ECD 101 - Introduction to Early Childhood
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course includes an overview of growth and development, developmentally-appropriate curriculum, positive guidance techniques, regulations, health, safety, and nutrition standards in early care and education. The importance of professionalism, family/cultural values and practical applications based on historical and theoretical models in early care and education are highlighted in the course.

Prerequisite(s):   None
Credit Hours: 3.0
Class Schedule:

Instructor:
Office:
Office Hours:
Telephone:
E-mail:
Campus Mailbox:
Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu
Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu
Departmental Assistant: Kimberly Bauer, (803) 822-3320, bauerk@midlandstech.edu
Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s)/materials: ECD 101 Notebook with handouts (Required) and a Journal of your choice for assigned reflections.

Course Purpose: The purpose of this course is to serve as an introduction to the many components of the early childhood profession and the development of the early care and education teacher.

Course Objectives: **Upon completion of this course, the student will demonstrate:**
1. knowledge to coordinate space, time, and materials to plan developmentally appropriate experiences that encourage children's play, exploration, and learning. (NAEYC Standards 1a, 1c)
2. an understanding of the principles of child growth and development to serve as a foundation for working effectively with young children. (NAEYC Standards 1a)
3. knowledge to provide a safe environment for young children and promote the development of safe practices. (NAEYC Standards 1c)
4. knowledge to provide a healthy environment and promote the development of good health habits. (NAEYC Standards 1c)
5. knowledge of policies and practices needed to meet the nutritional needs of young children. (NAEYC Standards 1a, 1c)
6. knowledge of strategies and techniques for providing a supportive environment in which children can develop self-control and interact positively with others. (NAEYC Standards 1c)
7. knowledge about strategies for establishing and maintaining positive and productive relationships with families. (NAEYC Standard 2a)
8. knowledge about the identification of possible special needs and making program adaptations to provide an appropriate program for all children. (NAEYC Standards 1b, 3d)
9. knowledge to advocate for quality care in early childhood programs and take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of families and children. (NAEYC Standards 6a, 6c, 6e)
10. knowledge of ways to utilize community resources to assist children with diverse abilities, their families, and early care and education professionals. (NAEYC Standards 1b, 2a, 2b, 2c)

11. an awareness of the importance of and techniques for reflecting diversity in programs for young children. (NAEYC Standards 1b, 2a, 4a, 4b)
12. knowledge of national, state and local standards, policies, regulations, and laws that are applicable to early care and education programs. (NAEYC Standards 1c, 6b)

Course Outcomes and Competencies:

Intended Course Outcome #4: Students will be able to identify and design developmentally effective approaches.

Course Competency 4b: Students will be able to identify effective strategies and tools for early education, including appropriate uses of technology.

Performance Measurement Instrument and Success criteria: Students will successfully complete a lesson plan form within Module 13, using handouts 11 a-e.

NAEYC Standards
1. Promoting Child Development and Learning
1a: Knowing and understanding young children's characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
2. Building Family and Community Relationships
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children's development and learning
3. Observing, Documenting, and Assessing to Support Young Children and Families
3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about assessment partnerships with families and with professional colleagues
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child
4. Using Developmentally Effective Approaches to Connect with Children and Families
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child
5. Using Content Knowledge to Build Meaningful Curriculum
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
6. Becoming a Professional
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession

Course Requirements:
Class Participation: 150 potential points (15% of final grade)
Students are expected to actively participate in class discussions and presentations. We are in a field where it is important that we share our personal experiences so that we can learn from each other. Whether you have worked with young children, raised children, had younger brothers and sisters, or been around the neighborhood children, you will have experiences to share!!!

Lesson Plans: 150 potential points (15% of final grade)
Students will write 10 developmentally appropriate lesson plans using the South Carolina Early Learning Standards for 3-5 Year-Old Children and the South Carolina Infant/Toddler Learning Standards

Module Activities: 300 potential points (30% of final grade)
Each module has specific activities that reflect the information discussed. Students will be expected to complete each assignment using the format specified.

Module Tests: 400 potential points (40% of final grade)

Course Grading:
Specific Assignments: Grading

All assignments will be graded for accuracy. <u>SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED!</u>   **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.**

Class Participation/Per Module (15 @ 10)	150
Lesson Plans (9 @15)	135
Module Activities	315
Module Tests (4 @ 100)	<u>400</u>
	Total =1000

Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points
W = Withdrawal before midterm	
WF = Withdrawal after midterm with a failing grade on the last day attended	

Note: Please keep all assignments for your final portfolio for ECD 243.

Rubric – ECD 101 Lesson Plan

<u>Purpose/Goal</u>: Student will write an age and developmentally appropriate lesson plan using the ELS. Total possible score: 15 (1.5% of final grade)   Work received 1 week late will receive up to 30% off the total score (-4.5 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Format	Every section of the lesson plan format is answered completely (7)	½ of the sections of the lesson plan format are answered completely. (3)	Less than ½ of the sections of the lesson plan format are answered completely. (0)	
ELS/IT Guidelines	Activity is age and developmentally appropriate according to the ELS/IT Guidelines. (4)		Activity is not age or developmentally appropriate according to the ELS/IT Guidelines. (0)	
Evaluation	Insightful evaluation is included. (2)	Not much thought is given to evaluation. (1)	Evaluation is not included. (0)	
Quality of Work	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)	
Total				

14 - 15 =A; 13 = B; 12 = C; 11 = D; 10 points or less = F

Rubric – ECD 101 – Activities

<u>Purpose/Goal</u>: Student will complete assigned activities. **Total possible score: (10 or 15-depending on activity)**
Work received 1 week late will receive up to 30% off the total score (- 4.5 pts if 15 pts or -7.5 if 25 pts).   Work will not be accepted after one week. Actual Score _____

Criteria	Excellent Compliance	10	15	Minimal Compliance	10	15	Non-Compliance	10	15	Score
Format	Everything is complete	3	3	Almost complete	2	2	Incomplete	0	0	
Age and Developmentally Appropriate	Content is appropriate	5	6	Content is somewhat appropriate	3	4	Content is not appropriate	0	0	
Quality of Work	Work is typed, or written neatly in complete sentences and does not contain any spelling errors.	2	6	Work is written with some complete sentences and/or contains 1-2 spelling errors.	1	3	Work is sloppy with incomplete sentences and contains 3 or more spelling errors.	0	0	
Total										

10 =A; 9 = B; 8 = C; 7 = D; less than 7 points = F
14-15=A; 13=B; 12=C; 11=D; 10 points or less=F

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at http://www.midlandstech.edu/handbook/; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

▪ The students of MTC have adopted the following Honor Code:
As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
▪ The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
▪ Cheating on tests includes:
  . Copying from another student's paper.
  . Copying or presenting someone else's work as your own.
  . Using unauthorized materials during a test.
  . Collaborating with any other person during a test without permission.
  . Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  . Bribing any other person to obtain information about tests.
  . Substituting for another student, or permitting another student to substitute for you.
▪ Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
▪ The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
▪ For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts

the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (*MyMTC* Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to http://www.midlandstech.edu/myemail.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

*MyMTC***:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to http://mymtc.midlandstech.edu.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.

- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Students Requiring Special Accommodations:

- If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential.
- For more information, follow the *Disability Resource Centers* link under *Online Resources* on the *Enrolled Students* page.

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call Sandra Hackley at 822-3768 to make arrangements to pick up work.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-ccccd.net/College_Courses.htm.

(Approved July 12, 2011)

COURSE COMPETENCIES, OBJECTIVES AND ASSIGNMENTS:

Module One—The Early Childhood Professional

Competencies—
The student will demonstrate:
- Knowledge to advocate for quality care in early childhood programs and take advantage of opportunities to improve competence both for personal and professional growth and for the benefit of families and children.
- Knowledge of national, state, and local standards, policies, regulations and laws that are applicable to early care and education programs.

Objectives—
The student will be able to:
1. Define professionalism as related to teachers of young children.
2. Identify four principal attributes of an early childhood professional.
3. Discuss the importance of maintaining high standards of professional behavior including dependability, confidentiality, accurate observation and assessment.
4. Identify ethical behavior in specific situations.
5. Identify local, state and national organizations for the early childhood professional.
6. Demonstrate ways to be a cooperative and supportive co-worker.
7. Describe how the following documents support the early childhood professional:
   - Developmentally Appropriate Practice
   - Windows of Opportunity
   - South Carolina Department of Social Services Licensing Regulations
   - South Carolina Early Learning Standards for 3-5 Year-Old Children
   - South Carolina Infant/Toddler Learning Standards
   - Developmental Milestones

Assignments:
1. Bring a 3-inch binder/notebook to begin a **Professional Development Notebook**. Label the notebook with your name and ECD 101. Create a cover for your **Professional Development Notebook** that tells something about you and your career goals. Include any certificates verifying early childhood training that you have completed.
2. Place the handout packet in your **Professional Development Notebook**.
3. Place tabs or dividers to separate the notebook into the 15 different modules.
4. Bring your **Professional Development Notebook** to class each week.
5. If journals will be used in this module, tell students to purchase a journal and copy the *Self-Reflection* activity into their journal as the first entry.

Module Two—Safety

Competencies—
The student will demonstrate:
- Knowledge to provide a safe environment for young children and promote the development of safe practices

Objectives—
The student will be able to:
1. Discuss the importance of establishing and maintaining a safe environment to prevent and reduce injuries
2. Identify specific components of a safe child care setting
3. Identify strategies to help children learn to keep themselves safe

Assignments:
1. Highlight the topics of the safety regulations for child care centers in section 114-507, Physical Space, in the DSS Child Care Regulations.
   (**For example:** Ventilation, Lighting)
2. Create a safety checklist for your classroom. Refer to **Module 2 Handouts 2 a-b**.
OR
3. Create a safety checklist for an outdoor play area using **Module 2 Handouts 12-13** as guides.

Module Three—Health and Nutrition

Competencies—

The student will demonstrate:
- Knowledge to provide a healthy environment and promote the development of good health habits
- Knowledge of policies and practices needed to meet the nutritional needs of young children

Objectives—
The student will be able to:
1. Explain policies, procedures, and routines that protect and promote young children's health.
2. Discuss principles of providing and maintaining a healthy environment for young children appropriate for each age group and the prevention of illness.
3. Identify strategies for helping children develop good health habits.
4. List nutritious, age-appropriate types and portions of food for meals and snacks meeting USDA standards.
5. Identify safe and sanitary food storage and handling practices.
6. Discuss developmentally appropriate mealtime practices.
7. Identify strategies to promote children's knowledge of good nutrition.

Assignments:
1. Select a Health condition or Health issue to research using the Internet and **Module 3/Handouts 11a-b**. Bring notes or articles on their health issue and be prepared to post them on the board for the class to read as they finish their quiz.
2. Study Modules 1-3 for quiz.

Module Four—Physical Development

Competencies—
The student will demonstrate:
- An understanding of the principles of child growth and development to serve as a foundation for working effectively with young children

Objectives—
The student will be able to:
1. List the general principles of physical development of young children
2. Identify the milestones and characteristics in the area of physical development of young children
3. Select indoor and outdoor materials and activities that encourage large muscle development, coordination, and balance
4. List materials and activities that encourage fine motor development
5. Identify teacher strategies to promote the physical development of young children

Assignments:
1. Using the **Lesson Plan forms** provided, describe a fine motor activity and a gross motor activity for one of the following age groups:
   - 3 months
   - 3 years
   - 5 years
2. Fill out the "What Are My Learning Strengths?" worksheet, **Module 4/Homework Assignment**.

Module Five—Cognitive Development

Competencies—
The student will demonstrate:
- An understanding of the principles of child growth and development to serve as a foundation for working effectively with young children.

Objectives—
The student will be able to:
1. Define cognitive development as it relates to young children
2. List milestones and characteristics of cognitive development in young children
3. Identify the learning styles of young children
4. Identify strategies, materials and activities that promote development of cognitive skills
5. Describe the significance of current brain development research and the windows of opportunity as they relate to how young children grow and develop
6. Explain the importance of play in cognitive development

Assignments:

1. Use the **Lesson Plan form** provided to create one lesson plan that teaches a cognitive skill. Use **Module5/Handouts 8a-d** as a resource.
2. Complete the homework questions at the bottom of **Module 5/Handouts 3a-c**.
3. **Journal Entry:** What should cognitive learning look like in early childhood programs?

Module Six—Language Development

Competencies—
The student will demonstrate:
- An understanding of the principles of child growth and development to serve as a foundation for working effectively with young children.

Objectives—
The student will be able to:
1. Discuss language development as it relates to young children.
2. List milestones and characteristics of language development in young children.
3. List and describe different forms/kinds of communication.
4. Identify strategies, materials, and activities that promote development of language and communication skills.
5. Explain the importance of recognizing and valuing children's home language.

Assignments:
1. Complete **Module 6/Homework Assignment** as a review of Language Development and preparation for Quiz.
2. Study Module 4 - 6 for Quiz.
3. Interview for Literacy. Interview 3 people (choose one from each age group: Under 20, 20-40 and over 50). Ask them to describe their memory of how they learned to read. Record words they used to describe their memory and bring to next class.

Module Seven—Emergent Literacy

Competencies—
The student will demonstrate:
- An understanding of the principles of child growth and development to serve as a foundation for working effectively with young children.
- Knowledge to coordinate space, time and materials to plan developmentally appropriate experiences that encourage children's play, exploration and learning.

Objectives—
The student will be able to:
1. Define emergent literacy
2. Describe four literacy abilities preschoolers need to become confident speakers, readers, and writers
3. Discuss components of an environment to support literacy development
4. Identify strategies that will enhance children's interest in and enjoyment of stories, books, and other forms of printed materials

Assignments:
1. **Homework Assignment**
Locate **Module 7/Handouts 8a-c and 9a-b**. Fill out the checklist on **Handouts 8a-c**. Read the article in **Handouts 9a-b** then write a paragraph stating what you learned about literacy practices as well as what you will change in your own practices

2. **Journal Entry**
Write a paragraph describing what you learned about the words ENVIRONMENTS, EXPERIENCES, and INTERACTIONS as they relate to literacy.
Extra Credit:
If using extra credit articles located in the **Planning the Session** section, instruct the students to write a paragraph summarizing what they learned from each article and how they can apply it in their practices. Challenge the class to practice one of the activities discussed in this session before the next class.

Module Eight—Social and Emotional Development

Competencies—

The student will demonstrate:
- An understanding of the principles of child growth and development to serve as a foundation for working effectively with young children.

Objectives—
The student will be able to:
1. Define social-emotional development as it relates to young children.
2. List milestones and characteristics of social and emotional development of young children.
3. Explain the crucial role of healthy social and emotional development in the child's life.
4. Discuss the importance of developing a nurturing relationship with each child.
5. Describe ways adults support children in developing feeling of self-worth and competence.
6. Identify strategies for supporting children's positive interactions with others.

Assignments:
Journaling Activity—Write the word "discipline" at the top of your page. Jot down 8-10 personal thoughts on your beliefs about discipline. These can be anything that you think or believe or do that has to do with discipline. There are no right or wrong answers. This assignment is simply for you to get in touch with your personal beliefs about discipline. For this assignment, it's more important to write what you really believe than write what you think the instructor will like or someone else will like.

Module Nine—Foundations of Guidance

Competencies—
The student will demonstrate:
- Knowledge of strategies and techniques for providing a supportive environment in which children can develop self-control and interact positively with others.

Objectives—
The student will be able to:
1. Define and discuss the differences between discipline, punishment and guidance.
2. Explain the use of positive guidance to support the development of self-discipline and responsibility.
3. Discuss the importance of always treating young children with respect.
4. Identify typical behaviors of young children.
5. Discuss the importance of basing guidance methods and principles on an understanding of why children misbehave and the factors that influence children to behave in pro-social ways.
6. Explain the impact of the adult's verbal and non-verbal behavior with other adults and children on the child's behavior.

Assignments:
1. Practice using positive verbal and non-verbal communication. Practice positive statements that tell children what TO DO rather than what NOT to do. Record 10 and bring the sheet to class.
2. Record guidance strategies observed in the classroom where you work. Bring the list to class for the next session. **Note:** If not working in child care, use examples from home or a friend with a child.

Module Ten—Guiding Children

Competencies—
The student will demonstrate:
- Knowledge of strategies and techniques for providing a supportive environment in which children can develop self-control and interact positively with others.

Objectives—
The student will be able to:
1. Identify age appropriate expectations for young children
2. Demonstrate techniques to observe children's behavior to identify problems
3. Demonstrate ways to communicate expectation, limits, and give age appropriate choices to young children
4. Explain the importance of consistency in positive guidance
5. Discuss the concepts of natural and logical consequences and when they might be appropriate with young children
6. Identify direct and indirect guidance methods
7. List strategies to teach age appropriate problem solving skills

Assignments:
1. Complete **Module 10/Homework Assignment**. This assignment is due at the Module 12 session.

2. Study Modules 7-10 for quiz.

Module Eleven—Diversity

Competencies—
The student will demonstrate:
- An awareness of the importance and techniques for reflecting diversity in programs for young children

Objectives—
The student will be able to:
1. Discuss and identify the impact of adult's attitudes, behaviors and personal biases in regards to culture and diversity.
2. Define culture, diversity and multicultural education in the early childhood classroom.
3. Explain the importance of valuing home language.
4. List guidelines for planning appropriate culturally diverse experiences.
5. Demonstrate effective early learning strategies to provide an appropriate environment that reflects the cultures of all children in the program.
6. Identify and use a variety of resources, materials, and tools that enhance all children's appreciation of their own cultural heritage while understanding the importance of establishing a multicultural learning community that includes all learners.

Assignments:
1. Choose one learning center found in an early childhood classroom. Identify multicultural materials that could be used in that center. Use **Module 11/Handout 3a-g** for support.
2. Using the **Lesson Plan form**, list one developmentally appropriate multicultural activity. List the appropriate age group.

Module Twelve—The Learning Environment

Competencies—
The student will demonstrate:
- Knowledge to coordinate space, time and materials to plan developmentally appropriate experiences that encourage children's play, exploration and learning.

Objectives—
The student will be able to:
1. Discuss the principles of providing a well arranged space which meets the developmental needs of children in routines and play
2. Explain the value of appropriate interest areas/centers in promoting learning
3. List criteria for selecting materials for interest areas/centers
4. Identify components of appropriate daily schedules for differing developmental levels and the importance of a consistent daily routine
5. Discuss the value of planning for smooth transitions throughout the day and describe several age appropriate strategies
6. Describe the effect of a program's aesthetic qualities on children and adults

Assignments:
1. Bring in one idea of a change you would like to make in your learning environment. If you are not currently teaching, bring in an idea that you would like to use in your future classroom. Describe the change and give a brief description.
2. Review the support document titled Developmentally Appropriate Practice developed by NAEYC. Write a paragraph that summarizes the document. Make sure the summary explains NAEYC's position on :
   o What is developmentally appropriate practice?
   o Comprehensive effective curriculum.
   o Improving teaching and learning.

Module Thirteen—Curriculum

Competencies—
The student will demonstrate:
- Knowledge to coordinate space, time and materials to plan developmentally appropriate experiences that encourage children's play, exploration and learning

Objectives—
The student will be able to:
1. Discuss the importance of a curriculum that focuses on children's developmental needs, learning styles and interests and incorporates their language, home experiences and culture.

2. Discuss the teacher's role in providing a curriculum that lays the foundation for optimal development of each child
3. Define the concepts of process versus product in early childhood classrooms
4. Explain the value of creative expression in the curriculum
5. Discuss the components of different developmentally appropriate curriculum models and approaches for young children

Assignments:
1. Using the **Lesson Plan forms** provided, bring to class one meaningful developmentally appropriate idea for each of the following age groups:
   - Infant
   - Toddler
   - Preschooler
   - Elementary-age student
2. Using the **Lesson Plan forms** provided, write a lesson plan using materials from **Module 13/Handouts 11 a-e.**
3. **Journal Entry:** Use information you learned about Curriculum Models to write a paragraph exploring which model you would like to implement. Give reasons for your choice.

Module Fourteen—Children with Differing Needs

Competencies—
The student will demonstrate:
- Knowledge about the identification of possible special needs and making program adaptations to provide an appropriate program for all children
- Knowledge about ways to utilize community resources to assist children with diverse abilities, their families, and early care and education professionals

Objectives—
The student will be able to:
1. Identify common indicators of delays (red flags) in each developmental area.
2. Explain guidelines for making initial contacts with parents and referral agencies.
3. Demonstrate ways to support parents seeking assistance.
4. Discuss the importance of making adaptations in the classroom to meet individual needs.
5. Discuss teaching styles and strategies that facilitate meeting individual needs.
6. Identify resources and services currently provided locally, statewide, and nationally.

Assignments:
1. Using the **Module 14/Homework Assignment** handout, write in the name of three (3) resources for each circle of the target—*People I Know, Local, State, and National Resources*. Also complete an index card for each of the identified resources—this is a good beginning for a resource file. *People I Know* could be professionals or other resources that may direct you to appropriate resources.
   Examples: Elaine—nurse; Jane—special education teacher
2. **Journal Entry**: Describe your initial reaction to thinking about children with different abilities. Record three action steps you identified in the Closing Session, in your journal.
3. **Study for Quiz on Modules 11-14.**

Module Fifteen—The Family

Competencies—
The student will demonstrate:
- Knowledge and strategies for establishing and maintaining positive and productive relationships with families
- Knowledge to advocate for quality care in early childhood programs and take advantage of opportunities to improve competence both for personal and professional growth and for the benefit of families and children.

Objectives—
The student will be able to:
1. Discuss the importance of recognizing and respecting various family structures and cultures and supporting children's relationships with their families
2. List strategies for encouraging parent involvement in the program
3. Demonstrate specific techniques that can be used to enhance communication with families and to maintain an open, friendly, cooperative relationship with the child's family
4. Explain the value of ongoing professional development, training, and self-assessment for staff
5. Identify opportunities for advocacy for children and their families

WEEK/DATE MODULE	TOPICS	ASSIGNMENTS
1/ MODULE 1: The Early Childhood Professional	**The Early Childhood Professional:** • Four principle attributes • Professional organizations • Code of Ethics • Program Manager • Observer • Team member **Supports for the Early Childhood Professional:** • Developmental Guidelines • Developmentally Appropriate Practice • Windows of Opportunity • SCDSS Licensing Regulations • SC Early Learning Standards for 3-5 year olds • SC Infant/Toddler Guidelines	1. Create a cover for your **Professional Development Notebook** that tells something about you and your career goals. Include any certificates verifying early childhood training that you have completed. 2. Bring your **Professional Development Notebook** to class each week. 3. Purchase a journal and copy the *Self-Reflection* activity into your journal as the first entry.
2/ MODULE 2: Safety	**A Safe Environment:** • Importance • Checklists • Playground Safety • Supervision • Emergency Preparedness • Regulations/Policies • Transportation • First Aid **Safety Education**	1. Highlight the topics of the safety regulations for child care centers in section114-507, Physical Space, in the DSS Child Care Regulations.(**For example:** Ventilation, Lighting) 2. Create a safety checklist for your classroom. Refer to **Module 2 Handouts 2 a-b**. **OR** 3. Create a safety checklist for an outdoor play area using **Module 2 Handouts 12-13** as guides.
3/ MODULE 3: Health and Nutrition	**A Healthy Environment:** **Providing/Maintaining a Healthy Environment:** • Policies/Practices • Current Health Issues **Strategies for Good Health Habits in Children** **Nutrition Requirements** **Safe/Sanitary Food Storage/Handling** **DAP Mealtimes** • Infants • Toddlers • Preschoolers **Nutrition Education**	1. Select a Health condition or Health issue to research using the Internet and **Module 3/Handouts 11a-b**. 2. Bring notes or articles on the health issue and be prepared to post them on the board for the class to read as they finish their quiz. 3. Study for quiz.
4/ MODULE 4: Physical Development	**Quiz-Modules 1-3** **Physical Development:** • General Principles • Motor Development • Milestones • Gross Motor • Fine Motor **Teacher Strategies**	1. Using the **Lesson Plan forms** provided, describe a fine motor activity and a gross motor activity for one of the following age groups: 3 months; 3 years; or 5 years 2. Fill out the *What are My Learning Strengths? Worksheet*, **Module 4 Homework Assignment.**
5/ MODULE 5 Cognitive Development	**Cognitive Development:** • Principles • Current Brain Research • Theories • Approaches to Learning • Active Learning • Play • Milestones/ Characteristics • Teacher Strategies • Interactions	1. Make a copy of the **Lesson Plan form** to create one lesson plan that teaches a cognitive skill. Use **Module5/Handouts 8a-d** as a resource. 2. Complete the homework questions at the bottom of **Module 5/Handouts 3a-c**. 3. **Journal Entry:** What should cognitive learning look like in early childhood programs?

6/ **MODULE 6** **Language Development**	**Language Development:** • Communication • Definitions/Principles • Windows of Opportunity • Six Stages • Milestones/Characteristics • Home Language/Culture • Teacher's Role • Materials • Activities	1. Complete **Module 6/Homework Assignment** as a review of Language Development and preparation for Quiz. 2. Interview for Literacy. Interview 3 people (choose one from each age group: Under 20, 20-40 and over 50). Ask them to describe their memory of how they learned to read. Record words they used to describe their memory and bring to next class.
7/ **MODULE 7** **Emergent Literacy**	**Quiz on Modules 4-6** **Emergent Literacy:** • Definition • Stages **Predictors of Reading** Success: • Phonological Awareness • Print Awareness • Alphabet Knowledge • Comprehension **Component of a Literacy-Rich Environment:** • Oral Language • Print • Materials/Activities • Enjoyment **Strategies/Activities to Enhance Development of Literacy:** • Teacher's Role	1. Locate **Module 7/Handouts 8a-c and 9a-b**. Fill out the checklist on **Handouts 8a-c**. Read the article in **Handouts 9a-b** then write a paragraph stating what you learned about literacy practices as well as what you will change in your own practices 2. **Journal Entry:** Write a paragraph describing what you learned about the words ENVIRONMENTS, EXPERIENCES, and INTERACTIONS as they relate to literacy.
8/ **MODULE 8** **Social and Emotional Development**	**Foundations of Social-Emotional Development:** • Definition • Factors that Influence • Windows of Opportunity **It's all about Relationships:** • Teacher's Response • Watch, Ask, Adapt • Primary Care/Continuity of Care **Milestones/Characteristics:** • Erikson's Stages • Infants • Toddlers • Preschoolers **Fostering a Prosocial Environment:** • Social Interactions • Play • Teacher's Role	**Journaling Activity**—Write the word "discipline" at the top of your page. Jot down 8-10 personal thoughts on your beliefs about discipline. These can be anything that you think or believe or do that has to do with discipline. There are no right or wrong answers. This assignment is simply for you to get in touch with your personal beliefs about discipline. For this assignment, it's more important to write what you really believe than write what you think the instructor will like or someone else will like. Bring in your points records for a midterm check.
9/ **MODULE 9** **Foundations of Guidance**	**Discipline Influences Thinking Guidance/Punishment/Discipline:** • Definitions • Strategies **What Do We Want Children to Do:** • Goals for Guidance • Self-Discipline/ • Responsibility **Factors that Influence Behavior:** • Reasons for Misbehavior • Typical Behaviors **Positive Guidance and Communication:** • Teacher's Role • Non-Verbal Communication • Verbal Communication	1. Practice using positive verbal and non-verbal communication. Practice positive statements that tell children what TO DO rather than what NOT to do. Record 10 and bring the sheet to class. 2. Record guidance strategies observed in the classroom where you work. Bring the list to class for the next session. **Note:** If not working in child care, use examples from home or a friend with a child.

10/ **MODULE 10** **Guiding Children**	**Using a Positive Guidance Approach:** • Foundations Review • Overview **Responding to Children:** • Indirect Guidance • Direct Guidance Strategies **Communicating Appropriate Limits:** • Communicate Effectively • Offer Choices • Follow Through **Natural/Logical Consequences:** • Definitions • Deliver with Respect **Problem Solving** • Strategies • Wheel of Choice	1. Complete **Module 10/Homework Assignment**. This assignment is due at the Module 12 session. 2. Study Modules 7-10 for quiz.
11/ **MODULE 11** **Diversity**	**Quiz on Modules 7-10** **Respecting Diversity** **Definitions/Dimensions of Culture:** • Culture • Dimensions • Multicultural Education **Culture and Language** **Culturally Diverse Experiences:** • Sensitivity/Awareness and Respect • Planning Activities • Selecting Materials **Resources for Diversity**	1. Choose one learning center found in an early childhood classroom. Identify multicultural materials that could be used in that center. Use **Module 11/Handout 3a-g** for support. 2. Using the **Lesson Plan form**, list one developmentally appropriate multicultural activity. List the appropriate age group.

12/
 	
MODULE 12
 	
The Learning Environment
	The Learning Environment:
	• Definition
	• How Does it Promote Learning?
	• A Well-Arranged Space
	• Interest Areas
	• Room Arrangement
	The Outdoor Environment:
	• Experiences
	• Curriculum
	• Field Trips
	Materials to Support the Learning Environment
	A Developmentally Appropriate Schedule:
	• Infant /Toddler Schedule
	• Preschool Schedule
	• Principles
	Transitions:
	• Definition
	• Identifying Transition Times
	• Preparation
	• Techniques/ Activities
	Environment as Indirect Guidance Tool:
	• Benefits of a Pleasing Environment
	• Classroom Displays
	• Observation
	• Elements
		1. Bring in one idea of a change you would like to make in your learning environment. If you are not currently teaching, bring in an idea that you would like to use in your future classroom. Describe the change and give a brief description.
		2. Review the support document titled Developmentally Appropriate Practice developed by NAEYC. Write a paragraph that summarizes the document. Make sure the summary explains NAEYC's position on:
		   o What is developmentally appropriate practice?
		   o Comprehensive effective curriculum.
		   o Improving teaching and learning.

13/
 	
MODULE 13
 	
Curriculum
	The Importance of Curriculum:
	• Definition
	• Components
	• Goals
	Developmentally Appropriate Curriculum:
	• Characteristics
	• Reasons
	• Research
		1. Using the **Lesson Plan forms** provided, bring to class one meaningful developmentally appropriate idea for each of the following age groups:
		   a. Infant
		   b. Toddler
		   c. Preschooler
		   d. Elementary-age student

	Developmentally Appropriate Curriculum Modules **Teacher's Role:** • Planning • Intentional Teacher **Developmentally Appropriate Practice:** • Definition • Dimensions **Creative Expression:** • Creativity • Stages • Process vs. Product **Play**	2. Using the **Lesson Plan forms** provided, write a lesson plan using materials from **Module 13/Handouts 11 a-e.** 3. **Journal Entry:** Use information you learned about Curriculum Models to write a paragraph exploring which model you would like to implement. Give reasons for your choice.
14/ **MODULE 14** **Children with Differing Needs**	**Red Flags:** • Milestones/Typical Development • Red Flags **Parent Contact/Support** **Inclusion** **An Inclusive Classroom** • Description • Environmental Adaptations • Activity Adaptations **Teacher's Role** **Resources/Services**	1. Using the **Module 14/Homework Assignment** handout, write in the name of three (3) resources for each circle of the target—*People I Know, Local, State, and National Resources*. Also complete an index card for each of the identified resources—this is a good beginning for a resource file. *People I Know* could be professionals or other resources that may direct you to appropriate resources. *Examples:* Elaine—nurse; Jane—special education teacher 2. **Journal Entry**: Describe your initial reaction to thinking about children with different abilities. Record three action steps you identified in the Closing Session, in your journal. 3. **Study Modules 11-14 for Quiz**
15/ **MODULE 15** **The Family**	**Quiz on Modules 11-14** **The Family:** • What Makes a Family? • Positive Teacher/Family Relationships • Family Involvement in School **Communication:** • Effective Communication • Written Communication **The Teacher:** • Self-Assessment • Professional Development Plan • Professional Portfolio • Ongoing Training • Formal Education **Advocacy:** • Current Issues • Opportunities • Course Completion Information	Exam Week

Lesson Plan

Activity Title: _____ Length of Time Required: _____ Age Group: _____

Type of Group: Individual _____   Small_____   Large _____

Setting for Activity: _____

Domain: (Matches objective)   ___ **Physical:** ___ Gross Motor   ___ **Cognitive:**   ___ Science/discovery
___ **Social** ___ Multicultural   ___ Fine Motor   ___ Math
        ___ Family Engagement   ___ Health/ Self-help   ___ Creative
___ **Emotional**   ___ **Language**   ___ Problem Solving

SC Early Learning Standard (or I/T Guideline & page #):

Objective (with measurable verb): TCWBAT

Materials/Equipment:

Preparation Needed:

Procedure: (step by step)

1.

2.

3.

4.

Open-ended Questions to Ask:

1.

2.

3.

Evaluation (How will you know if the child accomplished the objective?):

ECD 101 Introduction to Early Childhood Development

Assessment Record for _____

Assignments	Lesson Plans	Other Activities	Tests	Partici-pation
Module 1 **Professional Development Notebook**. Label the notebook with your name and ECD 101. Purchase a journal and copy the *Self-Reflection* activity into your journal as the first entry.		10 10		10/
Module 2 Highlight the topics of the safety regulations for child care centers in section114-507, Physical Space, in the DSS Child Care Regulations. Create a safety checklist for your classroom. Refer to **Module 2 Handouts 2 a-b**. **OR** Create a safety checklist for an outdoor play area using **Module 2 Handouts 12-13** as guides.		15 15 15		10/
Module 3 Select a Health condition or Health issue to research using the Internet and **Module 3/Handouts 11a-b**. Bring notes or articles on the health issue and be prepared to post them on the board for the class to read as they finish their quiz.		15 15	Test # 1 Modules 1-3 100/	10/
Module 4 Using the **Lesson Plan forms** provided, describe a fine motor activity and a gross motor activity for one of the following age groups: 3 months, 3 years, 5 years Fill out the *What are My Learning Strengths? Worksheet*, **Module 4 Homework Assignment.**	15 15	 15		10/
Module 5 Use the **Lesson Plan form** provided to create one lesson plan that teaches a cognitive skill. Use **Module5/Handouts 8a-d** as a resource. Complete the homework questions at the bottom of **Module 5/Handouts 3a-c**. **Journal Entry:** What should cognitive learning look like in early childhood programs?	15	 15 10		10/
Module 6 Complete **Module 6/Homework Assignment** as a review of Language Development and preparation for Quiz. Interview for Literacy. Interview 3 people (choose one from each age group: Under 20, 20-40 and over 50). Ask them to describe their memory of how they learned to read. Record words they used to describe their memory and bring to next class.		15 25	Test # 2 Modules 4-6 100/	10/
Module 7 Locate **Module 7/Handouts 8a-c and 9a-b**. Fill out the checklist on **Handouts 8a-c**. Read the article in **Handouts 9a-b** then write a paragraph stating what you learned about literacy practices as well as what you will change in your own practices **Journal Entry:** Write a paragraph describing what you learned about the words ENVIRONMENTS, EXPERIENCES, and INTERACTIONS as they relate to literacy.		15 10		10/
Module 8 **Journaling Activity**—Write the word "discipline" at the top of your page. Jot down 8-10 personal thoughts on your beliefs about discipline. These can be anything that you think or believe or do that has to do with discipline. There are no right or wrong answers. This assignment is simply for you to get in touch with your personal beliefs about discipline. For this assignment, it's more important to write what you really believe than write what you think the instructor will like or someone else will like.		10		10/
Module 9 Practice using positive verbal and non-verbal communication. Practice positive statements that tell children what TO DO rather than what NOT to do. Record 10 and bring the sheet to class.		15		10/

Record guidance strategies observed in the classroom where you work. Bring the list to class for the next session. **Note:** If not working in child care, use examples from home or a friend with a child.		15		
Module 10 Complete **Module 10/Homework Assignment**. This assignment is due at the Module 12 session.		15	Test # 3 Modules 7-10 100/	10/
Module 11 Choose one learning center found in an early childhood classroom. Identify multicultural materials that could be used in that center. Use **Module 11/Handout 3a-g** for support. Use the **Lesson Plan form** provided, list one developmentally appropriate multicultural activity. List the appropriate age group.	15	15		10/

Module 12
Bring in one idea of a change you would like to make in your learning environment. If you are not currently teaching, bring in an idea that you would like to use in your future classroom. Describe the change and give a brief description.
 	
Review the support document titled <u>Developmentally Appropriate Practice</u> developed by NAEYC. Write a paragraph that summarizes the document. Make sure the summary explains NAEYC's position on:
   o What is developmentally appropriate practice?
   o Comprehensive effective curriculum.
   o Improving teaching and learning.
		10
		
		15
				10/

Module 13
Using the **Lesson Plan forms** provided, bring to class one meaningful developmentally appropriate idea for <u>each</u> of the following age groups:
   a. Infant
   b. Toddler
   c. Preschooler
   d. Elementary-age student
 	
Use the **Lesson Plan form** provided, write a lesson plan using materials from **Module 13/Handouts 11 a-e.**
 	
Journal Entry: Use information you learned about Curriculum Models to write a paragraph exploring which model you would like to implement. Give reasons for your choice.
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		10
				10/

Module 14 Using the **Module 14/Homework Assignment** handout, write in the name of three (3) resources for each circle of the target—*People I Know, Local, State, and National Resources*. Also complete an index card for each of the identified resources—this is a good beginning for a resource file. *People I Know* could be professionals or other resources that may direct you to appropriate resources. *Examples:* Elaine—nurse; Jane—special education teacher **Journal Entry**: Describe your initial reaction to thinking about children with different abilities. Record three action steps you identified in the Closing Session, in your journal.		15 10		10/
Module 15 **Congratulations!**			Test # 4 Modules 11-14 100/	10
Totals	135	315	400	150

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

Note: Please keep all assignments for your final portfolio for ECD 243.

****

CREDENTIAL and BONUS REQUIREMENTS:

Effective January 2001, each student successfully completing ECD 101 with a grade of "C" or higher will be eligible for a **South Carolina Early Childhood Credential** issued by the South Carolina Center for Child Care Career Development. Students who are awarded the South Carolina Early Childhood Credential may be eligible for a **Smart Money Bonus** funded by the South Carolina Department of Social Services (as funds are available) if they meet the following eligibility requirements:

- Be at least 18 years of age or older and a South Carolina resident
- Have successfully completed ECD 101 at a state technical/community college
- Work in a licensed child care program in South Carolina

Students who have completed the ABC Child Care Credential through continuing education and received a bonus will not be eligible for an additional bonus. However, they will receive the South Carolina Early Childhood Credential.

Forms and information are available on website: www.sc-ccccd.net

Note:

Students completing the course with a grade of less than a "C" can be awarded a Certificate of Attendance from the Center for Child Care Career Development if they have participated in at least 90% of the classes as documented by the instructor.

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Names:

_____

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Notes:

_____

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Midland's Technical College
ECD 101 – Introduction to Early Childhood
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

_____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class:

_____

_____

_____

What the instructor needs to know to help me be successful in this class:

_____

_____

_____

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by the SC First Steps. I acknowledge that to obtain the South Carolina Early Childhood Credential and Smart Money salary bonus, I must comply with the college attendance policies.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ Date: _____
INSTRUCTOR: _____ Date: _____