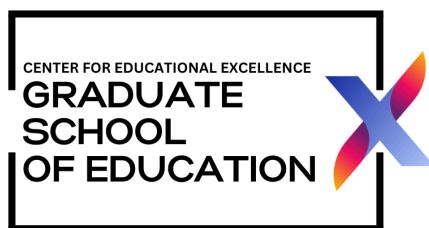




2024-2025

# **EARLY CHILDHOOD EDUCATION CERTIFICATE PROGRAM GUIDE**



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Program Contacts	
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<b>Program Director</b>	Valerie Louthian Email: <a href="mailto:vlouthian@lvusd.org">vlouthian@lvusd.org</a>
<b>Program Coordinator</b>	Jessie Sweeney Email: <a href="mailto:jsweeney@lvusd.org">jsweeney@lvusd.org</a>
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**Program Faculty**

<b>Course</b>	<b>Instructors</b>
EDX 300 Foundations of Early Childhood Development	Julie McConville
EDX 301 Curriculum and Assessment of Young Children	Kathy Barnett
EDX 302 Supporting Diverse Learners in Early Childhood Programs	Shane Craven, Ed.D Laila Jorns
EDX 303 Positive Behavior Support in Early Childhood Classrooms	Mary Scifres Laila Jorns
EDX 304 Literacy and Language Development in Early Childhood	Malika Ferrell Mary Beth Stovall
EDX 305 Culture, Diversity, and Equity in Early Childhood Education	Amie Mills Bonnie Baruch



Dear Early Childhood Certificate Program Candidate,

Welcome to Las Virgenes Unified School District's CenterEdX. As Program Coordinator, I look forward to working with you over the course of the next year as you participate in our ECE Certificate Program. You are a vital part of the strong culture of high-quality education in our region, for it is your enthusiasm, eagerness, passion, and new ideas that continue to push innovation to the forefront of education.

This is a landmark time for early childhood education and our charge as educators is to instill the love for learning in our littlest learners. We have the greatest responsibility to ensure that our classrooms and schools provide a safe, nurturing, and inclusive environment where all students can play, explore, and discover the world around them. Universal early childhood education closes the achievement gap and ensures that ALL children have the same opportunity to develop the critical social emotional, learning-to-learn, and pre-academic skills necessary to be successful in school.

Our faculty is committed to sharing the most effective, research-based practices in early childhood education. Throughout your experience in our program, you will engage in multifaceted opportunities to reflect and grow in your ability to teach and lead. We promise to guide and stretch you as a professional while also supporting you in meeting your diverse and ever-growing needs. Likewise, the resources selected to develop your practice, promote effective and mindful instruction, are rooted in educational research, and reflect our core values.

We are so excited to welcome you to CenterEdX and lean into this work together.

In collaboration,

Valerie Louthian  
Program Coordinator



## Center for Educational Excellence: Mission and Vision

### **Mission**

LVUSD's Center for Educational Excellence (Center EdX) develops and delivers model programs, services and professional development opportunities to our educational leaders. Through our core values - reflection, innovation, whole child education, and reciprocal coaching - we are able to guide educators toward exemplary teaching and leadership practices and continued professional growth.

### **Vision**

Center EdX fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, Center EdX provides a bridge that links theory and practice to support teachers and administrators in providing equitable learning experiences to meet the diverse needs of our student population. We endeavor to be frontrunners in educational leadership by providing our teachers and administrators with exemplary programs that guide and stretch them as professionals. Rooted in educational research, our programs develop our teachers and administrators into mindful, innovative leaders who create safe and inclusive learning environments for all students.

### **Goals**

1. Provide outstanding research-based educational development opportunities that advance student-centered learning
2. Advance and support district priorities that promote excellence and innovation in education
3. Provide a path to a California Clear Credential through our Education Specialist Mild-Moderate Teaching Credential (EDSMM) Program, Teacher Induction Program, Preliminary Administrative Services Credential (PASC) Program, or Clear Administrative Services Credential (CASC) Program

### **Services**

- Credential services:
  - Education Specialists Mild-Moderate Teaching Credential (EDSMM) Program
  - Teacher Induction Program
  - Program, Preliminary Administrative Services Credential (PASC) Program
  - Clear Administrative Services Credential (CASC) Program



- Early Childhood Certificate Program
- Micro-Credential Program
- Fall and Spring Speaker Series
- Professional development opportunities for certificated and classified staff



## **Program Description**

The Early Childhood Teacher Certificate Program is a one-year program designed for:

- Credentialed school teachers who want to teach in a Transitional Kindergarten setting, OR
- Existing permit holders who want to obtain their 105 units of Professional Growth hours required for five year renewal

### **Program Goals**

- Develop a clear understanding of curriculum, instruction, and assessment for students in an early childhood setting.
- Identify best practices for developmentally-appropriate pedagogy and learning.
- Develop a comprehensive understanding of legal requirements for students with disabilities.
- Provide field experiences that develop skills associated with effective teaching in early childhood settings.

### **Completion Requirements:**

- **Current Teachers with a Multiple Subjects Teaching Credential:**
  - Completion of the 24 semester units of coursework outlined in this handbook.





## Advising Resources

Please contact our program office for advising resources and additional information about the ECE Certificate Program.

**Program Office:** The program office offers a variety of services and information. Hours of operation are Monday through Friday 8:00am – 4:00pm. The Program Office is available to assist candidates with the following:

- Admission and registration deadlines
- Processing forms: applications, tuition, etc.
- Advisement procedures (pre-admissions advisement)
- Transcript and certificate requests
- Textbooks and materials

**Credential Analyst:** The Credential Analyst is available by appointment and may be reached at (818) 878-5219. Monday - Friday 8am - 4pm.



## Course Descriptions

**Note:** All units in these courses are quarter units that will be transcribed through the University of California at Santa Barbara Extension. Transcripts will have the same bearing of salary schedule advancement. All courses are aligned with the [California Early Childhood Educator Competencies](#) and California ECE [TPEs](#).

### **EDX 300 Foundations of Early Childhood Development** **4 units**

**Instructor:** Julie McConville

**Format:** Online

**Description:** In this introductory course, participants will develop their competency and understanding of early childhood development (Birth–5 years old). They will explore each developmental area (i.e. social emotional, motor, communication, cognitive) and factors that contribute to early learning and development. Participants will develop their vision for early childhood education and create tools to support parents and families in their understanding of developmentally informed practices. Following this course, participants will be able to articulate the importance of play and experiential learning for young children.

**Text:** Bredekamp, S. (2019). *Effective Practices in Early Childhood Education: Building a Foundation*. Prentice Hall.

### **EDX 301: Curriculum and Assessment of Young Children** **4 units**

**Instructor:** Kathy Barnett

**Format:** Online

**Description:** Participants will demonstrate an understanding of developmentally appropriate practices as it relates to classroom planning and instruction. They will learn about the Preschool Learning Foundations and how it aligns with the California Common Core Standards. They will learn about play-based learning and how to teach academic concepts within hands-on activities. Participants will explore developmentally appropriate curricula and methods for progress monitoring and assessment (i.e. Desired Results Developmental Profile [DRDP], Ages and Stages Questionnaire [ASQ], and Early Childhood Environment Rating Scales [ECERS]).

**Text:** Masterson, M. (2021). *Transforming Teaching: Creating Lesson Plans for Child-Centered Learning in Preschool*. NAEYC



**EDX 302: Supporting Diverse Learners in Early Childhood Programs** 4 units

**Instructor:** Laila Jorns, Dr. Shane Craven

**Format:** Online

**Description:** Participants will explore inclusive and developmentally informed practices to support students with special needs. They will explore ethical standards, professional practices, laws, regulations and policies related to providing special education and related services to individuals with disabilities and their families. Best practices and models for early intervention are explored. Participants will explore specific educational eligibilities and disabilities and address the implications for young children with language, physical, and social- emotional delays in the ECE setting. Participants will also engage in collaborative inquiry based research to develop a comprehensive understanding of the instructional implications for specific special education eligibility categories. Inclusive practices and Universal Designs for Learning will be explored as the frameworks for creating classrooms that support the needs of all learners.

**Text:** Brillante, P. (2017). The Essentials: Supporting Young Children with Disabilities in the Classroom. NAEYC.

**EDX 303: Positive Behavior Support in Early Childhood Classrooms** 4 units

**Instructor:** Mary Scifres

**Format:** Online

**Description:** In this course, participants will learn strategies for behavior management to support the needs of young children. They will gain an understanding of general classroom management techniques and how to create a positive classroom culture. Participants will demonstrate an understanding of functions of behavior and how to address behavioral challenges in the classroom setting using developmentally informed practices.

**Text:** Rasminsky, Judy S and Kaiser, Barbara. (2017). Challenging behavior in Young Children 4th Edition - Understanding, Preventing, and Responding Effectively.

**EDX 304: Literacy and Language Development in Early Childhood** 4 units

**Instructor:** Mary Beth Stovall, Malika Farrell

**Format:** Online

**Description:** Participants will demonstrate an understanding of pre-literacy strategies and early language acquisition and development. They will also explore research based methods for literacy instruction (i.e. Heggarty). This course will address the connection between



communication and early literacy development and strategies to promote phonological awareness, emerging print recognition, and emergent literacy competencies. Participants will develop their skills in working with dual language learners and how to modify and scaffold activities to support language development.

**Text:** Levin, Vanessa. (2021). *Teach Smarter: Literacy Strategies for Early Childhood Teachers*. Wiley.; Alanis, I., Arreguin, M., & Salinas-Gonzalez, I. (2021). *The Essentials: Supporting Dual Language Learners in Diverse Environments in Preschool and Kindergarten*. NAEYC.

**EDX 305: Culture, Diversity, and Equity in Early Childhood Education** **4 units**

**Instructor: Bonnie Baruch, Amie Mills**

**Format:** Online

**Description:** In this course, participants will explore the [social justice outcomes](#) for early childhood education. The course will focus on developing strategies, ideas, and mindsets through an equity lens that can be brought into the early childhood classroom. Participants will discuss ways to create a school climate that is culturally inclusive and responsive. Participants will gain an understanding about how cultural differences contribute to individual perspectives on child rearing and development. This course will address ways to support students' development of their own identities and understanding of themselves as citizens of the world.

**Text :** Derman- Sparks, L., Edwards, J., and Goins, C. (2020). *Anti-Bias Education for Young Children and Ourselves- Second Edition*. NAEYC.



## Capstone Project

### Overview

Over the course of the Early Childhood Education Certificate Program, you have developed your competency and understanding of early childhood development and developmentally informed practices for ECE. Your Capstone Portfolio Project will serve as the culminating assignment for this program and will serve as a portfolio reflecting your professional growth.

### Capstone Portfolio Project: Directions

- **Part I - Required Elements: Course Reflections**
  - Please submit an assignment example from each course that challenged you to reflect on your current practice (i.e. Journal reflection, assignment/project, etc.).
  
- **Part II- Keystone Assignments:** Please select 1-2 assignments from each course that best reflect your work in the course and save to a Google folder. Please select assignments that you are most proud of and have contributed to your overall understanding of best practices in ECE.
  
- **Part III-Vision and Mission Statement and Final Reflection:** Please review and revise your mission and vision statement that you created in EDX 300 as you reflect on your overall growth as an educator.
  - As a final reflection, please respond to the following (no more than 1 page double spaced): What might be some ways your students have benefitted from your experience and growth in the program?

Please share a link to your Google folder/PDF of the above elements combined upon completion of the program via NEO for review. Once the portfolio has been reviewed, we will issue a transcript and certificate of completion for your records.



## **Academic Integrity Policy**

The Las Virgenes Unified School District's credential programs are strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity. It is essential that all members of our Credential Programs practice academic honesty and accept individual responsibility for their work and actions. Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to and including removal of the candidate from the program.

Academic dishonesty can take a number of forms including, but not limited to the following:

1. **Cheating:** The copying of another's work, offering another's work as one's own, and/or having another person complete an assignment for oneself.
2. **Fabricating:** The falsification or invention of any information or citation in an academic exercise. This includes omitting or falsifying data and/or sources, and otherwise violating the ethical principles of research.
3. **Plagiarism:** The use of the intellectual creations of another without proper attribution. Plagiarism may take two forms:
  - a. Stealing or passing off as one's own the ideas or words, images, or other creative works of another
  - b. Using a creative production without crediting the source, even if only minimal information is available to identify it for citation.
  - c. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge.
4. **Misrepresentation of Academic Records:** Misrepresenting, tampering with, or attempting to tamper with any academic document either before or after enrollment in the program. This includes creating or falsifying transcripts, forgery, alteration, or misuse of official academic documents.
5. **Colluding:** Knowingly or intentionally helping another to violate any provisions of this policy.



Any program candidate who is found to have violated the Academic Integrity Policy will meet with the Program Coordinator to determine sanctions. Depending on the severity of the violation, possible sanctions may include the following:

- The candidate may need to complete an alternate assignment while being financially liable for all associated administrative costs for creation, distribution, and documentation.

### **Attendance Policy**

We understand that sometimes events occur that prevent Candidates from attending a class. Please note that missing more than **3 classes** during the program could result in being unenrolled from the program and retaking all classes.

#### **In addition:**

- Candidates will be on time for each class and fully present (cameras on) for the full hours of instruction.
- Candidates will be in a consistent and quiet learning environment for the duration of class. They will not be at an event, driving, flying, etc.
- Candidates will come to class prepared having done all their assignments and reading in advance



## Grading Policy

Candidates pursuing their ECE Certificate must maintain an 80% or better in all classes in the program, as grades are issued according to the following scale:

90% or above	A
89-80%	B
79 or below	Not Passing

Candidates must retake any classes where they receive a not passing grade. Grades are reported in our online learning management system, NEO LMS. At the end of the semester, the points you earn will be assigned a transcript grade accordingly.

In addition, please note the following provision:

- **Incomplete (I):** The symbol “I” indicates that a portion of required coursework has not been completed. A substantial portion of the course has been completed with a passing grade and that there is still a possibility of earning credit. An incomplete will be assigned when a student would be required to repeat a major portion of the class when it is next offered (please see Attendance Policy). All incompletes must be completed before a credential can be awarded.

The ECE Certificate Program and its instructors use the following criteria a guide when grading student work:

**Professional Quality:** Work is presented in a form that will be acceptable to show a colleague in a professional manner. Time and attention appears to have been given to the assignment.

**Applicable Value:** The completed work would serve as a useful tool with relevant teaching application, and would be advantageous to other professionals.

**Academic Integrity:** The Las Virgenes Unified School District’s Center for Educational Excellence is strengthened by our scholarship and integrity. As members of the





academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity.

**Participation:** Participation plays a pivotal role in this program, accounting for 50% of your final grade in each course. Engaging actively in class discussions, contributing to group activities, and demonstrating a commitment to the learning process are key components that contribute to the participation grade. This aspect not only reflects the candidate's understanding of the material but also emphasizes the importance of collaboration and the exchange of ideas within the academic community.

Additionally, all assignments:

- Should be typed
- Should use precise terminology and academic language
- Require correct grammar and spelling
- Should be submitted on the established due date





**ECE COHORT XI  
 AUGUST 2024**

**AUGUST**

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**SEPTEMBER**

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**OCTOBER**

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**NOVEMBER**

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**DECEMBER**

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**JULY**

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<b>EDX 300</b>	Foundations of Early Childhood Development
<b>EDX 301</b>	Curriculum and Assessment of Young Children
<b>EDX 302</b>	Supporting Diverse Learners in Early Childhood Programs
<b>EDX 303</b>	Positive Behavior Support in Early Childhood Classrooms
<b>EDX 304</b>	Literacy and Language Development in Early Childhood
<b>EDX 305</b>	Culture, Diversity, and Equity in Early Childhood Education



### Program Fees

\*Note: Many districts across the state are using grant funds to cover the cost of tuition for this certificate. Please reach out to your district office to see if there is any financial assistance available.

<b>Annual Program Fee:</b> ECE Certificate (24 Units) (Cost is all-inclusive of books, materials, etc.)	\$2,500
<b>Transcription Fee:</b> Paid directly to the University of California at Santa Barbara (UCSB)	\$600

### Payment Plan Options

LVUSD offers a tuition payment plan for the ECE Certificate Program so that individuals can spread their tuition payments over the course of the program.

#### **Option 1: Pay in Full**

Tuition for the ECE Certificate Program totals \$3,100. You can elect to pay the program tuition in full. Please contact our office for more information.

#### **Option 2: Monthly Installments**

A 12-month payment plan would begin in the month of your first enrollment.

#### **Blackbaud/Smart Tuition**

Payments can be made via Blackbaud using a bank account, debit or credit card. Account information will be included in your program handbook, which you will receive upon enrolling in the program. Please note there is a 2.9% processing fee for any tuition paid by card.

**Candidates will not be recommended for their certificate until tuition is collected in full.**

## **Grievance Procedures**

### **Informal Complaint Process**

#### **Step 1: Informal Complaint**

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the program participant shall first discuss the issue with the Credential Programs Assistant. Formal complaint procedures shall not be initiated until the participant has first attempted to resolve the matter informally.

### **Formal Complaint Process**

#### **Step 2: Formal, Written Complaint**

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Program Director within 60 days of the act or event, which is the subject of the complaint. If the participant fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given during the Informal Complaint Process. Within 10 working days of receiving the complaint, the Program Director shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

#### **Step 3: District Level Appeal**

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Assistant Superintendent of Administrative Services within five working days of receiving the written response from the Program Director. The complainant shall include all information presented to the Coordinator at Step 2. Within 10 working days of receiving the complaint, the Assistant Superintendent shall conduct any necessary investigation, including reviewing the investigation and written response by the Program Director at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

#### **Step 4: Appeal to Superintendent**

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the district's Superintendent within five working days of receiving the response from the Assistant Superintendent of Education. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Program Director shall submit to the Superintendent a written report describing attempts to resolve the complaint and the district's response. The Superintendent may uphold the findings by the Assistant Superintendent of Education without hearing the complaint or the Superintendent may hear the complaint at a dedicated meeting. The Superintendent shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Superintendent's decision shall be final.



Las Virgenes Unified School District  
Center EdX Credential Programs  
**Nondiscrimination Policy**

Las Virgenes Unified School District's Center for Educational Excellence (Center EdX) provides a positive learning environment where program participants and applicants are assured equal access and opportunities. Center EdX prohibits district employees from discriminating against or harassing any Center EdX participant or applicant on any basis as prohibited by law, including but not limited to race, religious creed, color, national origin, ancestry, age, marital status, covered veteran's status, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation.

No person shall be denied program admission solely because of any impairment, which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made.

Furthermore, Center EdX makes all admissions decisions without unlawful discrimination; these decisions include admission, retention and graduation of students in our credential programs.



## Center for Educational Excellence Candidate Contract

### **OUR MISSION**

It is the mission of Las Virgenes' Center for Educational Excellence to develop and deliver model programs, services, and professional development opportunities to our educational leaders. Through our core values, we are able to guide educators toward exemplary teaching and leadership practices and continued professional growth.

### **OUR VISION**

Las Virgenes' Center for Educational Excellence fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, we provide a bridge that links theory and practice to support teachers and administrators in providing equitable learning experiences to meet the diverse needs of our student population.

We endeavor to be frontrunners in educational leadership by providing our teachers and administrators with exemplary programs that guide and stretch them as professionals. Rooted in educational research, our programs develop our teachers and administrators into mindful, innovative leaders who create safe and inclusive learning environments for all students.

### **Effective Date: [Date]**

This Candidate Contract outlines the expectations for participating in any of the Center for Educational Excellence Credentialing Programs. By enrolling, you agree to follow these terms to ensure that we maintain a collaborative learning environment for all participants.

### **Community and Collaborative Learning:**

- I understand that this program promotes a community of learners, where collaboration, respect, and diversity of thought are valued.
- I commit to actively participating in class discussions, group projects, and collaborative activities designed to enhance the learning experience for myself and my peers.



- I will contribute to a positive and inclusive learning environment, treating all fellow students and instructors with respect and consideration.

**Engagement and Participation:**

- I will attend and actively participate in all scheduled classes, meetings, and online discussions as outlined in the course/program syllabus.
- I acknowledge that engagement extends beyond attendance, and I will strive to contribute constructively to class discussions and activities.
- I will come prepared to each session, having completed assigned readings, tasks, or assignments, and be ready to engage in meaningful discussions.
- I understand that I will need to be fully present for the full hours of instruction and maintain a consistent and quiet learning environment for the duration of class. I understand that leaving early or arriving late can be disruptive to my learning and the learning of others and may result in a referral to the Program Coordinator for further action.
- I understand the mission and vision of this program is rooted in collaboration. I understand that 50% of my course grade is related to preparation and participation.

**Timely Communication:**

- I will communicate promptly and effectively with my instructors and fellow students regarding any questions, concerns, or feedback related to the course/program.
- If circumstances arise that may affect my ability to meet course requirements, I will inform my instructors in advance and seek appropriate guidance.

**Academic Integrity:**

- I understand and will uphold the principles of academic integrity, refraining from any form of plagiarism, cheating, or dishonesty in all course-related activities.
- I will adhere to the citation and referencing guidelines provided by the course/program and give proper credit to the ideas and work of others.
- I understand that plagiarism is an automatic violation and could impact the status of my base credential through the Commission for Teacher Credentialing.





By signing below, I acknowledge that I have read, understood, and agree to the terms and expectations outlined in this Candidate Participation Contract. I am committed to active participation, collaboration, engagement, and contributing positively to the learning community.

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_

Program Coordinator Name: \_\_\_\_\_

Program Coordinator Signature: \_\_\_\_\_

The Center for Educational Excellence reserves the right to amend this Contract as necessary to maintain the quality and integrity of the learning experience.



### **Acknowledgment of Receipt of Program Handbook**

The ECE Certificate Program Handbook contains important information about the Early Childhood Certificate Program and the Center for Educational Excellence (Center EdX), and I understand that I should consult the Program Director regarding any questions not answered in the handbook.

Since the information, policies, and benefits described herein are subject to change at any time, I acknowledge that revisions to the handbook may occur. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I have had an opportunity to read the handbook, and I understand that I may ask the Program Director any questions I might have concerning the handbook. I accept the terms of the handbook. Including all program and state policies and guidelines. I also understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it.

I have received a copy of the ECE Certificate Program Handbook on the date listed below. I understand that I am expected to read the entire handbook.

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Signature of Participant

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Date