



PARTICIPANTS' GUIDE

2022



UNIVERSITY of HAWAII®
HONOLULU
COMMUNITY COLLEGE

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Aloha....

Welcome to the PACE Program in Early Childhood Education!

When the quality of an early childhood program is gauged, all eyes turn toward you, the early childhood practitioner. At Honolulu Community College our job is to provide you with opportunities to develop the attitudes, skills, and knowledge that allow you to become the best early childhood professional you can be. The PACE Program makes training and education more readily available to you so you can “pace” yourself in your professional and career development.

This Participant Guide is designed for those of you who want to earn college credit for your efforts in the PACE Program. The guide describes the program in more detail; describes the courses, units, and workshops; contains directions for assignments and evaluations, and helps you monitor your attendance and progress.

We hope the PACE Program will help you start and continue along your road to professional growth and development.

Best to you in your endeavors,

The PACE Team

Overview of the PACE Program

What PACE Is

Five courses in Honolulu Community College's early childhood program have been redesigned in workshop formats. Each course consists of sixteen workshops that can be taught anywhere in the community by certified PACE instructors. Groups of workshops for each course are organized into content units. All the PACE courses cover the same material as their counterparts offered on community college campuses.

| Course | Units |
|--|---|
| ECED 105 Introduction to Early Childhood | Learning About Children, Learning About Families, Learning About the Field, Learning About Yourself |
| ECED 110 Developmentally Appropriate Practices | The Learning Environment; Health, Safety, and Nutrition; Play and Curriculum; Relationships and Guidance, |
| ECED 131 Early Childhood Development: Theory Into Practice | Prenatal & Infant Development, Toddler Development, Preschool Development, School-Age Development |
| ECED 140 Nurturing and Guiding Young Children | Values and Beliefs, Building Relationships, Building Cooperation, Effective Discipline |
| ECED 152 Early Literacy Development | Literacy Foundations, Book Knowledge, Understanding Print, Authentic Literacy Learning |
| ECED 170 Introduction to Working with Infants and Toddlers | Quality Care, Infant & Toddlers Families, Caring & Teaching, Growing & Learning |

The *unit* is a subject area that is contained within the course. In some cases, the unit corresponds to subject areas identified as the core knowledge and skill base for the Child Development Associate (CDA) program. Each unit is divided into four 3-hour *workshops*, for a total of 12 hours of instructional time per unit.

Many 3-hour workshops may be further divided into 2 *segments*. For example, an early childhood program using a workshop for staff development purposes may find it more convenient to conduct two 1 1/2 hour segments on two different days.

What PACE Does

The PACE Program:

- Makes training more accessible;
- Converts noncredit training to college credit;
- Meets formal training requirements for the Child Development Associate (CDA) credential (ECED105, ECED110, ECED131);
- Meets in-service training needs;
- Encourages further pursuit of education and training; and
- Starts you on a certificate or degree program in the community college system.

How PACE Works

PACE participants may sign up for workshops wherever and whenever they are offered, in any order. The PACE program keeps a record of each workshop attended. To be eligible for Honolulu Community College course credit PACE participants must attend all of the workshops in a course, do assignments for each unit, and attend and pass all unit capstone workshops.

The *capstone* is a special 3-hour workshop that is taken by participants seeking college credit after all workshops in a given unit are completed. At the capstone, an ECE faculty person from Honolulu Community College conducts an overview of the unit, a knowledge assessment, and an assignment review. For more information about how to prepare for the capstone workshops, see the section in this Guide on “Assignment Guidelines.” Participants must have an average score of 70% or better to pass the capstone workshops.

Workshops do not have to be taken for credit. They can be taken to enrich and inform. Noncredit participants do not do assignments, knowledge assessments, or capstone workshops, and will not need to purchase the textbooks and assignment packets.

Participants using PACE Workshops for CDA training hours will need to complete some of the capstone workshops. Please refer to the CDA Worksheet on pages 42 and 43.

PACE Instructors

PACE Instructors are provided special training and resource materials to support them in the delivery of PACE workshops. Their job is to plan and deliver workshops that provide learning experiences around the topic of each workshop. Instructors are *not* involved in the registration process and only those with years of experience in teaching credit courses may teach capstone workshops.

The PACE Coordinators' Roles

The **Academic Coordinator** is available to advise and support participants in their preparation for the capstone workshops. The Academic Coordinator also may conduct capstone workshops and evaluate assignments and knowledge assessments. For assistance, call Iris Saito at 845-9259 or e-mail iriss@hawaii.edu.

The **Capstone Assessor** evaluates assignments and has taught credit courses on-campus in the Early Childhood Education (ECE) program at Honolulu Community College (HonCC) or is an instructor in the HonCC ECE Program.

The **Program Coordinator** schedules the PACE workshops and keeps participant records. For questions about workshops taken or the credit conversion process as well as how the PACE Program works, call Cyndi Uyehara at 845-9496 or e-mail pacehon@hawaii.edu.

Courses, Units, Workshops and Capstones

This section of the Participant's Guide describes the workshops. These descriptions are intended to give a brief overview of the topic of each so that program administrators and individual participants can make decisions about which workshops might best meet staff development and individual professional development needs.

Each unit has a capstone workshop that must be completed in order to be eligible to convert the course to college credit. An assignment packet for the course gives information about how to prepare for each capstone. Participants who wish to convert a PACE course to credit must attend all of the content workshops and complete all of the capstones workshops with a passing score (70% or better). The capstone workshops are optional or can be postponed until a later time when you wish to complete the work for credit.

The following are the courses offered through the PACE Program:

ECED 110 Developmentally Appropriate Practices*

ECED 105 Introduction to Early Childhood Education

ECED 131 Early Childhood Development

ECED 140 Guiding Young Children in Group Settings

ECED 152 Early Literacy Development

ECED 170 Introduction to Working with Infants and Toddlers

*ECED 110 is listed first and is the course we recommend participants to start with when they have no prior college experience.

ECED 110 Developmentally Appropriate Practices

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| Environment Principles Learn about the essential elements in an environment for young children, explore how to organize and manage these elements to ensure optimal opportunities for development. | What is Play? Learn the various stages of play and the theorists whose work help us to understand the importance of play. |
| Infant & Toddler Environments Explore how to evaluate, design, organize, and manage environments to meet the developmental needs of infants and toddlers. Selection of equipment and materials and planning for routines, are covered. | Play and Curriculum This workshop teaches you the relationship between play in a planned environment and a way to develop curriculum to nurture developmental goals. |
| Preschool & Primary Environments Learn about and practice evaluating how safe, healthy, and stimulating the environment is. You will learn about the use of room arrangement, furnishings, equipment, materials, and the daily schedule to support development. | Curriculum Planning In this workshop you explore the different curriculum areas, approaches to curriculum, and curriculum planning. |
| The Learning Environment Unit Capstone In this capstone you will review the information covered in the unit, present what you learned about the learning environments you studied, turn in your assignment, and take the knowledge assessment. | Play and Curriculum Unit Capstone At this workshop you will present your developmentally appropriate play-based activity and plan, review the unit, take the knowledge assessment, and turn in your assignment. |
| Health There are a range of health issues and concerns in programs for young children. Learn critical skills of prevention in this workshop. | Guidance Foundations At this workshop we explore what kind of world we would most like to live in and the kind of people who would be needed to make that world possible. This enables us to evaluate the long-term effects of the way we guide children. |
| Safety Learn about your important role in assuring that children have safe, secure, and stimulating environments in which to learn and develop. | Peaceful Conflict Resolution Come and learn effective strategies to guide young children in the classroom including conflict resolution. |
| Nutrition Explore the powerful associations and connections people and children have with food. Learn to encourage children to try new foods while respecting individual tastes and preferences. | Guidance Through the Ages Explore guidance strategies that are nurturing and appropriate for our very youngest, infant and toddlers. |
| Health, Safety, and Nutrition Capstone At this capstone you present your assignment, review the unit, turn in your assignment, and take the knowledge assessment. | Relationships & Guidance Unit Capstone At this workshop you review the major ideas and skills covered in the unit, discuss and hand in your assignment, and take the knowledge assessment for the unit. |

ECED 105 Introduction to Early Childhood Education

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| <p>Learning to Observe</p> <p>In this workshop you learn about the uses and importance of observation in your work with children and families.</p> | <p>A Person and A Professional</p> <p>This workshop will help you to develop awareness and understanding of yourself as an individual and member of a profession.</p> |
| <p>Learning to Write Descriptions</p> <p>This workshop provides you with practice in writing clear, objective, vivid descriptions. You learn about the importance of suspending judgments until you have adequate information with which to make meaningful interpretations about a child's development.</p> | <p>Communicating and Collaborating</p> <p>This workshop will help you to develop an awareness of the importance of working in collaboration with other adults in many different roles on behalf of children and their families.</p> |
| <p>Assessing Children</p> <p>Learn about authentic assessment of young children, a variety of systematic observation methods, and survey a number of different standardized instruments for evaluating the developmental status of young children.</p> | <p>The Ethical Practitioner</p> <p>In this workshop you become familiar with the <i>Code of Ethical Conduct</i> and have an opportunity to apply the 'Code' to ethical dilemmas and issues that professionals encounter in their work with children, families, programs, and the community.</p> |
| <p>Learning About Children Capstone</p> <p>In this workshop you hear all about the children that the participants have observed and review the content of this unit. Also, you take the knowledge assessment and turn in the assignment for the unit.</p> | <p>Learning About Yourself Capstone</p> <p>At this workshop you will share your Professional Portfolio assignment and turn it in. You will also review the unit and take the knowledge assessment.</p> |
| <p>Understanding Families</p> <p>You will learn about the importance of appreciating all kinds of families and building relationships with a variety of people whose values, lifestyle, and concerns may be quite different from your own.</p> | <p>Yesterday</p> <p>This workshop will help you to develop an awareness of how people and events in the past have influenced current programs and practices.</p> |
| <p>Working with Families</p> <p>This workshop teaches you how to create communication systems that ensure a regular and positive exchange of information between families and staff, and how to conduct a positive, productive parent conference.</p> | <p>Today</p> <p>In this workshop you learn about the scope of the early childhood education and care field and become aware of issues in early childhood education and care.</p> |
| <p>Working with Children with Special Needs and Their Families</p> <p>This workshop will help you develop awareness of and beginning skill in some of the strategies that are needed in working with families of young children with special needs.</p> | <p>Tomorrow</p> <p>In this workshop you learn about future directions for the field of early childhood education and care and become aware of new developments that will impact your career.</p> |
| <p>Learning About Families Capstone</p> <p>In this workshop learn more about community resources for families, review the unit, turn in your assignment, and take the knowledge assessment.</p> | <p>Learning About the Field Capstone</p> <p>In this workshop you hear all about the programs that participants have visited and worked in, and review the content of this unit. You also turn in your assignment and take the knowledge assessment for the unit.</p> |

ECED 131 Early Childhood Development: Birth to Age 8

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| Prenatal & Infant Physical Development This workshop covers the milestones of physical development in infancy. You will also learn about health practices and behaviors that support healthy prenatal development. | Preschool Physical Development The milestones of physical development in preschool-age children are surveyed in this workshop. Also, participants explore how to support and enhance the large and small motor development of preschool-age children. |
| Prenatal & Infant Cognitive Development This workshop covers building infants' cognitive abilities and health practices that support normal brain development during pregnancy. | Preschool Cognitive Development This workshop looks at the unique characteristics of preschool-age children's cognitive development such as their increasing ability to understand and use written language and number systems. |
| Prenatal & Infant Social-Emotional Development The development of trust, attachment, and temperament during infancy are covered in this workshop. | Preschool Social-Emotional Development At this workshop participants learn about the social-emotional challenges of the age group and how they can help children meet those challenges. |
| Prenatal & Infant Development Capstone At this capstone workshop you participate in an overview of the unit, share information about the infant you observed, turn in your assignment, and take the knowledge assessment . | Preschool Development Capstone At this capstone workshop you participate in an overview of the unit and share information about the preschool-age child you observed. Also, you turn in your assignment, and take the knowledge assessment on preschool-age development. |
| Toddler Physical Development The milestones of toddler development are surveyed in this workshop. Also, participants explore how to support and enhance the large and small motor development of toddlers. | School-Age Physical Development The milestones of school-age physical development are surveyed in this workshop. Also, participants explore how to support and enhance the large and small motor development of school-age children. |
| Toddler Cognitive Development In this workshop you will learn about the characteristic ways that toddlers explore and make sense of the world. | School-Age Cognitive Development By this stage of development a child begins to apply logical thought to everyday problems. You learn why it is still important to ensure that children have the opportunity to try out their ideas through direct manipulation of real objects. |
| Toddler Social-Emotional Development This workshop explores the struggle for autonomy, attachment to important people in the child's life, and the development of self-concept. | School-Age Social-Emotional Development At this workshop participants explore the characteristics of the social and emotional development of the young school-age child and learn about some of the ways adults can lend support to the child's drive to master new things. |
| Toddler Development Capstone At this capstone workshop you participate in an overview of the unit and share information about the toddler you observed. Also, you turn in your assignment and take the knowledge assessment on toddler development. | School-Age Development Capstone At this capstone workshop you participate in an overview of the unit and share information about the school-age child you observed. Also, you turn in your assignment and take the knowledge assessment on school-age development. |

ECED 140 Nurturing & Guiding Young Children

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| Values and Practices In this workshop you explore the ways that personal values relate to your work and children. The workshop examines long and short range goals and offers an opportunity to clarify how what we value can be translated through the work we do. | Learning to Cooperate Learn to promote pro-social behaviors by setting appropriate guidelines, avoiding competition, learn strategies for room arrangement, selection of materials, schedules, routines, and adult/child interactions which foster cooperation. |
| Developing a Philosophy of Guidance This workshop offers you opportunities to explore your personal guidance philosophy and to examine the relationship between beliefs and practices. | Learning to Negotiate Successful adults are those with highly developed problem solving skills. This workshop gives you the tools to assist children to develop this important skill. |
| Respecting Diversity We work closely with children and families from many cultures and from a multitude of backgrounds. Come learn about the ways that family values impact on guidance practices. Also, expand your skills in offering an anti-bias environment to children and families. | Limit Setting Strategies Learn about natural and logical consequences (both appropriate and inappropriate), choices, and contingencies to help children learn to self-regulate themselves. Also, practice using these strategies with real-life examples of antisocial behavior. |
| Values and Beliefs Capstone At this workshop, you share your assignments with other participants, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. | Building Cooperation Capstone At this workshop, you share insights from your assignment, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. |
| The Nurturing Verbal Environment Learn to use reflective and responsive statements (R & R), open-ended questions, and words of encouragement to promote a positive and nurturing verbal environment. | Understanding Children's Behavior This workshop focuses on infant to school-age social/emotional development and appropriate practices for each stage. |
| Effective Listening You listen to people all of the time, but do you really hear what they mean to tell you? This workshop offers an opportunity to expand your listening skills and to use these skills when communicating with children. | Punishment Versus Discipline Learn the difference between punishment and discipline (positive child guidance), review what NAEYC and Head Start say about time-out, and explore specific adult interaction strategies and evaluate if it is discipline or if it is punishment. |
| Positive Communication The communication style you use can make a significant difference in your relationships. Learn some positive and productive ways to get your messages across to both children and adults. | Challenging Behaviors Identify some of the feelings behind the buttons pushed by the difficult or challenging behaviors in young children. Also, learn strategies and practice creating a plan for the challenging behaviors of a particular child. |
| Building Relationships Capstone At this workshop, you share your assignments with other participants, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. | Effective Discipline Capstone At this workshop, you share your assignment with other participants, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. |

ECED 152 Early Literacy Development

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| Literacy Development Overview Learn about how our understanding of how literacy develops has changed over time. Literacy development is more important now than ever before. Explore what research tells us about how young children learn to read and write. | Sound Beginnings Learn how the usual activities of early childhood education and care settings can be used to help children develop the sound sensitivity, phonological awareness, and awareness of the alphabet that research shows are essential forerunners of future literacy learning. |
| Experience & Language Learn about the kinds of activities and practices that contribute to specific literacy concepts and skills. Explore activities to prepare all children to become literate. Preview the most important things teachers and caregivers need to know and be able to do to support literacy development. | Sounds and Symbols Learn how the understanding of the alphabetic principle is the final important building block to the ability to decode and encode print in a functional way. |
| Oral Language and Literacy Learn how young children acquire language and why oral language development is important for literacy development. Preview the most important things teachers and caregivers need to know and be able to do to support oral language development. | Writing With Purpose Learn about the kinds of activities and practices that help children learn about and develop skill in writing. Explore how the usual activities at home and in school contribute to children's desire to write and their ability to do so. |
| Literacy Foundations Capstone At this workshop, you share your assignments with other participants, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. | Understanding Print Capstone At this workshop, you share insights from your assignment, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. |
| Literature & Literacy Learn about the wide range of high quality storybooks available for children. Preview many of the important things teachers and caregivers need to know and be able to do to use books to help children appreciate literature. Also learn about the criteria for selecting books. | Literacy Environments & Curriculum Learn about the design and management of a literacy rich learning environment and explore some models of curriculum design that ensure the learning of essential literacy concepts and skills. |
| Book Basics Learn about the kinds of experiences with books that are appropriate for the various ages and stages of the early years. Explore how books are used to help children construct the wide variety of concepts and skills they need to master to become readers and writers. | Assessment of Literacy Learning Learn about the process of assessment and the various types of assessment. Explore the variety of information gathering tools and how and when to use them to assess the literacy learning of children and the effectiveness of the learning experiences they are providing to children. |
| Reading With Purpose Learn the kinds of activities and practices that help children develop skill in reading. Explore how the usual activities of daily life at home and in school contribute to children's desire to write and their ability to do so. | Families, Communities, and Literacy Learn how essential the role of families is in support of literacy development. Explore why literacy development is more effective when families, teachers and caregivers, and communities work together. |
| Book Knowledge Capstone At this workshop, you share your assignments with other participants, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. | Authentic Literacy Learning Capstone At this workshop, you will have an activity related to your assignment, review the ideas and skills covered in the unit, take the knowledge assessment, and turn in your assignment. |

ECED 170 Introduction to Working with Infants and Toddlers

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| Principles & Practices of Quality Infant & Toddler Care Come and discuss ways that infant & toddler teachers can build relationships and establish classroom routines so that children and their families feel welcomed and respected. | Caregiving is Curriculum A nurturing relationship between very young children and their caregivers is the foundation for infant-toddler curriculum. We will help you learn ways to build these relationships and to share with families, administrators, and others the importance of relationships for development and learning. |
| Environments for Living & Learning The way you arrange your classroom can make a big difference. This workshop looks at the powerful messages that environments send to people and ways to set up your classroom that are inviting and safe for infants and toddlers, as well as welcoming to families and staff. | Problem Solving Is Curriculum What is appropriate curriculum for infants & toddlers? Join us for a workshop that answers this question and outlines caregiver skills that foster very young children's growth and learning. |
| Caregiving Routines Feeding, diapering, handwashing, napping—all of these make up a great deal of an infant or toddler's day! Join us as we discuss ways to use routines as a time for learning and bonding in a manner that is safe and healthy for both children and caregivers. | Play is Curriculum "All they do is play! When will you teach them something?" Did you ever wish you had a good reply to this question? This workshop identifies the importance of play for later learning. We will play and learn ideas about materials and activities to promote appropriate infant/toddler play. |
| Quality Care Unit Capstone At this workshop you review the major ideas and skills covered in the unit, discuss and hand in your assignment, and take the knowledge assessment for the unit. | Caring & Teaching Unit Capstone At this workshop you review the major ideas and skills covered in the unit, discuss and hand in your assignment, and take the knowledge assessment for the unit. |
| Partnering with Families Building relationships with families is one of your most important responsibilities as an infant-toddler caregiver...and often a challenging one! Come to this workshop to build your skills in communicating with families. | Talking & Listening: Supporting Language & Literacy Development How do babies learn to talk? Should we teach infants to read? Join us for a workshop that explores how language develops and ways that caregivers encourage both language and literacy development in very young children. |
| Culturally Responsive Caregiving Sometimes what one culture teaches is different from what is taught by another culture. Join us to explore the ways that culture and cultural values influence caregiving practices and ways to use this understanding to promote strong relationships with families. | Friends & Feelings: Understanding Social and Emotional Development One minute they're laughing; the next they are screeching. Infants and toddlers have powerful feeling that change quickly. We'll practice methods to help children learn to manage their feelings. |
| Building Relationships With Families Caregiving should be a partnership between families and teachers; yet often each feels upset with the other. This session encourages caregivers to expand their skills for identifying the needs and concerns of families and including them successfully into the infant/toddler classroom. | Teeth, Tempers & Toilets: Appropriate Guidance for Toddlers Those "terrible two's!" We know that toddlers often bite, fight, and find every opportunity to say 'no!' Come and discuss ways to positively deal with these sometimes challenging situations. |
| Infant & Toddlers Families Unit Capstone At this workshop you review the major ideas and skills covered in the unit, discuss and hand in your assignment, and take the knowledge assessment for the unit. | Growing & Learning Unit Capstone At this workshop you review the major ideas and skills covered in the unit, discuss and hand in your assignment, and take the knowledge assessment for the unit. |

Registration And Records

The purpose of this section is to provide information and guidance about how to register for Honolulu Community College workshops taught through PACE. It also explains the record keeping procedures that ensures PACE participants may convert the non-credit workshops to credit for courses at Honolulu Community College in Early Childhood Education.

How To Register

Advance registration is required for all PACE workshops. Workshops are \$25.00 each. (Fees subject to change at any time.) The registration deadline is seven (7) working days before the day of the workshop. Advance registration is important because there must be at least 12 people registered seven days prior to the workshop date to avoid cancellation. Please help us avoid cancellations by registering early. If you register after the deadline, it is your responsibility to call Noncredit Registration at 845-9296 to verify enrollment and the status of the workshop. Late registration is allowed if space is available. If registration is not received by the workshop date, attendance will **not** count towards credit and you will need to register and retake the workshop.

To Register in Person

You may register at the Non-credit Registration located in Building 2, 5th floor. The office is open Monday through Friday from 8:00 AM to 3:45 PM. Payment may be made by cash (**exact change only**), credit card, money order, or check.

To Register Online



Online Registration (credit card/debit)
<http://pcatt.org/pace/index.php>



To register by mail, send the registration form with payment (check or money order,) and mail to:

Non-Credit Registration Office
Honolulu Community College
874 Dillingham Boulevard
Honolulu, Hi 96817-4598

A registration form must accompany payment. Download a registration form from the PACE website: <https://www.honolulu.hawaii.edu/node/359>

To Register by Fax

To register by FAX, complete the registration form and FAX to 845-3767. **Payment by purchase order only.** If you do not receive a confirmation within 7 days, call Non-credit registration at 845-9296.

Late Registration

If you are registering after the deadline, call the Non-credit Registration at 845-9296 to verify enrollment and the status of the workshop. To attend the workshop your name must be on the attendance sheet or you must bring your receipt to prove registration. If registration is not received by the workshop date, attendance will **not** count towards credit and you will need to register and retake the workshop.

Transfer and Refund Policy

To transfer to another workshop or completely withdraw, contact Non-credit Registration at least one (1) working day before the workshop (845-9296). Thereafter, **refunds will not be allowed.** Cash refunds require 6-8 weeks processing time. Charge card refunds will be credited to your account. Participants registering by purchase order will be billed regardless of non-attendance unless notification of withdrawal is made by the specified refund date.

Cancellations

The college reserves the right to cancel a workshop due to insufficient enrollment. Registrants will receive a full refund or may transfer to another workshop. Remember, workshops must have a minimum of 12 people to prevent cancellation. Registering before the deadline will help ensure that workshops are held as scheduled.

Certificates of Participation and Participant Records

To verify participation in a PACE workshop you receive a certificate of participation. In addition, a monitoring sheet or record of your attendance is completed at the end of each semester.

To receive a certificate of participation for each workshop, you must register on time, arrive promptly, sign the class list, and stay until the end of the workshop. At the conclusion of a workshop, if you attend the entire 3 hours, you will be issued a Certificate of Participation. Certificates are distributed at the workshops by PACE instructors. You may pick up your certificate the night of the workshop **only if you have registered by the registration deadline** (seven working days before the workshop). If you registered after the deadline, the certificate will be issued in six to eight weeks after the workshop. If you will not be attending more workshops, call the PACE Office (845-9496) to have your certificate mailed. Certificates for capstones will be distributed four weeks after the capstone.

The “Workshop Monitoring Sheets” at the end of this Participant Guide list all courses, units, and workshops offered in this program. You may want to use them to record your attendance.

Attendance Policy

Prompt attendance is important. Participants must be present for the three hours to receive a certificate. A late participant may stay for the workshop, but will not receive a certificate. Tuition is not refundable.

You **must** sign in on the attendance sheet in order for the workshop to count towards credit. Those who do not sign in will be considered absent and will need to register and retake the workshop.

Conduct Code & Ground Rules**Participant Conduct Code:**

PACE Participants are expected to behave in a manner that is respectful of the instructor and other participants. Participants who behave in ways which are determined by the PACE instructor or faculty to be disruptive or inappropriate may be asked to leave the workshop and will not receive credit for attendance or a refund. Basic ground rules for PACE workshops are as follows:

Ground Rules

- Everyone participates - there are many ways to participate (e.g, listening, speaking, taking notes).
- Everyone has the right to pass, to listen, learn more, or think before entering into a discussion or sharing.
- Everyone has a right to be able to hear what another person (instructor or participant) is saying without distractions such as aside conversation among others.
- There is no such thing as a dumb question - if you're wondering, someone else is probably wondering too.
- The opinions and beliefs of others are honored even though they may be different from our own; there is freedom to exchange ideas.
- We show respect and courtesy for all participants and instructors. No one should feel isolated, put down or dismissed for who they are, how they live or what they believe.
- Concerns should be brought directly to the person with whom you have the problem. Gossip or talking to others about the problem will not help to resolve it.
- Confidentiality is maintained in workshops. Sensitive and personal information that is learned in workshops is kept private. This is a basic professional responsibility.

Disability Accommodations:

If you have a disability and need special accommodations, you should contact Student ACCESS in Building 7, Room 302, 844-2392 or accesshcc-l@lists.edu. If you have already registered with Student ACCESS, you need to provide the current memo authorizing your accommodations to your instructor(s) in order to begin receiving accommodations. Additional information can be found at www.honolulu.hawaii.edu/disability.

Student Conduct:

You are expected to be responsible in relationships with others and to respect the special interests of the Honolulu Community College. Information about the Student Code of Conduct can be found here: <https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=7&policyNumber=208>. Sanctions may be imposed whenever a student is found to have violated any of the rules contained in this code, such as: warning, probation, restitution, temporary suspension, suspension, expulsion, or rescission of grades or degrees.

Sex Discrimination and Gender-Based Violence Resources (Title IX):

The University of Hawaii, which includes Honolulu 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, the University has staff and resources on your campus to support and assist you.

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting please contact the Wellness Center, Kimberley Gallant, LCSW located in Building 6-104. She can be reached at (808) 845-9180 or through email at hccwell@hawaii.edu

If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support you may speak to your instructor, or you may email: honccitix@hawaii.edu. You may also contact one of the individuals listed below directly or the PACE Program, 845-9496, pacehon@hawaii.edu.

Derek Inafuku, Title IX Coordinator

Building 6, Administration

Phone: (808) 845-9103

Lara Sugimoto, Deputy Title IX Coordinator for Students

Building 6, Administration

Phone: (808) 845-9235

Wayne Sunahara, Deputy Title IX Coordinator for Students

Building 7, Room 326

Phone: (808) 845-9264

PLEASE BE AWARE, as a member of the University faculty, instructors are expected to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and instructor cannot guarantee confidentiality, you will still have options about how your case will be handled. Our 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.

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, go to: <http://www.hawaii.edu/titleix>

Attendance

You **must** sign in on the attendance sheet for the workshop to count towards credit. Those who do not sign in will be considered absent and will need to register and retake the workshop.

Prompt attendance is important. **Participants must be present for the three hours to receive a certificate.** A late participant may stay for a workshop, but will not receive a certificate. The workshop will not count towards college credit. Tuition will not be refundable.

Academic Integrity

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the Student Conduct Code and may result in expulsion from the University (PACE Workshops).

Cheating includes, but is not limited to:

- giving or receiving unauthorized assistance during an examination;
- obtaining unauthorized information about an examination before it is given;
- using inappropriate or unallowable sources of information during an examination;
- altering the record of any grade;
- altering answers after an examination has been submitted;
- falsifying any official University record; and,
- misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes, but is not limited to:

- submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual;
- neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; and
- submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

Cell Phone Use

During class, please turn off cell phones to vibrate or silent. If you have children home alone, you may take the call outside of the classroom. Otherwise, please return all calls during the break. Please do not text message or play cell phone games during class.

Capstones and College Credit

One of the unique features of the PACE Program is the ability to convert non-credit workshops to official credit for Honolulu Community College (HonCC) courses. Workshops may be converted into community college credit when all workshops (including capstone workshops) in a specific course have been completed. The capstone workshops include a knowledge assessment and unit overview. Unit assignments also are turned in and reviewed. For example, if credit is desired for PACE ECED 105 Introduction to Early Childhood Education, participants must complete all 16 three (3) hour workshops and the assignments and knowledge assessments for the capstone workshops in the four units (Learning About Children Unit, Learning About Families Unit, Learning About the Field Unit, and Learning About Yourself Unit) within PACE ECED 105.

Participants who want to receive college credit for PACE courses *must* complete the reading and written assignments for each unit. All assignments for a unit are due at the time the participant takes the unit capstone workshop. The late assignment policy and procedures are explained later in this section. Assignment packets and the required textbooks may be purchased online or in person from the HonCC Bookstore:

<http://www.bookstore.hawaii.edu/hcc/home.aspx>.

The PACE Assessor (this may be the PACE Academic Coordinator, an ECE faculty, or ECE instructor who has taught credit courses at HonCC) is responsible for evaluating assignments. If participants receive a average score of 70 % or better on all capstone evaluations for a course, three college credits may be earned.

Evaluation of assignments are based on specific criteria that are outlined in each assignment evaluation form (rubric). At capstone workshops, assignments are discussed, reviewed, shared, and turned in. After evaluation by a PACE Assessor, assignments are either returned by mail or distributed by PACE instructors at future workshops. Assignments are returned in 3 to 4 weeks except for spring and winter breaks when there will be an additional 2-week delay.

An unsatisfactory evaluation on a capstone workshop (below 70 %) will not earn credit. Participants register for and retake the capstone workshop and do not need to redo the other workshops in the unit. In some cases a participant may have done well on one part of the capstone and poorly on the other. If this should happen, there is no need to repeat the part for which an adequate score was earned. If you wish to use the knowledge assessment or the assignment score from your prior capstone attempt, inform the PACE Assessor who conducts the capstone when you try again.

Converting to Credit

To initiate the conversion to credit process, a PACE participant completes and returns the following two forms:

- University of Hawai'i Common Application Form
- PACE Application to Receive College Credit for Non-Credit Course (Credit Conversion form)

The forms are available from the PACE capstone instructors, the PACE Office at Honolulu Community College (HonCC) , Building 2/Room 212, or access online:

PACE Credit Conversion Packet: **<https://www.honolulu.hawaii.edu/sites/www2.honolulu.hawaii.edu/files/pace-conversion-packet.pdf>**

Upon completion, forms must be sent to the PACE Office, **not** the HonCC Admissions Office. Mail to:

**PACE Program, Attn: C. Uyehara
Honolulu Community College
PACE Program
874 Dillingham Blvd.
Honolulu, Hawai'i 96817-4598**

The PACE Office verifies completion of all of the required workshops and forwards the forms to the HonCC Dean of Instruction's office for approval of the application for credit. When credit is approved, it will be listed on your official HonCC transcript as credit for the equivalent HonCC course. **Letter grades are not given for PACE courses.** You will be able to request an official transcript through HonCC Admissions and Records. The credit conversion process takes about 3 to 4 weeks. The cost for a transcript is \$5.00 (\$15.00 for a rush) and your signature is required on the request form.

For a transcript request form go to: **<https://www.honolulu.hawaii.edu/records>**

PACE participants who have been awarded credit will become official continuing students at HonCC with registration privileges for the following semester if they wish to enroll in campus-based courses at Honolulu Community College. See the section on "How to Enroll in Campus-Based Early Childhood Classes" for the requirements and procedures for registering on-campus.

For Hawaii residents there is no additional fee to convert to credit. Non-residents pay an applicant fee of twenty-five dollars (\$25.00). This fee is non-refundable, non-transferable, and paid each time you apply. A money order or certified check payable to the **University of Hawai'i** must accompany the Common Application Form or it will be returned.

If you are a member of the United States Armed Forces stationed in the State of Hawai'i, or a military family member, you do not have to pay the non-resident fee. However, verification of military assignment and a copy of the military orders must be submitted with the application.

The credit conversion process takes 3-4 weeks. Applications are not processed during the

summer and winter breaks when the PACE Program Office is closed. If your application is received after the PACE Office closes for the summer, it will be processed during the following fall semester usually in late September.

Assignment Guidelines

The assignments in the PACE program are designed to be learning experiences for you *and* an opportunity to demonstrate your development of the attitudes, skills, and knowledge that are essential for a competent early childhood educator. To help you succeed, we will discuss the upcoming assignments at the capstone workshops.

To prepare an assignment, you must use some important abilities that early childhood educators need. These include the ability to prepare work assignments such as a well-presented report in a timely and responsible manner and to use professional level criteria to evaluate your work. Part of your grade is based on how well you prepare assignments. The following guidelines and procedures should help you succeed with your PACE assignments.

Assignment Preparation

On the evaluation sheets for PACE assignments you will find items about writing clearly and correctly and organizing your assignment so it is easily understood. Pay attention to the following when preparing your assignment.

Make It Legible

- If you type or print from a computer, use a clear, legible typeface such as Times or New York in 12 pt. Use a dark ribbon or ink jet or laser printer.
- If you hand-write, use dark ink (preferably black). Do not use pencil. Do not alternate lines. If your handwriting is cramped, scrawling or messy, please type.
- Use one side of standard-sized paper. Leave 3/4 to 1 inch margins all around.
- Double space.

Make It Understandable

- Write in full sentences. Avoid errors of spelling, grammar, and punctuation.
- Communicate information and ideas in a clear, straightforward manner.
- Include all of the information or work that was required.

Make It Manageable

- Write a reasonable amount, enough to communicate what is needed but not so long as to be tedious. Some assignments have a specific length requirement.
- Avoid using report covers, folders, title pages, and binders of any kind unless they are required by the assignment.
- Avoid notebook paper with perforated edges or holes on the left side. Do not use odd-sized paper from notebooks or stationary intended for letter writing.
- Number each page.
- Attach the completed evaluation form at the end.

continued

Make It Secure

- Make a photocopy of the pages of your assignment and the completed evaluation form before you turn it in. Keep them in a secure place. Faculty members rarely lose assignments, but keeping a copy is an important safeguard.
- Put your name in the upper left-hand margin of each page.
- Staple the pages of your assignment and the evaluation form securely together.
- Do not use paper clips or folded corners.

Evaluation And Feedback Procedures

After you submit your assignment and take the knowledge assessment, the PACE Assessor who has conducted your capstone workshop will read and respond to your assignment and score your knowledge assessment. This person uses the knowledge assessment and the assignment you have submitted as a means for determining if you have acquired the attitudes, skills, and knowledge that the unit was designed to teach. You will ordinarily get the feedback about your work within three weeks of the capstone workshop.

The PACE Assessor will return your assignment and a capstone feedback form that has the knowledge assessment and assignment scores averaged for your total score. Your assignment will have a number of comments and marks on it. These may be notations that acknowledge interesting and insightful things you said and did with your assignment as well as comments about possible areas for improvement.

Most PACE Assessors edit serious and repeated errors in writing and all comment on what you said about or did with the topic. Comments are usually made in the margins of your written work.

A variety of marking systems is used to give feedback on assignments. Here are a few examples that are used by the PACE Assessor:

- In many PACE assignments you must write a narrative description usually of a child. Faculty may use a solid line to highlight a vivid word or phrase, a wavy line to highlight an interpretation and a circled word/s to indicate a judgment.
- A check system may be used to indicate the degree to which you met the evaluation criteria of the assignment. The checks are usually placed in the margins of your written work. 0 = not there, √- = criteria met, but in a minimal way, √ = criteria met and found satisfactory, √+ = criteria met and represents excellent work.

continued

Late Assignment Policy and Procedure

- All assignments turned in after the capstone workshop will receive a 10% reduction in the final grade. For example, if you earn an 80% score on the assignment, the penalty would result in a 72% score.
- Both the participant and the capstone leader must sign a **Late Assignment Notice** with each retaining their portion. A copy of the notice appears on page 27. If you must submit your assignment after the capstone date, make a photocopy of this notice and bring it to the capstone. Paperclip the faculty copy to the *Capstone Feedback Form*.
- Late assignments must be postmarked or hand delivered no later than **one week** after the capstone. Hand delivered assignments go to the PACE Office at Honolulu Community College (Building 2/Room 212). Address your assignment to the person whose signature appears on your copy of the “Late Assignment Notice”. You may also take your assignment to the mail room located in the Administration Building (Building 6) at 874 Dillingham Blvd. Please ask the mailroom attendant to place your late assignment in the mailbox for Iris Saito. **(If your assignment arrives more than one week late, you receive no credit for it and you must retake the capstone).**

**Late Assignment Notice****Faculty Copy**

If your assignment must be turned in late, please observe these conditions.

- All assignments turned in after the date of the capstone workshop at which they were due will receive a 10% reduction in the final grade. For example, if you earn a 80% score on the assignment the penalty would result in a 72% score.
- Late assignments must be postmarked or hand delivered no later than **one week** after the capstone. Hand delivered assignments go to the PACE Office at Honolulu Community College (Building 2/ Room 212). Address your assignment to the person whose signature appears on your copy of the "Late Assignment Notice". You may also take your assignment to the mail room located in the Administration Building (Building 6) at 874 Dillingham Blvd. Please ask the mailroom attendant to place your late assignment in the mailbox for Iris Saito. **(If your assignment arrives more than one week late, you receive no credit for it and you must retake the capstone).**
- The signatures of both the participant and the capstone instructor must appear on both the participant and faculty copies of this notice.

Capstone: _____

Participant Print Name / Signature

Date

Faculty / Assessor Signature

**Late Assignment Notice****Participant Copy**

If your assignment must be turned in late, please observe these conditions.

- All assignments turned in after the date of the capstone workshop at which they were due will receive a 10% reduction in the final grade. For example, if you earn a 80% score on the assignment the penalty would result in a 72% score.
- Late assignments must be postmarked or hand delivered no later than **one week** after the capstone. Hand delivered assignments go to the PACE Office at Honolulu Community College (Building 2/ Room 212). Address your assignment to the person whose signature appears on your copy of the "Late Assignment Notice". You may also take your assignment to the mail room located in the Administration Building (Building 6) at 874 Dillingham Blvd. Please ask the mailroom attendant to place your late assignment in the mailbox for Iris Saito. **(If your assignment arrives more than one week late, you receive no credit for it and you must retake the capstone).**
- The signatures of both the participant and the capstone instructor must appear on both the participant and faculty copies of this notice.

Capstone: _____

Participant Print Name / Signature

Date

Faculty / Assessor Signature

Observation Guidelines for PACE Program Assignments

Many of the PACE unit assignments require observation of children. This guide will help you write clear, objective descriptions of children's behaviors. Read and follow it carefully.

Children respond to their environment (objects, ideas, problems, people, situations) in a variety of ways and with their whole bodies. Through careful and ongoing observation, the early childhood practitioner is able to determine the needs, developmental levels, and learning styles of children and thereby provide for them meaningfully and appropriately.

A person who is recording the actions and behaviors of a child should attempt to record them objectively. 'Objective' means 'involving the use of facts without distortion.' To record objectively is to record what you see and hear rather than what you feel or think you see. You must avoid interpretations, judgments, and evaluations and focus purely on what the child does and says.

Many factors influence our objectivity. Past experiences, our personal beliefs and attitudes, our cultural group, and other elements can easily color what we see positively or negatively. As early childhood professionals, our goal is to accurately describe what is seen or heard (much like a video camera).

The words we choose to use in recording observations can also make a difference in how objective they are. Notice how the statements on the left below differ from the those on the right.

| | |
|--|--|
| • Pua was glad to see her mother. | • Pua smiled and ran to greet her mother. |
| • Pua cried because she broke the glass. | • Pua dropped the glass, broke it, and burst into tears. |
| • Pua slammed the cupboard door because she was hungry for a cookie. | • Pua slammed the cupboard door and screamed, "I want a cookie!" |
| • Pua is tired this afternoon. | • Pua put her head on the table and closed her eyes right after she came in from recess. |
| • Pua's mom is overprotective. | • Pua's mom holds her hand until they reach the door of the preschool. |

The sentences on the left are evaluative and subjective (they tell what the observer thinks the behaviors mean); those on the right are descriptive and objective (they tell only what the observer saw and heard).

continued

When writing your observations for PACE Program assignments, work on recording clear objective descriptions. In general, interpretations and evaluations should be made only after many observations of a child's behavior and actions have been done. Focus on writing clear, legible, objective descriptive statements.

Knowledge Assessments

To assure that participants have attained understanding of concepts and skills presented in the course, a knowledge assessment is given at the capstone workshop of each unit. Only those seeking college credits must take the knowledge assessment. True/False questions, multiple choice items, and situational challenges are used to assess knowledge competence for each unit. The questions on the knowledge assessments are derived primarily from the reading assignments. Following are examples of questions on a knowledge assessment:

1. Which of the following represents the most developmentally appropriate approach?
 - a. A program that balances play in a planned environment with academically oriented materials and activities
 - b. A program in which children spend the majority of their time engaged in play activities in a carefully planned learning environment
 - c. A program that provides the academic training that will ensure that the children will be able to pass the entrance tests to the best private schools

Answer: b

2. To be a good teacher it is essential that you have a bright, bouncy personality.
 - a. True
 - b. False

Answer: b

Textbooks

The following textbooks serve as the basis for the knowledge assessments and are available at the HonCC Bookstore for purchase when the course is offered:

ECED 105:

Feeney S., Moravcik, E., & Nolte, S (2019). *Who am I in the lives of children*. (11th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.

ECED 110:

Bredekamp S & Copple, C. (Eds.). (2009). *Developmentally appropriate practices in early Childhood Programs: Serving children from birth through age 8*. (third ed). Washington, D.C.: NAEYC.

Feeney S., Moravcik, E., & Nolte, S (2019). *Who am I in the lives of children*. (11th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.

ECED 131:

Wittmer, D. S., Petersen, S. H., & Puckett, M. B. (2017). *The young child* (7th ed.). Boston: Pearson.

ECED 140:

Miller, Darla F. (2013/2016) *Positive child guidance*, (7th or 8th edition). Belmont, CA: Wadsworth.

ECED 152:

Neuman, S.B., Copple, C., & Bredekamp, S. (2000) *Learning to read and write: Developmentally appropriate practices for young children*. Washington, D.C.: NAEYC.

Schickedanz, J. A., & Collins, M.F. (2013) *So much more than the ABC's: The early phases of reading and writing*. Washington, D.C.: NAEYC.

ECED 170

Gonzalez-Mena, J. and Eyer, D. W. (2021) *Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education*. (12th ed.). New York: McGraw-Hill.

After PACE

Many people begin PACE workshops because they wish to obtain a Child Development Associate (CDA) credential or are interested in getting started on earning college certificates and degrees in early childhood education and care. This section provides the basic information you need about the CDA credential and how to enroll in the Early Childhood Education program at Honolulu Community College.

Child Development Associate (CDA) Credential

The **Child Development Associate (CDA)** credential is a nationally recognized certificate awarded to persons who demonstrate competence in educating and caring for young children by completing an assessment process administered by the Council for Early Childhood Professional Recognition (The Council) located in Washington D.C. The purpose of this national credential is “...to enhance the quality of childcare by defining, evaluating and recognizing the competence of childcare providers and home visitors.” The Council has certified over 370,000 people.

In the State of Hawaii one of the minimum requirements for teaching in a center-based classroom is the CDA credential coupled with one year of experience working with children (the other minimum requirement options are outlined in the Department of Human Services Childcare Licensing Standards). The CDA can also qualify a person to direct an early childhood center.

To complete the **CDA assessment process**, candidates must meet eligibility requirements (High School Diploma or GED, experience, and education), document their competence (CDA Professional Portfolio, parent questionnaires, a formal observation by the professional development specialist, and a 100-item multiple choice examination). A Council Committee determines competence and awards or denies the credential. The amount of time needed to complete the process depends on many factors (eligibility and training requirements, writing skills, personal circumstances, etc.).

The fee for the online CDA Assessment is \$425. The fee for the standard paper Assessment is \$500. The assessment process is outlined in a packet that is sent to any potential candidate who requests it for a fee (\$25 plus shipping & handling). One must specify the setting for the assessment: preschool or infant/toddler center, family childcare, or home visitor. Please go to the Council web site for more information.

<http://www.cdacouncil.org/>

PACE Program CDA Worksheet (located at the back of this Guide)

To assist you in determining how the PACE workshops meet the 120 hours of formal training in the eight (8) content areas, a PACE Program CDA worksheet was developed. By filling in the worksheet as you complete the PACE workshops, you will be able to keep track of the hours you have completed in each content area.

Renewals

Once candidates have obtained the CDA credential, renewals are required every three years after the award date.

Renewal candidates must:

- Hold a current Red Cross or other agency First Aid certificate and both Infant and Child (Pediatric) CPR
- Have completed at least 4.5 Continuing Education Units (C.E.U.'s), or a 3 credit-hour course in early childhood education/child development, completed **after** the issue date of the most current CDA Credential
- Renewal coursework/training must be specific and relevant to your CDA credential type
- Have recent work experience with young children (a minimum of 80 hours within the past year)
- Identify an Early Childhood Education Professional who can complete a Letter of Recommendation about the renewal candidate's competence with young children
- Hold recent (within current year) membership in a national or local early childhood professional organization

Direct inquiries or make requests for information or packets to:

The Council for Early Childhood Professional Recognition
2460 16th Street, NW
Washington, DC 20009-3547

www.cdacouncil.org

Online chat available: Hours of Operation: Monday through Friday, 9am - 5pm EST. When using the Council's online support, please ensure that your pop-up blocker is disabled to see and receive a response to your inquiry.

Phone: 202-265-9090 (local)

Council Office Hours: Monday through Friday, 8am - 5pm EST

Feel free to contact us anytime during regular business hours:

Speak to a Council Associate - When calling the Council you may experience long hold times, however, your call is important to us and we do appreciate your patience. If we are unable to answer your call, please try back during non-peak hours 8am-11am or 3pm-5pm EST.

By email: Please allow a minimum of 48 hours for a response to your email inquiry.

CDA Candidates for inquiries regarding your initial and renewal CDA credential:
cdafedback@cdacouncil.org

For further information about how Honolulu Community College can help you through the CDA process, contact the PACE Office, 845-9496 or e-mail pacehon@hawaii.edu.

How To Enroll in Campus-Based Early Childhood Classes

After taking PACE workshops and converting the one or more courses to credit, some participants become interested in the certificates or degree program. The Early Childhood Program at Honolulu Community College (HonCC) is designed to give you the most thorough preparation possible for work in early care and education. The guidelines below will help you through the enrollment process.

Enroll Online

Go to: **<https://www.honolulu.hawaii.edu/admissions>**

The application process is online at the URL above. As a PACE participant you may already be admitted, if you had your PACE workshops converted to credit for the current semester.

Submit a Copy of TB Clearance & MMR if required

Your MMR and copy of a TB Clearance within the past 12 months must be submitted to the HonCC Student Health Office **before you will be allowed to register for classes**. You may submit it at the same time as your application is submitted to Admissions or after you receive your acceptance letter. Information about where to obtain the TB Clearance and where to send a copy of it is available online.

Demonstrate Placement in English and Math

Placement means that the College has a record of your ability level in English and in math. This information is used to help you select the English and math courses that will lead to successful mastery of the skills needed to complete the certificate and degree programs in the Early Childhood Education program at HonCC. In some cases participants may have to take a series of English courses to prepare for entry into the campus-based early childhood courses.

If you want to use previous college coursework or a degree to demonstrate placement, you must request official transcripts from the college where you studied be sent directly to Honolulu Community College. When your application is complete, you will receive a letter of acceptance that will include information about placement.

For more go information on placement, go to:

<https://www.honolulu.hawaii.edu/testing>

Register for Classes

Once you have demonstrated placement, you will receive information on how to register for classes. For more information, go to:

<https://www.honolulu.hawaii.edu/node/1277>

For Class Availability go to: <https://www.honolulu.hawaii.edu/> and click on **Class Availability** at the top of the web page.

Credit for Early Childhood Courses Taken Somewhere Else

If you have taken early childhood education classes at another college, you may want to request a transcript evaluation to see if it is possible to transfer some or all of those credits to Honolulu Community College. Contact Academic Counseling, 845-9129.



Monitoring Sheets & CDA Worksheet



ECED 105 Introduction to Early Childhood Education – Workshop Monitoring Sheet

Name: _____

| Course Code | Workshop Title | Date | Site | Instructor |
|--------------------------------------|--------------------------------------|------|------|------------|
| Learning About Children Unit | | | | |
| EDU 8101 | Learning to Observe | | | |
| EDU 8102 | Learning to Write Descriptions | | | |
| EDU 8103 | Assessing Children | | | |
| EDU 8104 | Learning About Children Capstone | | | |
| Learning About Families Unit | | | | |
| EDU 8105 | Understanding Families | | | |
| EDU 8106 | Working w/ Families | | | |
| EDU 8107 | Working w/ Children w/ Special Needs | | | |
| EDU 8108 | Learning About Families Capstone | | | |
| Learning About Yourself Unit | | | | |
| EDU 8109 | A Person and A Professional | | | |
| EDU 8110 | Communicating and Collaborating | | | |
| EDU 8111 | An Ethical Practitioner | | | |
| EDU 8112 | Learning About Yourself Capstone | | | |
| Learning About the Field Unit | | | | |
| EDU 8113 | Yesterday | | | |
| EDU 8114 | Today | | | |
| EDU 8115 | Tomorrow | | | |
| EDU 8116 | Learning About the Field Capstone | | | |

06/14 Form 205 Course Completed: _____ Converted to Credit: _____



ECED 110 Developmentally Appropriate Practices: Birth through 8 Years – Workshop Monitoring Sheet

Name: _____

| Course Code | Workshop Title | Date | Site | Instructor |
|--|--|------|------|------------|
| The Learning Environment Unit | | | | |
| EDU 8121 | Environment Principles | | | |
| EDU 8122 | Infant & Toddler Environments | | | |
| EDU 8123 | Preschool & Primary Environments | | | |
| EDU 8124 | The Learning Environment Unit Capstone | | | |
| Health, Safety & Nutrition Unit | | | | |
| EDU 8125 | Health | | | |
| EDU 8126 | Safety | | | |
| EDU 8127 | Nutrition | | | |
| EDU 8128 | Health, Safety, & Nutrition Capstone | | | |
| Play & Curriculum Unit | | | | |
| EDU 8129 | What is Play? | | | |
| EDU 8130 | Play and Curriculum | | | |
| EDU 8131 | Curriculum Planning | | | |
| EDU 8132 | Play and Curriculum Capstone | | | |
| Relationship & Guidance Unit | | | | |
| EDU 8133 | Guidance Foundations | | | |
| EDU 8134 | Peaceful Conflict Resolution | | | |
| EDU 8135 | Guidance Through the Ages | | | |
| EDU 8136 | Relationships & Guidance Unit Capstone | | | |

11/15 Form 206 Course Completed: _____ Converted to Credit: _____



ECED 131 Early Childhood Development: Theory Into Practice – Workshop Monitoring Sheet

Name: _____

| Course Code | Workshop Title | Date | Site | Instructor |
|------------------------------------|--|------|------|------------|
| Infant Development Unit | | | | |
| EDU 8141 | Prenatal & Infant Physical Development | | | |
| EDU 8142 | Prenatal & Infant Cognitive Development | | | |
| EDU 8143 | Prenatal & Infant Social-Emotional Development | | | |
| EDU 8144 | Prenatal & Infant Development Capstone | | | |
| Toddler Development Unit | | | | |
| EDU 8145 | Toddler Physical Development | | | |
| EDU 8146 | Toddler Cognitive Development | | | |
| EDU 8147 | Toddler Social-Emotional Development | | | |
| EDU 8148 | Toddler Development Capstone | | | |
| Preschool Development Unit | | | | |
| EDU 8149 | Preschool Physical Development | | | |
| EDU 8150 | Preschool Cognitive Development | | | |
| EDU 8151 | Preschool Social-Emotional Development | | | |
| EDU 8152 | Preschool Development Capstone | | | |
| School-Age Development Unit | | | | |
| EDU 8153 | School-Age Physical Development | | | |
| EDU 8154 | School-Age Cognitive Development | | | |
| EDU 8155 | School-Age Social-Emotional Development | | | |
| EDU 8156 | School-Age Development Capstone | | | |

06/14 Form 207

Course Completed: _____

Converted to Credit: _____



ECED 140 Guiding Young Children in Group Settings – Workshop Monitoring Sheet

Name: _____

| Course Code | Workshop Title | Date | Site | Instructor |
|------------------------------------|-------------------------------------|------|------|------------|
| Values & Beliefs Unit | | | | |
| EDU 8161 | Values and Practices | | | |
| EDU 8162 | Developing a Philosophy of Guidance | | | |
| EDU 8163 | Respecting Diversity | | | |
| EDU 8164 | Values and Beliefs Capstone | | | |
| Building Relationships Unit | | | | |
| EDU 8165 | The Nurturing Verbal Environment | | | |
| EDU 8166 | Effective Listening | | | |
| EDU 8167 | Positive Communication | | | |
| EDU 8168 | Building Relationships Capstone | | | |
| Building Cooperation Unit | | | | |
| EDU 8169 | Learning to Cooperate | | | |
| EDU 8170 | Learning to Negotiate | | | |
| EDU 8171 | Limit-Setting Strategies | | | |
| EDU 8172 | Building Cooperation Capstone | | | |
| Effective Discipline Unit | | | | |
| EDU 8173 | Understanding Children's Behavior | | | |
| EDU 8174 | Punishment Versus Discipline | | | |
| EDU 8175 | Challenging Behaviors | | | |
| EDU 8176 | Effective Discipline Capstone | | | |

06/14 Form 208 Course Completed: _____ Converted to Credit: _____



ECED 152 Early Literacy Development – Workshop Monitoring Sheet

Name: _____

| Course Code | Workshop Title | Date | Site | Instructor |
|---|--------------------------------------|------|------|------------|
| Literacy Foundations Unit | | | | |
| EDU 8181 | Literacy Development Overview | | | |
| EDU 8182 | Experience and Language | | | |
| EDU 8183 | Oral Language and Literacy | | | |
| EDU 8184 | Literacy Foundations Capstone | | | |
| Book Knowledge Unit | | | | |
| EDU 8185 | Literature and Literacy | | | |
| EDU 8186 | Book Basics | | | |
| EDU 8187 | Reading with Purpose | | | |
| EDU 8188 | Book Knowledge Capstone | | | |
| Understanding Print Unit | | | | |
| EDU 8189 | Sound Beginnings | | | |
| EDU 8190 | Sounds and Symbols | | | |
| EDU 8191 | Writing with Purpose | | | |
| EDU 8192 | Understanding Print Capstone | | | |
| Authentic Literacy Learning Unit | | | | |
| EDU 8193 | Literacy Environments and Curriculum | | | |
| EDU 8194 | Assessment of Literacy Learning | | | |
| EDU 8195 | Families, Communities, and Literacy | | | |
| EDU 8196 | Authentic Literacy Learning Capstone | | | |

06/14 Form 223 Course Completed: _____ Converted to Credit: _____



ECED 170 Introduction to Working with Infants and Toddlers - Workshop Monitoring Sheet

Name: _____

| Code | Workshop Title | Date | Site | Instructor |
|---|---|------|------|------------|
| Quality Care Unit | | | | |
| EDU 8201 | Principles & Practices of Quality Infant & Toddler Care | | | |
| EDU 8202 | Caregiving Routines | | | |
| EDU 8203 | Environments for Living & Learning | | | |
| EDU 8204 | Quality Care Unit Capstone | | | |
| Infants & Toddlers Families Unit | | | | |
| EDU 8205 | Partnering with Families | | | |
| EDU 8206 | Culturally Responsive Caregiving | | | |
| EDU 8207 | Building Relationships With Families | | | |
| EDU 8208 | Infants & Toddlers Families Unit Capstone | | | |
| Caring & Teaching Unit | | | | |
| EDU 8209 | Problem Solving Is Curriculum | | | |
| EDU 8210 | Caregiving Is Curriculum | | | |
| EDU 8211 | Play Is Curriculum | | | |
| EDU 8212 | Caring & Teaching Unit Capstone | | | |
| Growing & Learning Unit | | | | |
| EDU 8213 | Friends & Feelings | | | |
| EDU 8214 | Teeth, Tempers, and Toilets | | | |
| EDU 8215 | Talking & Listening | | | |
| EDU 8216 | Growing & Learning Unit Capstone | | | |

PACE Workshops for CDA Hours Worksheet

You need a total of 120 hours with a minimum of 10 hours in each subject area.

| Subject Areas and PACE Workshops | Hours (Workshops are 3 hours each) |
|---|------------------------------------|
| 1. Planning a Safe, Healthy Learning Environment (ECED 110) | Minimum 10 hours Total: |
| Environment Principles | |
| Infant & Toddler Environments | |
| Preschool & Primary Environments | |
| The Learning Environment Capstone | |
| Health | |
| Safety | |
| Nutrition | |
| Health, Safety, and Nutrition Capstone | |
| 2. Steps to Advance Children's Physical and Intellectual Development (ECED 110) | Minimum 10 hours Total: |
| What is Play? | |
| Play and Curriculum | |
| Curriculum Planning | |
| Play and Curriculum Capstone | |
| 3. Positive Ways to Support Children's Social and Emotional Development (ECED 110) | Minimum 10 hours Total: |
| Guidance Foundations | |
| Peaceful Conflict Resolution | |
| Guidance Through the Ages | |
| Relationships & Guidance Capstone | |
| 4. Strategies to Establish Productive Relationships With Families (ECED 105) | Minimum 10 hours Total: |
| Understanding Families | |
| Working With Families | |
| Understanding Children With Special Needs and Their Families | |
| Learning About Families Capstone | |
| 5. Strategies to Manage an Effective Program Operation (ECED 105) | Minimum 10 hours Total: |
| Yesterday | |
| Today | |
| Tomorrow | |
| Learning About the Field Capstone | |

| | | |
|--|--|----------------------------|
| 6. Maintaining a Commitment to Professionalism (ED 105) | | Minimum 10 hours Total: |
| A Person and A Professional | | |
| Communicating and Collaborating | | |
| An Ethical Practitioner | | |
| Learning About Yourself Capstone | | |
| 7. Observing and Recording Children's Behavior (ED 105) | | Minimum 10 hours Total: |
| Learning to Observe | | |
| Learning to Write Descriptions | | |
| Assessing Children | | |
| Learning About Children Capstone | | |
| 8. Principles of Child Growth and Development (ED 131) | | Minimum 10 hours Total: |
| Prenatal and Infant Physical Development | | |
| Prenatal and Infant Cognitive Development | | |
| Prenatal and Infant Social-Emotional Development | | |
| Prenatal and Infant Development Capstone | | |
| Toddler Physical Development | | |
| Toddler Cognitive Development | | |
| Toddler Social-Emotional Development | | |
| Toddler Development Capstone | | |
| Preschool Physical Development | | |
| Preschool Cognitive Development | | |
| Preschool Social-Emotional Development | | |
| Preschool Development Capstone | | |
| School-Age Physical Development | | |
| School-Age Cognitive Development | | |
| School-Age Social-Emotional Development | | |
| School-Age Development Capstone | | |
| Total Hours for all subject areas (Must be 120 hours or more) | | |

Completing 12 hours in each area will give you 96 hours. You then need an additional 24 hours (or 8 workshops) to complete 120 hours. For college credit, all workshops for a course must be completed, including capstones.
Revised 8/11/2010