

Early Childhood Student Handbook 2018-2019



**Sandhills Community College
3395 Airport Road
Pinehurst, NC 28374**

Table of Contents

Brief History of the SCC Early Childhood Associate Degree Program	3
Sandhills Community College Mission Statement	5
SCC Early Childhood Program Mission Statement	5
Conceptual Framework	5
Visual Representation	8
Associate in Applied Science Degree Program Sheets	9
Early Childhood Program Description	14
Early Childhood Associate Degree Program Goals	15
The 7 Habits of Highly Effective College Students	15
Key Program Documents	16
Special Program Requirements	16
Program Effectiveness	17
Advising Students	17
What Makes a Successful Online Learner?	18
Course Planning with WebAdvisor	20
Learning Resource Center	21
ACA 115: College Success and Study Skills	21
MATH Requirement for Graduation	21
Tutoring Center	21
Boyd Library	21
Job Placement Services	21
Format a Research Paper or Essay	22
SCC Early Childhood Club (Public Services Dept. Club)	23
Important Contacts	23

Brief History of the SCC Early Childhood Associate Degree Program

The Sandhills Community College Early Childhood Program was launched under the leadership of Elizabeth (Betty) High Rounds who directed the program for close to thirty years. Betty died a month before her sixtieth birthday; well before she was ready to retire from the early childhood field.



1942-2002

Betty was an energetic, passionate, creative individual who dedicated her life to being an advocate for young children and their families. It is because of her dedication and leadership that Sandhills Community College named the early childhood classroom, the Betty High Rounds Learning Laboratory and dedicated several bronze statues in her honor. The statues appropriately are of children reading. Betty's great love was children's literature, and the love of her life, Glen Rounds, was an accomplished author and illustrator of children's books.



Dedicated June 2003

Ronda Hawkins, longtime friend, colleague and mentee of Betty Rounds, assumed the role of Program Coordinator for the Sandhills Community College (SCC) Early Childhood program in 2002. Ronda continued to uphold the mission and values that Betty Rounds had implemented for the program and went on to share her own passions with the program: love of play, nature and outdoor learning. Ronda, who was equally passionate about and dedicated to the field of Early Childhood, worked diligently to share not only with students in the program but all early childhood educators within the local community, state and beyond the value and benefits of Outdoor Learning Environments (OLE) for children. Through her collaboration with others in the field she was able to bring to fruition her vision

of a Play Mobile that now travels around the state allowing many to promote loose parts, outdoor learning and play with children of all ages. Her dream is to someday have an outdoor model classroom in the Sandhills Community College gardens!



<http://www.beactivekids.org/beactive-in-community/play-initiatives/playmobile/>

In May 2006, Ronda Hawkins, with the help of Peggy Johnson, SCC Early Childhood Professor and colleague, led the nation in working to have the Sandhills Community College Early Childhood Associate degree program become one of the first five community colleges in the United States to receive national accreditation from the National Association for the Education of Young Children. In 2013 the program was reaccredited. The stellar reputation of the SCC Early Childhood program today is a direct result of the passion, commitment and vision of Program Coordinator, Ronda Hawkins. Ronda stepped down from her position in 2016 and Susan Wright assumed the role of SCC Early Childhood Program Coordinator. Ronda continues to teach at SCC and is an integral part of the Early Childhood program but she now has a bit more time for pursuing her passions.



Early Childhood Higher Education Programs

The SCC Early Childhood program offers the following three Associate Degree pathways: Early Childhood Associate (A55200) Degree, Early Childhood Associate Birth to Kindergarten Licensure Transfer Degree (A55220L), and Early Education Non- Teaching Licensure Transfer Degree (A55220NL). In addition the program offers the following three certificates: Infant/Toddler Certificate (C55220IT), Preschool Certificate (C55220P) and School-Age Certificate (C55220S). We offer early childhood classes online, at our main Pinehurst campus and at the Hoke Sandhills Community College Center.

Sandhills Community College Mission Statement

The mission of Sandhills Community College is to provide educational programs of the highest quality to all the people of Sandhills.

What We Believe...

The college is committed to the five core values of INTEGRITY, HELPFULNESS, EXCELLENCE, RESPECT, and OPPORTUNITY. These values guide and direct Sandhills Community College as it seeks:

- To welcome students of all ability levels and to provide programs that prepare them for employment or for transfer (EXCELLENCE);
- To develop student and academic support services that promote student success (HELPFULNESS);
- To provide training for local businesses and to enhance the economic well-being of the region (OPPORTUNITY);
- To contribute to the cultural and artistic richness of the community and to the educational needs of our retired population (INTEGRITY);
- To create a campus environment that celebrates its faculty and staff and supports their personal and professional development (RESPECT).

SCC Early Childhood Program Mission Statement

It is the mission of Sandhills Community College's Early Childhood program to provide educational opportunities of the highest quality to early childhood students of the Sandhills area of central North Carolina.

One of the most important components of providing high-quality early childhood education and services for young children and their families is planning for the education and preparation of teachers and providers. Research has determined that the most important determinant of the quality of children's experiences is the adults who are responsible for children's care and education. At Sandhills Community College, we take our ethical responsibility to provide the highest quality program to our early childhood students very seriously. We provide students with both theoretical knowledge and practical experience while always encouraging reflection, self-evaluation and a commitment to lifelong learning. We are committed to raising the quality of childcare in our community, degree by degree and see ourselves as agents of positive change.

Conceptual Framework

In addition to SCC's five core values of integrity, helpfulness, excellence, respect and opportunity, our conceptual framework is developed around the values and theories in which Betty High Rounds and Ronda Hawkins so strongly believed. We continue to infuse these values and theories throughout our program today and use them to guide our decision making process.

1. Put children first – always.
2. Implement a holistic approach to teaching and learning.
3. Remove barriers to learning.
4. Inspire a love of reading.
5. Encourage self-reflection.
6. Collaborate with others and trust in the abilities of the group.
7. Promote creativity.
8. Grow role models, mentors, leaders and advocates.
9. Be goal driven and celebrate success.
10. Embrace life-long learning.
11. Be engaged and have fun.
12. Foster respectful relationships.

Our program is grounded in NAEYC's Standards, developmentally appropriate practice and a playful approach to teaching and learning. Students learn multiple theories of child development and how these theories are reflected in developmentally appropriate practice. We have a strong emphasis on the value of nature and outdoor learning.

We teach our students utilizing the North Carolina Foundations for Early Learning and Development, North Carolina Division of Child Development rules and regulations, and current NC initiatives and organizations focused on early care and education. Our students become familiar with Creative Curriculum and Project Approach. They learn to implement curricula based on young children's interests and developmental needs.

Students begin to learn about NAEYC's associate degree standards in EDU 119: Introduction to Early Childhood Education as they begin work on their early childhood professional portfolio which is centered on the 6 NAEYC standards. They synthesize their understanding in EDU 284: Capstone Practicum when they complete their professional portfolio and use it in a mock interview.

Upon graduation, early childhood associate degree students will be proficient in the following NAEYC standards:

STANDARD 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

STANDARD 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children’s development and learning

STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with other professionals

STANDARD 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 practices

4d: Reflecting on their own practice to promote positive outcomes for each child.

STANDARD 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.

STANDARD 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

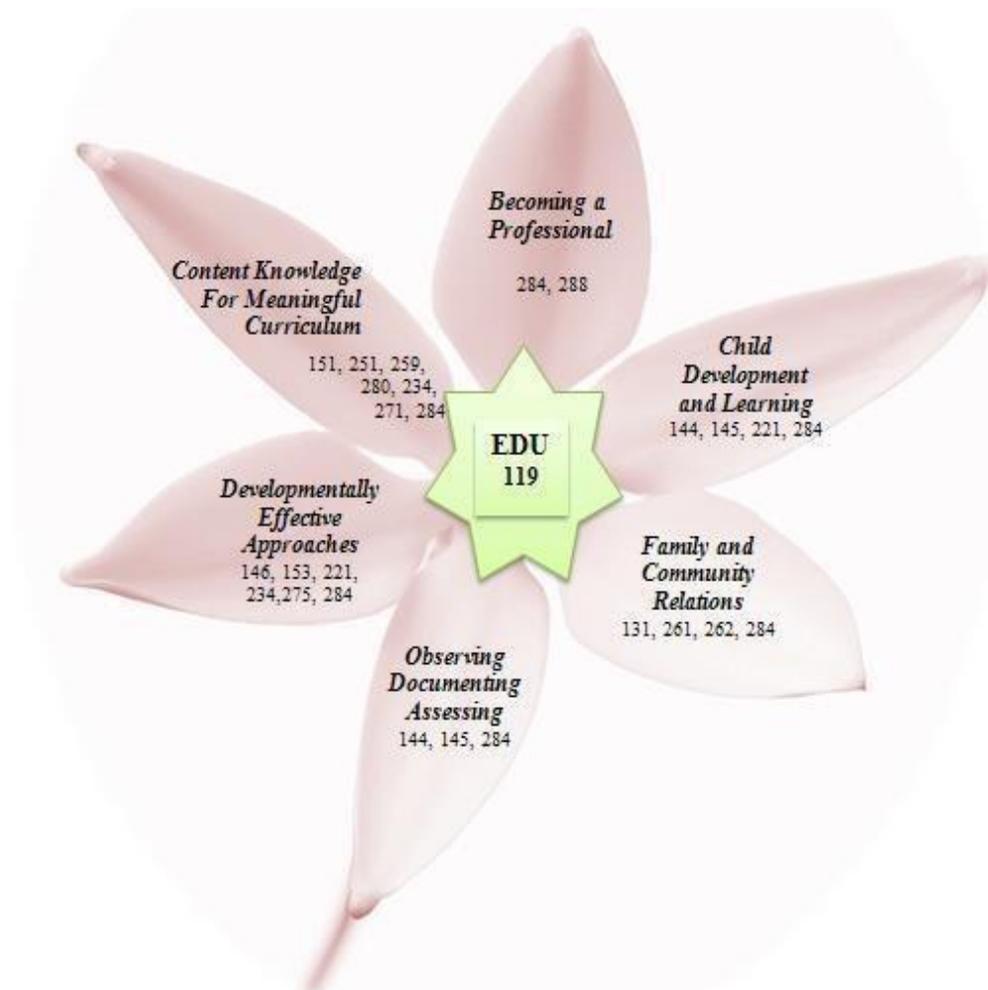
6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least two of the four main types of early education settings (early school grades, child care centers, family and home-based child care settings, and Head Start or equivalent programs)

Visual Representation of EDU Courses Linked to the NAEYC Standards 1-6



Associate in Applied Science Degree Program
Three Pathways and Three Certificates

Associate in Applied Science Degree Curriculum						
Early Childhood Associate A55220E (Effective Fall 2018) 65 credits						
Certificates						
Semester	Course #	Course Title	Cr Hrs	Pre-Req & Co- Reqs	Enrolle d	Comple d
First Fall	14 hrs.					
	DMA	010, 020, 030	*	Math Sense if Needed		
	ACA 115	Success and Study Skills	1	none		
	EDU 119	Intro. To Early Childhood	4	DRE 096		
	EDU 144	Child Development 1	3	ENG 095/DRE 098*		
	EDU 151	Creative Activities	3	ENG 085/DRE 097*		
	EDU 157	Active Play	3	ENG 085/DRE 097*		
First Spring	15 hrs.					
	EDU 145	Child Development II	3	ENG 095/DRE 098*		
	EDU 146	Child Guidance	3	ENG 085/DRE 097*		
	EDU 234	Infants Toddlers & Twos	3	ENG 095/DRE 098* EDU 119		
	EDU 251	Exploration Activities	3	ENG 095/DRE 098*		
	ENG 111	Writing & Inquiry	3	ENG 095/DRE 098*		
Third Summer	8-9 hrs					
	EDU 153	Health, Safety, Nutrition	3	ENG 085/DRE 097*		
	Choose 1	Social/Behavioral Science Elec	3	see catalog		
	EDU Elective (See electives below)		2 or 3			
Fourth Fall	15 hrs.					
	EDU 131	Child, Family Community	3	ENG 095/DRE 098*		
	EDU 235	School Age Dev. & Progr	3	ENG 095/DRE 098*		
	EDU 259	Curriculum Planning	3	ENG 095/DRE 098* EDU 119		
	EDU 280	Language & Literacy	3	ENG 095/DRE 098*		
	Choose 1	Humanities/Fine Arts Elec	3	see catalog		

Fifth Spring	13-15 hrs.					
	EDU 221	Child. W. Exceptionalities	3	ENG 095/DRE 098* EDU 144, 145		
	EDU 284	Early Childhood Practicum	4	ENG 095/DRE 098* EDU 119, 144, 145, 146, 151		
	Choose 1	Science/Math Elective	3 to 5	see catalog		
	Choose 1 Communication Elective:	Communication Elective	3	see catalog		
ELECTIVES	Choose one course from the following electives:					
	EDU 184	Early Childhood Intro Practicum	2	ENG 085/DRE 097* EDU 119		
	EDU 271	Educational Technology	3	ENG 095/DRE 098*		
	EDU 275	Effective Teacher Training	2	ENG 095/DRE 098*		

Associate in Applied Science Degree Curriculum						
Early Childhood Associate Birth-Kindergarten Licensure Transfer A55220L (Fall 2018) 71 credits						
Semester	Course #	Course Title	Cr Hrs	Pre-Req & Co-Reqs	Enrolled	Completed
First Fall	17 hrs.					
	DMA	010 - 050	*	Math Sense if Needed		
	ACA 115	Success and Study Skills	1	none		
	EDU 119	Intro to EC	4	DRE 096		
	EDU 144	Child Development 1	3	ENG 095/DRE 098*		
	EDU 151	Creative Activities	3	ENG 085/DRE 097*		
	Choose 1: Social Behavioral Elective	ECO 251, 252 HIS 111, 112, 131, 132 POL 120 SOC 210	3	see catalog		
	PSY 150	General Psychology	3	DRE 097		
First Spring	16 hrs.					
	EDU 145	Child Development II	3	ENG 095/DRE 098*		
	EDU 146	Child Guidance	3	ENG 085/DRE 097*		
	EDU 234	Infants Toddlers & Twos	3	ENG 095/DRE 098* EDU 119		
	BIO 110 or 111	Biology	4	see catalog		
	ENG 111	Writing & Inquiry	3	ENG 095/DRE 098*		

Third Summer	9 hours					
	EDU 153	Health, Safety, Nutrition	3	ENG 085/DRE 097*		
	MAT 143	Quantitative Literacy	3	DMA 010-050, DRE 098		
	Choose 1: Humanities Fine Arts Elective	ART 111, 114, 115 MUS 110, 112 PHI 215, 240	3	see catalog		
Fourth Fall	16 hrs.					
	EDU 131	Child, Family Community	3	ENG 095/DRE 098*		
	EDU 216	Foundations of Education	3	Co: DRE 098		
	EDU 280	Language and Literacy	3	ENG 095/DRE 098*		
	ENG 112 or 114	English Composition	3	ENG 111		
	Choose 1: Natural Science	AST 111 and 111A, CHM 151, GEL 111, PHY 110 and 110A	4	see catalog		
Fifth Spring	13 hrs.					
	EDU 221	Child. W. Exceptionalities	3	ENG 095/DRE 098* EDU 144, 145		
	EDU 284	Early Childhood Practicum	4	ENG 095/DRE 098* EDU 119, 144, 145, 146, 151		
	COM 231	Public Speaking	3	none		
	EDU 250	Teacher Licensure Prep	3	ENG111, MAT 143		

Associate in Applied Science Degree Curriculum						
Early Education Non-Teaching Licensure Transfer						
A55220NL (Fall 2018) 71 credits						
Semester	Course #	Course Title	Cr Hrs	Pre-Req & Co-Reqs	Enrolled	Completed
First Fall	17 hrs.					
	DMA	010-050	*	Math Sense if Needed		
	ACA 115	Success and Study Skills	1	none		
	EDU 119	Intro to EC	4	DRE 096		
	EDU 144	Child Development 1	3	ENG 095/DRE 098*		
	EDU 151	Creative Activities	3	ENG 085/DRE 097*		
	Choose 1: Social Behavioral Elective	ECO 251, 252 HIS 111, 112, 131, 132 POL 120 SOC 210	3	see catalog		
	PSY 150	General Psychology	3	DRE 097		

First Spring	16 hrs.					
	EDU 145	Child Development II	3	ENG 095/DRE 098*		
	EDU 146	Child Guidance	3	ENG 085/DRE 097*		
	EDU 234	Infants Toddlers & Twos	3	ENG 095/DRE 098* EDU 119		
	BIO 110 or 111	Biology	4	see catalog		
	ENG 111	Writing & Inquiry	3	ENG 095/DRE 098*		
Third Summer	9 hours					
	EDU 153	Health, Safety, Nutrition	3	ENG 085/DRE 097*		
	MAT 143	Quantitative Literacy	3	DMA 010-050, DRE 098		
	Choose 1: Humanities Fine Arts Elective	ART 111, 114, 115 MUS 110, 112 PHI 215, 240	3	see catalog		
Fourth Fall	16 hrs.					
	EDU 131	Child, Family Community	3	ENG 095/DRE 098*		
	EDU 261	Admin 1	3	Pre: DRE 098 Co: EDU 119		
	EDU 280	Language and Literacy	3	ENG 095/DRE 098*		
	Choose 1: Natural Science	AST 111 and 111A, CHM 151, GEL 111, PHY 110 and 110A	4	see catalog		
	ENG 112 or 114	English Composition	3	ENG 111		
Fifth Spring	13 hrs.					
	EDU 221	Child. W. Exceptionalities	3	ENG 095/DRE 098* EDU 144, 145		
	EDU 284	Early Childhood Practicum	4	ENG 095/DRE 098* EDU 119, 144, 145, 146, 151		
	COM 231	Public Speaking	3	none		
	EDU 262	Admin II	3	Pre: DRE 098, EDU 119, EDU 261		

Fall 2018**Infant/Toddler Care Certificate**

		Course Hours Per Week		Semester
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
EDU-119	Intro to Early Child Educ	4	0	4
EDU-131	Child, Family & Community	3	0	3
EDU-144	Child Development I	3	0	3
		10	0	10
SECOND SEMESTER (Spring)				
EDU-146	Child Guidance	3	0	3
EDU-234	Infants, Toddlers, & Twos	3	0	3
		6	0	6
Total Required Minimum Semester Hours Credit				16

Preschool Certificate

		Course Hours Per Week		Semester
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
EDU-119	Intro to Early Child Educ	4	0	4
EDU-131	Child, Family and Community	3	0	3
EDU-157	Active Play	2	2	3
		9	2	10
SECOND SEMESTER (Spring)				
EDU-145	Child Development II	3	0	3
EDU-146	Child Guidance	3	0	3
		6	0	6
Total Required Minimum Semester Hours Credit				16

School Age Care Certificate		Course Hours Per Week		Semester
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
EDU-119	Intro to Early Child Educ	4	0	4
EDU-157	Active Play	2	2	3
EDU-235	School-Age Develop and Programs	3	0	3
		9	2	10
SECOND SEMESTER (Spring)				
EDU-145	Child Development II	3	0	3
EDU-146	Child Guidance	3	0	3
		6	0	6
Total Required Minimum Semester Hours Credit				16

Early Childhood Program Description

The Early Childhood Associate degree curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

In addition to the three Early Childhood Associate Degrees, the following early childhood certificates will be offered: Infant-Toddler Care Certificate, Preschool Care Certificate and School Age Care Certificate.

In North Carolina, lead teachers in a child care center have to meet only two requirements. They must be 18 years of age and have completed one college level 4 credit course: EDU 119 – Introduction to Early Childhood Education. We feel that it is important to offer a variety of certificates to encourage existing child care providers without formal education to pursue professional development in a nonthreatening, non-overwhelming way. Our hope is that once they begin their educational process, they will view their certificate as a stepping stone to the Early Childhood Associate degree. The certificate programs support providers in their efforts to provide quality child care.

Sandhills Community College's Early Childhood web page:

<http://www.sandhills.edu/earlychildhood/>

Early Childhood Associate Degree Program Goals

Program Mission and Competencies are achieved by the accomplishment of our goals to:

1. Educate and prepare students for careers in the field of early childhood and to assist them in securing employment in those fields;
2. Prepare students to transfer to baccalaureate institutions specializing in early childhood;
3. Provide challenging learning opportunities, including work and service learning experiences, that prepare students to work with young children and their families in diverse settings;
4. Value and use student feedback to improve courses and meet students needs.
5. Monitor program and service performance in each of the above areas and to use the data gathered to improve the program's effectiveness.

The 7 Habits of Highly Effective College Students

<http://7habitscollege.com/>

Self-management

Habit 1: Be Proactive® I am responsible for my education and life.

Habit 2: Begin With the End in Mind® I have a plan for what I want to accomplish.

Habit 3: Put First Things First® I do the most important things first.

Interpersonal skills and teamwork

Habit 4: Think Win-Win® I am considerate of others, but I also have the courage to stand up for myself.

Habit 5: Seek First to Understand, Then to Be Understood® I hear people out before expressing my own opinion.

Habit 6: Synergize® I value the strengths of other people and combine them with my own to solve problems.

Wellness

Habit 7: Sharpen the Saw® I regularly recharge my body, heart, mind, and spirit so I can stay sharp and improve myself.

Key Program Documents

NC Foundations for Early Learning and Development:

http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

NAEYC Code of Ethical Conduct and Statement of Commitment: Revised April 2005, Reaffirmed and Updated May 2011

http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013_update.pdf

NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administrators Adopted July 2006, Reaffirmed and Updated May 2011

http://www.naeyc.org/files/naeyc/image/public_policy/Supplement%20PS2011_09202013update.pdf

NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators Adopted Spring 2004

http://www.naeyc.org/files/naeyc/image/public_policy/Supplement%20PS2011_09202013update.pdf

Special Program Requirements

- All EDU classes have an English prerequisite.
- NC law prohibits anyone convicted of a felony from working with children. |
- Associate Degree Students are required to work a minimum of 144 hours in EDU 284 over the course of a semester in an assigned quality early childhood environment working directly with young children. The student is responsible for transportation to off-campus Practicum sites and for complying with all off-site regulations.

- NC Division of Child Development and Early Education requires that everyone working directly with children have a TB test done prior to their first day working with children. Practicum sites may also require a criminal background check and drug testing to be done prior to the first day of work/class.
<https://ncchildcarecbc.nc.gov/>

Program Effectiveness

Program effectiveness of the Early Childhood Education curriculum at Sandhills Community College is measured and monitored by the Department of Public Services, the Early Childhood program coordinator, and the Office of Planning and Research. The Early Childhood (EC) program establishes and measures its own outcomes in accordance with its purpose and mission as well as the mission of the college. Outcomes are measured and updated annually by the program coordinator in conjunction with the Office of Planning and Research. In addition, the program submits an annual accreditation report to NAEYC and goes through a reaccreditation process every seven years.

Current students, current and former graduates, practicum supervisors, employers, and non-completers of the program are evaluated annually. At the end of each course, students evaluate the instructor. This is done anonymously and is sent to the Dean of Instruction who reviews the results prior to sharing this information with the Department Chair and Instructors. Feedback is taken seriously and used to improve our teaching and better meet the needs of our students.

Students are encouraged to fill out surveys and instructor evaluations every time they are offered. Student feedback is critical to program improvement. Most surveys and course evaluations are offered in print as well as online.

Advising Students

Each student is assigned an advisor. Students meet with advisors prior to registering for classes each semester and at any other point in time when they feel the need to discuss their career goals, progress, or any other pertinent issue. It is the student's responsibility to schedule time with their advisor. Students are also able to register themselves using WebAdvisor found in the SCC Student Portal. **Prior to graduation, you must meet with your advisor and fill out an application for graduation.**

Instructors may use the Early Alert form to inform borderline students of their academic status, while allowing them adequate time to make a decision before the drop period ends. A copy of the Early Alert form is sent to the student as well as their advisor.

What Makes a Successful Online Learner?

Source: [Minnesota Online High School](#) and [Minnesota Department of Education](#)

Two key advantages of online learning are flexibility and convenience. But online learning is a lot more challenging than it may seem. Are you considering taking some or all of your courses online? Good for you! But first, make sure you're ready to succeed. Online learning can sound so wonderful that some students start with an unrealistic vision. In reality, online courses require just as much, if not more, time and energy as traditional classroom courses. It also requires specific computer skills and learning strategies in order to succeed. To see if you're ready, see how many items of the following skills you have:

1. Persistence

Persistence is perhaps the biggest key to success in online learning. Students who succeed are those who are willing to tolerate technical problems, seek help when needed, work daily on every class, and persist through challenges.

- When you run into a challenge, keep trying and ask for help.
- Set up a manageable study schedule for yourself and stick to it. Students who succeed are those who log in and make progress every day. This is especially important after the novelty of going to school online starts to wear off!

2. Effective Time-Management Skills

You must be able to manage your time well. Most courses are not taught in real time. There are no set times for classes. This flexibility is one of the great benefits of online learning. It can also be a drawback for a student who procrastinates, is unable to stick to a routine study schedule, or is not able to complete assignments without daily reminders from a teacher.

Effective time-management skills don't just happen. They have to be learned. Once you do, they will benefit you throughout your life. Follow the tips below to develop yours:

- Review the syllabus for each of your courses. Develop a long-term plan for completing your major assignments.
- Make a daily "To Do" list. Have fun checking things off the list as you complete them.

It takes time to develop good habits, but you'll gain satisfaction from being well-organized and accomplishing your tasks.

3. Effective and Appropriate Communication Skills

Communication skills are vital in online learning because students must seek help when they need it. Teachers are willing to help students, but they are unable to pick up on non-verbal cues, such as a look of confusion on a student's face. Follow these tips:

Use the tools provided by the school to communicate with your teachers. Many online schools and programs provide several ways for students and/or parents to communicate with teachers and staff. These might include e-mail, discussion groups, chat room office hours, cell phones, and even text messaging. Teachers and staff want to help you to succeed in your classes and will answer your questions. It may feel awkward to talk with your teachers this way, but don't worry. If your teacher has chat room or cell phone office hours, don't be shy about using those tools to communicate with your teacher.

Use appropriate style and language for school. When communicating with teachers and other staff, you should write in full, grammatically correct sentences and with a respectful tone. Many students are used to a very informal style of writing in chat rooms, blogs, text messages, and so forth.

Because of the distance, it's tempting for some students to say things out of anger or frustration that they would never say to a teacher in person. Online teachers are professionals. Treat them with respect and courtesy.

4. Basic Technical Skills

Online learners need basic technical skills to succeed. These include the ability to create new documents, use a word processing program, navigate the Internet, and download software.

Most online schools have new student orientation programs. These teach students how to use the school's learning management system and other online tools, but they typically don't cover the basics. If you lack basic computer skills, you may want to find an online tutorial such as the one available through [The Library Network](#). You'll also want to check the online school's main website for their hardware and software requirements. Make sure your own computer meets those requirements.

5. Reading and Writing Skills

Reading and writing are the main ways you'll communicate in an online class. Although some hard copies of textbooks might be required, you should be comfortable reading a lot of documents on a computer screen and able to type.

Some tests and quizzes have multiple choice questions, but many of your assignments will involve writing short or long answers. If you type less than 25-30 words per minute, it may be worth completing a typing software program before beginning online classes.

6. Motivation and Independence

To be successful, an online student has to want to succeed. Online learning requires independence, internal motivation, responsibility, and a certain level of maturity.

Have you given some thought to your own personal reasons for attending school?

Are you determined and self-motivated to succeed in school?

There are many worthwhile reasons to work hard in school. You might want a greater level of personal satisfaction with your future career. Or perhaps it's personal pride in your accomplishments. Or maybe you are seeking a wider range of opportunities available to you with higher education or a higher income.

7. A Good Study Environment

Another critical component of academic success is a good study environment.

- **Get some peace and quiet.** You will need a quiet place to work without distractions from things like television, family, or roommates.
- **Avoid games.** Consider uninstalling any computer games to avoid temptation. Or keep the games on a different computer in the house.
- **Turn off your cell phone.** Let friends and family members know the hours that you will be "at" school.
- **Beware surfing** the black hole of the Internet. It is easy to lose track of the time as you wander from site to site.
- **Consider ergonomics.** Adjust the height of your chair, keyboard, and screen so that you are comfortable. Forearms and thighs should be level and parallel to the floor. Wrists should not be bent while typing.
- **Set up good lighting and comfortable seating.** Lighting in the room should be at least as bright as the computer screen to avoid eye strain.

Course Planning with WebAdvisor

Accessing Your Transcript, Schedule, Financial Aid Information and Other Information

- Go to the Sandhills Community College Home Page
- Click on "My SCC Student Portal"
- Then Click on "WebAdvisor"
- Click on "Log In"
- Enter your User Name and Password as you would for email or Moodle
- This will allow you to access your Transcript, Schedule, Financial Aid Information and much more. Scroll to the bottom for Transcript
- If you have not set up an email or Moodle account, go to Home Page, Quick Links, Student Email and click on Change my password.

Warning: Pell will not pay for classes that are not listed in the program of study that you are enrolled in. Before registering for classes, be sure to check the section codes carefully!

Learning Resource Center

The Learning Resource Center is an open computer lab located within Boyd Library. The LRC is equipped with networked computers and printers. A variety of software is installed on each computer. All provide Internet access. The Learning Resource Center is fully staffed and we are here to help. Staff members are trained and ready to answer any questions you may have.

ACA 115: College Success and Study Skills

Early Childhood students are required to take ACA 115 College Success and Study Skills.

MATH Requirement for Graduation

All SCC students are required to take or place out of DMA 010, 020 and 030. If a student choose to select a science course with a lab rather than take a math general education elective, this is all the math they will need to take.

Tutoring Center

The Tutoring Center provides one-on-one tutorial sessions or small group instruction for all students needing extra assistance in enrolled classes or in their preparation to enter a chosen curriculum. The intention of the Tutoring Center is to assist and encourage students in their educational advancement. Tutoring is offered free of charge. The college now has a Writing Lab for students to use as well, free of charge.

Boyd Library

The Boyd Library has provided excellent support to the Early Childhood Program. They are responsive to our requests for adding additional resources to the library collection. Representatives from the library have come to our classes to teach our students how to do effective online searches using the databases as well as point them to the online tutorials and resources for class. They also provide tours of the library pointing out locations of important early childhood materials.

Job Placement Services

The job placement office provides students with the tools they need to market the skills they develop in their technical fields of study and to assist them in obtaining employment after graduation.

Eligibility: To qualify for job placement services a student must be currently enrolled, in good academic standing with the college, or a graduate of one of the technical or college transfer programs offered by the college.

Format a Research Paper or Essay

When writing a document (research paper, essay), please consider the following as you prepare your work:

- > Use a reliable word processing program. A few of the most popular are Microsoft Word®, WordPerfect®, and Microsoft Works®.
- > Ask your instructor what word processing program(s) s/he has access to. If both of you use the same program, great. If you do not use the same program, however, you will need to save your work as a "text only" (.txt) file or a "rich text format" (.rtf) file so your instructor will be able to open your work upon submission. The "text only" file is useful for documents that are single spaced without boldfacing or numbered or bulleted lists. The "rich text format" is best for documents that have double spaced paragraphs with boldfacing, bullets, and other design features.
- > Plan your document to have a quality introduction, insightful body paragraphs, and an effective conclusion. Ensure that you have citation information for any materials you are using as references in your document. (Note: plagiarism can be grounds for disciplinary action.)
- > If your instructor does not require APA or MLA format, create your documents with the following specifications:
 1. Set your margins at 1" top and bottom.
 2. Set your margins at 1.25" left and right.
 3. Set your font size to 12-point Arial or 12-point Times New Roman.
 4. Set your spacing to double space.
 5. Left justify, or align, your text.
 6. Starting at the very top line of your first page, type in your full name, then press "Enter."
 7. On the next line, key in the course number and module number (i.e., EDU 144, Module #2), then press "Enter."
 8. On the next line, key in the date, then press "Enter."
 9. On the next line, key in and center justify the title you give this paper. Then, press "Enter."
 10. On the next line, begin keying in the content of your document. From this point on, your text will return to left justification or alignment.

11. If your document contains research, cite any references in your paper and develop a works cited or bibliography page.

SCC Early Childhood Club

*** Plans to collaborate with other programs in our Department to be the Public Services Club Fall 2018**

Why Join SCC's Early Childhood Club?

1. To network with other SCC early childhood students.
2. To participate in professional development opportunities.
3. To participate in service projects that will benefit children and families.
4. To develop advocacy skills.

Goals of the Club

1. Develop a sustainable, active ECE Club.
2. Offer trainings that lead to certification such as SIDS and First Aid/CPR.
3. Provide an information website that facilitates communication amongst our members.
4. Fundraise to help offset cost of fieldtrips and trainings and to provide scholarships to current ECE students.
5. Provide information to our local communities on what is considered best practice resulting in quality of care and education looks.
6. Conduct service projects that will benefit children in our local communities as well as our global community.
7. Collaborate with our local Sandhills-AEYC affiliate involving professional development and service projects.

Important Contacts

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