



Spring 2025

College of the Redwoods



Course Information

Semester & Year: Spring 2025

Course ID & Section #: ECE-7-E7680

Instructor's name: Alicia Chivington

Day/Time of required meetings: Wednesdays 1:15PM- 3:20PM

Location: AT-106

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

Developmentally appropriate curriculum and environments for young children. Explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas. Note: This course includes four hours of field experience per week (54 hours total) at a site approved by the faculty member. Specific criteria will be required for site approval. Students enrolled in ECE-7 will require proof of immunizations or immunity for: Measles, Pertussis, and Influenza.



Course Student Learning Outcomes

1. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
2. Identify the teachers role in early childhood programs, including planning, implementing, and evaluating activities and environments. (LAB)
3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (LAB)



Prerequisites / Co-requisites / Recommended Preparation

No Prerequisites



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) ➞

(<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) ➞ (<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) (<https://www.redwoods.edu/online>) (Comprehensive information for online students)
- [Library Articles & Databases](https://redwoods.libguides.com/az.php) (<https://redwoods.libguides.com/az.php>)
- [Canvas help and tutorials](https://support.canvaslms.com/s/?c_role=student&c_accountId=001A000000KMmj5IAD) ➞ (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)  (<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



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)  (<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/)  (<https://cvc.edu/wellness/>).

Counseling



Counseling & Advising [↗\(https://www.redwoods.edu/services/counseling/index.php\)](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 [↗\(https://www.redwoods.edu/services/bnc/index.php\)](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) [↗\(https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7\)](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** [↗\(https://www.redwoods.edu/library\)](https://www.redwoods.edu/library) to promote information literacy and provide organized information resources.
- **Multicultural & Equity Center** [↗\(https://www.redwoods.edu/services/mec/index.php\)](https://www.redwoods.edu/services/mec/index.php)
- **Academic Support Center** [↗\(https://www.redwoods.edu/services/asc/index.php\)](https://www.redwoods.edu/services/asc/index.php) – offers tutoring and test proctoring for CR students.
- **Student Tech Help** [↗\(https://www.redwoods.edu/support.php\)](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) [↗\(https://www.redwoods.edu/services/eops/index.php\)](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). [↗ \(https://www.redwoods.edu/services/trio.php\)](https://www.redwoods.edu/services/trio.php) or in [Del Norte](https://www.redwoods.edu/services/trio.php). [↗ \(https://www.redwoods.edu/services/trio.php\)](https://www.redwoods.edu/services/trio.php)

Veterans Resource Center

The [Veteran's Resource Center](https://www.redwoods.edu/services/vrc.php). [↗ \(https://www.redwoods.edu/services/vrc.php\)](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) [↗ \(https://www.redwoods.edu/services/calworks/index.php\)](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!



Evaluation & Grading Policy

Assignments

Assignment	Points	Description	Details	CLO
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Class Participation for Lecture	20	On time and prepared for in-person class meetings	Students should arrive ready to engage in class discussions, lectures, and activities	
Observations	3x5=15	Conduct observations of children, classroom curriculum, and environment	These observations will allow you to better understand the children, environment, and the teacher. When you get to know children's interests, you will use the knowledge gained from these observations to plan your Mini – Lessons.	CLO #2 Identify the teacher's role in early childhood programs, including planning, implementing, and evaluating activities and environments. (LAB)
Mini Lessons/Child Explorations	3x5=15	Development of curriculum lessons based on observing children.	These are lessons that you will work with your 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 engage in.	CLO #3 Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (LAB)
DRDP Exploration	5	Students will explore a DRDP measure and present in class.	Each student will choose a different DRDP measure to explore. Students will create a poster or visual explaining the measure and present during class.	
Role of the Teacher	10	Includes both an observation of the Mentor	Understanding the teacher's role is an important starting point for curriculum development. For this assignment you will observe your	CLO #2 Identify the teacher's role in early



		teacher in the classroom and interview.	Mentor teacher in action with children and notice how they plan, implement curriculum, work with others, and assess children's growth. You will also interview your Mentor teacher.	childhood programs, including planning, implementing, and evaluating activities and environments.
Curriculum Models	10	This is written assignment exploring different various curriculum models and approaches.	There are many theories and approaches that guide the Early Childhood environment. In this assignment you will have a chance to learn about the major types of preschool models/curriculums and think about how they impact children and teachers specifically.	CLO #1 Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
Curriculum Webbing	10	Ongoing in-class activity.	Develop your own curriculum map based on a topic of study that you are interested in. Pick a theme that you will revisit each week as we explore the California Early Childhood Foundations to develop curriculum ideas around that you could bring into the early childhood environment.	CLO #1 Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
Lab Hours	10	You will submit your Lab hours at Mid-Semester	Lab hours will need a minimum to pass the course. They will be graded as follows: 50-54 hrs = 10 points	1. Differentiate between various curriculum



		and at the end of the semester.	46-50 hrs = 6 point 41-45 hrs = 4 points 38-40 hrs = 2 points 33-37 hrs = 0 points	models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
Final Reflection	5	You will submit a final reflection on Canvas	You will submit your Final Reflection on your class experience through Canvas.	

Grade Calculations

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. Grading rubrics are available. Points can only be earned by completing the above assignments by the deadline. There will be no extra credit available. A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent. My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more than the basic assignment criteria. An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling. Assignments are due by 11:59 P.M. on the due date given. Late assignments are accepted for up to two weeks after the due date (except assignments due within two weeks of the end of the semester) but will be graded down a full letter grade for each week or portion of a week.

Course Grade

94 to 100 = A
 90 to 93.99 = A-
 86 to 89.99 = B+
 83 to 85.99 = B
 80 to 82.99 = B-
 76 to 79.99 = C+
 70 to 75.99 = C
 60 to 69.99 = D*
 0 to 59.99 = 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.

Students may be dropped from the course at the faculty’s discretion if you have failed to attend class or log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are definitely failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.



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
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)

Date	To Remember
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, including discussion posts. Any or all of your assignment submissions and discussion posts 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. I believe 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. I encourage 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) [↗](https://www.redwoods.edu/Students/Student-Complaint-Process.html#UDC); [Non-Academic Complaint](https://www.redwoods.edu/Students/Student-Complaint-Process.html#NAC) [↗](https://www.redwoods.edu/Students/Student-Complaint-Process.html#NAC); [Title IX](https://www.redwoods.edu/Student-Services/Home/Title-IX) [↗](https://www.redwoods.edu/Student-Services/Home/Title-IX); [Grade Change](https://www.redwoods.edu/Student-Services/Home/Title-IX) [↗](https://www.redwoods.edu/Student-Services/Home/Title-IX); [Grade Change](https://www.redwoods.edu/Students/Student-Complaint-Process.html#GCC) [↗](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/)

[↗](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) [↗](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) [↗](https://help.redwoods.edu/support/home).

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://redwoods.instructure.com/courses/6781) [↗](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) [↗](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) [↗](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)  (<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)  (<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.




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)  (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)  (<https://www.redwoods.edu/about/security/index.php>)

Eureka Campus Emergency Procedures

Please review the [campus emergency map](https://www.redwoods.edu/locations/EurekaEmergencyMap_S24.pdf)  (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)  (<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)