

EARLY CHILDHOOD STUDENT HANDBOOK

2012-2013



**SANDHILLS COMMUNITY COLLEGE
3395 AIRPORT ROAD
PINEHURST, NC 28374**

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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

In May 2006, the Sandhills Community College Early Childhood Associate degree program became 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.

The program offers an Early Childhood Associate (A55200) Degree, an Infant/Toddler Certificate (C55220IT), a Preschool Certificate (C55220P), a School-Age Certificate (C55220S) and an Administration Certificate (C55220A). In addition to our main campus, we offer early childhood classes 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.

This mission is achieved by the accomplishment of the following goals:

1. To educate and qualify students for careers in technical fields and to assist them in securing employment in those fields;
2. To prepare students to transfer to baccalaureate institutions and to excel in their baccalaureate studies;
3. To provide challenging learning opportunities - developmental studies, basic skills, English as a second language, and high school equivalency - that prepare students for employment and/or for collegiate studies;
4. To provide the training needed to help recruit businesses to our community and to drive entrepreneurial growth; to promote workplace learning; and to enable local businesses to become more productive;
5. To provide opportunities for cultural enrichment and life-long learning for the people of the Sandhills, with a special effort to meet the needs of our retired population;
6. To foster an atmosphere of friendliness, civility, and respect and to provide support programs that promote student learning and success in traditional and nontraditional education settings;
7. To hire faculty and staff of the highest quality and who reflect our diverse community, to treat them with integrity and respect, to pay them well, and to provide ample opportunities for their professional development;
8. To ensure that the college raises the funds necessary to advance the excellence of its programs; that the institution is run efficiently; that modern technology is employed effectively in all facets of the college's operations; and that the campus is clean, safe, and beautiful;
9. To create and market educational programs, including programs delivered via distance learning, that excite and meet the needs of all segments of our service area;
10. To monitor program or service performance in each of the above areas and to use the data gathered to improve the college's effectiveness.

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 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 and developmentally appropriate practice. Students learn multiple theories of child development and how these theories are reflected in developmentally appropriate practice.

We teach our students about North Carolina's Early Learning Standards, 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 288: Advanced Issues when they complete their professional portfolio and use it in a mock interview situation.

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

NAEYC has identified five skills that support associate degree students' ability to gain competence in relation to the core standards. With these skills, students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

SUPPORTIVE SKILL 1: Self-assessment and self-advocacy

SUPPORTIVE SKILL 2: Mastering and applying foundational concepts from general education

SUPPORTIVE SKILL 3: Written and verbal skills

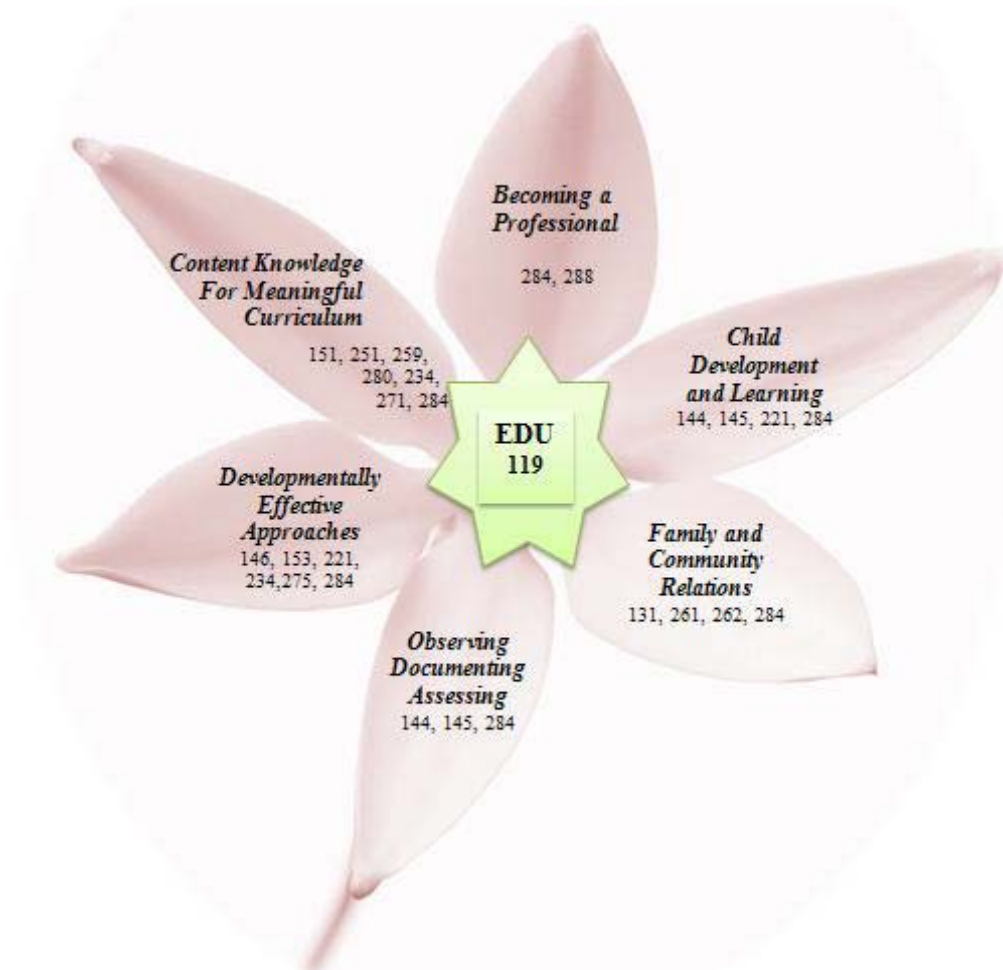
SUPPORTIVE SKILL 4: Making connections between prior knowledge/experience and new learning

SUPPORTIVE SKILL 5: Identifying and using professional resources



Visual Representation

Visual Representation of EDU Courses Linked to the Six NAEYC Standards



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 Early Childhood Associate, the following early childhood certificates will be offered:

• Infant and Toddler	• School-Age
• Preschool	• Early Childhood Administration

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 non-threatening, 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/degrees-programs/education/lateral-entry.html>

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.

Early Childhood Associate Degree Student Learning Outcomes

All early childhood associate degree graduates should be able to:

1. Demonstrate an awareness of the characteristic and needs of diverse families. (Assessed in EDU 131)
2. Demonstrate their understanding of child development and learning within four development domains: Physical, Social/Emotional, Cognitive and Language. (Assessed in EDU 144, 145 and 284)
3. Demonstrate objective observation and use of appropriate assessment tools and approaches. (Assessed in EDU 284)
4. Demonstrate their ability to utilize developmentally effective strategies within early childhood settings. (Assessed in EDU 284)
5. Demonstrate their knowledge of NAEYC standards for Early Childhood Associate Degree Programs and the Code and of Ethical Conduct. (Assessed in EDU 288)

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 with children ages 3-5 years.
- The student is responsible for transportation
- 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 both a criminal background check and physical (TB test included). Both forms must be presented to the Practicum faculty advisor(s) at least four weeks prior to the first day of the semester.

Associate in Applied Science Degree Curriculum by Semester

Student: _____							
Semester	Course #	Course Title	Credit Hrs	Pre-Req	Co-Req	Plan	Complete
1st Fall	14 hrs.						
	ACA 115	Success and Study Skills	1	none			
	EDU 119	Intro. To Early Childhood	4	ENG 085			
	EDU 131	Child, Family Community	3	ENG 095			
	EDU 153	Health, Safety, Nutrition	3	ENG 085			
	ENG 111	Expository Writing	3	ENG 095			
1st Spring	15 hrs.						
	EDU 144	Child Development 1	3	ENG 095			
	EDU 146	Child Guidance	3	ENG 085			
	EDU 151	Creative Activities	3	ENG 085			
	EDU 234	Infants Toddlers & Twos	3	ENG 095 EDU 119			
	EDU 261	EC. Administration I	3	ENG 095	EDU 119		
Summer	8/9 hrs.						
	EDU 145	Child Development II	3	ENG 095			
	Choose One:						
	EDU 275	Effective Teacher Training	2	ENG 095			
	EDU 235	School Age Dev. & Program	3	ENG 095			
	EDU 262	EC. Administration II	3	ENG 095 EDU 261	EDU 119		
	EDU 271	Educational Technology	3	ENG 095			
2nd Fall	16-18 hrs						
	EDU 251	Exploration Activities	3	ENG 095			
	EDU 259	Curriculum Planning	3	ENG 095 EDU 119			
	EDU 280	Language & Literacy	3	ENG 095			
	***	Natural Science/Math Elective	3 to 5	check			
	EDU 284	Early Childhood Practicum	4	ENG 095 EDU 119, 144, 145, 146, 151			
2nd Spring	14 hrs.						
	EDU 221	Child. W. Exceptionalities	3	EDU 144, 145			
	EDU 288	Advanced Issues	2		EDU 284		
	***	Humanities/Fine Arts Elect.	3	check			
	Choose one: Communication Elective:						
	ENG 112	Argument Based Research	3	ENG 111			
	ENG 114	Professional Research/Re		ENG 111			
	COM 110	Intro to Communication		none			
	COM 120	Interpersonal Communication		none			
	Choose one: Social & Behavioral Science Elective:						
	Recommended:						
	SOC 213	Sociology of the Family	3	Eng 085			
	SOC 220	Social Problems		Eng 085			
***	See Specific Choices						
*effective Fall 2009							

Sandhills Community College Early Childhood Policies

Effective: Fall 2012

Students have a right to expect:

- a syllabus with clearly stated assignments, due dates, learning outcomes, and a fair grading policy
- contact information for the instructor
- a course that begins and ends within the time allotted for the semester
- opportunities to discuss the course, and related topics, with the instructor of the class
- grades received in a timely manner
- assistance in locating supporting materials to complete papers/assignments

Faculty have the right to expect that students will:

- demonstrate self-discipline
- follow all assignment guidelines
- be prepared for each instructional module by reading all required assignments
- spend an adequate amount of time preparing for class discussions
- actively participate in the class discussions (in both face-to-face and online settings) according to stated guidelines
- turn in assignments on time
- observe codes of academic honesty in the completion of all coursework
- ask for clarification or assistance when needed
- share any concerns about the course in a timely manner inform the instructor about any extenuating circumstances affecting course participation
- remain on task and stay focused on current classroom agenda
- mutual respect amongst all parties
- keep cell phones turned off and out of site during class

Grading Policy: All EDU courses use the following grading system in determining the final grade.

A = 930-1000	or	A = 93-100
B = 860-929	or	B = 86-92
C = 790-859	or	C = 79-85
D = 700-789	or	D = 70-78

Below 700/70 = try again

Early Childhood Attendance Policy:

Students are expected to attend all classes. However, the following attendance policy will hold true for all early childhood classes (EDU) at Sandhills Community College.

- ✚ ***Coming late or leaving early is not acceptable.*** It is disruptive and unfair to the other students and the instructor. Coming in late or leaving early 3 times will equal one absence. Only those who attend class and arrive on time will receive full credit.

If you are taking a class on the internet and two weeks go by without your logging in or contacting the instructor, you will automatically be dropped from the class.

- ✚ **For classes meeting twice a week (75 minute classes):**

2 penalty free absences

Each additional absences = 20 points deducted from the FINAL grade

Automatically dropped after 6 absences

- ✚ **For classes meeting once a week or in a hybrid class meeting every other week (3 hour classes):**

1 penalty free absences

Each additional absence = 40 points deducted from the FINAL grade

Automatically dropped after 3 absences

- ✚ **For classes meeting on weekends (7 or 8 Saturdays):**

0 penalty free absence

1 absence = 80 points deducted from the FINAL grade

Automatically dropped after 2 absences

- ✚ **Classroom Etiquette**

Students are expected to be respectful to faculty, peer and guest speakers at all times. Cell phones need to be turned off and out of site during class. Students need to wait until break time to eat, go to the restroom or make a phone call. For every 50 minutes of class time, students will receive a 10 minute break.

- ✚ **Ethical Conduct Policy**

Early Childhood students are expected to exhibit the highest levels of integrity and ethical conduct. For continued intellectual progress and development, the adherence to the Sandhills Community College Academic Honesty Policy is most important.

- ✚ **Plagiarism**

One of the most common causes of violating academic honesty is plagiarism. “The Random House dictionary defines plagiarism as ‘the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.’ Imitation or borrowing by themselves are not plagiarism. Drawing on other people's ideas is perfectly reasonable and in fact unavoidable when you write academic essays—but you must acknowledge the borrowing.” www.nutsandboltsguide.com

A paper or project will be considered plagiarized if any part of it is taken from the work of someone else without properly citing the source. Using the entire passage or any portion of it will be considered plagiarism. The source may be another student as well as a professional source. This is a particular problem with the easy use of the internet for research. Care must also be taken when paraphrasing someone's words as well as the use of quotes and credits. Anyone who provides work to another student which is later submitted as the recipient's own will also be in violation.

Re-use of Paper or Project

The same paper or project may not be re-used for more than one class without permission of all instructors involved. Even though the student did the original work, it is inappropriate to submit the project or paper to an instructor in a different class without permission.

Other potential violations

- Assisting another student or using outside sources during a test is a violation of the academic honesty policy.
- It is required that there will be accurate and honest reporting on observations, time sheets and any other requested documentation.

Penalties for violation of Academic Honesty Policy

- The first offense in any Early Childhood class receives a 0 for the assignment.
- A second offense in the same class receives an F for the semester.
- Multiple (more than 2) offenses in one or more classes will result in submission of information to the Vice President of Student Services for action. The student will receive a warning of possible suspension from the program.

Any further offense in any Early Childhood class is grounds for dismissal from the program.

It is at the discretion of the instructor following any offense to have the student research and write a paper on the topic of academic honesty.

Withdrawal from the Course:

You may officially drop the course within the first eight weeks of class by filling out a drop form and having the instructor sign it. Once the instructor signs the form, ***the student needs to take that form*** to the registrar's office. The course will not show up on the transcript if this procedure is followed. However, after the official drop date, the only options are withdraw pass or withdraw failing. This will show up on the transcript as a WP or WF. WF has the same effect as an F. Instructors will submit a WF if you stop coming to class without notifying the instructor that you are withdrawing. You will also need this paperwork to get reimbursement if you are dropping before the first day of classes and you have already paid!

 **Missed Assignments/Lectures/Handouts:**

It is the student's responsibility to coordinate with another student to get missed assignments, lecture notes and handouts. The instructor will not be responsible for making sure you receive them.

 **Cell Phone Policy:**

Cell phone usage (both incoming and outgoing) is prohibited during class ***as is text messaging!*** Cell phones must be in the silent or off position. Phone calls may be returned during breaks or after class. If your cell phone rings during class time, you must leave the room and it will be counted as an absence. However, special exception to this rule may be made if you have a family member in the hospital or a sick child at home. Inform the teacher ***prior to*** the class. The instructor may allow you to turn your phone to vibrate. If you receive a call, remove yourself from the classroom before answering.

 **Confidentiality Policy:**

The goal of the early childhood department is to provide instructional experiences in and outside of the classroom. Out of respect for the center/school privacy, students must agree to never disclose the children's names, center/school name, address or any other information to another individual.

 **Dress Code:**

Students are expected to dress appropriately for class. When participating in outside observations, service learning projects; practicum sites and/or any required event representing the college, students are expected to dress in a professional manner that is suited to the site and event.

 **Food and Drink Policy:**

Eating is **NOT** allowed during class time. Drinks are allowed.

 **Bringing Children to Class is NOT Allowed:**

Children are not allowed to come to class with you. Our courses are a great place for adult learning but they are NOT appropriate for children.

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.

Current students, current and former graduates, co-op 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 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.

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!

Section Description

001, 002... traditional **HW1** hybrid, Saturday **UKH** Unilever

E01, E02... evening **K01** Hoke, traditional **W01, W02...** weekend

D01, D02... delayed start, traditional **KE1** Hoke, evening **X01, X02...** huskins, SCC Campus

DH1, DH2... delayed start, hybrid **KHE** Hoke, hybrid, evening **X0H** huskins, hybrid, SCC Campus

FMH fall minimester, hybrid **KHW** Hoke, hybrid, weekend **X0N** huskins, internet

FMN fall minimester, internet **LC1** learning community **XH1, XH2...** huskins, Hoke High

H01, H02... hybrid **N01** internet **XN1, XN2...** huskins, North Moore High

HE1, HE2... hybrid, evening **SH1** Sandhoke Early College **XP1, XP2...** huskins, Pinecrest High

XU1, XU2... huskin, Union Pines High

What is Project Promise?

Project Promise is a federally-funded Student Support Services TRIO program designed to help students achieve their academic and personal goals. Our primary purpose is to help our students achieve a degree and/or transfer to a four-year institution. Many students face overwhelming difficulties while attending college. We at Project Promise attempt to remove these difficulties by offering:

- Individualized Attention
- Career and Personal Counseling Services
- Specialized Tutoring Assistance
- Visits to Four-Year Colleges and Universities
- Cultural Activities
- Free Workshops
- Advising
- Academic and Life Survival Skills
- Laptop Loan Program
- Other services that help students stay in college, finish a degree, or transfer to a four-year institution.

Eligibility Criteria To be eligible for Project Promise, at least one of the following must apply:

- Financially Disadvantaged College Student
Meet federal low income eligibility.
- First Generation College Student
Parents have not received a bachelor's degree before the student's 18th birthday.
- College Student with Documented Learning or Physical Disability
Project Promise ensures appropriate accommodations for students with disabilities.

Student Expectations

Project Promise students are expected to abide by the following:

- Be highly motivated to earn a degree
- Attend classes regularly
- Be present at scheduled sessions with Project Promise staff
- Attend cultural events
- Take advantage of free workshops
- Maintain good academic performance
- Complete a degree and/or transfer to a four-year institution

How Can You Become a Project Promise Participant?

To apply for Project Promise, pick up an application form in Kennedy 166 or print a form off our webpage. Return the completed application form to the Project Promise office in Kennedy 166. After receiving your application, the Project Promise staff will schedule an interview to discuss your educational goals and determine if our program can benefit you. If you meet eligibility criteria and are accepted into the program, you will receive a written acceptance letter in the mail. In order to be officially accepted into Project Promise, you must have received an acceptance letter.

Project Promise Workshops and Activities:

Learning Strategies Lab:

Specialized tutoring assistance. Hours and locations vary by semester.

Workshops:

Every semester Project Promise offers FREE workshops on topics relevant to students lives. Workshops vary by semester. Workshop videos are available in the library for checkout. If you wish to know more, visit Kennedy 166 for details.

Exam Lounge:

The week before the semester ends, Project Promise usually offers an Exam Lounge to provide time for students to study, relax, eat, and win prizes.

Cultural Activities:

Cultural activities include events such as plays, luncheons, and field trips. Project Promise has taken groups of students to plays such as Sylvania at Temple Theatre in Sanford. We have also held a luncheon in the spring for all program participants, in honor of our graduates.

Campus Visitations:

Project Promise has taken students interested in college transfer to visit four-year colleges and universities. The institution visited depends on student interest. In the past, Project Promise has taken students to NC State and UNC-Pembroke.

Newsletter:

All participants receive newsletters outlining the events for the semester.

Project Promise posts important events on bulletin boards across campus.

[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 060 Requirement for Graduation](#)

All SCC students are required to take or place out of Math 060.

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.

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

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.

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