

**Sonoma State University
School of Education
Department of Early Childhood Studies**

**Undergraduate
Major and Minor
Handbook**

Early Childhood Studies Mission Statement

“The Department of Early Childhood Studies prepares knowledgeable and caring professionals who are committed to contributing to a just society through high-quality education and social services for all children and families.”



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Section 1: Introduction

Welcome to the Early Childhood Studies undergraduate program. We look forward to working with you as you make progress towards your B.A. degree and prepare for a rewarding and inspiring career working with children and families.

This handbook is intended to help you understand the Early Childhood Studies Program, how to proceed through it, and where to go if you need help. It provides important information about the Early Childhood Studies major and minor, a program housed within the SSU School of Education. Our program is aligned with CSU and SSU University policies, NAEYC standards, and requirements for the California Child Development Permit. While the handbook is intended to provide binding documentation of program policies and requirements, it is possible that state or accreditation policy changes may necessitate changes to the information in this handbook. Please consult with an Early Childhood advisor if you have questions about any of the information in this handbook.

It is the responsibility of every student in the Early Childhood Studies Program to be knowledgeable about and to abide by the contents of this handbook. After reading this handbook, students in the Early Childhood Studies major and minor must sign the Handbook Signature Form, located in Section 7, and submit it to their instructor, advisor, or the receptionist in the School of Education Office as soon as possible after first enrolling in an EDEC course.

About the School of Education

The SSU School of Education has historically offered courses for post-baccalaureate students, leading to teaching credentials and graduate degrees in education. In Fall 2009, the School of Education added an undergraduate minor in Early Childhood Education and in Fall 2012, the major in Early Childhood Studies accepted its first students. The minor and major in Early Childhood Studies expand opportunities for undergraduate students in the School of Education by offering a degree for students who wish to work with children and families in a variety of fields, both within and outside of the field of education. ECS programs complement other School of Education programs by providing preparation for students who wish to pursue a teaching credential after graduation and/or a Master's Degree focusing on education. The major and minor also expand the School of Education's mission, by offering coursework that is relevant to students who prefer to work with children and families in a field outside of education.

About the Early Childhood Studies Department and Its Programs

The Department of Early Childhood Studies offers a major in Early Childhood Studies, a minor in Early Childhood Studies, and a Master of Arts in Education with a concentration in Early Childhood Education. Students in the major choose between a concentration in Early Childhood Education or in Early Childhood Development. Undergraduates acquire the knowledge, skills, and dispositions required to work effectively with young children in a variety of fields, including the care and education of children from birth through the early elementary years, counseling, social services, child life specialist programs, and other related professions. Students learn how to use theories and research from anthropology, child development, education, health, psychology, sociology, and multicultural studies to promote the cognitive, social, emotional, and physical development of diverse young children. Coursework emphasizes play-based curriculum and learning, brain development, assessment of child growth and learning, working effectively with families, working effectively in multicultural settings, and leadership and advocacy on behalf of children and families.

The goals of the Early Childhood Studies Program are linked to the School of Education Vision, Mission, and Core Values:

School of Education Vision

Advancing social justice in schools and communities through excellence in education.

School of Education Mission

The School of Education provides transformative educational experiences through teaching, research, and key initiatives. We prepare undergraduates, graduate students and credential candidates to advocate for social justice in their learning and throughout their careers so that students, schools, and communities flourish.

School of Education Core Values

1. **We believe** that examining and respecting human differences is central to educational inclusivity.
2. **We believe** that collaboration and community partnerships strengthen our work.
3. **We take** a critical and reflective stance in light of educational and social inequities.
4. **We are committed** to equity and access in education for all students.
5. **We promote** meaningful learning through theoretically sound and research-based pedagogies.

ECS Program Goals and Student Learning Outcomes

The student learning outcomes of the Early Childhood Studies Program are aligned with the National Association for the Education of Young Children (NAEYC) standards for Initial Early Childhood Professional Preparation (NAEYC, 2011). Most core courses (except EDEC 178, EDEC 420 and EDSP 432) have an signature assignment. Be sure to save a copy of your assignment in a secure place, so that you will be able to put it in your portfolio when you take EDEC 478 Senior ECS Portfolio. *The learning outcomes for the Early Childhood Studies Program are:*

Student Learning Outcomes

<i>Concentration 1: Early Childhood Education</i>	<i>Concentration 2: Early Childhood Development</i>
<p>SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote child development and learning.</p> <p>SLO2. Students understand the components and importance of building family and community relationships in work with young children.</p> <p>SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.</p> <p>SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children and they reflect upon professional practices.</p> <p>SLO5. Students design, implement and evaluate effective curriculum that aligns with state early learning standards for children in programs serving infants, toddlers, and preschoolers.</p> <p>SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; and integrating informed and critical perspectives into their work with young children and their families.</p> <p>SLO7. Students observe and practice their developing skills in different kinds of early childhood educational settings.</p>	<p>SLO1. Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote practices that support optimal child development and health (including mental health).</p> <p>SLO2. Students understand the components and importance of building family and community relationships in work with young children.</p> <p>SLO3. Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.</p> <p>SLO4. Students know how to use developmentally and culturally appropriate and effective approaches with young children and they reflect upon professional practices.</p> <p>SLO5. Students identify and evaluate effective practices in programs that promote and protect the development and health of infants, toddlers, preschoolers, and children in the middle childhood years.</p> <p>SLO6. Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children, and engaging in informed advocacy for young children and their families.</p> <p>SLO7. Students observe and practice their developing skills in different kinds of programs that support children and families.</p>



2010 Standards for Initial Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They a) know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Candidates have field experiences and clinical practice in a) at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in b) the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Section 2: Early Childhood Studies Program Overview

The Early Childhood Studies Major

Focus of the Early Childhood Studies Major

The Bachelor of Arts Degree in Early Childhood Studies provides students with the knowledge, skills, and dispositions needed to work effectively with children in early childhood (birth to age 8) and their families. Students study multi-disciplinary theories, research, and best practices in early care and education, with an emphasis on socio-cultural factors that affect learning and development. They learn how to use theories and research from anthropology, child development, education, health, psychology, sociology, and multicultural studies to promote the cognitive, social, emotional, and physical development of diverse young children. Students study the science of assessing children's growth and development, and they acquire skills to effectively communicate these findings to families and community partners. The program also focuses on preparing professionals to be leaders and advocates on behalf of children and families.

In addition to developing knowledge of children and families, the ECS Program promotes critical thinking and effective written communication. In core courses, students are expected to read and think critically, reflect deeply on what is observed in field placements, and apply their growing knowledge to develop exemplary models of practice. Students demonstrate competency in their writing by using logical analysis, thoughtful organization and an academic voice. Students who have not developed adequate skills in written communication will be referred to the SSU Writing Center.

Please see Section 7 for the Early Childhood Studies Critical Reflection Framework and Writing Standards.

Concentrations

Students majoring in Early Childhood Studies *must choose a concentration in either Early Childhood Education or Early Childhood Development* at the time of declaring the major.

Early Childhood Education

The Early Childhood Education concentration prepares students for a career in an early education setting, including:

- Infant, toddler, and preschool teacher
- Administrator of an early education program
- Support services in agencies that serve young children and families
- Elementary teacher (requires completion of a post-baccalaureate Multiple Subject credential program)
- Special Education teacher (requires completion of a post-baccalaureate Special Education credential program)

Early Childhood Development

The Early Childhood Development concentration prepares students for a career working with young children and families in non-education settings. Students work with an advisor to prepare for a career in entry-level positions in social services or for graduate school in counseling, social work, child life specialist, etc.

For graduates interested in furthering their education, this course of study also serves to fulfill the following:

- Prerequisite work for graduate study in related fields, such as counseling, child life specialists, behavioral therapists, and social work.
- Prerequisite work for the Multiple Subjects Credential for elementary school and special education teachers.

Declaring an Early Childhood Studies Major

Freshmen

Students can declare the ECS major on admission to SSU. Students must declare a concentration in either Early Childhood Development or Early Childhood Education.

Change of Major

Students may change their major to ECS by meeting with an advisor and submitting a Change of Major Form before the ECS deadline. Deadlines for declaring the major can be found on the Early Childhood Studies website: www.sonoma.edu/education/ecs . The change of major form can be obtained from the School of Education office. Students must declare a concentration in either Early Childhood Development or Early Childhood Education when the ECS major is declared. To declare the major, students are required to have a GPA of at least 2.5.

Transfer Students

To enter SSU as an Early Childhood Studies major, transfer students must have a GPA of at least 2.5. Transfer students should indicate the ECS major and designate a concentration (Early Childhood Development or Early Childhood Education) on their application to SSU. If you have taken related coursework at another institution, these courses may meet some of the ECS major requirements. You will need to meet with your ECS advisor to determine your individual course credits. Look for more information for transfer students on pgs. 16-17.

Degree Requirements for B.A. in Early Childhood Studies

The B.A. with a major in Early Childhood Studies requires that you complete a total of **120 units**. Units fall into the following categories:

General Education Units (for more information on GE units, see http://www.sonoma.edu/advising/ge/50.pdf)	50 units
Early Childhood Studies Coursework	43 units (37 Core + 6 ECS Electives)
Electives from across the University (depends on how many courses double-count towards the major and GE)	27-36 units

Early Childhood Studies Major Core Requirements (both concentrations, 29 units)

CORE REQUIREMENTS UNITS

Department and Course Number	Units
Lower Division Coursework	
EDEC 178 Introduction to ECS Major and Portfolio	1
EDEC 201 Foundations of Early Care and Education	4
*EDEC 220 Observing Child Development in the First Eight Years	4
EDEC 270 Children and Families in Diverse Societies	4
Upper Division Coursework	
EDEC 420 Child Development in the Family, School, and Community	3
EDSP 432 Young Children with Special Needs	4
EDEC 435 Advocating for Children and Families	4
EDEC 460 Introduction to Research in Early Childhood Studies	4
EDEC 478 Early Childhood Studies Portfolio	1
<p><i>* Students enrolled in EDEC 220 will complete 24-48 hours of fieldwork in an early childhood setting. During any one semester, enroll in only one field course at a time.</i></p> <p><i>* EDEC 478 is restricted to graduating seniors in their final semester.</i></p>	

Transfer students who have completed the CAP 8 Child Development sequence have met the requirements for the following courses: EDEC 201, EDEC 220, EDEC 237, EDEC 270, and EDEC 420. Please meet with the ECS advisor for more information.

Students who completed EDEC 239 and/or EDEC 331 prior to Fall 2012 must contact an advisor to discuss which of the above requirements have been met.

Early Childhood Education Concentration Requirements (8 units)

*EDEC 237 Creating Environments for Young Children	4
EDEC 437 Integrated Curriculum in Early Childhood Classrooms	4

**Students enrolled in EDEC 237 will complete 24-48 hours of fieldwork in an early childhood setting. During any one semester, enroll in only one field course at a time.*

Child Development Concentration Requirements (8 units)

EDEC 247	Physical Development and Health in Childhood	3
*EDEC 347	Community Services for Children and Families	2
EDEC 447	Children's Emotional Development and Health	3

**Students enrolled in EDEC 347 will complete 48 hours of fieldwork in an early childhood setting. During any one semester, enroll in only one field course at a time.*

Early Childhood Studies Major Electives (both concentrations, 6 units)

In addition to the Early Childhood Studies core courses, students must also choose a minimum of **6 units** from the following electives. *It is imperative that students meet with an advisor to choose electives that meet the requirements for their career goals.*

Department and Course Number		Units
EDEC 405	iPlay: Child Development in the Digital Age	3
EDEC 406	Positive Guidance	3
EDEC 407	Multicultural Children's Literature	3
EDEC 408	Science, Literacy and Play: Exploring the Natural World	3
EDEC 409	Play in Early Childhood	3
EDEC 410	Language Development	3
EDEC 411	Infant and Toddler Development	3
EDEC 490	Special Topics in Early Childhood Studies	1-4
❖ EDMS 419	Identity and Agency for Socially Just Classrooms & Communities	3
EDSS 418	Development in Adolescence and Emerging Adulthood	3
❖ EDUC 417	School and Society	3
AMCS 339	Ethnic Groups and American Social Policy	3
AMCS 445	Multiculturalism and Education	4
CALS 403	Chicano/Latino Youth and Adolescents	3-4
CALS 405	The Chicano/Latino Family	3-4
CALS 450	Chicano/Latino Children's Literature	3-4
CALS 456	Sociology of Education/Latinos and Education	4
KIN 400	Elementary School Physical Education	3

KIN 427	Individuals with Disabilities in Educational and Recreational Settings	3
PSY 409	Social and Emotional Development	4
PSY 411	Child Psychopathology	4
PSY 414	Infant Development	4
PSY 418	Psychology of Family	4
PSY 431	Introduction to Art Therapy	4
PSY 448	Cognitive Development	4
SOCI 345	Sociology of Families	4
SOCI 445	Sociology of Childhood and Adolescence	4
❖ <i>EDUC 417 and EDMS 419 are prerequisite courses for the Elementary School Multiple Subject Credential. If you are planning to apply to the Multiple Subject Credential program at SSU, you should take these two courses as your major electives.</i>		

Please note:

Other electives may be considered in consultation with the ECS Advisor.

Descriptions of Early Childhood Studies Courses

EDEC 178 - Introduction to ECS Major and Digital Portfolio

In this course, students will learn about the requirements and responsibilities of the Early Childhood Studies (ECS) major, and learn about ethical and legal requirements in field placements and professional life. They will understand the purpose of the senior portfolio in the ECS major, learn about different types of portfolios, and practice building a digital portfolio. Prerequisites: none. Grading: Credit/No Credit only. Course is not repeatable.

EDEC 201 - Foundations of Early Care and Education

This course provides an introduction to the theory and research that underlie professional work with young children. Topics include: historical views on childhood and play, influential theorists, historical and contemporary models of early childhood education, principles of developmentally and culturally appropriate practice, contemporary issues in early care and education, professional ethics, and professional career development.

EDEC 220 - Observing Child Development in the First 8 Years

Students will learn the major developmental milestones, research findings, and theories covering the social, emotional, physical, and cognitive development of children from conception through eight years old. Students will observe and participate in an early childhood classroom approved by the instructor (birth to KG), applying techniques for documenting and assessing children's growth and development. A 24-hour field placement is required. Course open to sophomores and above.

EDEC 237 – Creating Environments for Young Children

This course presents an overview of knowledge and skills related to designing classroom environments for young children, birth to kindergarten. Students examine how to create and use the physical environment as the foundation for promoting activities that support learning and development, with an emphasis on language and literacy development and the essential role of play. Students will observe and participate in a classroom approved by the instructor; a 24-hour field placement is required. Course open to sophomores and above.

EDEC 247 - Physical Development and Health in Childhood

In this course, students will study the factors that promote optimal physical development and health in childhood. Students will consider practical applications of this knowledge in a variety of organizations that serve young children. Students will also study the basics of parent education so that they can work effectively with parents to keep children safe and to see that children receive needed health services. Prerequisite: none. Grade only. Course is not repeatable.

EDEC 270 - Families and Children in Diverse Societies

Class participants will study the dynamic interactions of race, culture, gender, socioeconomic status, and other factors as they relate to the care and education of children from diverse populations. By exploring the diversity of family systems, the sociocultural factors that affect a child's development, and the socializing influences of community, students will become more informed and effective professionals in a pluralistic society. Course restricted to sophomores and above.

EDEC 347 - Community Services for Children and Families

Students will complete a field placement (at least 45 hours) in an approved agency or organization that serves children in a non-education/non-child care setting. Students will perform tasks set by the placement agency, attend weekly class meetings, and complete readings and assignments related to working effectively with diverse children and families. Students must sign the School of Education Field Experience Agreement before starting at their field site. Prerequisites: declared ECS major with a concentration in Early Childhood Development, EDEC 220, junior or senior standing. Grade only. Course is not repeatable.

EDEC 420 - Child Development in the Family, School, and Community

Students will explore the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. The course covers major theories of child development, including critiques and application of the theories as they relate to children from a variety of cultural and family backgrounds. The impact of child-rearing beliefs, poverty, gender issues, and language development are studied as they relate to children in the home, school and community settings. This course can be applied to the Child Development Permit, and satisfies an upper division GE course requirement (Area E - the Integrated Person) when taken as a junior or senior.

EDSP 432 - Designing Inclusive Environments in Early Childhood Education

An introduction to theories, research, and practices related to providing appropriate services for young children with special needs (birth through 8). Topics include: early identification of exceptional needs; collaborative partnerships for inclusive education; the role of parents; strategies and resources for supporting the educational, social, behavioral, and/or medical needs of young children; and the requirements of special education laws.

EDEC 435 - Leadership on Behalf of Children and Families

In this course, students will study and apply the principles and strategies that underlie the effective administration of programs for young children and families, and effective advocacy on their behalf. Students will build and use leadership skills in the areas of identifying priorities, organizational planning, guiding staff, communicating clearly, and working collaboratively with community partners. Present-day early childhood advocacy issues will be explored and students will engage in leadership efforts that engage their newly developed understandings and skills. Course restricted to juniors and above.

EDEC 437 – Integrated Curriculum in Early Childhood Classrooms

In this course, students will learn to plan and implement developmentally and culturally appropriate curriculum for children in classrooms, TK through 3rd grade. Students will create learning and assessment opportunities that enable young children to construct knowledge through an integrated approach that includes all curriculum areas and that aligns with relevant state and professional standards. Students will observe and participate in a classroom approved by the instructor; a 24-hour field placement is required. Prerequisite: EDEC 237. Course restricted to juniors and above.

EDEC 447 - Children’s Emotional Development and Mental Health

In this course, students will deepen their understanding of children’s emotional development from birth through age eight, and learn about common mental health problems in early childhood. Topics include: the role of sociocultural context; risk and protective factors; attachment and temperament; resilience; common mental health problems; and mental health observation and screening tools. Prerequisites: EDEC 220, junior standing. Grade only. Course is not repeatable.

EDEC 460 – Introduction to Research in Early Childhood Studies

This course provides an overview of quantitative and qualitative research methods commonly used to study young children. Topics will include: research methods; the role of context in research; common early childhood psychological measurement tools; observational techniques; research ethics; library research strategies; and evaluating research reports. Course restricted to juniors and above.

EDEC 478 – Early Childhood Studies Portfolio

In this seminar, students will compile and reflect upon their work in the Early Childhood Studies major. Final products will be presented to faculty and students in the Early Childhood Program. Course restricted to graduating seniors in their final semester of the Early Childhood Studies major.

Information for Transfer Students

General information about transferring to Sonoma State University can be found at: www.sonoma.edu/admissions/ts/.

The B.A. with a major in Early Childhood Studies requires that you complete a total of **120 units**, with no more than **70 units** transferred from a community college. Additionally, **40 units** must be in upper-division courses, and at least **30 units** must be taken while at SSU. For transfer students, units fall into the following categories:

- **48 GE Units** (for more information on GE units, see: www.sonoma.edu/advising/ge/)
- **42 Major Units** (16 lower division + 26 upper division)
- **At least 30 Units of University Electives** (some of your community college coursework may apply towards electives). However, you need a minimum of **40 units** of upper-division coursework in order to graduate. Please talk to an advisor for more information.

How to Meet ECS Major Requirements as a Transfer Student

Students who complete courses at a California Community College have three options for making progress towards the Early Childhood Studies major:

1. Early Childhood Education Transfer Degree

Students who complete the Early Childhood Education transfer degree at a California Community College will receive credit at Sonoma State University for EDEC 201, EDEC 220, EDEC 237, and EDEC 270. EDEC 420 will be waived, and some units will be applied toward GE and university electives. For more information about the CAP 8 or the Early Childhood Education transfer degree, please see your college counselor or visit: www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.

2. Liberal Studies, Teacher Preparation

Students who complete the Liberal Studies—Teacher Preparation degree at a California Community College should plan to take the child development course called Child, Family, and Community as one of their electives. In addition, the remaining 9 units of electives should be drawn from CAP 8 Child Development courses. For more information about the CAP 8, please see the information below, talk with your counselor, or visit: www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.

3. Completing Individual Courses

Students who do not complete the Early Childhood Education Transfer Degree at a California Community College can take individual courses and receive credit towards the SSU Early Childhood Studies major. The following courses can be substituted for credit towards the major:

SSU Early Childhood Studies Courses	California Community College CAP 8 Courses using SRJC numbering system
EDEC 201 Foundations of Early Care and Education (4 units)	CHLD 51 Principles and Practices of Teaching Young Children (3 units)
EDEC 220 Observing Child Development in the First Eight Years (4 units)	CHLD 90.2 Observation and Assessment (3 units)
EDEC 237 Creating Environments for Young Children (4 units)	CHLD 90.4 Introduction to Curriculum (3 units)
EDEC 247 Physical Development and Health in Childhood (3 units)	CHLD 90.3 Health, Safety, and Nutrition (3 units)
EDEC 270 Children and Families in a Diverse Society (4 units)	CHLD 68 Teaching in a Diverse Society (3 units)
EDEC 420 Child Development in the Family, School, and Community (3 units)	CHLD 10 Child Growth & Development <i>plus</i> CHLD 90.1 Child, Family & Community (6 units total)

Please note:

- *Courses are not equivalent in units. Thus, it is likely that students who complete only some of these courses at a community college without completing the ECE Transfer Degree will need to complete additional units when they transfer to SSU. For this reason, it is **highly recommended that students complete an ECE Transfer Degree before transferring to SSU.***
- *The numbering system on the right is that used at Santa Rosa Junior College. For other community colleges that have adopted the CAP 8, the course title will be the same, even though the prefix might be different. To see aligned courses at your college, visit your counselor or refer to:
https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_colleges_aligned.htm*

When transferring to SSU, admission counselors will review your academic transcript. At times, some of your classes may not show on your Academic Advising Record (AAR) as meeting ECS requirements. If that is the case, you will need to submit the Course Substitution Form with your ECS advisor, found at:

http://web.sonoma.edu/registration/records/pdf/arr_update_form.pdf

The Early Childhood Studies Minor

The minor in Early Childhood Studies gives students from any major at Sonoma State University a concentration in the study of early childhood development and learning. This minor is useful for students interested in pursuing careers involving work with young children from birth through age eight in fields such as Education, Counseling, Psychology, Social Work, Nursing, and others. For a minor in Early Childhood Studies, students must take five required courses (**19 units**) plus an additional **6 units** of elective courses, for a **total of 25 units**.

Courses required for the minor can be used to apply for a California Child Development Permit, and when the appropriate electives are chosen, the minor can also cover prerequisites for the Multiple Subjects Teaching Credential Program. If your ultimate goal is to obtain a Child Development Permit or enroll in the Multiple Subjects Credential Program, be sure to consult with an advisor to ensure that you take the appropriate courses.

Upon being accepted into the Early Childhood Studies minor, students complete the online module called Field Placement Information. Your advisor will provide you with information on how to access and complete the module. This module must be completed prior to starting field work in EDEC 220.

ECS Minor Core Requirements = 19 units		Units
EDEC 220	Observing Child Development in the First Eight Years	4
EDEC 237	Creating Environments for Young Children	4
EDEC 270	Children and Families in a Diverse Society	4
EDEC 420	Child Development in the Family, School, and Community	3
EDSP 432	Young Children with Special Needs	4
Possible Elective Courses = 6 units		
EDEC 201	Foundations of Early Care and Education	4
EDEC 247	Physical Development and Health in Childhood	3
EDEC 437	Integrated Curriculum in Early Childhood Classrooms	4
EDEC 447	Children's Emotional Development and Health	3
EDEC 435	Leadership and Advocacy on Behalf of Children and Families	4
EDEC 460	Introduction to Research in Early Childhood Studies	4
EDEC 405	iPlay: Child Development in the Digital Age	3
EDEC 406	Positive Guidance	3
EDEC 407	Multicultural Children's Literacy	3

EDEC 408	Science, Literacy, and Play; Exploring the Natural World	3
EDEC 409	Play in Early Childhood	3
EDEC 410	Language Development	3
EDEC 411	Infant and Toddler Development	3
EDEC 490	Special Topics in Early Childhood Studies	1-4
EDUC 250	Teaching in a Changing World	3
*EDUC 417	School and Society	3
*EDMS 419	Identity and Agency for Socially Just Classrooms & Communities	3
AMCS 339	Ethnic Groups and American Social Policy	3
AMCS 374	The Multiracial Experience	4
AMCS 445	Multiculturalism and Education	4
CALS 405	The Chicano/Latino Family	4
CALS 450	Chicano/Latino Children's Literature	4
CALS 456	Sociology of Education/Latinos and Education	4
KIN 400	Elementary School Physical Education	3
KIN 427	Individuals with Disabilities in Educational and Recreational Settings	3
PSY 409	Social and Emotional Development	4
PSY 411	Child Psychopathology	4
PSY 418	Psychology of Family	4
PSY 431	Introduction to Art Therapy	4
PSY 448	Cognitive Development	4
SOCI 345	Sociology of Families	4
SOCI 445	Sociology of Childhood and Adolescence	4

*Also satisfies the prerequisite for the Multiple Subjects (Elementary) Teaching Credential.

- *Minors will need to complete the ECS legal seminar prior to starting fieldwork in EDEC 220.*
- *Students planning on taking the Credential program at SSU should complete EDMS 419 and EDUC 417 as part of their program.*
 - a. Other elective courses may be chosen in consultation with the advisor.*
 - b. Transfer students who have completed the CAP-8 Child Development transfer sequence should consult with an advisor about how to complete the minor.*

Declaring an Early Childhood Studies Minor

Students who are interested in an ECS minor must have a GPA of 2.5 or higher. You will need to follow this 2-step process:

1. Meet with the ECS Minor Advisor and bring the Change of Major/Minor Form found at the Admission and Records Office on the 2nd floor of Salazar Hall.
2. Download and bring the ECS Minor Advising Form found in the Minor Information Packet located on the website: www.sonoma.edu/education/ecs/minor

Section 3: Proceeding Through the Programs

Procedures and Policies

Advising

It is your responsibility to communicate with your ECS advisor whenever you have a question regarding the courses that you need to take or your progress in the program. To meet with your ECS advisor, determine which advisor you're assigned to and visit him/her during office hours or schedule an appointment. Note that faculty office hours change each semester, to find current faculty office hours, contact the receptionist in the School of Education at (707) 664-3115.

Advisors for ECS Major Students:

1. Chiara Bacigalupa
2. Ayumi Nagase
3. Elita Virmani
4. Johanna Filp-Hanke
5. Anya Kayne
6. Lisa Pollack
7. Sheri Schonleber
8. Missy Danneberg
9. Kathleen Kelley

Advisor for ECS Minor and Graduate Students:

1. Charles Elster

Please note:

For specific details about which advisor you have been assigned to, and his/her contact information, please visit the Early Childhood Studies Department website at: www.sonoma.edu/education/ecs/advising.

Registering for Courses

A helpful resource when registering for courses is the online **Seawolf Scheduler**. This system allows students to specify the days/times that they *cannot* attend classes (due to potential conflicts with work, extracurricular activities, etc.), and then automatically creates several possible course schedules from among which students can choose.

Another highly useful resource that is available to students is the online **Degree Planner**. This tool essentially enables students to map out their entire collegiate careers by semester. Access more information about the Seawolf Scheduler, Degree Planner, as well as general registration procedures at SSU by browsing the links below.

- **Seawolf Scheduler:** www.sonoma.edu/advising/scheduler
- **Degree Planner:** www.sonoma.edu/advising/degree-planner
- **Office of the Registrar:** www.sonoma.edu/registration/

If you are unsure which courses to register for, then contact your advisor. Additionally, if you require an advisor's signature prior to registration, it is your responsibility to schedule an appointment with him/her *several weeks before registration begins*.

All of the ECS core requirements are offered each semester. Some of the courses are restricted to upper division students, but there will be ample opportunity for you to complete your ECS coursework in a 4-year sequence if you work with your advisor throughout your undergraduate career.

When planning your schedule for completing the ECS major or minor, be mindful of the following course requirements:

- All of the lower division courses should be taken prior to taking the upper division courses.
- Only EDEC 178 and EDEC 201 are available to freshmen.
- Courses that include field experiences (EDEC 220, EDEC 237, EDEC 347, and EDEC 437) should not be taken during the same semester.
- EDEC 347, EDEC 420, EDEC 447, EDSP 432, EDEC 435, EDEC 437, and EDEC 460 are restricted to juniors and above. It is recommended that EDEC 460 be taken in your senior year.
- EDEC 478 is restricted to graduating seniors in their final semester.
- EDUC 417 and EDMS 419 are pre/co-requisites for the SSU Multiple Subject Credential Program and can be used as ECS major electives.

Recommended Sequence of Coursework for Entering First-Year Students

Freshman Year: EDEC 178, EDEC 201 and lower division GE coursework.

Sophomore Year: EDEC 220, EDEC 237 or 247, EDEC 270, GE coursework (take EDEC 220 and EDEC 237 during different semesters).

Junior Year: EDSP 432, EDEC 435, EDEC 437 or 447, upper division GE coursework, ECS electives (these may be double dipped with upper division GE coursework if applicable); take WEPT (Written English Proficiency Test).

Senior Year: EDEC 460, EDEC 478, ECS electives, complete major requirements, complete GE requirement.

Registration and Permission Numbers

For students who find themselves in a situation in which a specific course is needed in order to graduate on time, *the department will consider issuing a permission number only as follows:*

Students who...	...will be considered for permission numbers in these courses
have completed at least 12 units	EDEC 178
have completed at least 40 units	EDEC 201
have completed at least 70 units	EDEC 220 EDEC 237 or EDEC 247 EDEC 270 EDEC 347 (EC Dev. concentration only)
have completed at least 90 units	EDSP 432 or EDEC courses that student demonstrates are needed this semester for degree completion

MINORS will be given a permission number to enroll in EDEC 220 only as space allows. Minors will need to complete the School of Education legal seminar prior to starting fieldwork in EDEC 220.

Procedure for Obtaining a Permission Number:

- Register for the courses you need during your registration appointment.
- If you meet the criteria above and were unable to register for a course that is needed, *contact your advisor AFTER you have registered.* Be sure to tell your advisor:
 - Your full name and SSU e-mail address
 - The course(s) you need – be sure to list **all** sections that you are able to take
 - A complete description of how you meet the criteria above/why you need the course for an on-time graduation.

Please note:

- *The department cannot guarantee access to any course, even if you request a permission number.*
- *No more than two permission numbers* per student will be given in any single semester.
- Permission numbers will not be given for work conflicts or when classes have been dropped by the registrar's office (e.g. for late payments).
- The ECS department can only give permission numbers for EDEC courses and for ESDP 432. For courses in other departments, you will need to contact the instructor or that department chair.

Definition of Credit Hours

In all CSU academic courses, it is required that for each unit of credit, there is one hour of classroom instruction and a minimum of two hours of out-of-class work each week. This means that for a 3-unit class, you complete at least six hours of homework every week, and for a 4-unit class, you complete at least eight hours of homework. In all of the 4-unit ECS core required courses, the class sessions are only 3 hours with the 4th hour consisting of online and field-based work.

EDEC 220, 237, 347 and 437 all require extensive time in the field, and therefore they *should not* be taken during the same semester. If a student has a documented reason why two of these courses must be taken in the same semester, then field hours **must be completed at separate sites**. Field hours and field logs for both courses will also have to be completed separately and in full.

Attendance Policy

Because the ECS courses meet on a weekly schedule with frequent in-class activities, the department has adopted a policy on attendance. Students who are absent for more than three (3) face-to-face sessions in a course that meets once weekly will fail the course. In cases of extenuating circumstances, the instructor can choose to waive this policy, as long as the reasons for the absence are verified with appropriate documentation and the instructor and student have together developed a plan to address the missed material. Be sure to contact your professor if you are close to the absence limit.

Student Ethical and Professional Behavior Policy

In all aspects of their campus experience, students shall demonstrate personality and character traits that satisfy the professional standards required in working with children and families and that are consistent with the School of Education Core Values:
www.sonoma.edu/education/school/mission.

Since so much of the focus of the ECS coursework prepares students to develop relationships with children, families, and colleagues, the School of Education expects students to demonstrate professional behavior in all coursework, field experiences and campus activities. The ECS faculty will assess student behavior for correspondence with professional standards and School of Education expectations. Faculty will consider student conduct in coursework, fieldwork, and campus activities and may also consider information from other higher education faculty, university staff, and field site personnel who have had direct contact with the student. Evidence for these assessments may include coursework, observations, and interviews.

See Section 4 on Field Placements in this handbook for further information about ethical and professional behavior specifically related to field placements.

SSU Statement on Civility and Tolerance

Sonoma State University is strongly committed to creating a productive learning and living environment that promotes the rights, safety, dignity, and value of every individual. It is fundamental to our mission to promote a civil, respectful, and inclusive community, and to oppose acts of racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or other forms of intolerance. It is the responsibility of all members of the SSU community to create a productive campus climate characterized by considerate and principled conduct. We expect that all members of the SSU community will:

- Communicate with each other in a civil manner.
- Recognize and be accountable for how their actions and language impact the community.
- Treat community members with consideration, dignity, and respect.
- Create a community in which actions of bigotry, oppression, bullying, and hatred will not be tolerated.
- Confront behavior or report to university staff any incidents of intolerance, hatred, injustice, or incivility (see www.sonoma.edu/crvd for guidance).

Academic Integrity

Students are expected to be honest in meeting all course requirements. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in academic sanctions, including a lowered or failing grade in a course and the possibility of an additional administrative sanction. In all courses, submitted work must be written specifically for that course; if you wish to delve deeper into an assignment submitted to another course, you must discuss this possibility with the professor. If you are in doubt about the nature of plagiarism, you should discuss the matter with your course instructor. The University's Cheating and Plagiarism policy is available at: www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm.

Consequences of Inappropriate Student Behavior

If a student is shown to have engaged in inappropriate behavior in courses, fieldwork, or other activities, the following procedures will be followed:

- The student will meet with the Early Childhood Studies Department Chair, and, if appropriate, a relevant faculty member for a discussion of the behavior of concern. This meeting will provide all parties with an opportunity to present information about the incident(s) in question. In some cases, the student will be asked to refrain from attending classes until the case is settled.

- The ECS Chair, after consultation with faculty, will determine an appropriate course of action to address the behavior. Remedies may include, but are not limited to, completion of program-related assignments, recommendation for appropriate counseling, and termination from the program. The ECS Chair maintains all records supporting the decision.
- Students who disagree with the ECS Chair's decision may meet with the Dean of the School of Education. If the Dean and the student do not come to a satisfactory resolution, the student may appeal the decision through the SSU Student Grievance Policy: www.sonoma.edu/policies/student-grievance-policy.

Academic Standing

Academic standing refers to the quality of your work at SSU. Students falling below acceptable standards are placed on academic probation and become subject to academic disqualification should the quality of their academic work not improve to meet minimum standards. Academic standing is calculated for all college units attempted (cumulative GPA) and for all units attempted at Sonoma State University (resident GPA).

Good Standing: Students who have maintained satisfactory scholarship with at least a 2.00 cumulative grade point average and resident GPA.

Academic Probation: A student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or resident GPA falls below 2.0. The student shall be removed from academic probation when the cumulative and resident GPA is 2.0 or higher. Students on probation are eligible to enroll in the subsequent semester; however, they are required to meet with their advisor prior to registration.

Academic Disqualification

Students on academic probation are subject to academic disqualification when they fall below a 2.00 average by the number of grade points indicated either for cumulative GPA or resident GPA, dependent on their class level:

Class Level	Minimum GPA
Freshmen	1.50
Sophomores	1.70
Juniors	1.85
Seniors	1.95

Please see the SSU Catalog for more information about Academic Probation/Disqualification. The following is a link to the SSU policy, as outlined on the SSU website: www.sonoma.edu/uaffairs/policies/academic .

Course Repeat Policy

- Grade replacement: Students who have earned a grade lower than a C, with permission of the ECS Department Chair, may repeat the course for grade replacement or grade averaging.
- Courses originally taken at SSU may also be repeated at another college campus for grade replacement or grade averaging (if the original grade is C or lower) with the Department Chair's approval.

Student Services

SSU provides an array of services for all of its students. Campus resources are described in detail in the University Catalog on the SSU website and at: www.sonoma.edu/students/. Some of the most frequently accessed resources include the following:

Disability Services for Students – 1049 Salazar Hall; (707) 664-2677

In order for students with disabilities (both permanent and temporary) to receive academic accommodations, students must self-identify with the DSS Office and provide documentation of their disabling condition. Information acquired during this process is confidential and will be shared upon consent of the student. These accommodations may include architectural access changes, close-in or adapted parking or seating, library assistance, interpreters, extended time and/or alternative format for exams, auxiliary aids, as well as academic adjustments, or other accommodations necessary for a particular individual's needs. Web link: www.sonoma.edu/dss/.

SSU Writing Center – 1103 Schulz Information Center (707) 664-4401

The Writing Center provides individual writing support as well as small group writing sessions and workshops. The tutors can assist in all writing skills from generating appropriate writing topics to using analytical thinking, organizing the paper, citing your sources, and so on. ECS students are strongly encouraged to access the Writing Center to improve their effectiveness in written communication. Web link: www.sonoma.edu/writingcenter/.

Counseling & Psychological Services -- 1088 Stevenson Hall; (707) 664-2153

Students who wish to meet with a counselor to discuss any personal or academic issue can make an appointment. The Center also provides many others services: short-term counseling sessions, group sessions, mental health workshops, crisis consultation, and community referrals. Web link: www.sonoma.edu/counselingctr/.

SSU Learning Center -- 1040 Salazar Hall; (707) 664-2853

The Learning Center is a multi-purpose center providing a variety of academic support services for SSU students, including tutorial services and specialized programs for first-generation, low-income, or students with disabilities. Web link: www.sonoma.edu/lss/.

Career Services – 1st floor Salazar Hall; (707) 664-2196

The Career Center provides a number of important services for students including career advising, job and interview suggestions, and peer advising. There is also an updated job listing of both campus and off-campus positions. Web link: www.sonoma.edu/career/.

Other Student Support**Patricia Nourot Memorial Scholarship**

Our friend and colleague in Early Childhood Studies at SSU, Dr. Patricia Nourot, was a friend and role model to her students and a renowned scholar of early childhood education and children's play. This scholarship honors Dr. Nourot by providing funds to cover educational expenses for students in the ECS major, minor, or the ECE Master's Degree Program. In each academic year, applications will be considered and one scholarship of up to \$300 will be awarded. To be considered for this scholarship, applicants must have officially declared as an ECS major, minor, or graduate student in Early Childhood and have at least junior standing. More information, along with the scholarship application, can be found at: www.sonoma.edu/education/scholarships/nourot/.

SSU Campus Clubs

There are over 100 student clubs at SSU. One club that includes many of the ECS Program students is the Early Childhood Club. Students interested in teaching in elementary schools may be interested in the Student California Teachers Association. Please let one of your professors know if you are interested in joining either of these clubs. Web link: www.sonoma.edu/campuslife/clubs/.

Section 4: Field Experiences

Description of Fieldwork Experiences

The direct application of your coursework is achieved through the frequent field participation assignments in most of the core courses in the Early Childhood Studies major. The purpose of the fieldwork is to provide opportunities for you to integrate what you are learning in your coursework with observations of children and families in early care and education settings. In EDEC 220, EDEC 237 and EDEC 437, you will complete 24 hours of fieldwork over the course of the semester. In EDEC 347, you complete 45-48 hours. Other courses may require 2 to 15 hours of fieldwork persemester.

**It is a requirement of the program that your fieldwork for EDEC 220, 237, 347 and 437 be completed in settings that offer diverse learning opportunities for you. Field placements must differ with regard to:

- *The ages of the children served*
- *The type of program*

**Each of your 24-hour (or more) field experiences must be completed with children from different age categories:

- *Infants/toddlers (birth to 3 years old)*
- *Preschoolers (3 to 5 years old)*
- *Transitional Kindergarteners (TK)*
- *Kindergartners*
- *Children in Grades 1 to 3*

**Each of your 24-hour (or more) field experiences must be completed in at least 2 different kinds of programs:

- *Family child care*
- *Public or private child care center*
- *Head Start*
- *Elementary School*
- *Other kinds of agencies that serve children and families*

Students in the EC Development Concentration choose field placements that match their interests and career goals.

Professionals in a variety of programs throughout Sonoma County have offered to host our students. Your instructors in each of your courses will work with you to select a site

that meets your interests and needs. If you do not have a car, we suggest that you carpool or use the bus to travel to programs that best meet your career goals. If transportation is not available, we will help you arrange for fieldwork on campus at the Children's School or at one of the nearby public elementary schools (Monte Vista Elementary and University Elementary at La Fiesta).

If you have a job working with young children, you may be able to use your work setting as your fieldwork site for one course. However, the field observations and assignments that you are required to complete may not be done during the hours that you are completing your job responsibilities. Therefore, you will have to spend additional time each week at your work to accomplish these course assignments. Your course instructor must approve all field classroom settings.

Required Documents to Begin Fieldwork

Prior to beginning your first field experience, you will need to submit to your course professor the following documents:

- Negative TB test or screening completed within the last two years. The test/screening can be obtained from the Student Health Center – please call for an appointment before you go.
- Record of Immunizations – please keep available a record of your immunizations. Placements in preschool classrooms require that you have a copy of your immunizations on file with that program.
- Field Placement and Confidentiality Agreement for each placement (found in Section 7).

Expectations for Fieldwork Observation and Participation

In each of your fieldwork placements, there will be focused observations to record and specific assignments to complete. You will be maintaining an observational journal for each field placement in which you will record your observations. Approximately one-fourth to one-half of your time in the classroom each day will be used for observing, and the balance of the time is an opportunity for you to interact with individuals or small groups of children.

Depending on your field setting and the course that you are taking, your participation time may be used to support an individual child's learning, lead a learning center that was prepared by the classroom teacher, read to the whole class, or implement a learning activity that you developed in your course. ***At no time during your fieldwork experience are you to be left alone with the children.*** For instance, if you are asked to remain in the classroom while one or more children are finishing up a project while the teacher takes the rest of the children to recess, you must remind the teacher that you may not be left with the children without him/her present. Also, let your ECS course instructor know that this request was made.

Documentation of Fieldwork

It is crucial that you document every single field experience that you complete. This documentation will be needed for your program portfolio, and you may need it when applying for the Child Development Permit, a Credential program, or graduate school.

Fieldwork Log

In each course that requires fieldwork, you will be asked to keep a time log of your hours. The completed log must be signed by the classroom teacher where you complete your field hours and the instructor of your course. Scan the completed log and place it in your portfolio and keep the original document in a safe place. (Time logs can be found in Section 7.) Recording hours that were not actually worked or forging a signature on a fieldwork log are violations of the SSU Policy on Cheating and Plagiarism (www.sonoma.edu/policies/cheating-and-plagiarism) and the Early Childhood Studies Department Policy on Student Ethical and Professional Behavior (see p. 23). Consequences may include failing the course and removal from the ECS Program.

ECS Program Field Experience Record

To document that you are meeting *SLO #7, participation in a variety of field settings*, you must maintain the Field Experience Chart where you will document each of your field experiences, the age group, the type of setting, and the nature of your participation. You will scan the completed chart to include in your program portfolio. (Found in Section 7.)

Professional Behavior at Field Sites

You must remember that you are a guest in your field placement and at the programs in which you are placed. Initiative, sensitivity, respect, and good communication skills are important aspects of your developing professional skills, and we expect that you will display professional behavior at all times. If you are invited, we encourage you to attend staff development and faculty meetings, parent conferences, and other community events at your field site.

The following guidelines must be followed:

1. *At no time during your fieldwork experience are you to be left alone with children.* For instance, if you are asked to remain in the classroom while one or more children are finishing up a project while the teacher takes the rest of the

children to recess, you must remind the teacher that you may not be left with the children without him/her present. Also, let your ECS course instructor know that this request was made.

2. Dress appropriately in clothes that reflect your professional role. You will need to use good judgment and err on the side of dressing conservatively. Check with your program to see if there is a specific dress code and use your observational skills to see what the norm is at your site. Remember that you will be sitting on the floor, bending down, and interacting with children. Your dress should be flexible enough to allow for these activities, while also maintaining a neat and professional image.
3. In your time in the classroom, your focus should be on your observations and participation in the class. You should keep your phone and other distractions in your bag or car.
4. No photos of children or staff are ever allowed. Take photos of the environment or projects with the permission of the mentor and within the bounds of the school or agency policies. Use your photographs only for course assignments.
5. Do not share photographs or personal information from your placement site on social media.
6. Avoid talking with the teachers while they are working with children. If you have questions, write them down so that you will remember to ask them later.
7. If you are unable to make your regularly scheduled time, you must contact your site supervisor and then reschedule your hours.

To be most effective in your interactions with the children, remember the following:

1. Interactions should always be positive.
2. Be supportive of the children's interests and follow their lead, rather than introducing your own agenda.
3. Encourage the children to be responsible and autonomous, so that you are not doing for them what they are capable of doing on their own. You can also foster cooperation and independence by helping the children to support one another.
4. When communicating with children, it is usually best to be at their eye level and to use a calm voice. Be sensitive to children whose past experiences or cultural experiences make them uneasy with eye contact or touching.
5. Find ways to encourage children's oral language development by extending their language.
6. Base your interactions with the children on your knowledge of child development and on your own observations of the class culture.
7. Many conflicts and problems can be prevented. If you are a careful observer, you will be able to anticipate and prevent some of these problems.

Good communication with your site supervisor is imperative. If you are unsure about what you should do or should have done with the children, ask! Let your course professor know about any concerns or questions that you have about your field site. The observation journal is also an effective way to discuss questions that arise in the field.

Ethical and Legal Requirements in the Field Placement

In your first field placement in the ECS Program, you will complete the School of Education Legal Seminar to further increase your understanding of the legal issues involved when working with children and families. You must pass the seminar before beginning your fieldwork in the program, and you must abide by all laws and regulations covered in the seminar.

Sexual Harassment

Discrimination and sexual harassment at a field site will not be tolerated and can result in removal from the program. Discrimination is behavior that uses any person's (child or adult) ethnicity, religion, race, gender, economic status, sexual orientation, physical or mental disability as the basis for decisions regarding academic status or progress, benefits, services, honors, or activities. Discrimination also includes the creation of an environment that intimidates or is hostile to individuals or to groups on the basis of these characteristics.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the agency or educational institution.

Confidentiality

The communication of confidential information about another person, except within the frameworks authorized by the Family Educational Rights and Privacy Act of 1974, is a violation of individual rights that are legally protected. Violation of these rights may lead to serious consequences, including removal from the Early Childhood Studies Program.

Confidential information includes verbal comments, your observations, and student records. Students in the ECS Program must not discuss information learned at their field sites with others, unless it is necessary to do so in order to protect a child or other person. In some cases, you may need to share information with your university instructor or in class for coursework.

In general, protect yourself and the rights of the students, families, and staff with whom you work by engaging in behavior that is consistent with the following principles:

- Treat all knowledge of students in the strictest confidence.
- Discuss specific student information only with your classroom teacher, and ask him/her what you may or may not do with that information.
- Maintain confidentiality when students are discussed in a staff room or anywhere else.
- Guard carefully any records that are entrusted to you, such as grade books, roster of test scores, etc. Do not take such records from the field site and do not leave them where you might lose possession of them.
- If information is shared for your coursework, use a child's initials or a pseudonym. Never use a child's surname in field notes or coursework.

In each of your courses where you have a 24-hour (or more) field placement, you are required to sign and submit the Confidentiality Form (found in Section 7).

When Problems Occur in Field Placements

If you experience any problems at your field site, please notify your course instructor as soon as possible. The procedures for handling problems are:

- The student or the field site supervisor notifies the course instructor as soon as a concern arises.
- The course instructor holds a conference with the student and if needed the field site supervisor to discuss concerns and find solutions.
- The course instructor notifies the Early Childhood Studies Department Chair of the problem and the proposed resolution.
- If the problem continues, the course instructor schedules a new conference with the student, the field site supervisor, and the ECS Department Chair to find a new resolution. The course instructor will document the problem and the new, proposed resolution and will send a copy of this document to the student, the field supervisor, the site director or principal, and the ECS Department Chair. A copy of this document will be kept on file by the department.
- If the written plan is not followed or is unsuccessful in resolving the problem, the course instructor consults with the ECS Chair to determine alternate solutions and next steps. If the problem is due to the student behavior, the student may be removed from the field placement (see below).

Removal of a Student from a Field Experience

When the presence of a student is detrimental to children or the hosting agency/school, or when performance does not meet minimum standards, a student's placement may be terminated, effective immediately, at any point during the assigned fieldwork.

- Removal from a field placement, if due to concerns about a student's behavior, will result in a failing grade for the course. If the department determines there is evidence that this behavior puts the safety of children in future field placements at substantial risk, then the student will be asked to choose a new major.
- A student whose behavior is not deemed a substantial risk but who has been removed from a field placement must re-enroll in the course in a subsequent semester and the placement must be completed at the site determined by the ECS Department Chair. No other field placements may be attempted unless this second attempt is successful.
- If the student is unable to complete a second field placement, the student will fail the course and be required to choose a new major.

Sources of Help During Field Experiences

It is expected that students will have questions, concerns, and perhaps some problems when completing a field experience. It is the student's responsibility to initiate communication with the course instructor and (if appropriate) the field site supervisor about questions and concerns. If you are unable to communicate with your course instructor about a problem related to your field experience, contact the Early Childhood Studies Department Chair. If contacting the ECS Department Chair is not possible, contact the Dean of the School of Education.

Section 5: Senior Assessment Portfolio

Description of the Portfolio

Throughout your course of study as an ECS major, you will prepare a portfolio in an electronic format using an online website builder. This process begins when you take EDEC 178 (where you will learn how to access the department's student subscription and how to build a professional portfolio), and culminates during your last semester in the course EDEC 478: ECS Senior Portfolio.

The portfolio is a collection of a student's work that demonstrates the student's growth over time as an early childhood professional. According to Jones and Shelton,¹ "portfolios represent a window on authentic learning, a tool that reflects the learning process" (p. 5). A portfolio identifies what an emerging professional knows, and the areas in which she/he is still developing. It reveals the student's understanding of professionalism in work with young children and their families by connecting the student's work to the teacher preparation standards set forth by the National Association for the Education of Young Children (NAEYC), the California Early Childhood Educator Competencies, and the student learning outcomes of the Early Childhood Studies baccalaureate program at Sonoma State University. It provides documentation of additional skills associated with a B.A. degree, specifically those represented in the SSU General Education learning outcomes, such as critical thinking, oral communication skills, and breadth of knowledge across various disciplines. The portfolio will also be used by the ECS Program and the School of Education for assessment and accreditation purposes, which helps ensure accountability and quality of the ECS Program.

Signature Assignments and Reflections

A significant component of your portfolio is represented by the signature assignments that demonstrate your knowledge, skills, and professionalism related to the student learning outcomes for the Early Childhood Studies major. Each assignment addresses specific student learning outcomes and will be completed in one of the core courses. Most core courses (except EDEC 178, EDEC 420, and EDSP 432) have a signature assignment.

Guidelines for each of these assignments will be provided by your course instructor. Your instructor will provide specific information about where to submit your signature assignments for the course, but be sure to also save a copy in a secure place, so that you will be able to put it in your portfolio when you take EDEC 478 Senior Portfolio.

Your Senior Portfolio

In your last semester before graduating, you will complete your senior portfolio during the class EDEC 478: ECS Senior Portfolio. You will work closely with your EDEC 478 instructor who will guide you in the creation of your final reflections. The portfolio consists of the following elements:

- Table of contents, navigation panel, or menu bar
- Introduction to the student and overview of career goals
- Statement of beliefs/philosophy
- Signature assignments aligned with the standards set forth by the National Association for the Education of Young Children (NAEYC) (completed in different ECS core courses)
- Reflections associated with each of the signature assignments
- Reflection on how GE and university elective courses have contributed to the student's professional growth
- Critical reflection on professional growth throughout the program, professional goals, and areas for future growth

During final portfolio sharing, you will present your portfolio to a small group of peers and one or more instructors from the Early Childhood Studies Program.

More specific information about the senior portfolio will be given to you in EDEC 178 and EDEC 478.

Confidentiality and Your Portfolio

You may post videotapes, student work samples, and classroom photos, but you need to remove all names from student work samples and refer to students by initials only in any reflection statements. Never include any confidential information regarding students or their families in your portfolio. Photos and videotapes that show children's faces may not be posted, even if you have parent permission. Guidelines for confidentiality are clearly defined in the Family Educational Rights and Privacy Act (FERPA) of 1974, and confidentiality **must** be maintained (in both written and oral presentation of samples) following the confidentiality guidelines discussed in section 4 of this handbook.

Academic Honesty and Your Portfolio

In the preparation, writing, and submission of the portfolio, academic honesty requires that you submit only your own work and that you identify the source of all supporting information and material. The Academic Integrity Policy presented in Section 3 applies to your portfolio. In the portfolio process, plagiarism refers to the submission of any part of the written work or

research of another person as one's own (including passages from published materials, and all or parts of claim sheets written by others). Other instances of academic dishonesty include helping someone else commit academic dishonesty in an aspect of the portfolio process, including allowing another student to submit your work as their own, and falsification and/or invention of any information or citation in the portfolio, including forging letters of documentation. Violations of the Academic Integrity Policy can result in removal from a course, the Early Childhood Studies Program and SSU.

Section 6: Completing the ECS Program

Applying for Graduation

Use your Academic Requirements Report (ARR) to track graduation requirements and review your graduation status. Be sure to check your ARR for accuracy and report any errors to your advisor. You can access your ARR on your MySSU account. Go to the ARR Instructions page for more help. To apply for graduation, fill out the Graduation Application, which must be approved by the ECS Chair for each of your major(s) or minor(s). Additionally, check your Seawolf Email account for important information and application confirmation. The May Commencement book includes students who graduated the previous Fall and those who have applied for Spring or Summer Graduation.

The deadlines for applying for graduation are:

Spring Graduation: Priority Filing = September 15; Final Filing = February 1
Summer Graduation: Priority Filing = February 1; Final Filing = March 15
Fall Graduation: Priority Filing = February 1; Final Filing = September 15

Graduation with Distinction

Students graduating with an ECS major may be nominated by an ECS faculty member to graduate with distinction. The ECS Department faculty must all agree that the student has demonstrated an outstanding contribution to the field of early childhood care and education.

The criteria that lead to a nomination are:

1. A minimum GPA of 3.5 in all coursework.
2. Student behavior in courses and fieldwork consistent with the vision statements in the School of Education Conceptual Framework.
3. Exhibition of leadership and advocacy characteristics, as exemplified through outstanding contributions to the SSU Early Childhood Program, to the early childhood field, and/or to the early childhood community.

Post B.A. Considerations

Applying to an SSU Teaching Credential Program

Multiple Subject Credential Program (elementary school)

The pre/co-requisites that are required to apply for the Multiple Subject

Credential Program can be taken during your B.A. coursework as ECS major electives or university electives. The 45 hours of pre-program field experience will already have been met through your fieldwork in your ECS courses. You will need to take and pass a Basic Skills exam (CBEST) and a Subject Matter Competence exam (CSET) prior to applying. These exams are offered every 2 months, and because some students have difficulty passing them, it is recommended that you allow ample time to register and pass these exams. Students will also need to have applied for a Certificate of Clearance (fingerprinting). More information can be found at:

www.sonoma.edu/education/lsee/multiple-subject/.

Educational Specialist Program (special education)

The 45 hours of pre-program field experience will already have been met through your fieldwork in your coursework. More information can be found at:

www.sonoma.edu/education/else

Single Subject Credential Program (middle school and high school)

The ECS major is not recommended for those who are interested in becoming a teacher in middle or high school. Instead, these individuals should pursue a major in the subject that will be taught at these levels. More information can be found at:

www.sonoma.edu/education/csse/single-subject/apply.

Please note:

If you are interested in obtaining your teaching credential at another institution, you should contact that school to determine what the requirements are for application.

Admission to a Graduate Program in Education

Sonoma State University's School of Education offers several graduate degrees including Early Childhood Education. More information can be found at:

www.sonoma.edu/education/graduate/masters/ece/index

Admission to a Graduate Program in Counseling, Social Work, Child Life, or Another Field

Research possible graduate programs for the field of your choice, find out what their prerequisite courses are, and consult with your advisor to ensure that you take appropriate electives.

Child Development Permit

The California Child Development Permit is issued by the California Commission on Teacher Credentialing (CCTC). The permit is organized into different levels, each authorizing the holder to perform different levels of service in early care and education (e.g. preschool) programs. Students who graduate with an ECS major with a concentration in Early Childhood Education or with an ECS minor are eligible for the Child Development Permit at the Site Supervisor level. More information can be found at:

www.sonoma.edu/education/ecs/cdpermit.

Section 7: ECS Program Documents

Handbook Signature Form (indicates that the student has read and understands the handbook)

ECS Critical Thinking and Writing Handouts

ECS Critical Reflection Framework
ECS Critical Thinking Question Stems
ECS Writing Standards

Field Experiences

ECS Field Placement and Confidentiality Agreement
ECS Fieldwork Time Log (you need one for each field placement)
ECS Fieldwork Record (of all field placements in the program)

**Sonoma State University
School of Education**

Department of Early Childhood Studies

Handbook Signature Form Page

I am a student in the Early Childhood Studies Program. I have read the ECS Student Handbook and understand the information and policies that are contained within the Handbook, including the ECS Policy on Ethical and Professional Behavior and the requirement that I never be left alone with children at my field placement.

Student Name: _____

Student Signature: _____

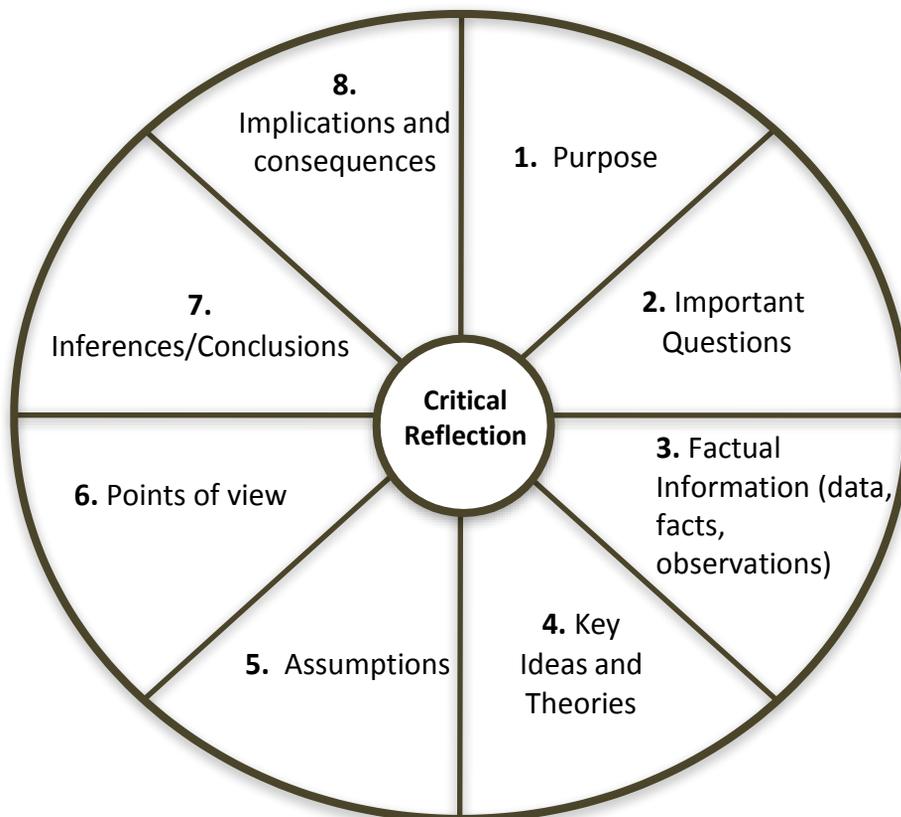
Class Level: _____

Date: _____

Early Childhood Studies Framework for Critical Reflection

A key goal of The Early Childhood Studies Department is to support students as they continue to develop their critical thinking skills. Professionals who work with children and families will be called upon throughout their careers to carefully consider, evaluate, and respond to important problems, questions, and issues. Therefore, in all ECS courses, we expect you to use and build upon the skills you learned in your freshman critical thinking class (Area A3 of the SSU GE pattern).

The wheel below indicates key concepts you should consider as you complete readings and assignments in your ECS coursework. For each concept, we have developed a series of questions (see second page) to ask yourself as you read or complete an assignment. Your course instructors will support you as you develop the habit of critically reflecting upon and questioning the facts, ideas, and theories that inform your decisions and actions, but in general, you should take the initiative to choose one or two areas of the wheel to apply to each reading and assignment you complete. For example, when you complete a course reading, you might ask yourself whether the author has adequately represented multiple perspectives (section 6). Or when you complete an assignment at your field site, you might ask yourself what are all of the possible consequences of your planned activity for the children with whom you are working (section 8). There is no set recipe for becoming a strong critical thinker—the best path forward is to simply practice asking as many questions as you can about everything that you do.



Ideas in this handout adapted from:

Paul, R., & Elder, L. (2009). *The miniature guide to critical thinking concepts and tools*. Dillon Beach, CA: The Foundation for Critical Thinking.

Each of the boxes below contains a central question that corresponds to the section of the wheel with the same number on the previous page. Each central question can help you to reflect more critically on a reading, on an assignment, or on what you observe in your field placements. Furthermore, each central question can be answered by asking yourself additional questions. For each central question, we have suggested some examples of questions that can help you reflect more deeply on an issue. Answer those questions that make the most sense to you, including any you think of yourself!

1. What is the main purpose (of this article, assignment, activity, etc.)?

- What is the author's purpose?
- What is the teacher's purpose?
- What is the purpose of this observation?
- What is the purpose of this assignment?
- What is my purpose (e.g. what do I want to learn)?
- What questions is the author trying to answer?
- What questions is the teacher trying to answer?

2. What questions must be answered to achieve the purpose (#1)?

- What questions about this topic do I have?
- Are my questions clear?
- Should I be asking a different question?
- Why is this a good question?

3. What factual information do I need to understand this topic better?

- What information do I need to achieve the purpose (#1) or answer my questions about the topic (#2)?
- Is this information accurate and how do I know?
- Is this information relevant?
- Have I recorded my observations objectively?

4. What theories or ideas will help me understand this topic better?

- What have others said about this question or topic?
- What are the important ideas or theories related to my question?

5. What assumptions am I or others making when we think about this topic?

- What are the author's assumptions about the key ideas?
- What are the teacher's assumptions about the key ideas (e.g. about how children learn)?
- What beliefs am I taking for granted?

6. Whose points of view are included here? Whose points of view are not represented?

- What is my point of view and what is it based on?
- What is the author's point of view?
- Which perspectives are missing?
- Is there another reasonable way to look at this situation?
- What are the strengths and weaknesses of my/the author's/the teacher's/ the parent's point of view.

7. Given everything I have learned about this topic, what inference or conclusions can I draw?

- Given the information I have, is this conclusion justified?
- Is there an alternative, plausible conclusion?
- Do my inferences make sense?
- In the context of what I have read and observed, does my interpretation make sense?

8. Given everything I have learned about this topic, what are the implications or consequences for children, families, and communities?

- What are the implications of this conclusion (#7) for children and families?
- What might be some unintended consequences?
- What new questions does the conclusion raise?

Questions Stems for Critical Thinking¹

What are the strengths and weaknesses of ... ?

What is the difference between ... and ... ?

Explain why ... (Explain how ...)

What would happen if ... ?

What is the nature of ?

Why is ... happening?

What is a new example of ... ?

How could ... be used to ... ?

What are the implications of ... ?

What is ... analogous to?

What do we already know about ... ?

How does ... affect ... ?

How does ... tie in with what we learned before?

What does ... mean?

Why is ... important?

How are ... and ... similar?

How does ... apply to everyday life?

What is a counterargument for ... ?

What is the best ... and why?

What is a solution to the problem of ... ?

Compare ... and ... with regard to

What do you think causes ... ? Why?

Do you agree or disagree with the statement ... ?

What evidence is there to support your answer?

What is another way to look at....



¹ Material taken from King, A. (1995). Inquiring minds really do want to know: Using questions to teach critical thinking. *Teaching of Psychology*, 22(1), 13-17.

Early Childhood Studies Standards for Critical and Thoughtful Writing¹

Writing should have a purpose, an identified audience, and significance for others. As a professional working with young children and families, you will need to communicate clearly in writing with parents, other professionals in the field, policy makers, and members of your community. You will create documents, such as classroom or program newsletters, professional letters and reports, and grant applications. Often, you will be trying to convince others to support the children with whom you work. However, the quality of your ideas is only as good as the quality of your writing, so it's important to develop a writing style that is clear and persuasive.

As you make progress in the Early Childhood Studies major, your instructors will evaluate your writing using the criteria below. In every written assignment, from the shortest discussion posts in Moodle to the most complicated research reports in your upper division coursework, use these standards to hone your writing skills. For additional support as you develop your writing skills, we recommend that you also frequently visit the SSU Writing Center (www.sonoma.edu/writingcenter/).

Standards

Clarity/Precision -- your readers will understand your meaning if you write clearly, provide examples, and elaborate on the meaning of the concepts. Even when writing something that you think only your professor will read, imagine that your readers know nothing about your topic and you are trying to teach them.

- Is your grammar, syntax, and punctuation used correctly so that the reader does not need to re-read the sentence?
- Could you explain further?
- Could you give an example?
- Are you using the correct terms?

Accuracy -- the information you are describing must be factual and come from a source that is trustworthy.

- Where does your information come from and how do you know it comes from a reliable source (For example, how do you know that a particular website has accurate information? Or who are the authors of your source and why do you think they have expertise in this area?)
- How can you check that your information is true?
- Are your ideas supported by theory and research, with appropriate academic citations in APA style?

¹ This material is adapted from Elder, L. & Paul, R. (2012). *The thinker's guide to analytic thinking: How to take things apart and what to look for when you do*. Tomales, CA: The Foundation for Critical Thinking.

- Did you make appropriate distinctions in your own writing between opinion and fact? How does the reader know what is opinion and what is supported by objective evidence?

Logic -- what you have written should make sense.

- Do your ideas make sense together?
- Do your ideas follow a logical sequence?
- Are your ideas based on evidence?

Relevance -- all parts of your text should relate directly to your main topic or question.

- How does this information relate to your topic?
- How does this information help us to understand this issue?
- Have you included information that is distracting or nonessential to your main idea?

Complexity -- you will be more persuasive if you demonstrate that you have thought through an issue thoroughly. Show that you have considered all of the important aspects of the issue and included multiple points of view.

- What connections can you make to what you already know about children, families, child development, and related fields?
- Did you consider multiple variables to explain your topic and answer your questions?
- Did you consider different explanations?
- What are additional perspectives or points of view that help to explain this issue?
- What parts of this problem or issue have you left out?

Professional Voice -- your writing should reflect your developing professionalism.

- Does your work include original analysis, synthesis, and evaluation of key ideas?
- Does your writing match your audience?
- Is your work free of slang, text spelling, etc.?



SONOMA STATE UNIVERSITY

School of Education
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Field Placement Agreement

Required for EDEC 220, EDEC 237, EDEC 347, EDEC 437 and EDSP 432

Part A: To Be Completed by Student

Part A: To Be Completed by Student

Student Name _____ Student ID# _____

Student Phone Number _____ E-mail _____@sonoma.edu

Course (Prefix/Number): _____ Instructor: _____

Semester (Term/Year): _____

Name of Organization where field placement will be completed _____

Age/Grade Level of children with whom you will be working _____

Physical Address of Organization _____

Part B: Confidentiality Statement

I understand that any information I have or learn about the children, families and staff at my observation site (_____) is to be kept in the strictest confidentiality. Confidentiality is necessary because persons who are acquainted with or related to the parties being discussed could overhear, and thus the parties' private lives would be invaded. I understand that I am not permitted to photograph children at my field site, and that if I wish to take photographs of the surrounding environment or children's projects I must first obtain permission from my field site supervisor.

Information may be shared with employees of the program/school when it is in the child's best interest to do so. Also, information will need to be shared with the instructor and students in my ECS course in order to complete course requirements. I understand that when discussing program/school information in this course, surnames of the people involved must never be used. In addition, I understand that no information that is shared by anyone in my course is to be repeated outside of class.

I understand that careless repeating of confidential information may result in removal from my observation site and even termination from the course. I agree to abide by the conditions put forth in this document.

Student Signature _____ Date _____

Please complete both pages of this document.



SONOMA STATE UNIVERSITY

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Part B: To Be Completed by Student and On-Site Supervisor

Students in the SSU Early Childhood Studies major who complete field placements are considered to be volunteers at the school/agency that hosts them. If your organization has guidelines, requirements, and/or an agreement for volunteers, please inform the student and provide a copy for the student and for SSU (attach to this sheet or indicate URL: _____).

On Site Supervisor Name _____ Job Title _____
Supervisor Phone Number _____ E-mail _____

1. Duties, responsibilities, projects to be performed for the agency

2. Are there any specific cautions or concerns the student needs to be aware of?

3. Weekly schedule for student _____

4. Total number of field hours student will complete this semester _____

5. If the student is unable to come to the placement (e.g. due to illness or an emergency), whom should s/he contact?

Part C: Required Signatures

On-Site Supervisor and Student: Please see information provided by the course instructor for a description of the course and the instructor’s expectations of both the student and the on-site supervisor. By signing this sheet, the student and on-site supervisor acknowledge receipt of this information and commit to carrying out their respective responsibilities.

Student _____ Date _____
On Site Supervisor _____ Date _____
Course Instructor _____ Date _____

Completion of this agreement and submission to the course instructor is required by the Add/Drop deadline.

**EARLY CHILDHOOD STUDIES
FIELD EXPERIENCE DOCUMENTATION**

Course Number & Semester Taken	
Age Group or Grade Level	
Setting & Location	
Classroom Teacher's Name	
Setting Context Description (number of children by gender; adult/child ratio; % of 2 nd language learners; socio-economic background; home/community resources; setting resources; other)	
Assignments Completed	
Number of Hours Completed	

SSU Instructor Signature: _____

Date: _____

EARLY CHILDHOOD STUDIES -- FIELD EXPERIENCE DOCUMENTATION

Course Number	Semester & Year Taken	Age Group or Grade Level	School Name & Location	Classroom Teacher's Name	Focus of Fieldwork	Number of Hours Completed

By signing this documentation form, I am certifying that all of this information is truthful and accurate.

Student Name: _____ Student Signature: _____

Date: _____