Chabot College Institutional Core Values and Framework

A. Vision

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of lifelong learners.

B. Mission Statement

Chabot College is a public, comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a lifelong journey, the college provides opportunities for intellectual enrichment and physical well-being of all community members who can benefit.

C. Values

LEARNING AND TEACHING
• Supporting a variety of teaching philosophies and learning modalities.
• Providing an environment conducive to intellectual curiosity and innovation.
• Encouraging collaboration that fosters learning.
• Engaging in ongoing reflection on learning by students and by staff.
• Cultivating critical thinking in various contexts.
• Supporting the development of the whole person.

COMMUNITY AND DIVERSITY
• Building a safe and supportive campus community.
• Treating one another with respect, dignity, and integrity.
• Practicing our work in an ethical and reflective manner.
• Honoring and respecting cultural diversity.
• Encouraging diversity in our curriculum and community of learners.

INDIVIDUAL AND COLLECTIVE RESPONSIBILITY
• Taking individual responsibility for our own learning.
• Cultivating a sense of social and individual responsibility.
• Developing reflective, responsible, and compassionate citizens.
• Playing a leadership role in the larger community.
• Embracing thoughtful change and innovation.
Unit Plan: Description of the Unit

Unit: Early Childhood Development
Division or Area to Which You Report: Social Science
Author(s) of this Unit Plan: Barbara Ogman, Hilal Ozdemir, Michelle Sherry, Ana Del Aguila, Kathy Kelly
Date: February 21, 2008

Audience: To be read and responded to primarily by Marketing and Outreach
Purpose: Used for public relations, used in catalog and/or brochures, grant applications. Marketing & recruiting materials
Instructions: Write about one paragraph which should include the unit’s mission statement. You may include an image or picture, if you wish. You may use last year's description with updates or revisions as needed.

The Early Childhood Department is intricately tied to the early care and education delivery system in Alameda County. We educate, train and prepare students to join the community of those who work with young children. We do that in many ways: academic classes, practical work experiences in the community and the Chabot Lab School, continuing professional growth opportunities. Through ongoing feedback and dialogue collected from the community and our Advisory Board, we offer classes and programs that meet the range of expressed needs. We also partner with several agencies and institutions (Every Counts Counts, Child Development Training Consortium) to create new pathways for student access and success. An example of this is our Spanish Cohort, which to date has awarded certificates of completion to approximately 300 students.

As a department, we see it as our responsibility to continually research, evaluate and revise our courses so that our program offers students the most current information they will need when they join the workforce. We have a long held ongoing history of collaboration with Las Positas College ECD Department. This ensures a cohesive vision for our students.

We work directly with the Chabot Children’s Center which functions as our LAB School where students can have their student teaching experiences. The fact that our LAB school is open at night provides our working students the opportunity to complete their AA Degree requirements.

Our department has four full time faculty, 12 part-time instructors and 2 Professional Development Coordinators (funded through Every Child Counts)