ▾

**Extended Opportunity Programs & Services (EOPS)** ⤷
**(https://www.redwoods.edu/services/eops/index.php)** provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program                                                          ⌄

The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in **Eureka.** ⤷ **(https://www.redwoods.edu/services/trio.php)** or in **Del Norte.** ⤷ **(https://www.redwoods.edu/services/trio.php)**

Veterans Resource Center                                                             ⌄

The **Veteran's Resource Center.** ⤷ **(https://www.redwoods.edu/services/vrc.php)** supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS                                                                             ⌄

**CalWORKs** ⤷ **(https://www.redwoods.edu/services/calworks/index.php)** – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

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# Evaluation & Grading Policy

| Assignment | Points | Description | Details | CLO |
|---|---|---|---|---|
| Reflective Journals | 7X2=14 | Journals will be completed throughout the semester and turned in on Canvas. | You will write seven 250 to 300-word journals on assigned topics. Journals must answer the prompt fully and must cite the related readings and provide examples from your fieldwork experience | 1. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)<br><br>2. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB)<br><br>3. Analyze personal teaching experiences to guide and inform practice. |
| Child Explorations | 8x2.5=20 | Development of Lessons to facilitate with children | These are lessons that you will work with your Master/Mentor Teacher to develop and implement in the classroom or playground with the children. Using the form provided work with the classroom teacher to develop mini lessons or activities for the children to complete. | 1. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)<br><br>2. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB)<br><br>3. Analyze personal teaching experiences |

| | | | | to guide and inform practice. |
|---|---|---|---|---|
| DRDP | 15 | Conduct a DRDP on one child in the classroom. | Complete the DRDP-2015 and a parent conference summary sheet for a child in the classroom in which you are completing your field experience. You will need to have documentation such as a dated anecdotal record, running record, brief observation, work samples or photographs to support your placements of the child on each measure of the DRPD-2015. You must work closely with your Mentor Teacher on this assignment. You will also complete the Child's Developmental Progress form that is used for parent conferences. If the mentor teacher allows, you may sit in | 2. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom. (LAB) |

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| | | | on the parent conference | |
| Professional Portfolio | 16 | This assignment is set up to help you find employment or continue on your employment in ECE and Education. | You will complete a professional portfolio that includes at least the following items.<br>• Resume<br>• Permit information (a copy of the permit you have or what permit you will apply for when the semester is complete.)<br>• College Transcripts (unofficial)<br>• Philosophy statement<br>• Professional Growth Plan<br>• Website Development or LinkedIn site profile developed<br>• Letters of Recommendation<br>• Cover Letter | 3. Analyze personal teaching experiences to guide and inform practice. |
| Two Week Curriculum Plan | 25 | Students will develop and implement 2 weeks of curriculum in the classroom. | Based on child observation and assessments (including DRDPs), your eight explorations, your experiences in the classroom and discussion with your mentor teacher, you will | 1. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children. (LAB)<br><br>2. Apply a variety of effective approaches strategies and techniques for |

|  |  |  | develop a two-week curriculum for the class in which you are completing your field experience. This curriculum will be implemented even on the days you are not there so you must work very closely with the Mentor Teacher. S/He must pre-approve your plan a minimum of one week prior to your implementation. Plans must be very specific. Anyone picking up the plan should be able to implement it based on the information on the plan. | teaching in an early childhood classroom. (LAB) |
|---|---|---|---|---|
| Lab Hours | 10 | Lab hours totals will be given points | Lab hours will need a minimum to pass the course. They will be graded as follows: 105 -108+ hours - 10 pts 100 -104 hours - 8 pts 95 - 99 hours - 6 pts 85 – 94 hours - 4 pts |  |

| | | | 74 - 84 hours - 2 pts |
| | | | Under 74 hours - 0 pts |

Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site. Points can only be earned by completing the above assignments by the deadline. There will be no extra credit.

95 to 100 = A

90 to 94 = A-

86 to 89 = B+

83 to 85 = B

80 to 82 = B-

76 to 79 = C+

70 to 75 = C

60 to 69 = D

0 to 59 = F

*Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better. Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

# Fake Student Policy

Fraudulent enrollments are on the rise. To ensure that real students can get seats in the class, no shows will be dropped in the middle of the first week of classes. Also, if you are suspected of being a bot, you will be dropped from the class. If you have been dropped but are a real student, please contact your instructor right away to be reinstated in the class.

# Spring 2025 Dates

| Date | To Remember |
|---|---|
| January 17 | Last day to register for classes (day before the first class meeting) |
| January 18 | Classes begin |

| Date | To Remember |
|------|-------------|
| January 20 | Martin Luther King's Birthday (All Campuses Closed) |
| January 24 | Last day to add a class |
| January 31 | Last Day to Drop & Receive a Refund |
| February 2 | Last Day to Drop w/out a "W" |
| February 3 | Census Date (20% of class) |
| February 14 | Lincoln's Birthday (All Campuses Closed) |
| February 17 | President's Day (All Campuses Closed) |
| March 6 | Last Day to Petition to Graduate & Petition for Certificate |
| March 17-22 | Spring Break (No Classes) |
| March 28 | Last Day for Student/Faculty Withdrawal |
| March 31 | Cesar Chavez Day (District Wide Closure) |
| May 10-16 | Final Examinations |
| May 16 | Last Day to File P/NP Option |
| May 16 | Semester Ends |
| May 23 | Grades Due |
| May 30 | Grades Available for Transcript Release (approximate) |

Important Spring 2025 Academic Dates

# Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (**AP 5500** **(https://go.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=C9RVCG801790)** ) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the **College Catalog** **(https://www.redwoods.edu/academics/catalog.php)** and on the **College of the Redwoods website** **(https://www.redwoods.edu/)** .

# AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that **AI cannot be used at any point in the completion of class assignments**. Any or all of your assignment submissions may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

# Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (**AP 5500** ⇗ **(https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)** ) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the **College Catalog** ⇗ **(https://www.redwoods.edu/academics/catalog.php)** and on the **College of the Redwoods website** ⇗ **(https://www.redwoods.edu/)** .

# Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## DEIA+A Commitment Statement

Each of us is responsible for creating and maintaining inclusive environments. Inclusive environments require us to work to identify, examine, and limit the ways our implicit social biases impact our actions. Learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. CR encourages anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the following CR resources: **Unlawful Discrimination Complaint Form** ⬀ **(https://www.redwoods.edu/Students/Student-Complaint-Process.html#UDC)** ; **Non-Academic Complaint** ⬀ **(https://www.redwoods.edu/Students/Student-Complaint-Process.html#NAC)** ; **Title IX** ⬀ **(https://www.redwoods.edu/student-services/Home/Title-IX.html)** ; **Grade Change** ⬀ **(https://www.redwoods.edu/Students/Student-Complaint-Process.html#GCC)**

## Canvas

## Canvas Information

Log into Canvas at **My CR Portal** ⬀ **(https://myapps.microsoft.com/Redwoods.edu/)**

⬀ **(https://myapps.microsoft.com/Redwoods.edu/)** For help with Canvas visit the **Canvas Help Page** ⬀ **(https://support.canvaslms.com/s/?c__role=student&c__accountId=001A000000KMmj5IAD)**

If you cannot log into Canvas or access the CR Portal please submit a **help ticket** ⤵ **(https://help.redwoods.edu/support/home)** .

Canvas online orientation workshop: **Canvas Student Orientation Course (instructure.com) (https://redwoods.instructure.com/courses/6781)**

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact **Admissions & Records** ⤵ **(https://www.redwoods.edu/services/admissions/index.php)** to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the **Student Information Update form** ⤵ **(https://archive.redwoods.edu/Portals/28/A.R.Forms.Docs/Miscellaneous/Student%20Information %20Updateb9bc.pdf?ver=2022-03-30-165900-813)** .

# Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into **WebAdvisor** ⤵ **(https://webadvisor.redwoods.edu)** and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or **security@redwoods.edu (mailto:security@redwoods.edu)** if you have any questions. For more information see the **Redwoods Public Safety Page** ⤵ **(https://www.redwoods.edu/publicsafety)** .

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

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## Del Norte Campus Emergency Procedures ⌄

Please review the **Crescent City campus emergency map** ↪ **(https://archive.redwoods.edu/Portals/70/pdfs/DN%20CampusMap_010819-2.pdf)** for campus evacuation sites, including the

closest site to this classroom (posted by the exit of each room). For more information, see the

**Redwoods Campus Safety Page** ↪ **(https://www.redwoods.edu/about/security/index.php)**
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## Eureka Campus Emergency Procedures ⌄

Please review the **campus emergency map** ↪ **(https://www.redwoods.edu/locations/EurekaEmergencyMap_S24.pdf)** for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the **CR Police Department Public Safety** ↪ **(https://www.redwoods.edu/about/security/index.php)** It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant
   information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge
   emergency alert system, Public address system, and when possible, updates on the college
   website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the
   Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.

7. Do not leave campus, unless it is necessary to preserve life and / or has been deemed safe by the person in command.

## Klamath-Trinity Campus Emergency Procedures ▾

Please review the responsibilities of, and procedures used by, the College of the Redwoods, KlamathTrinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the
   Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly
   behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command. Student Support
   Services (required for online classes)