School of Education
Early Childhood Studies
Major and Minor

Handbook

Visit us on the web!

http://www.sonoma.edu/education/ecs/index.html
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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 BA 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 all SSU University policies, NCATE/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. Complement the existing 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

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 concentration in Early Childhood Education. 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 children.
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 conceptual framework of the
SSU School of Education. The Early Childhood program seeks to prepare graduates who:

1. Are agents of individual growth and social change as well as models and advocates of
the broader intellectual and social values of a democratic society
2. Are knowledgeable and thoughtful about child development and learning
3. Promote physical, cognitive, social, emotional, and moral growth and learning in their
professional work with young children
4. Respect and encourage the contributions of families and caregivers in the care and
education of children and youth
5. Design and carry out inclusive practices that respect human differences and aim to
include all children and families
6. Continually use inquiry, observation, study, and reflection to improve their
professional practices

**Early Childhood Studies 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). The learning outcomes for the Early
Childhood Studies program are:

1. Students are knowledgeable about theories and research related to child development
and growth, and they are able to effectively promote child development and learning.
2. Students understand the components and importance of building family and
community relationships in work with young children.
3. 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.
4. Students know how to use developmentally and culturally appropriate and effective
approaches with young children, and they reflect upon professional practices.
5. Students design, implement, and evaluate effective curriculum that aligns with state early learning standards for children in programs serving infants, toddlers, and preschoolers.

6. 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.

7. Students observe and practice their developing skills in different kinds of early childhood settings.
Section 2: Early Childhood Studies Program Overview

Descriptions of Early Childhood Studies Courses

- 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 25-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 25-hour field placement is required. Course open to sophomores and above.

- 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 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 is a pre-requisite to the Multiple Subjects Credential Program, 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.

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• 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 25-hour field placement is required. Prerequisite: EDEC 237. Course restricted to juniors and above.

• EDEC 460 – Studying Children in Context: 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 the Early Childhood Studies major.

**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

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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 the core requirement 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.

This course of study will prepare graduates for various careers, including:

- infant, toddler, preschool, and school-age child care teachers
- personnel in public and private agencies that serve children and families
- administrators of programs for young children and families
- pre-requisites for graduate study in related fields, such as counseling, child life specialists, behavioral therapists, and social work
- pre-requisite work for the Multiple Subjects credential for elementary school and special education teachers

**Declaring an Early Childhood Studies Major**

- **Freshmen:** Students can declare their major on admission to SSU.
- **Change of Major:** Students may change their major to ECS by meeting an advisor and submitting a Change of Major Form. This form can be obtained from the Admissions and Records Office (2nd floor of Salazar Hall). The only pre-requisite for the Early Childhood Studies major is that you be in good standing at SSU with a GPA of 2.0 or better.
- **Transfer Students:** Transfer students can indicate the ECS major on their application to SSU. If you have taken related coursework in 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 pg 12.

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**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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Units (for more information on GE units, see <a href="http://www.sonoma.edu/advising/ge/50.pdf">http://www.sonoma.edu/advising/ge/50.pdf</a>)</td>
<td>50 units</td>
</tr>
<tr>
<td>Early Childhood Studies Coursework</td>
<td>42 Major Units (36 Core + 6 ECS Electives)</td>
</tr>
<tr>
<td>Electives from across the University</td>
<td>28 units of Electives</td>
</tr>
</tbody>
</table>

**Early Childhood Studies Major Core Requirements (36 units)**

<table>
<thead>
<tr>
<th>CORE REQUIREMENTS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower-Division Coursework</strong></td>
<td></td>
</tr>
<tr>
<td>EDEC 201 Foundations of Early Care and Education</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 220 Observing Child Development in the First Eight Years</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 237 Creating Environments for Young Children</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 270 Children and Families in a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td><strong>Upper-Division Coursework</strong></td>
<td></td>
</tr>
<tr>
<td>EDEC 420 Child Development in the Family, Community, and School* (Meets GE, Area E)</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 437 Integrated Curriculum in Early Childhood Classrooms</td>
<td>4</td>
</tr>
<tr>
<td>EDSP 432 Young Children with Special Needs</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 435 Leadership and Advocacy on Behalf of Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 460 Studying Children in Context</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 478 Senior Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>

*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 Studies Major Electives (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 will meet the requirements for their career goals.*

<table>
<thead>
<tr>
<th>Department and Course Number</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 490 Special Topics in Early Childhood Studies</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 417 School and Society* (Meets GE, Area D)</td>
<td>3</td>
</tr>
<tr>
<td>EDMS 470 Multicultural Pedagogy*</td>
<td>3</td>
</tr>
<tr>
<td>AMCS 339 Ethnic Groups and American Social Policy (Meets GE, Area D)</td>
<td>3</td>
</tr>
<tr>
<td>AMCS 445 Multiculturalism and Education</td>
<td>4</td>
</tr>
<tr>
<td>CALS 405 The Chicano/Latino Family</td>
<td>4</td>
</tr>
<tr>
<td>CALS 450 Chicano/Latino Children’s Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENSP 440 Education and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>ENSP 442 Methods and Models in Education and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>KIN 400 Elementary School Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 410 Lifespan Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 409 Social and Emotional Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 411 Behavioral and Emotional Problems of Children</td>
<td>4</td>
</tr>
<tr>
<td>PSY 418 Psychology of the Family</td>
<td>4</td>
</tr>
<tr>
<td>PSY 431 Introduction to Art Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 448 Cognitive Development</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 345 Sociology of Families</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 445 Sociology of Childhood and Adolescence</td>
<td>4</td>
</tr>
</tbody>
</table>

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

*EDEC 420, EDUC 417 and EDMS 470 are prerequisite courses for the Elementary School Multiple Subject Teaching Credential.*
Information for Transfer Students
General information about transferring to Sonoma State University can be found at: http://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: http://www.sonoma.edu/advising/ge/)
- 42 Major Units (16 lower division + 26 upper division)
- 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 http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

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 http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

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:
<table>
<thead>
<tr>
<th>SSU Early Childhood Studies Courses</th>
<th>California Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 201 Foundations of Early Care and Education (4 units)</td>
<td>CAP 8 Courses (using SRJC numbering system)</td>
</tr>
<tr>
<td>EDEC 220 Observing Child Development in the First Eight Years (4 units)</td>
<td>CHILD 51 Principles and Practices of Teaching Young Children (3 units)</td>
</tr>
<tr>
<td>EDEC 237 Creating Environments for Young Children (4 units)</td>
<td>CHILD 90.2 Observation and Assessment (3 units)</td>
</tr>
<tr>
<td>EDEC 270 Children and Families in a Diverse Society (4 units)</td>
<td>CHILD 90.4 Introduction to Curriculum (3 units)</td>
</tr>
<tr>
<td>EDEC 420 Child Development in the Family, School and Community (3 units)</td>
<td>CHILD 68 Teaching in a Diverse Society (3 units)</td>
</tr>
<tr>
<td>CHILD 10 Child Growth &amp; Development plus</td>
<td>CHILD 90.1 Child, Family &amp; Community (6 units)</td>
</tr>
</tbody>
</table>

- Please note that 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:

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://www.sonoma.edu/registration/records/pdf/major_minor_substitution.pdf](http://www.sonoma.edu/registration/records/pdf/major_minor_substitution.pdf)

**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 six 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.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>ECS MINOR REQUIREMENTS = 19 units</strong></td>
<td></td>
</tr>
<tr>
<td>EDEC 220 Observing Child Development in the First Eight Years</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 237 Creating Environments for Young Children</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 270 Children and Families in a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td>*EDEC 420 Child Dev. in the Family, School, and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 432 Young Children with Special Needs</td>
<td>4</td>
</tr>
<tr>
<td><strong>POSSIBLE ELECTIVE COURSES = 6 units</strong></td>
<td></td>
</tr>
<tr>
<td>EDEC 201 Foundations of Early Care and Education</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 437 Integrated Curriculum in Early Childhood Classrooms</td>
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<td>4</td>
</tr>
<tr>
<td>EDEC 460 Studying Children in Context</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 490 Special Topics in Early Childhood Studies</td>
<td>1-4</td>
</tr>
<tr>
<td>EDUC 250 Teaching in a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>*EDUC 417 School and Society</td>
<td>3</td>
</tr>
<tr>
<td>*EDMS 470 Multicultural Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>AMCS 339 Ethnic Groups and American Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>AMCS 374 The Multiracial Experience</td>
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</tbody>
</table>
PSY 418 Psychology of the Family  
PSY 431 Introduction to Art Therapy  
PSY 448 Cognitive Development  
SOCI 345 Sociology of Families  
SOCI 445 Sociology of Childhood and Adolescence  

* Also satisfies prerequisite for the Multiple Subjects (Elementary) Teaching Credential.
  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:
  • 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.
  • Download and bring the ECS Minor Advising Form found in the Program Forms in
    Section 7 of this Handbook.
Section 3: Proceeding Through the Program

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 in the Early Childhood Studies Major

<table>
<thead>
<tr>
<th>Last name beginning with A-G</th>
<th>Chiara Bacigalupa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:Chiara.bacigalupa@sonoma.edu">Chiara.bacigalupa@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Stevenson 2010/Stevenson 1078-F</td>
</tr>
<tr>
<td>Last name beginning with H-M</td>
<td>Johanna Filp-Hanke</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:johanna.filp@sonoma.edu">johanna.filp@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Stevenson 2010</td>
</tr>
<tr>
<td>Last name beginning with N-Z</td>
<td>Lisa Pollack</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:lisa.pollack@sonoma.edu">lisa.pollack@sonoma.edu</a></td>
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<td>Stevenson 3021</td>
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</tbody>
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Advisors in the Early Childhood Studies Minor

<table>
<thead>
<tr>
<th>All minor students</th>
<th>Charles Elster</th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:charles.elster@sonoma.edu">charles.elster@sonoma.edu</a></td>
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<tr>
<td></td>
<td>Stevenson 3023</td>
</tr>
</tbody>
</table>

Registering for Courses

If you are unsure which courses to register for, then you must 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:

Last Updated August 2014
• All of the lower division courses should be taken prior to taking the upper division courses.
• EDEC 220, EDEC 237 and EDEC 270 are restricted to sophomores and above.
• Courses that include field experiences, EDEC 220, EDEC 237, and EDEC 437 should not be taken during the same semester.
• EDEC 420, 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.
• EDUC 417 and EDMS 470 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 201 and lower division GE coursework
• Sophomore Year: EDEC 220, EDEC 237, EDEC 270, GE coursework (take EDEC 220 and EDEC 237 during different semesters)
• Junior Year: EDSP 432, EDEC 435, EDEC 437, 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 GE requirements

**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. In all of the 4-unit ECS core required courses, the class sessions are only 3 hours with the 4th hour consisting of on-line and field-based work. Thus, for each week of instruction, each class includes a 3-hour face-to-face class session and 9 hours of out-of-class work.

**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**

Throughout all ECS program courses and field experiences, students shall demonstrate personality and character traits that satisfy the professional standards required in working with children and families, as well as the dispositions outlined in the Conceptual Framework of the

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School of Education (http://www.sonoma.edu/education/school/conceptual_framework.html). 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 components of the program.

The ECS faculty will assess student behavior for correspondence with professional standards and School of Education expectations. Faculty will consider student conduct in both coursework and fieldwork, 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.

If a student is shown to have engaged in inappropriate behavior, the following procedures will be followed:

- The candidate 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 (http://www.sonoma.edu/uaffairs/policies/student_grievance.htm).

See the Field Placement section of this handbook for further information about ethical and professional behavior specifically related to field placements.

**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: http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm.
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:

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Minimum GPA</th>
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<tbody>
<tr>
<td>Freshmen</td>
<td>1.50</td>
</tr>
<tr>
<td>Sophomores</td>
<td>1.70</td>
</tr>
<tr>
<td>Juniors</td>
<td>1.85</td>
</tr>
<tr>
<td>Seniors</td>
<td>1.95</td>
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</tbody>
</table>

Please see the SSU Catalog for more information about Academic Disqualification.

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 higher) 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: http://www.sonoma.edu/students/. Some of the most frequently accessed resources are 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.

• 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, to organizing the paper to citing your sources. ECS students are strongly encouraged to access the Writing Center to improve their effectiveness in written communication.

• Counseling and 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.

• 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. They also offer specialized programs for first generation, low-income, or students with disabilities.

• Career Services – 1st floor Salazar Hall; (707) 664-2196
   The career center provides a number of important services for students, ranging from career advising, job and interview suggestions, peer advising. There is also an updated job listing of both campus and off-campus positions.

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 students in Early Childhood and have at least junior standing. More information and the scholarship application can be found at: http://www.sonoma.edu/education/scholarships/nourot/

• CARES Plus: If you are working in a preschool or licensed daycare setting for 15 hours a week or more, you may be eligible for CARES Plus, a program that "provides guidance, support and compensation incentives to child care professionals, in order to raise the quality of child care programs"

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This program provides stipends up to $4000 for completing coursework towards a BA or MA degree. The complete application must be submitted by September 25th, 2014. Please call (707) 524-2639 if you need additional information. You also may contact the SSU campus advisor Dr. Johanna Filp-Hanke, johanna.filp@sonoma.edu.

• SSU Campus Clubs: There are over 100 student clubs at SSU. One club that includes many of the ECS program students 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.
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 25 hours of fieldwork over the course of the semester. Other courses may require 2 to 15 hours of fieldwork per semester.

It is a requirement of the program that your fieldwork for EDEC 220, 237 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 and
- The type of program

Each of your 25-hour field experiences must be completed with children from different age categories:

- Infants/toddlers (birth to 2.5 years old)
- Preschoolers (2.5 to 5 years old)
- Transitional Kindergarteners (TK)
- Kindergartners
- Children in Grades 1 to 3

Each of your 25-hour 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

In addition to these minimum requirements, you may choose to complete some of your fieldwork in other kinds of settings that serve children and families, such as a child life program in a hospital.

Teachers 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. But 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

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will have to spend additional time each week (approximately 45 minutes), at your work to accomplish these course assignments.

Your course instructor must approve all field classroom settings.

**Fieldwork Requirements**

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

- Negative TB test taken within the last two years (this can be obtained from the Student Health Center)
- Verification that you passed the School of Education Legal Seminar (see below)
- Confidentiality agreement for each 25-hour placement (found in Section 7)

**Expectations for Fieldwork**

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 Field Work**

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 also 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 (http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm) and the Early Childhood Studies Department Policy on Student Ethical and Professional Behavior (see p.17-18). Consequences may include failing the course and removal from the ECS program.

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• ECS Program Field Experience Chart: 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 mentor teachers’ classrooms 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:

• *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.

• 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.

• 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 purse or car.

• 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.

• If you are unable to make your regularly scheduled time, you must contact the school or teacher, and then reschedule your hours.

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

• Interactions should always be positive.

• Be supportive of the children's interests and follow their lead, rather than introducing your own agenda.

• 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.

• 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.

• Find ways to encourage children's oral language development by extending their language.

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• Base your interactions with the children on your knowledge of child development and on your own observations of the class culture.
• Many conflicts and problems can be prevented. If you are a careful observer, you'll be able to anticipate and prevent some of these problems.

Good communication with your classroom teacher 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 classroom. 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, program, 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 your field site 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 your field notes or coursework.

In each of your courses where you have a 25-hour field placement, you are required to sign and submit the confidentiality form (Can be 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 classroom teacher notifies the course instructor as soon as a concern arises
- The course instructor holds a conference with the student and/or the classroom teacher 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 and/or the classroom teacher. A written plan and timeline for resolution is developed.
- The course instructor notifies in writing the student, the classroom teacher, the site director or principal, and the ECS Chair of the problem(s) and the plan for resolution.
- 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, which may include removing the student from the field placement.
- Removal of a Student from a Field Experience: When the presence of a student is detrimental to the classroom or when performance does not meet minimum standards, and after every effort has been made to resolve identified problems, a student’s placement may be terminated, effective immediately, at any point during assigned field work. Removal from a field placement, if due to concerns about a student’s behavior, can result in a failing grade for the course.

**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 classroom teacher about questions and concerns. If you are unable to communicate with your course instructor about a problem related to your field

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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 – Assessment Portfolio

Throughout your course of study as an ECS major you will prepare a portfolio using the electronic platform called My eFolio. This process will begin in the first semester of your sophomore year and culminate in your last semester in the course EDEC 478 ECS Senior Portfolio, where you will receive specific guidelines on how to build your final portfolio and write your reflections.

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 BA 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 also will 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.

myeFolio

The portfolio will be compiled in an electronic format, using myeFolio. The myeFolio website describes this tool in this way: “An electronic portfolio, or eFolio, is a multimedia website designed to store and display your academic and career related information. It’s an opportunity to discuss and reflect upon your experiences, your goals, and more. Unlike a paper resume, an eFolio can "come alive" and include documents, audio and video files, links to related sites, examples of your achievements and activities, and greater detail on your accomplishments. It can also provide a place for feedback from visitors, and the ability to create specific 'views' for particular audiences.” (www.myefolio.com )

Visit http://www.myefolio.com to find more information about, as well as some examples of different types of electronic portfolios.

Starting in fall of your sophomore year, you will buy a yearly subscription for myeFolio at the SSU Bookstore. The yearly cost is $25.00, and it is a required resource for all ECS majors. At the beginning of the fall semester you will receive an email with a link to sign up for a one hour


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session in a computer lab, during which you will be introduced to the basic information on how to use myFolio; these sessions are mandatory. After the introductory session, you will be able to get individual help when needed by going to the office hours of Dr. Johanna Filp-Hanke (sign-up sheet by Stev. 2010-A).

MyeFolio is user friendly and fun and it allows you to create your own portfolios, in addition to the ECS portfolio. You can continue using myeFolio after you graduate, by paying a yearly subscription (at present the yearly subscription after you graduate is $10). This is useful because you can continue storing information and creating professional portfolios.

In addition to storing work from your ECS courses you also will be able to store work from other courses you completed. Thus you will have easy access to your important college work, and refer back to it when needed. Remember that papers stored on Moodle will not be accessible to you after the semester is over.

Confidentiality and your Portfolio

You may post video tapes, 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 or voices may be shared publicly in your portfolio only if parent permission has been granted. Ask your mentor teacher at your field site if the school has permission to publicly use pictures and/or videotapes of students. 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.

Signature Assignments

A significant component of your portfolio is represented by the signature assignments that demonstrate your knowledge, skills, and professionalism related to each of the NAEYC standards. Each assignment addresses specific NAEYC standards and will be completed in one of the core courses. Guidelines for each of these assignments will be provided by your course instructor. You will post your completed signature assignment on myefolio where it will be assessed by the instructor who taught the course.

Senior Portfolio

In your last semester before graduating, you will build 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 reflections and building your Senior Portfolio.

The portfolio consists of the following elements:

Table of contents, navigation panel, or menu bar
Introduction to the student and overview of career goals

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Statement of beliefs/philosophy
Signature assignments aligned with the standard 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 students 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 of the instructors from the Early Childhood Studies program.

More specific information about the Senior Portfolio will be given to you in EDEC 478.

**Academic Honesty and the Portfolio**

In the preparation, writing, and submission of the Portfolio, academic honesty requires that you submit only your own work and 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 any 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 My SSU 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 BA 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. 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.
exams. Students will also need to have applied for a Certificate of Clearance (fingerprinting). More information can be found at: http://www.sonoma.edu/education/leee/multiple-subject/apply.html

- 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: http://www.sonoma.edu/education/else/preliminary-education/apply.html

- Single Subject Credential Program (middle and high school): It is recommended that those who are interested in becoming a teacher in middle or high school pursue a major in the subject which you hope to teach. More information can be found at: http://www.sonoma.edu/education/csse/single-subject/apply.html

- 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: http://www.sonoma.edu/education/graduate/masters/ece/index.html

- **Admission to a Graduate Program in Counseling, Child Life, or another Field:** Research possible graduate programs for the field of your choice, 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 or minor are eligible for the Child Development Permit at the Site Supervisor level. More information can be found at: http://www.sonoma.edu/education/ecs/cdpermit.html.
Section 7 – ECS Program Documents

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

ECS Critical Thinking and Writing Handouts
  • ECS Critical Reflection Framework
  • ECS Writing Standards

Advising:
  • ECS Major Advising Form
  • ECS Minor Advising Form

Field Experiences:
  • ECS Confidentiality Agreement
  • Fieldwork Time Log (you need one for each field placement)
  • ECS Program Field Experience Record (record of all field placements over time)
  • Placement Agreement
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:
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!

<table>
<thead>
<tr>
<th>1. What is the main purpose (of this article, assignment, activity, etc.)?</th>
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</thead>
<tbody>
<tr>
<td>- What is the author's purpose?</td>
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<tr>
<td>- What is the teacher's purpose?</td>
</tr>
<tr>
<td>- What is the purpose of this observation?</td>
</tr>
<tr>
<td>- What is the purpose of this assignment?</td>
</tr>
<tr>
<td>- What is my purpose (e.g. what do I want to learn)?</td>
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<tr>
<td>- What questions is the author trying to answer?</td>
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<tr>
<td>- What questions is the teacher trying to answer?</td>
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<tr>
<th>2. What questions must be answered to achieve the purpose (#1)?</th>
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<tbody>
<tr>
<td>- What questions about this topic do I have?</td>
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<tr>
<td>- Are my questions clear?</td>
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<tr>
<td>- Should I be asking a different question?</td>
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<tr>
<td>- Why is this a good question?</td>
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<tr>
<th>3. What factual information do I need to understand this topic better?</th>
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<tbody>
<tr>
<td>- What information do I need to achieve the purpose (#1) or answer my questions about the topic (#2)?</td>
</tr>
<tr>
<td>- Is this information accurate and how do I know?</td>
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<tr>
<td>- Is this information relevant?</td>
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<tr>
<td>- Have I recorded my observations objectively?</td>
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<table>
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<tr>
<th>4. What theories or ideas will help me understand this topic better?</th>
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<tbody>
<tr>
<td>- What have others said about this question or topic?</td>
</tr>
<tr>
<td>- What are the important ideas or theories related to my question?</td>
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</table>

<table>
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<tr>
<th>5. What assumptions am I or others making when we think about this topic?</th>
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<tbody>
<tr>
<td>- What are the author's assumptions about the key ideas?</td>
</tr>
<tr>
<td>- What are the teacher's assumptions about the key ideas (e.g. about how children learn)?</td>
</tr>
<tr>
<td>- What beliefs am I taking for granted?</td>
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</table>

<table>
<thead>
<tr>
<th>6. Whose points of view are included here? Whose points of view are not represented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is my point of view and what is it based on?</td>
</tr>
<tr>
<td>- What is the author's point of view?</td>
</tr>
<tr>
<td>- Which perspectives are missing?</td>
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<tr>
<td>- Is there another reasonable way to look at this situation?</td>
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<tr>
<td>- What are the strengths and weaknesses of my/the author's/the teacher's/ the parent’s point of view.</td>
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<table>
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<tr>
<th>7. Given everything I have learned about this topic, what inference or conclusions can I draw?</th>
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</thead>
<tbody>
<tr>
<td>- Given the information I have, is this conclusion justified?</td>
</tr>
<tr>
<td>- Is there an alternative, plausible conclusion?</td>
</tr>
<tr>
<td>- Do my inferences make sense?</td>
</tr>
<tr>
<td>- In the context of what I have read and observed, does my interpretation make sense?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Given everything I have learned about this topic, what are the implications or consequences for children, families, and communities?</th>
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</thead>
<tbody>
<tr>
<td>- What are the implications of this conclusion (#7) for children and families?</td>
</tr>
<tr>
<td>- What might be some unintended consequences?</td>
</tr>
<tr>
<td>- What new questions does the conclusion raise?</td>
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</tbody>
</table>
Early Childhood Studies
Standards for Critical and Thoughtful Writing

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 professional 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 (http://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.?
<table>
<thead>
<tr>
<th>Semester</th>
<th>ECS Courses</th>
<th>GE Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Fall</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Freshman Spring</td>
<td>EDEC 201 Foundations (4)</td>
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<tr>
<td>Sophomore Fall</td>
<td>EDEC 220 Observing (4)</td>
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<td>Sophomore 2 Spring</td>
<td>EDEC 237 Environments (4)</td>
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<td></td>
<td>EDEC 270 Families (4)</td>
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<td></td>
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<tr>
<td>Semester</td>
<td>ECS Courses</td>
<td>GE Courses</td>
<td>Electives</td>
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</table>
| 1st Year Spring | EDEC 420 Development (3)*  
                    EDSP 432 Special Needs (4) | EDEC 420 Development (3)* |  |
| 2nd Year Spring | EDEC 437 Curriculum (4)  
                    ECS Elective 1* (3-4) |  |  |
| 3rd Year Fall | EDEC 331 Studying Children (4)  
                    ECS Elective 2* (3-4) |  |  |
| 4th Year Spring | EDEC 435 Leadership (4)  
                    EDEC 478 Portfolio (1) |  |  |
| **Total Units Needed:** 120 | **42** | **50** | **28** |

* EDUC 417, EDMS 470 & EDEC 420 are prerequisites for the SSU Multiple Subjects (Elementary) Credential program. Take EDUC 417 and EDMS 470 as your major electives if you plan to enter the Credential program.

This is a suggested course of study only. There are many other ways that you can complete the requirements.
# Early Childhood Studies Minor

## Planning Form

<table>
<thead>
<tr>
<th><strong>Student Name:</strong></th>
<th><strong>Today’s Date:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Mailing Address:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>E-mail Address:</strong></td>
<td><strong>Phone:</strong></td>
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<tr>
<td><strong>SSU ID#:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GPA (must be 2.5 or higher):</strong></td>
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<tr>
<td><strong>Major:</strong></td>
<td></td>
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<tr>
<td><strong>Sem/Year You Entered SSU:</strong></td>
<td><strong>Anticipated Graduation Date:</strong></td>
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<tr>
<td><strong>Do you intend to apply for a Child Development Permit?</strong></td>
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</tbody>
</table>

### Minor Core Requirements (19 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Completed</th>
<th>Semester to be Completed</th>
<th>Substituted Course (with advisor approval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 220</td>
<td>Observing Child Development in the First Eight Years (4)</td>
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<tr>
<td>EDEC 237</td>
<td>Creating Environments for Young Children (4)</td>
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<td>EDEC 270</td>
<td>Children and Families in a Diverse Society (4)</td>
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<td>EDEC 420</td>
<td>Child Development in the Family, Community, and School (3)</td>
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<tr>
<td>EDSP 432</td>
<td>Young Children with Special Needs (4)</td>
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### Minor Electives (6 units)

See catalog for list of acceptable electives.
ECS: Confidentiality Agreement

Student Name: ________________________________________________

SSU Course Number: _______________________________

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.

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. When discussing program/school information in this course, surnames of the people involved must never be used. In addition, no information that is shared by anyone in my ECS 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
# ECS: Time Log for Fieldwork

Student Name: ____________________ Course Number: ______________

School: __________________________ Grade: ___ Total Hours: ________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Number Of Hours</th>
<th>Tasks Accomplished</th>
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By signing this documentation form, I am certifying that all of this information is truthful and accurate.

Student Signature: ___________________________________________ Date: __________

Classroom Teacher's Name:________________________________________

Please sign on the student’s last day:

Classroom Teacher’s Signature:______________________________ Date: __________

Course Professor’s Signature: ________________________________ Date: ______
### EARLY CHILDHOOD STUDIES -- FIELD EXPERIENCE DOCUMENTATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Semester &amp; Year Taken</th>
<th>Age Group or Grade Level</th>
<th>School Name &amp; Location</th>
<th>Classroom Teacher’s Name</th>
<th>Focus of Fieldwork</th>
<th>Number of Hours Completed</th>
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</table>

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

Student Name: ___________________________________________  Student Signature: ________________________________

Date: ___________________________________________