



# **INSTRUCTIONAL PACKAGE**

ECD 101  
Introduction to Early Childhood

Effective Term  
Fall 2022/Spring 2023/Summer 2023

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2022/Spring 2023/Summer 2023

COURSE PREFIX: ECD 101

COURSE TITLE: Introduction to Early Childhood

CONTACT HOURS: 45

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

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 DESCRIPTION:**

This course is an overview of growth and development, developmentally appropriate curriculum, positive guidance techniques, regulations, health, safety, and nutrition standards in early care and education. Professionalism, family/cultural values and practical applications based on historical and theoretical models in early care and education are highlighted in this course.

### **PREREQUISITES/CO-REQUISITES:**

None

\***Online/Hybrid** courses require students to complete the [Dli Orientation Video](#) prior to enrolling in an online course.

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
myHGTC and college email access.

### **STUDENT IDENTIFICATION VERIFICATION:**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

### **SC ENDEAVORS EARLY CHILDHOOD CREDENTIAL:**

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 Endeavors.

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 childcare 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.SCEndeavors.org](http://www.SCEndeavors.org)

Note: Students completing the course with a grade of less than a "C" can be awarded a certificate of attendance from SC Endeavors if they have participated in at least 90% of the classes as documented by the instructor.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

MODULE ONE: Integrated Weekly Modules

ASSESSMENT: Module homework assignments, exams

LEARNING OUTCOMES:

1. Describe how the code of ethics guides early childhood professionals.
2. Explain the role of research and historical trends in early childhood education.
3. Identify leading theorists and pioneer educators in the field of early childhood education.
4. Recognize that early childhood professionals have unique qualities, values and standards that guide practice.

5. Explain how teacher observation and supervision contribute to a safe, healthy learning environment.
6. Describe how play-based practices support development and facilitate learning.
7. Define and discuss the difference between discipline, punishment and guidance.
8. Explain how positive guidance supports the development of self-discipline and responsibility.
9. Understand the need to support children's relationships with their families by honoring diversity, culture and family structure.
10. Explain how development varies from child to child, culture to culture and is based on genetics and experience.
11. Describe teacher practices that support development.
12. Identify key developmental milestones and discuss how development progresses across ages and stages.
13. Define the broad purpose and use of developmental screening.
14. Discuss simple and effective observation tools and recording strategies.
15. Demonstrate an understanding of ongoing, systematic, formal, and informal assessments of children's development.
16. Describe how observation can help in the creation of emergent plans for learning, detect problems in physical development and help children with social-emotional conflicts.
17. Explain how all children can be fully included and individually supported in group activities and care routines.
18. Identify characteristics needed to support and foster positive, social emotional development.
19. Describe how the arrangement of, and materials in, routine care and interest areas promote health and support learning.
20. Explain how healthy habits, proper nutrition and physical activity are essential to children's development and learning.
21. Describe health, safety and sanitation processes and procedures commonly practiced in early childhood environments.
22. Identify effective teaching strategies that promote the development of emergent literacy skill in young children.
23. Describe teacher practices that support integrated learning.
24. Create lesson plans based on the SC Early Learning Standards and explain how they are used to enhance the teaching and learning process.
25. Discuss the child's role in choosing play activities and materials to construct knowledge.
26. Explain the importance of a differentiated curriculum that focuses on children's developmental needs, learning styles and interests, and incorporates their home language, experiences and culture.
27. Identify the teacher's role in providing curriculum that focuses on the whole child.
28. Describe how developmentally appropriate activities and materials help children engage in and sustain play through manipulation and exploration.

MODULE TWO: Professionalism

ASSESSMENT: Class attendance, preparedness

LEARNING OUTCOMES:

1. Begin to develop a knowledge and understanding of the NAEYC Code of Ethical Behavior.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## Part III: Grading and Assessment

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION\***

Unit Exams	10%
Assignments	65%
Professionalism	15%
Final Exam	10%
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	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

### **GRADING SYSTEM:**

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!

2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

## **STUDENT TESTING:**

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

## **TITLE IX REQUIREMENTS:**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member

of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

## **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)