

KAUA'I COMMUNITY COLLEGE

EARLY CHILDHOOD EDUCATION PROGRAM



STUDENT POLICY HANDBOOK

2022-2023

Revised: August 22, 2022

This Associate of Science Degree in Early Childhood Education (ECED) Student Handbook and its policies therein will be applicable to the ECED student cohorts Fall 2022/2023. Policy and procedural changes as impacted by industry will be retroactively applied to all ECED students regardless of the student handbook publication date. Returning students will follow the ECED student handbook **in effect at the time of return.**

CONTACT INFORMATION

Kaua`i Community College (Kaua`i CC) ECED Program

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Located in the Wellness Center

Office phone: (808) 245-8325 Fax: (808) 245-8298

Early Childhood Education Program Coordinator, Antonia Fujimoto,

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Early Childhood Education Lecturer, Cherish Mexia

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Kaua`i Community College ECED Program Website:

<https://www.kauai.hawaii.edu/early-childhood-education>

Kaua`i Community College Website..... <http://kauai.hawaii.edu>

The ECED Student Handbook Committee has made every reasonable effort to determine that the information in this handbook is current. However, the ECED Department may make changes without notice based on college decisions that directly affect the department's policies and procedures.

KAUA`I COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATION PROGRAM

STATEMENT OF MISSION, PHILOSOPHY

Statement of Mission

The Kaua`i Community College ECED Program prepares students with the knowledge, skills, and dispositions needed to work collaboratively with young children and families in various professional capacities. The training that students receive blends theory and practice through coursework and hands-on experiences in the real world of a preschool program preparing them to become preschool teachers, assistant teachers and/or to pursue a Bachelor's degree.

Statement of Philosophy

The philosophy of the Kaua`i Community College ECED is consistent with the philosophy of the College. The ECED Program shares in the responsibility of inspiring, engaging, and empowering learners and educators in enriching our community and our world.

Conceptual Framework

The ECED Conceptual Framework's four principles of child development, constructivism, relationships, and servant leadership are embedded within the theoretical underpinnings of Bronfenbrenner's Ecological Systems Theory. The interplay between the Ecological Systems Theory and the ECED principles is used for structuring the development and selection of the ECED courses and general education courses within the ECED curriculum.

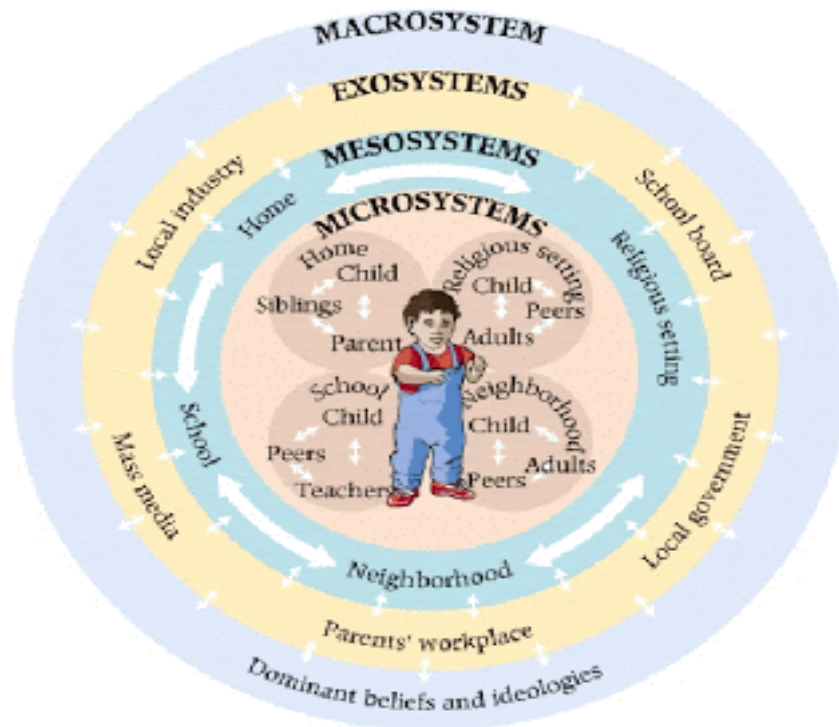
ECED Guiding Principles

- 1. Child Development:** Early childhood educators are essential in nurturing the child's social, physical, emotional and cognitive development.
- 2. Constructivism:** The ECED curriculum is foundationally built upon the understanding of intentionality and constructivism, and is essential in creating practical experiences and hands-on learning that fosters learning experiences for early child learners.
- 3. Relationships:** Forming and building trusting relationships is a core principle of our curriculum and program..

4. **Servant Leadership:** Faculty are also an active and integral part of our community's legislative processes and serve on college and state committees as servant leaders.

Theoretical underpinnings: Urie Bronfenbrenner's Ecological Systems Theory

The factors influencing the physical health, psychosocial development, and education of the young child today can be further explained, assessed, and researched with the theoretical framework of Urie Bronfenbrenner's Ecological Systems Theory (EST). Bronfenbrenner developed the EST to explain how a child is nurtured, grows, develops, and is influenced by five levels of the environment. Envisioning the child at the center of the EST illustrates the impact of biophysical, psychosocial, community, society, political, and chronological time. The issues depicted in the EST's five levels are closely related to the teaching-learning and educational issues impacting early childhood education. Bronfenbrenner's EST framework and theoretical underpinnings are used to assist ECED in the understanding of the developmental, community, society, culture, legal, and time period of early childhood experiences. Understanding how each level interacts and influences each other as well as directly and indirectly influences a child aids in developing our ECED curriculum and program to meet the educational training of early childhood education professionals.



The Microsystem

The Microsystem is defined as the child's daily, consistent, close relationships. The child's interactions with school teachers are an integral part of the child's most inner circle. Thus the relationship between the child and early childhood educators is essential in nurturing the child's social, physical, emotional and cognitive development. The ECED curriculum is foundationally built upon the understanding of this relationship, intentionality and constructivism, and the underpinnings of child development.

The Mesosystem

The Mesosystem depicts the relationships between the microsystems in a child's life and its interactions between the microsystems. An ECE professional needs to learn to assess, interact, and communicate with the child and its members in its microsystems. For example, the child does not exist alone, and the care of the child resides in the home, with parents/caregivers, and in the community where the child resides. Throughout the ECED curriculum, ECED students are taught to engage with parents, other ECE professionals, and the community in which the ECE program resides. Forming and building trusting relationships is a core principle of our curriculum and program..

The Exosystem

One of the major issues of the exosystem is the political and legal issues of a society. Although in the exosystem the child plays no role in the construction of experiences, these experiences have a direct impact on the microsystems of the child. Within this level, legal and political policies have the largest impact on the physical, psychosocial, and educational experiences of a child. The ECED courses and curriculum explore and educate the ECED students about legislative initiatives at the local, state and national level. Faculty are also an active and integral part of our community's legislative processes and serve on college and state committees as servant leaders.

The Macrosystem

The macrosystem level is the actual culture of the child. The cultural context involves the socioeconomic status, ethnicity, and race of the child and/or family. Thus, the macrosystem is influenced greatly by the culture and society in which the child lives. Our Kaua'i communities are a diverse melting pot of ethnicities and culture. Our ECED student population is as diverse as the children they teach in the ECE programs. Having cultural competence and sensitivity is engrained in our ECED and general education courses and is essential in constructing practicum experiences and hands-on learning that fosters cultural experiences for early child learners.

The Chronosystem

The chronosystem is the outermost layer of the EST. The chronosystem refers to the patterning of the environmental events and transitions and shifts in one's lifespan, and socio-historical circumstances. For example, the socio-historical aspect of the digital era is represented in the chronosystem of the child in this current century and brings the perspective of time and its influences. Understanding the influence of time and how that impacts changes and structures to the curriculum is key. The most current and timely example of changes that we are all currently facing related to the chronosystem that impacts the intentionality and constructivism of curriculum that we are all currently facing, is our adjusting teaching-learning and pedagogy during our current global pandemic.

KAUA`I COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM
PROGRAM OUTCOMES

Provide readily accessible education and training to prepare individuals for employment in various capacities as teachers of young children and other family-support professionals and provide the foundation for student's continued study toward completion of the Bachelor's degree through transfer to a four-year program.

The ECED program's mission supports the KCC college's mission by emphasizing open access and training in both student-centered and community-focused environments, and provides pathways for transfer to encourage the nurturing of life-long learners.

Program Student Learning Outcomes (PSLOs)

1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
2. Build respectful partnerships with children, their families, and their communities.
3. Observe, document, and assess children's development and learning in partnership with families.
4. Use supportive interactions to build positive relationships and guide all children.
5. Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences.
6. Use reflective practice to demonstrate professionalism.

**KAUA'I COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION
GUIDED PATHWAYS & PROGRAM COURSE LIST**

Admission Requirements

To be admitted to the Early Childhood Education Program students must:

- Be qualified for ENG 100

By the beginning of the second semester, students must:

- Pass the fingerprinting and background check required by the State of Hawai'i Department of Human Services for individuals working with young children - currently the fee is \$13.25 (July 2020).

FALL SEMESTER 1	Course	Course Credits	CO= 9 cr	CA= 25 cr	AS= 60 cr
ECED 105	Introduction to Early Childhood Education	3	X	X	X
ECED 110	Developmentally Appropriate Practices	3	X	X	X
ECED 131	Child Development: Theory Into Practice	3	X	X	X
ECED 115	Health, Safety, and Nutrition for the Young Child	3		X	X
ENG 100	Composition I	3			X
GEN ED COURSE	Hawaiian, Asian, and Pacific Issues (HAP) or Pacific Cultures (PC): Any HAP or PC course	3			X
SPRING SEMESTER 2	Course	Course Credits	CO	CA	AS
ECED 140	Guidance of Young Children in a Group Setting	3		X	X
ECED 191	Field Experience in Early Childhood Education I	4		X	X
ECED 245	Child, Family, and Community	3		X	X
ECED 264	Language and Creative Expression Curriculum	3		X	X
Diversification (DH)	Any DH course	3			X
Mathematics	MATH 100 or higher	3			X

FALL SEMESTER 3	Course	Course Credits	CO	CA	AS
ECED 115	Health, Safety, and Nutrition for the Young Child	3			X
ECED 263	Language and Creative Expression Curriculum	3			X
Diversification: Arts (DA)	Three credits of any DA course/courses	3			X
Diversification: Biological Sciences (DB) or Physical Sciences (DP)	Any DB or DP course	3			X
Diversification: Laboratory (science) (DY)	Any DY course	3			X
Diversification: Social Sciences (DS)	Any DS course	3			X
SPRING Semester 4	Course	Course Credits	CO	CA	AS
ECED 170	Working with Infants & Toddlers	3			X
ECED 291	Field Experience in Early Childhood Education II	4			X
FG A/B/C		3			X
Natural Science		3			X

CO = Certification of Competence
CA = Certificate of Achievement
AS = Associate of Science

KAUA'I COMMUNITY COLLEGE

EARLY CHILDHOOD EDUCATION PROGRAM

GENERAL POLICIES

The following general policies are explained in the Kaua'i Community College [General Catalog](#). Any differences in the implementation of these policies within the ECED are listed below.

Student Policies:

1. [Academic Dishonesty & Plagiarism](#)
2. Financial Obligations
3. Smoking
4. Illicit Drugs and Alcohol
5. Student Grievances

Critical Thinking & Writing Across the Curriculum

The ECED courses are designed to assist students in developing critical thinking and writing skills. ECED 170 is designated as writing intensive courses. Each course syllabus will contain specific information related to course requirements and grading.

Academic Information

1. Graduation Requirements—Completion of courses with a “C” or higher.
A grade of C or higher in each course is required to progress in the program. If the student is ineligible to progress in the program, the student will need to repeat the course upon approval of the Program Coordinator.
2. Attendance and Participation:
 - **Class Attendance** will utilize experiential exercises as vital learning and formative assessment tools and cannot be made up. Class discussions and activities provide students with opportunities to synthesize and apply new concepts and skills. Students will be held responsible for all class work, assignments and meeting deadlines.
 - **Lab Attendance:** 90 laboratory hours are mandatory in ECED 191 and ECED 291, for a total of 180 hours in the ECED curriculum to meet graduation requirements.
3. Grading - In addition to the [General Catalog](#) description, grades will be determined using the following scale:

90-100	= A
80- 89	= B
70- 79	= C
60-69	= D
<60	= F

Class & Lab Conduct:

A supportive and effective learning environment requires everyone to treat each person with respect at all times. Being courteous, attentive, polite, considerate, and showing care and concern for others are some ways to behavior that will support the kind of learning environment that will help each person be successful. Respectful and professional classroom behavior also includes coming to class on time, arriving at the lab on time, turning off and putting away cell phones, pagers and other devices that may be distracting while in class and the lab.

Smoking:

Smoking and/or Vaping is permitted only according to University Policy and Facility Protocols. It should be noted that all UH campuses are smoke free.

Title IX

The University of Hawai'i, Kaua'i Community College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, Kaua'i Community College has staff and resources on campus to support and assist you. Staff can also direct you to resources that are in the community.

As a member of the University faculty and Responsible Employee, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled.

My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. Here are some of your options:

Confidential Help

If you wish to remain **anonymous**, speak with someone **confidentially**, or would like to receive information and support in a **confidential** setting, contact:

- **YWCA Confidential Advocate**
 - One Stop Center, 201-E
 - (808) 245-6362
 - (Note: This info will be updated when a new advocate is hired.)
- **Jie Shen, Mental Health Counselor & Confidential Resource**
 - Library, LRC 120
 - (808) 245-8346
 - jieshen@hawaii.edu

- **Hale Mālama (Care Center)**
 - Library LRC 120 & 121
 - (808) 245-8346
 - carekcc@hawaii.edu
 - [Mental Health | Kauai Community College](#)

Additional information about [Title IX - Confidential Resources](#)

Reporting

If you wish to **report** an incident of sex discrimination or gender-based violence to the College, as well as receive information and support, you may file a report online at <https://report.system.hawaii.edu/student>, or contact (**confidentiality cannot be promised with those listed below**):

- **Isaiah Ka‘auwai, Title IX Coordinator**
 - One Stop Center #201-C
 - (808) 245-8260
 - ikaauwai@hawaii.edu
- **Margaret Sanchez, Deputy Title IX Coordinator for Students**
 - One Stop Center, #201-B
 - (808) 245-8274
 - masanche@hawaii.edu

For emergencies, dial 9-1-1 or call the Campus Security Office at 808-245-8399 (or 399 from a campus phone)

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources, and the University’s Policy, [Interim EP 1.204](#), please visit:

- [The University of Hawai‘i, Office of Institutional Equity’s webpage](#) or
- [The Kaua‘i Community College’s Title IX webpage](#).

Discrimination and Harassment

The University of Hawai‘i is an [equal opportunity/affirmative action institution](#) and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, National Guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities. With regard to employment, the University is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Discriminatory harassment, including sexual harassment, is prohibited under University policy.

The University shall promote a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action (41 CFR Chapter 60) on each campus. As a government contractor, the University is committed to an affirmative policy of hiring and advancing in employment qualified persons with disabilities and covered veterans. For [information on policies or complaint procedures](#) for the UH System Offices at Mānoa Campus, contact:

- Isaiah Kaʻauwai, EEO/AA Officer, Kauaʻi Community College
- One Stop Center, #201-C
- (808) 245-8260
- ikaauwai@hawaii.edu

Safe Zone Program

The Safe Zone Program exists to create and maintain a positive social, academic, and employment environment at Kauaʻi Community College and other UH campuses for lesbian, gay, bisexual, transgender, and intersex faculty, staff, and students. The Program ensures the enforcement of state law and UH policy that prohibit harassment and discrimination on the basis of sexual orientation. For more information on the UH system-wide Safe Zone program, call (808) 956-9250. Additionally, you can download the [LGBTQ+ Resource Bookmark](#) and/or the [Kauaʻi CC LGBTQ+ Allies and Advocates document](#).

UH Email Communication

Please check your [University of Hawaiʻi email](#) daily. Instructors, administration, and other campus programs will send important information frequently including notifications for class cancellations and important deadlines.

Technical Support Services

General tech support is available via phone and email 24 hours a day, 7 days a week, including holidays.

- [UH ITS Help Desk](#)
- (808) 956-8883 or toll-free at 1-800-558-2669
- help@hawaii.edu.

Laulima Assistance can be accessed via the Laulima [Request Assistance](#) link at the bottom of any [Laulima](#) page. Additionally, you can contact the [UH ITS Help Desk](#).

STUDENT BASIC NEEDS SECURITY

Basic needs include food and housing, childcare, mental health, financial resources, and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence, graduation, and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

DISABILITY ACCESS STATEMENT

Kauai Community College is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with the Disability Service Provider (DSP) to establish eligibility and learn about related processes before accommodations will be identified. Additional information or assistance is available online at <https://www.kauai.hawaii.edu/disability-services>, by contacting the DPS by email at samsa@hawaii.edu, or by calling 245-8317. The Disability Service Office is a unit in the Vice Chancellor for Student Affairs Office located in the Student Counseling Office in the One Stop Center.

VETERANS' SUPPORT SERVICES

Referral and assistance for services on and off campus, geared toward health, wellness and college success. Contact Alicia Sams, Student Support Counselor 808-245-8317, samsa@hawaii.edu

HEALTH AND SAFETY POLICY

- A. Tuberculosis (TB) Clearance.
- B. Background Checks: Department of Human Services Licensing may deny students based on the results of criminal background checks and fingerprinting. This may disqualify a student's participation in the ECED Program.
- C. Students with a communicable disease or other hazardous health problem must not attend class or lab. (See Communicable disease example COVID-19). There may be more COVID related policies regarding laboratory and face-to-face instructions. We will update you with most current and new policies.

<https://www.kauai.hawaii.edu/coronavirus>
<https://www.hawaii.edu/covid19-guidelines/>
<https://uh.campus.lumisight.com/home>
- D. Following a severe illness, communicable disease, accident, hospitalization, or delivery, the student is required to bring a physician's release. If you need medical advice and don't have a primary care physician, please contact the Campus Wellness Center at 245-8307 and a Nurse Practitioner can assist you.
- E. As an ECED student, you are also considered a [Mandated Reporter](#) and must report all injuries, accidents, errors, and unusual incidents to the instructor immediately.
- F. Be knowledgeable of the health and safety policies and procedures of the ECED facility you are assigned to (such as fire safety, emergency drills, and natural disaster preparation, etc.).
- G. Students are required to complete Risk and Release forms for each ECED laboratory course.

KAUA`I COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM

The Student Policy Handbook was updated for Fall 2022.
Reviewed and approved: By ECED Faculty August 22, 2022.

SIGNATURE FORM

I _____, have read
[PRINT NAME]

and understood the Kaua`i Community College Early Childhood Education Program Student Policy Handbook. I agree to abide by the provisions of this handbook.

Student's Signature: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

ECED 191 & ECED 291 PRACTICUM IN EARLY CHILDHOOD EDUCATION

Thank you for serving as a placement site for an Early Childhood student from Kauai Community College. Opportunities to work with professional teachers and administrators in quality early childhood settings allow students to develop the knowledge, skills and confidence that they need as future teachers of young children.

The role of each member of the practicum team is described below. If you feel that you can meet these commitments, please sign below. If you have questions or feel that you will not be able to participate fully, please contact the practicum instructor.

The STUDENT will:

- Meet with the mentor teacher to learn about the program, discuss the work assignments, become familiar with the center routines and practices, and support and enhance teacher efforts and program goals.
- Comply with and meet all licensing, health and policy requirements established by the center.
- Commit to the hours designated and strive to be regular and punctual in attendance.
- Perform duties and assignments designated by the teacher in collaboration with practicum instructor and student.
- Aspire to meet the competency content standards for professionalism indicated on the Hawai'i State ASK's (Attitudes, Skills and Knowledge) for Early Childhood Practitioners. (see Practicum Tasks for specific ASK's competencies)
- Maintain the Practicum TimeSheet and inform the instructor and mentor teacher of any unavoidable schedule changes in a timely manner.
- Meet with the mentor teacher, formally and informally, as appropriate to discuss assignments, get feedback on practices, and maintain a cordial relationship.
- Be responsible for all course documentation (assignment sheets, time sheets, etc.)
- Maintain confidentiality about children and families enrolled in the program

The MENTOR TEACHER will:

- Provide opportunities for the student to observe activities and practices as detailed in the Practicum Overview.
- Provide opportunities for the student to plan and carry out activities, including a solo teaching plan, as detailed in the Practicum Overview.
- Provide opportunities and feedback for students to increase their professional knowledge, skills, and attitudes
- Meet with the student weekly for informal discussion and feedback
- Meet with the student & practicum instructor during the first two weeks of the semester to review responsibilities
- Meet with the student at least 4 times during the semester to review the critical

practices checklist.

- Answer questions and advise students regarding children, families, program, curriculum and professionalism.
- Provide student with information about the program—mission, philosophy, organization, curriculum, etc.
- Verify work hours completed and recorded on the timesheet by the student
- Discuss progress, concerns and development of student with practicum instructor
- Notify practicum instructors of any concerns about student performance, behavior, and/or attendance.
- Evaluate student on professionalism, student conduct, and teacher practices.
- Maintain confidentiality regarding Kauai CC students.

The INSTRUCTOR will:

- Support students with placement (or replacement) in appropriate settings.
- Visit the practicum site at least twice during the semester to observe the student, and to discuss issues and/or concerns with either the mentor teacher or the student.
- Design assignments to help the student perform, demonstrate and evaluate critical practices
- Be available and on call for the student and mentor teacher to discuss progress, concerns, and/or problems that may arise throughout the semester
- Evaluate student conduct, teacher practices and professionalism
- Maintain confidentiality regarding children and staff at the practicum site.

Student Signature _____ Cell # _____

Mentor Teacher Signature _____ Cell # _____

Instructor Signature _____ Cell # _____