

# Early Childhood Education

Holland code family: Helpers

## About the Program

The Early Childhood Education (ECE) program prepares students to work with young children from birth through 8 years of age and their families in a variety of settings including child care centers, family child care, preschools, Head Start, school age programs, home visiting, and parent education. It is planned to accommodate both full- and part-time students including those currently employed in the field.

The ECE program has as its basis preparation for the Child Development Associate (CDA) credential. Students may choose to complete the CDA assessment process and be eligible for entry-level jobs at that point. The CDA preparation courses serve as the foundation of the core coursework for the Early Childhood Education certificate, a one-year certificate which prepares students to work as teacher assistants or teachers in child care programs, Head Start, or other early childhood settings.

The Associate of Applied Science (AAS) degree in Early Childhood Education is based on the Guidelines for Preparation of Early Childhood Professionals from the National Association for the Education of Young Children (NAEYC). It is a comprehensive program that incorporates the core coursework for the ECE certificate and qualifies a student to become a head teacher in a child care facility licensed by the Oregon Child Care Division, a teacher in Head Start, or a home visitor, among other professional roles. Students will have a choice of specialty areas: infant/toddler, preschool, or family child care, and will complete 240 supervised practicum hours as part of the curriculum. Some courses in the program may not transfer to other institutions. Students intending to transfer should seek advisor assistance to determine transferability.

For the corresponding relationship of the Early Childhood Education coursework to the Oregon Registry: Pathways to Professional Recognition in Childhood Care and Education, visit [www.pdx.edu/occd/oregon-registry-2](http://www.pdx.edu/occd/oregon-registry-2) and click on Oregon Registry.

## Program Learning Outcomes

The curriculum in RCC courses is derived from a set of identified learning outcomes that are relevant to the discipline. Program learning outcomes for early childhood education programs are:

Promote child development and learning: Students will be able to demonstrate their understanding of a) children's characteristics and needs and b) the multiple interacting influences on children's development and learning; and c) Students will be able to use developmental knowledge to create learning environments that are healthy, respectful, supportive, and challenging for each child.

Build family and community relationships: a) Students will know about, understand, and value the importance and complex characteristics of children's families and communities; b) Students will be able to support and engage families and communities through respectful, reciprocal relationships; and c) Students will be able to involve families and communities in their children's development and learning.

Observe, document, and assess: a) Students will understand the goals, benefits, and uses of assessment; b) Students will know about and use observations, documentation, and other appropriate assessment tools and approaches; c) Students will understand and practice responsible assessment to promote positive outcomes for each child; and d) Students will know about assessment partnerships with families and with professional colleagues.

Use developmentally effective approaches to connect with children and families: a) Students will understand positive relationships and supportive interactions as the foundation of their work with children; b) Students will know and understand effective strategies and tools for early childhood and/or elementary education; c) Students will use a broad repertoire of developmentally appropriate teaching/learning approaches; and d) Students will reflect on their own practice to promote positive outcomes for each child.

Use content knowledge to build meaningful curriculum: a) Students will understand content knowledge and resources in academic disciplines; b) Students will know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines; and c) Students will use their own knowledge, appropriate early childhood or elementary learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for every child.

Demonstrate professionalism: a) Students will identify and involve themselves with the early childhood and/or elementary education field; b) Students will know about and uphold ethical guidelines and other professional guidelines; c) Students will engage in continuous, collaborative learning to inform practice; d) Students will integrate knowledgeable, reflective, and critical perspectives on education; and e) Students will engage in informed advocacy for children and the profession.

## Entry Requirements

Students are required to complete the Placement Process to determine skill level and readiness in math, reading, and writing. As part of their training program, students must begin with the courses within their skill level as determined through the Placement Process. In addition, students may also be required to enroll in classes that would increase their employability and success.



Students are also required to provide information regarding their measles immunization status by completing the form found on the RCC Early Childhood and Elementary Education Department website and clicking on "Measles Immunization." Completed forms must be submitted to a department secretary.

Students must also obtain an RCC student identification card. RCC photos will be taken on a scheduled basis in the Student Services area on the Redwood Campus, Grants Pass (541-956-7090), or upstairs in G Building at the Riverside Campus, Medford (541-245-7560). Students should take their schedules to obtain an identification card. Take the identification card each time an observation is scheduled in an early childhood setting.

Many courses in this department require participation in community schools, programs, and agencies for observation and practicum experiences. Some of these sites may require a background check in order for a student to participate. Future employment serving children and families will require a background check. Students may wish to consider going through a background check process to be ready for potential observation, practicum, and employment experiences – check with an ECEE advisor for additional information.

For some classes, early childhood education students are required to use the Redwood Early Childhood Center, which is a Head Start site. Therefore, all students in the Early Childhood Education program must obtain prior clearance from Head Start. The process for doing this is on the Southern Oregon Head Start website, [www.socfc.org](http://www.socfc.org). Click on "Volunteer" and then on "Download Volunteer Packet." Required paperwork must be completed before observing or participating at a Head Start site.

## Advanced Standing

Coursework from accredited colleges and universities will be accepted in accordance with college registration policies and the Early Childhood Education Department chair's approval. In order to ensure that coursework is current, program courses over 10 years old must be reviewed and approved by the appropriate department chair before being accepted toward core requirements. Each College Now credit student must meet with the department chair to determine placement.

Credits earned in the successful completion of Career Pathways Certificates can be applied to other certificates and degrees in the Career Pathway. For more information, speak to a program advisor and review the roadmap at [www.roguecc.edu/Programs/CareerPathways](http://www.roguecc.edu/Programs/CareerPathways).

## Completion Requirements

Students completing the required credits in this program with a grade of "C" or better will receive their degrees. Certain required courses are graded on a pass/no pass basis only. A grade of "P" for these courses indicates a student earned the equivalent of a "C" or better grade. Three hundred (300) hours of supervised practicum are required unless a waiver is granted for approved activities.

## Prerequisites

| Course No. | Course Title   | Credits |
|------------|--|---------|
| CS/CIS     | Approved 3-4 credit Computer Science or Computer Information Science class, CS120/CIS120 or above, or documented computer proficiency within the past ten years. | 0-4     |
| WR115      | Introduction to Expository Writing or BT113 Business English I or designated placement test score  | 0-4     |

## Total Prerequisite Credits

**0-8**

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## First Year Required Courses

| Course No.                      | Course Title   | Credits      |
|---------------------------------|--|--------------|
| <b>First Term</b>               |  |              |
| ECE125                          | Early Childhood Development <sup>1</sup>   | 3            |
| ECE126                          | Early Childhood Education Best Practices <sup>1</sup>  | 3            |
| ECE152                          | Fostering Creativity   | 3            |
| ECE161                          | Infant/Toddler Development   | 3            |
| PSY101                          | Psychology of Human Relations <sup>1</sup>   | 3            |
|                                 |  | 15           |
| <b>Second Term</b>              |  |              |
| ECE135                          | Applied Child Development <sup>1</sup>   | 3            |
| ECE136                          | Early Childhood Education: A Professional Overview <sup>1</sup>  | 3            |
| ECE151                          | Guiding Children in Group Settings   | 3            |
| ECE154                          | Children's Literature and Literacy   | 3            |
| ECE163                          | Preschool/Primary Development  | 3            |
|                                 |  | 15           |
| <b>Third Term</b>               |  |              |
| ECE175                          | Developmentally Appropriate Practices  | 3            |
| ECE246                          | Child, Family and Community  | 3            |
| ECE250                          | Infant/Toddler Environments or<br>ECE251 Preschool Environment or<br>ECE252 Family Child Care Environments | 3            |
| ECE266                          | Spanish for Early Childhood/Elementary Professionals   | 3            |
| ED170                           | Introductory Practicum   | 1            |
| —                               | Approved program elective  | 0-4          |
|                                 |  | 13-17        |
| <b>Total First Year Credits</b> |  | <b>43-47</b> |

## Second Year Required Courses

| Course No.                  | Course Title  | Credits |
|-----------------------------|---|---------|
| <b>Fourth Term (Summer)</b> |   |         |
| HE250                       | Personal Health or<br>HPE295 Health and Fitness for Life  | 3       |
| SP111                       | Fundamentals of Public Speaking or<br>SP218 Interpersonal Communication                                   | 4       |
|                             |   | 7       |
| <b>Fifth Term</b>           |   |         |
| ECE243                      | Promoting Child Health and Physical Development   | 3       |
| ECE244                      | Observation and Assessment  | 3       |
| ECE254                      | Preschool Curriculum or<br>ECE255 Infant/Toddler Materials and Activities or<br>ECE256 Primary Curriculum | 3       |
| ECE275                      | Anti-bias Education   | 3       |
| ED170                       | Introductory Practicum  | 1       |
| LIB127                      | Introduction to Academic Research, or<br>LIB101 Introduction to Information Literacy                      | 1       |
|                             |   | 14      |

## Sixth Term

|        |   |    |
|--------|---|----|
| ECE240 | Play-based Learning                                   | 3  |
| ECE241 | Promoting Cognitive Development                       | 3  |
| ECE261 | Advanced Practicum I and Seminar                      | 3  |
| ECE265 | Children at Risk                                      | 3  |
| WR121  | English Composition I or<br>BT114 Business English II | 4  |
|        |   | 16 |

## Seventh Term

|        |  |    |
|--------|--|----|
| ECE245 | Promoting Social/Emotional Development of Young Children   | 3  |
| ECE248 | Children with Disabilities and Their Families  | 3  |
| ECE262 | Advanced Practicum II and Seminar  | 3  |
| ECE285 | The Early Childhood Professional   | 3  |
| MTH63  | Applied Algebra I or<br>BT160 Business Math or<br>MTH60 Fundamentals of Algebra I or higher level math<br>as designated by placement test score (MTH105 or higher<br>recommended for transfer) | 4  |
|        |  | 16 |

## Total Second Year Credits

**53**

## TOTAL PROGRAM CREDITS

**96-100**

## Approved Program Electives

(one or more courses for a maximum of 4 credits)

| Course No.      | Course Title                                 | Credits |
|-----------------|--|---------|
| ECE199          | Selected Topics in Early Childhood Education | 1-3     |
| ECE242          | Parenting Education and Family Support       | 3       |
| ECE258          | Early Childhood Home Visitation              | 3       |
| ECE295          | Management of Early Childhood Programs       | 3       |
| ED165           | Child Development                            | 3       |
| FR101,102,103   | First Year French I, II, III                 | 4-4-4   |
| PSY202          | General Psychology II                        | 4       |
| SOC204          | Introduction to Sociology                    | 4       |
| SOC213          | Race and Ethnicity in the U.S.               | 4       |
| SPAN101,102,103 | First Year Spanish I, II, III                | 4-4-4   |
| SPAN201,202,203 | Second Year Spanish I, II, III               | 4-4-4   |
| SRV101          | Service Learning                             | 1-3     |
| WR110           | Understanding English Grammar                | 2       |

<sup>1</sup> Prerequisite: WR90.

For more information contact the Early Childhood and Elementary Education Department:

|                     |                                   |
|---------------------|-----------------------------------|
| Grants Pass         | 541-956-7066                      |
| Medford             | 541-245-7504                      |
| Toll free in Oregon | 800-411-6508, Ext. 7066 or 7504   |
| email               | .ecee@rogucecc.edu                |
| Web address         | www.rogucecc.edu/ecee             |
| TTY                 | Oregon Telecom Relay Service, 711 |

This advising guide is for advising purposes only. Please see current college catalog for additional information on specific college policies and graduation requirements.

RCC is an open institution and does not discriminate. For RCC's non-discrimination policy and a full list of regulatory specific contact persons visit the following webpage: [www.rogucecc.edu/nondiscrimination](http://www.rogucecc.edu/nondiscrimination).

