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How to contact the Early Childhood program staff:

Mrs. Bowman
Office: MC 168B 605-367-5703
kaay.bowman@southeasttech.edu

Mrs. Braucht
Office: MC 168B 605-367-6123
sonja.braucht@southeasttech.edu

Scarborough Center 605-367-8444

Why Do Early Childhood Professionals Need Specialized Education?
Because…

- The early years are the most important for learning
- Young children learn in special ways
- Quality programs for young children require staff who:
  - Understand developmentally appropriate practice
  - Model language skills & support literacy
  - Facilitate all aspects of child development and learning
  - Design programs & curriculum based on the needs of children
  - Establish partnerships with families and communities
  - Provide a healthy, safe, & challenging learning environment
Mission of Southeast Tech

The mission of Southeast Tech is to educate individuals for employment opportunities, professional growth and lifelong learning.

Southeast Tech Core Values

Every learner has worth and possesses unique abilities. Learning is an active process. The general education program strives to develop self-directed learning behaviors and metacognitive thinking. Courses are designed to help learners become responsible employees in their various fields with practice in four broad areas: technology, problem solving/critical thinking, communication, and professionalism. By the time students graduate, they will have competence in:

- **Science & Technology:** Technical competence including knowledge of technology and/or scientific principles as these apply to programs.
- **Problem Solving & Critical Thinking:** The ability to select and use various approaches to solve a wide variety of problems – scientific, mathematical, social and personal. Graduates will also be able to evaluate information from a variety of perspectives, analyze data and make appropriate judgments.
- **Communication:** The ability to communicate effectively in several forms – oral, written, nonverbal and interpersonal. Graduates will also demonstrate knowledge of how to manage and access information.
- **Professionalism:** Strong work ethic, including responsible attendance; skill in teamwork and collaboration, as well as an ability to work with others, respecting diversity; ability to adapt to change; commitment to lifelong learning; adherence to professional standards; and positive self-esteem and integrity.

Professional Preparation Standards for Early Childhood

Coursework objectives and activities in the Early Childhood Program at Southeast Tech are developed using the Standards for Early Childhood Professional Preparation Programs developed by the National Association for the Education of Young Children (NAEYC).

- Standard 1: Promoting child development and learning
- Standard 2: Building family and community relationships
- Standard 3: Observing, documenting, and assessing to support young children and families
- Standard 4: Using developmentally effective approaches to connect with children and families (teaching methods and strategies)
- Standard 5: Using content knowledge to build meaningful curriculum
- Standard 6: Becoming a professional
- Standard 7: Field Experiences
# PROGRAM OPTIONS & CURRICULUM WORKSHEETS

*Students taking classes in any semester other than outlined may not graduate in the expected amount of time.*

## Early Childhood Specialist (AAS) – Day Program

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<th>Course Title</th>
<th>Credit</th>
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<td>ECH 101</td>
<td>Introduction to Early Childhood</td>
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<td>ECH 105</td>
<td>Understanding Diversity</td>
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<td>ECH 110</td>
<td>Child Health, Safety, &amp; Nutrition</td>
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<td>ECH 130</td>
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<td>SOC 150T or</td>
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# Early Childhood Specialist (AAS) – *Hybrid/Evening/Online Program

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<td>First Year - Spring Semester</td>
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*This hybrid/evening program option is no longer available for incoming EC students.*
# Early Childhood Support (Diploma)

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<td>Child Health, Safety, &amp; Nutrition</td>
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<td>Student Success Seminar</td>
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<td>HC 100</td>
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<td>ECH 120</td>
<td>Infant/Toddler Development &amp; Learning</td>
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<td>ECH 130</td>
<td>EC Curriculum I: Foundations &amp; Methodologies</td>
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<td>ECH 194</td>
<td>Support Internship</td>
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**7 Credits**  
**31 Credits Total**
EARLY CHILDHOOD COURSE DESCRIPTIONS

ECH 101 Introduction to Early Childhood 4 Credits
This course provides information on the history and philosophy of Early Childhood Education, educator roles, environments, observations, and issues. It includes an overview of assessment and trends that influence best practices. Career options within the child care profession are explored.

ECH 105 Understanding Diversity 3 Credits
This course offers an examination of the influence of culture and environment on the development of infants, toddlers, and young children. The course includes the influences of family diversity and blends theory with practical applications for developing positive family interactions, partnering with parents and other caregivers, increasing parental involvement and development of parent education programs.

ECH 110 Child Health/Safety/Nutrition 3 Credits
This course emphasizes how current concepts in health, safety and nutrition relate to the growth and development of a young child. It blends current theory with practical applications and assessments. The course includes the influences of family diversity, child abuse and mental and physical health. In addition, students are introduced to state licensing rules and regulations and federal regulations such as the Head Start Performance Standards that apply to various early childhood settings.

ECH 120 Infant Toddler Development and Learning 3 Credits
This course provides an overview of infant and toddler development that prepares students to utilize developmentally appropriate practices in home or center-based settings. It includes the environment, care-giving, teaching strategies, observation methods and family relationships.

ECH 130 Early Childhood Curriculum I 3 Credits
This course examines and evaluates early childhood curriculum and methods that lead to the development and implementation of appropriate curricula for young children.

ECH 160 Early Childhood Social/Emotional Guidance 3 Credits
This course focuses on effective approaches and positive guidance strategies for supporting the development for young children, emphasizing supportive interactions and developmentally appropriate environments.

ECH 194 Support Internship 4 Credits
This course for students enrolled in the ECH Support diploma program provides an opportunity to apply knowledge and skills in a supervised early childhood setting. It emphasizes professional relationships and behavior, appropriate adult/child interactions, basic curriculum planning and program routines.

ECH 201 Early Language and Literacy 3 Credits
This course provides an overview of children’s language development, learning environments, and use of appropriate teaching methods to promote children’s literacy and language skills in various early childhood settings and programs.

ECH 211 Early Childhood Program Administration 3 Credits
This course covers the basic principles involved in the organization and operation of child care centers, early childhood programs operated by public and private schools, Head Start Programs, and private child care programs. The course includes mission statements, funding, insurance, state and federal regulations, managerial functions, employment procedures, business practices, marketing, staffing/supervision and staff and community relations.

ECH 212 Legal and Ethical Issues 2 Credits
This course is designed to present material to the Early Childhood Specialist about professional ethics and the philosophy, requirements, administration and enforcement of local, state and federal laws related to the profession of early childhood education.

ECH 230 Early Childhood Curriculum II 3 Credits
This course focuses on the development, implementation and assessment of appropriate environments and curricula for young children. It emphasizes an understanding of children’s developmental stages and the creation of appropriate learning opportunities, interactions and environments in areas of dramatic play, art, music and motor skills.

ECH 240 Exceptional Learner 3 Credits
This course provides an overview of development and learning experiences for children with special needs to integrated child development settings. It discusses developmental needs, developmentally appropriate environments and effective teaching methods.

ECH 240L Exceptional Learner Lab 1 Credit
This lab teaches the skills, techniques and competencies that support the theory that the student is learning in ECH 240 Exceptional Learners. Course prerequisites: successful completion of all ECH 100-level courses. Course corequisite: ECH 240.

ECH 296 Specialist Internship 6 Credits
This course for students enrolled in the ECH Specialist AAS program provides an opportunity to apply knowledge and skills in a supervised early childhood setting. It emphasizes professional relationships and behavior, appropriate adult/child interactions, basic curriculum planning and program routines.
SOUTHEAST TECH
EARLY CHILDHOOD PROGRAM INFORMATION

The Early Childhood program has established the following guidelines in addition to those of Southeast Tech and those outlined in the Health and Human Services Handbook.

Attendance

Attendance is required for all classroom and lab experiences. The success of a student education depends upon the student’s involvement in the process. Attendance policies for individual courses must be followed. Attendance may impact student grades.

If absences are necessary, arrangements should be made ahead of time. Medical or other emergencies will be dealt with on an individual basis. Appointments should be scheduled after class or lab hours.

If absent from class, lab or internship, notify the instructor/supervisor prior to the scheduled event. Any material covered in class when absent is the responsibility of the student. Tests will be made up according to each course policy.

Assignments, Grades and Make-up Work

Assignment Format

All students are expected to produce college-level work. One of the goals of this program is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. Spelling, punctuation, grammar, and legibility will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Misspelled words, incorrect grammar, and messy assignments will be penalized. Always re-read and proof your work prior to turning it in to the instructor. You may want to have someone else proof read assignments before turning them in. Any assignment turned in that is not typed or is unreadable with numerous grammatical and/or spelling errors may be returned to the student ungraded. The student will need to resubmit the assignment, but will receive a reduction in points.

Unless otherwise instructed, all assignments are to be typed with 11-12 pt. font and 1” margins all around. The header should be single-spaced, located in the left or right hand top corner, and include the student’s name, the course name, and the name of the assignment. The body of the assignment should be double-spaced. Assignments of more than one page should be handed in stapled in the upper left corner.

Grades

Students must pass each Early Childhood specific course with a grade of C or higher in order to continue in the program. An overall GPA of 2.0 is required for graduation.

If a student would like to discuss a grade on an assignment or exam, the student must see the instructor after class to discuss the assignment briefly or make an appointment. Class time will not be used to discuss or review individual grades.
Due Dates and Make-up
Assignments are due according to dates and times publicized by the instructor, whether you are present or not. When assignments are due, they are due. Unless otherwise indicated, if an assignment is due on a given date, the assignment is to be turned in at the beginning of the class period. If you believe that you need additional time to master the material and to complete work that is of professional quality, you should speak with the course instructor about this prior to the assignment’s due date.

If assigned material needs to be printed, you should budget adequate time before class to print the assignment so that it is ready to be turned in when class begins. Plan ahead.
- Printer problems frequently occur! There are many printers on campus, so you may need to print at a different location than anticipated.
- If you plan to print just prior to the beginning of class, you should assume that many other students also may be planning to use the printer at the same time. This means that the printer may be not be available when you expect to use it. Plan ahead.

If you anticipate being absent on the due date of an assignment, the assignment should be turned in early. If problems arise, you should contact the instructor prior to the due date. Late assignments will be accepted only for extenuating circumstances, at the discretion of the instructor. No assignment will be accepted for grade after the final day of the course. You may not make up pop quizzes or work completed during class sessions.

Classroom Practices
Laptops
Laptop computers should be brought to each class session. Laptops are used for current classroom activities only. Each class is devoted to the work of the current class. Studying or doing assignments for another subject/class while another class is in session is not allowed.

Food & Beverages
Food and beverages may be brought to class, at the discretion of the course instructor. Students are to be respectful of fellow classmates, their laptops, and the materials that are positioned nearby. If you wish to bring snacks for the entire class, discuss appropriate times for this activity with the course instructor.

Academic Advising
As a student at Southeast Tech’s Early Childhood Specialist Program, you are assigned an advisor who is a member of the Early Childhood Specialist Program faculty. Appointments with your advisor can be made by contacting her directly.

The responsibilities of the student are:
1. To know and abide by the Early Childhood Specialist Program Guide and the Health and Human Services Student Handbook.
2. To make an overall curriculum plan for meeting graduation requirements and to check progress toward graduation prior to each semester’s registration.
3. To know dates of registration and to complete registration at designated times.
4. To keep all appointments with advisor or give notice of cancellation.
5. To maintain an overall GPA of 2.0 or higher.
The responsibilities of the Early Childhood program/academic advisor are:

1. To keep all appointments made with advisees or give notice of cancellation.
2. To be aware of Southeast Tech policies and procedures, including course prerequisites.
3. To assist advisees, as requested, in developing and reviewing an overall degree program.

Assistance
Students may obtain additional help outside of class through
- Course instructor
- Fellow students
- Tutors – available free of charge to all Southeast Tech students
- Additional resources may be identified in each course syllabus and through the Student Success office.

It is the responsibility of the student to contact the instructor, Student Success, or fellow classmates if difficulty is encountered or extra help is needed. The instructor can provide assistance in connecting with a tutor. Office hours are posted on each syllabus.

Health, Illness and Injury

1) You are responsible for your own physical well-being and should make personal contact with a physician of your choice when necessary.

2) If you have a significant health problem during the school year, you are advised to notify your instructors. This notification is necessary to safeguard your health and the people for whom you care and work.

3) If you become pregnant during the school year, you are advised to notify your Early Childhood program advisor and your instructors. This notification is necessary to safeguard the health of you (the expectant mother) and your unborn child. Your program advisor will work with you to assist in developing a plan what will best enable you to continue with school and coursework.
**Professionalism**

Southeast Tech endeavors to prepare students for the business environment, which requires professionalism on a daily basis. Bring your best self to class with you every day, and remember that you must always prepare for success.

**Code of Ethics:**
A strong foundation in professional ethics and skill in applying it to the real-life workplace are essential parts of the professional repertoire of every early childhood educator and care giver. We care for children who are too young and too vulnerable to protect and care for themselves. A code of ethics assures society that we, as early childhood professionals, are serving the public good and that our services will be provided with acceptable moral conduct. Professional ethics help us as early childhood educators and care givers to think about our responsibilities to children, families, communities and society and to address some of the difficult situations we face every day.

Early Childhood students who are enrolled in the EC Specialist or Support program at Southeast Tech sign a *Statement of Commitment* that is a personal acknowledgement of your willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession. By entering into the Southeast Tech Early Childhood Specialist or Support program you agree to abide by the Code of Ethical Conduct as outlined by the National Association for the Education of Young Children and summarized in the *Statement of Commitment*.

**Appearance**
Early childhood students will maintain the appearance of a well-groomed individual. Students are expected to dress appropriately for classroom experiences. Professional attire does not include:
- Exposure of undergarments, midsection skin, or excessive cleavage
- Hats/caps of any kind, except when needed for outside weather conditions
- Clothing that is ill-fitting, distracting, vulgar, or advertises products or facilities that are not child-friendly
- Personal hygiene should limit body odor and scented products. Smoke odor should not be detectable.

Students enrolled in the EC Specialist or Support program will wear E.C. Wear to Early Childhood classes each Tuesday, Wednesday, and Thursday. EC Wear will also be worn when representing Southeast Tech for class assignments, when attending lab sessions, and during Internship, regardless of the day of the week. E.C. Wear consists of an unmodified Southeast Tech Early Childhood shirt, khaki trousers, shoes with backs, and Southeast Tech photo identification.

- **Shirt:** Blue Southeast Tech Early Childhood shirts are purchased in the Southeast Tech Bookstore. This is an allowable financial aid expense.
  - A solid-colored long-sleeved shirt may be worn under the Early Childhood shirt if needed for warmth, providing that the under shirt does not hang lower than the E.C. shirt.
  - Sweatshirts, jackets or other garments worn over shirts are not considered E.C. Wear and are permissible only as needed outside for weather conditions.
    - A special E.C. Wear jacket that is printed with the Early Childhood logo can be ordered in the Southeast Tech bookstore. This is the only jacket that may be worn indoors over the E.C. shirt.
  - At no time is a sweatshirt, jacket, or other similar garment to be worn under the E.C. shirt.
All new EC shirts/jackets will be printed with the current Southeast Tech logo. Previous versions of the Early Childhood shirts/jackets will not be worn after the summer of 2015.

- Pants: Khaki pants are below the knee but above the ground in length. Sweats, yoga pants, leggings, exercise clothing, shorts, and pants that have holes, are low rise, dragging the ground, worn, or dirty are not considered to be appropriate E.C. Wear.

- Shoes: Shoes have backs. No clogs, flip flops, etc. will be worn. Sandals with backs are permissible, so long as lab or internship sites allow open-toed shoes.

- ID Badge: Southeast Tech name tag identification will be worn and visible when E.C. Wear is required.

Students in violation of this dress code may be asked to correct their transgression in order to stay in class, lab or internship settings. A portion of the student’s grade may reflect compliance to the dress code and professionalism.

**Conduct**

Professional conduct and language is expected at all times. Loud comments, burping out loud, intentionally passing gas, and boisterous behavior are not appropriate. Professional conduct is expected at all times. Judgment must be used in choice of words. Tactfulness is expected.

Confidentiality regarding any child, family, or facility information is expected. This includes, but is not limited to information learned verbally or in written form. Students must sign an agreement to maintain confidentiality, which will be kept on file for each student. Dismissal from the program may result if confidentiality is violated.

Cell phones or other communication devices are not used while in the classroom or when interacting with children. These devices should be silenced and left with students’ personal belongings, not carried.

Students who create any type of disturbance in the classroom learning environment may be asked to leave and may return to class only after discussing the situation with the instructor. Disruptive behavior includes talking while the instructor is presenting, inappropriate language, using a cell phone, using social media, and engaging in activity not related to the current class.

Honesty in all communication is expected. Southeast Tech has a strong policy on academic fraud that is included in every syllabus in every class taught at Southeast Tech. Cheating or plagiarism occur when a student
- Submits another person’s writing has his/her own
- Has another person dictate what should be written
- Has another person write an assignment and submits that work as his/he own

Academic fraud, stealing, or dishonesty may result in penalty of up to failure of the course or dismissal from the program and may be referred to the Vice President of Academics.

Dismissal from the program may result if a student comes to class/lab/practicum/internship intoxicated or under the influence of alcohol or controlled substances.

All students in the Early Childhood program are evaluated on a regular basis by Early Childhood instructors concerning professional and ethical behavior.
PROFESSIONAL ORGANIZATIONS

The National Association for the Education of Young Children (www.NAEYC.org) is the world’s largest early childhood education professional organization with a national network of regional, state, and local affiliates. There are more than 100,000 members worldwide working to bring high-quality early learning opportunities to all children from birth through age eight.

- The South Dakota state affiliate is South Dakota AEYC (www.SDAEYC.org).
- The local chapter for the Sioux Falls area is the Siouxland AEYC. For more information about the organization or student membership contact: SDAEYC@gmail.com

Family Child Care Professionals of South Dakota (FCCPSD) is the statewide organization of the National Association for Family Child Care (nafcc.org), a group of professionals who are dedicated to supporting child care providers and promoting high quality care for all children. For more information about this free state membership, to receive the monthly newsletter, or participate in web discussion forums, go to www.sdfcc.org.

VOLUNTEER OPPORTUNITIES/SERVICE LEARNING

As a part of your learning experiences at Southeast Tech, you will have numerous opportunities to volunteer for opportunities beyond your coursework. These opportunities may involve work with children and their families. Volunteer opportunities may involve working to benefit the larger community. Some may involve volunteering opportunities on the Southeast Tech campus.

Volunteering can help you clarify your professional goals and objectives and to decide such questions as whether to work directly with children, the age of children you would like to work with, the types of programs or classrooms you want to work in, and the kinds of involvement you prefer. Volunteer work gives you the opportunity to expand your knowledge, to develop greater confidence, and to enhance your employment qualifications. You may also gain satisfaction from knowing that your time and abilities are being spent in helping other persons/peers in some way.

EMPLOYMENT OPPORTUNITIES

Work-study: Students who receive college financial aid may be eligible for a work-study job with Southeast Tech. Salaried positions may be available at the Scarbrough Center or other locations on campus. Interested individuals should inquire about their eligibility in the financial aid office.

Community: In the Sioux Falls area, many opportunities exist for childcare workers. When child care agencies let Southeast Tech know when they are hiring, that information is announced and posted in class. If you would like an instructor to serve as a reference for you, please let that instructor know of your request before she/he is contacted by your potential employer.
EDUCATION TERMINOLOGY

Articulation = the transfer of coursework to allow smooth transition through an educational system. Sometimes coursework is articulated into the college level - for example from high school or from a CDA program. Coursework can also be articulated between colleges or from one college to another. Formal articulation is accomplished by signing articulation agreements between schools/institutions. A signed articulation agreement between schools makes transfer easier because it has been predetermined what course at one college equals what course at the other college.

Associate in Applied Science Degree = sometimes called AAS (Associate Degree). Associate Degree courses prepare the individual for a technical career & include some on-the-job experiences, for example: Early Childhood Specialist. An Associate Degree like the AAS is required for many jobs in the field of education.

Baccalaureate Degree = sometimes called BA (Bachelor of Arts) or BS (Bachelor of Science). Baccalaureate Degree coursework may include requirements for teacher licensure.

Credential = a document for individuals who work and demonstrate the capabilities necessary for successful participation in that profession, for example CDA (Child Development Associate).

Course Equivalency Guide = a document maintained between two colleges that lists how a course may transfer from one institution into the other; these are usually very accurate for general education classes but career courses may be negotiable

Diploma = one year program of courses that prepare individuals for a specific career, for example Early Childhood Support.

Teacher’s License = requires a baccalaureate degree that includes the coursework required for teacher licensure at the level the individual desires; for example - Early Childhood, PreK/K, Elementary Education, etc. A teacher’s license is required for teaching in a local school district. Teacher licensing regulations vary from state to state.

Teaching Endorsement = categories of specialization on a teacher’s license; for example - reading, art, special education, etc.
Early Childhood Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct, as published at www.naeyc.org. To the best of my ability I will

• Never harm children.

• Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.

• Respect and support families in their task of nurturing children.

• Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.

• Serve as an advocate for children, their families, and their teachers in community and society.

• Stay informed of and maintain high standards of professional conduct.

• Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.

• Be open to new ideas and be willing to learn from the suggestions of others.

• Continue to learn, grow, and contribute as a professional.

• Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

(Printed Student Name)

(Student Signature) (Date)

*This Statement of Commitment, while not part of the NAEYC Code of Ethical Conduct, is a personal acknowledgment of the Individual’s willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

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