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MISSION

The mission of Vance-Granville Community College is to provide excellent, outcome-based education and training programs that promote and sustain the global competitiveness and the intellectual, economic, social and cultural awareness, and occupational skills.

VISION

Vance-Granville Community College is a leader in educational services that support the local economy by preparing a globally competitive workforce and developing students' academic and life skills.

CORE VALUES

- We value exemplary teaching and effective learning.
- We value our students, hold high expectations for them and are committed to helping them achieve their goals.
- We value access and opportunity while maintaining quality.
- We value honesty, integrity, excellence and the worth and dignity of all people.
- We value community partnerships.
- We value open communication at all levels.
- We value continuous growth and improvement for personal and professional development.
- We value the Earth and the conservation of its resources.

EARLY CHILDHOOD ASSOCIATE PROGRAM OVERVIEW

Vance-Granville Community College offers an early childhood associate degree program and a diploma program for students wishing to enter a career in daycare, public school education, or private institutions. Early Childhood students will have many opportunities to have on-the-job training at our own day care facility, as well as local child care facilities, Head Starts and public pre-K.

A graduate of an A.A.S. program at Vance-Granville should possess:

- * Proficiency in written and oral communication, reading comprehension, basic mathematics, and research skills.
- * The ability to apply critical thinking skills using analysis, synthesis, and evaluation.
- * A basic understanding about American society, values, culture, and the social and psychological forces which shape the human personality and influence human behavior.

ACADEMIC ADVISING

Academic advising is an on-going process of self-discovery and exploration in which a student clarifies an educational plan for achieving a meaningful career. The faculty advisor helps design an academic plan which reflects the student's career choice and assists in registration, drop-add, and graduation readiness.

ADVISOR AND STUDENT ROLES

THE ADVISOR'S ROLE IS....

- *To provide accurate information about college policies, procedures, program requirements, courses of study, and resources.
- *To make career or counseling referrals to student services or community support agencies.
- *To ensure availability for assisting advisees with registration each term.
- *To assist students in on-going self-monitoring and self-evaluation of their educational plans and progress.

THE ADVISOR'S ROLE IS

- *To participate in on-going advisor training programs to improve and update skills and to carry out the policies of the Student Services Program.

THE STUDENT'S ROLE IS....

- *To ask for and to act on academic information needed for developing and following an educational plan.



- *To make appointments with an advisor for registration and for assessment of educational plans and progress.

THE STUDENT'S ROLE IS

- *To accept personal responsibility for meeting program and graduation requirements.

STUDY SKILLS - NOTETAKING

- I. What to Study
 - A. Vocabulary - Keep a list - review daily.
 - B. Formulas, laws, rules, - keep a list - review daily.
 - C. Famous people and important dates - how they relate.
 - D. Relationships - Know how facts are related to one another.
 - E. Predict questions - notice what instructor emphasizes in class.
 - F. Main headings - study questions and summaries at the end of the sections or chapters.

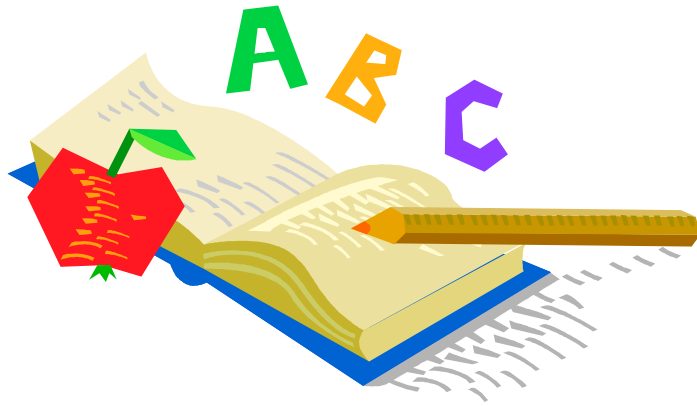
- II. How To Take Notes
 - A. Lecture
 - 1. Write down key words.
 - 2. Listen for clues.
 - 3. Note major conclusions.
 - 4. Emphasis - note when teacher gives special points or writes on board.
 - 5. Review daily notes taken in class.
 - B. Books
 - 1. Read assignment as assigned.
 - 2. Get the big picture - what is the chapter about?
 - 3. Note chapter headings or subheadings.
 - 4. Read and write down important or key ideas or facts - actively involved.
 - 5. Read summary sections at the end of the chapter to get general idea.
 - 6. Review notes daily taken on reading.
 - C. Note-Taking Summary
 - 1. Purpose - read for plots, ideas, facts.
 - 2. Words - look up words you don't know
 - 3. Why - relationship of ideas.
 - 4. Summarize - the so what!
 - 5. Explain - to someone else about subject.

- III. Good Study Habits
 - 1. Have a study schedule written down and stick to it.
 - 2. Schedule at least 45 minutes to 1 hour per study session.
 - 3. Take study breaks and move around and then go back to study.
 - 4. Keep in good shape physically and mentally.
 - a. Sleep
 - b. Exercise
 - c. Have fun
 - d. Eat good regular meals.

RELATIONSHIPS WITH INSTRUCTORS

Instructors are people. They are an integral part of your education. Here are some suggestions for forming a good working relationship with them.

1. Form your own opinion about each instructor. Students talk about teachers, and you may hear conflicting reports. Decide for yourself.
2. Be attentive. Daydreaming, sleeping or having side conversations in class will insult your instructor. Besides, you miss what's happening. Side conversations also disturb other students.
3. We all have mental pictures about instructors. Perhaps they are unapproachable, brilliant, boring, demanding, eccentric, etc. Assume nothing. Get to know your teacher first-hand. Take advantage of their office hours. Some teachers best express their love and enthusiasm for their subject in private conversations rather than lectures.
4. Many instructors have special office hours. Most are delighted to talk to students. That's why they are teachers. Talking to one student allows them to focus on the area that's critical to that student and their enthusiasm can be contagious. What sounded incomprehensible in class may become clear in a one-to-one exchange.
5. Arrive early for classes. You can visit with your instructor or classmates, review notes, or spend a few minutes relaxing. Being on time demonstrates your commitment and interest.
6. Participate in class discussions. Ask questions. Provide answers. Be ready to debate and discuss. Your instructor will know you are interested and prepared. Asking questions to sidetrack your teacher or just to get noticed, however, wastes everyone's time.
7. Accept criticism. Learn from your teacher's comments on your work. It is a teacher's job to correct. Don't take it personally.
8. Submit professional work of high quality in both content and form. Prepare papers as if you were submitting them to an employer. Imagine that a promotion and raise will be determined by your work.



GOALS AND PROGRAM COMPETENCIES

Early Childhood

The goal of the Early Childhood Program is to prepare students to meet the specific needs of children in child development settings. All early childhood associate degree graduates should be able to use knowledge of child development to:

All early childhood associate degree graduates are prepared in:

- 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b. Knowing and understanding the multiple influences on development and learning
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2a. Knowing about and understanding diverse family and community characteristics
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships
 - 2c. Involving families and communities in young children's development and learning
- 3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
 - 3b. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
 - 3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment, and data collection
 - 3d. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities
- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children
 - 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
 - 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches
 - 4d. Reflecting on own practice to promote positive outcomes for each child
- 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts;

mathematics; science, physical activity, physical education, health and safety; and social studies

5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

6a. Identifying and involving oneself with the early childhood field

6b. Knowing about and upholding ethical standards and other early childhood professional guidelines

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

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

6e. Engaging in informed advocacy for young children and the early childhood profession

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 three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

A graduate of this program is awarded an Associate of Applied Science degree (A.A.S.).

National Association for the Education of Young Children Standards (NAEYC)

Standard 1: Promoting Child Development and Learning

Candidates prepared in early childhood degree program are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for each child

1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b. Knowing and understanding the multiple influences on development and learning

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Standard 2: Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

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

2b. Supporting and engaging families and communities through respectful, reciprocal relationships

2c. Involving families and communities in young children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment, and data collection

3d. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities

Standard 4: Using Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches

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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

Standard 6: Becoming a Professional

Candidates prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a. Identifying and involving oneself with the early childhood field

6b. Knowing about and upholding ethical standards and other early childhood professional guidelines

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

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

6e. Engaging in informed advocacy for young children and the early childhood profession

Standard 7: Early Childhood Field Experiences

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

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 three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Supportive Skills

Skill 1: Skills in Self-Assessment and Self-Advocacy

Well-prepared associate degree graduates have skills in assessing one's own goals, strengths, and needs are critical, as is learning how to advocate for one's own professional needs.

Skill 2: Skills in Mastering and Applying Foundational Concepts from General Education

Well-prepared associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Skill 3: Written and Verbal Communication Skills

Well-prepared associate degree graduates have strong skills in written and verbal communication.

Skill 4: Skills in Making Connections between Prior Knowledge/Experience and New Learning

Well-prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it enriching and altering prior knowledge with new insights.

Skill 5: Skills in Identifying and Using Professional Resources

Well-prepared early childhood graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs and abilities.

FACULTY ADVISORS FOR EDUCATION ASSOCIATE PROGRAMS

ADVISORS	EXTENSION	OFFICE
Jennifer M. Johnson	738-3408	6147
Tracey Bennett	738-3471	6112
Tina Dekle	738-3617 (919) 496-1567 x 3617	F134 (Franklin Campus)
Beth Vick	738-3378	6183

Office hours for each advisor are posted on their office doors. Your advisor helps you select courses during the registration period that will lead to your desired degree as well as offer assistance in other ways as the need arises. Your advisor is responsible for your academic planning, and all changes, drop or add, need to be authorized by the advisor.

EARLY CHILDHOOD ASSOCIATE DEPARTMENT

EARLY CHILDHOOD PRACTICUM REQUIREMENTS

The early childhood practicums allow students to gain hands-on, practical experience with implementing and integrating the theories and strategies studied in the foundational courses. The practicum has two sections, an introduction and intermediate section and should be considered a culminating experience which builds on one another. During the early childhood practicums students will be introduced to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Observing children and assisting in the implementation of developmentally appropriate activities and environments for all children as well as modeling reflective and professional practices are the skills that will be emphasized. Students are expected to be able to demonstrate developmentally appropriate interactions, lesson planning, and assessments with children, appropriate guidance techniques, and ethical/professional behaviors as indicated by assignments and onsite faculty visits when the practicum is complete.

Criminal History Check

Students entering the Early Childhood Practicum will undergo a criminal background check and/or drug testing prior to participation in the practicum site. Students should be aware that their progress to graduation might be limited by any inability to complete the practicum portion of the program.

Students should familiarize themselves with the five NAEYC Standards and begin making connections as to how each standard is relative to their chosen course of study, each assignment/activity, and their interactions with children and their families, program staff, and instructional faculty.

http://www.naeyc.org/files/ecada/file/NAEYC%20Initial%20and%20Advanced%20Standards%203_2011.pdf

National Association for the Education of Young Children Standards (NAEYC)

Standard 1: Promoting Child Development and Learning

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Standard 4: Using Developmentally Effective Approaches

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Standard 7: Early Childhood Field Experiences

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

The following is a sampling of various assignments students will complete during the practicum along with the corresponding NAEYC standard being addressed:

Standard 1: Promoting Child Development and Learning

- Journal Entries (EDU 131)
- Eight (8) developmentally appropriate planned lessons, representing different developmental areas and including adaptations for children with special needs. (EDU 153 and 259)

Standard 2: Building Family and Community Relationships

- Parent Teacher Conference agenda (EDU 131)
- Planned and implemented Parent Event (Group Project) (EDU 131)

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- Case Study Portfolio
 - Assessments (EDU 119, EDU 146, EDU 162, and EDU 284)
 - Anecdotal records (8)
 - Developmental checklists (2)
 - Social emotional development rating scale (2)
 - Running Record (1)

Standard 4: Using Developmentally Effective Approaches

- Interactive Bulletin Board (EDU 259)
- Early Childhood Classroom Observation (EDU 119 and EDU 280)

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

- Activity plan (EDU 251)

Standard 6: Becoming a Professional:

- Professional resume (EDU 284)
- Philosophy of early childhood education. (EDU 119)
- Typed job description for a lead teacher (EDU 261)
- Summary Evaluation of Learning (EDU 284)

NOTICE

CHILD CARE PROVIDER MANDATORY CRIMINAL HISTORY CHECK

North Carolina law requires that a criminal history check be conducted on all persons who provide child care in a licensed or registered child care facility, and all persons providing child care in non-registered child care homes, or facilities that receive state or federal funds.

“Criminal history” includes county, state, and federal convictions or pending indictments of any of the following crimes: the following Articles of Chapter 14 of the General Statutes: Article 6, Homicide; Article 7A, Rape and Kindred Offenses; Article 8, Assaults; Article 10, Kidnapping and Abduction; Article 13, Malicious Injury or Damage by Use of Explosive or Incendiary Devise or Material; Article 26, Offenses Against Public Morality and Decency; Article 27, Prostitution; Article 39, Protection of Minors; Article 40, Protection of the Family; and Article 59, Public Intoxication; violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5; or similar crimes under federal law or under the laws of other states. Your fingerprints will be used to check the criminal history records of the State Bureau of Investigation (SBI) and the Federal Bureau of Investigation (FBI).

If it is determined, based on your criminal history, that you are unfit to have responsibility for the safety and well-being of children, you shall have the opportunity to complete, or challenge the accuracy of, the information contained in the SBI or FBI identification records.

If you disagree with the determination of the North Carolina Department of Health and Human Services on your fitness to provide child-care, you may file a civil lawsuit in the district court in the county where you live.

Any child-care provider who intentionally falsifies any information required to be furnished to conduct the criminal history shall be guilty of a Class 2 misdemeanor.

PRIOR CONVICTION/PENDING INDICTMENT STATEMENT

I swear, under penalty of perjury, that I have _____, have not _____, been convicted of a crime, nor have any pending indictments, other than a minor traffic violation. If I have been convicted of a crime or have pending indictments, I understand that my employment is conditional pending approval from the Division of Child Development. I also understand that I may submit to the Division of Child Development additional information concerning the conviction or pending indictment that could be used by the Division in making the determination of my qualification for employment. The Division may consider the following in making their decision: length of time since conviction; nature of the crime; circumstances surrounding the commission of the offense or offenses; evidence of rehabilitation; number of prior offenses; and age of the individual at the time of occurrence.

Signature

Printed Name

Date

**VANCE-GRANVILLE COMMUNITY COLLEGE
EDUCATION ASSOCIATE PROGRAMS
Early Childhood Associate Degree**

Students must place out of or complete (RED 090, ENG 090) or ENG 095

Title	Class	Lab	Credits	Taken
I. GENERAL EDUCATION COURSES				
Communications: (Choose one pair)				
ENG 110 Freshman Composition	3	0	3	_____
ENG 116 Technical Report Writing	3	0	3	_____
OR				
ENG 111 Expository Writing	3	0	3	_____
ENG 112 Argument-based Research OR	3	0	3	_____
ENG 114 Professional Research & Reporting	3	0	3	_____
Natural Science/Mathematics: (Select one)				
BIO 140 Environmental Biology	3	0	3	_____
GEL 111 Introductory Geology	3	0	3	_____
MAT 140 Survey of Mathematics	3	0	3	_____
MAT 151 Statistics	3	0	3	_____
MAT 161 College Algebra	3	0	3	_____
PHY 110 Conceptual Physics	3	0	3	_____
Social/Behavioral Science: (Select one)				
ANT 210 General Anthropology	3	0	3	_____
HIS 121 Western Civilization I	3	0	3	_____
HIS 122 Western Civilization II	3	0	3	_____
HIS 131 American History I	3	0	3	_____
HIS 132 American History II	3	0	3	_____
HIS 221 African-American History	3	0	3	_____
POL 120 American Government	3	0	3	_____
PSY 118 Interpersonal Psychology	3	0	3	_____
PSY 150 General Psychology	3	0	3	_____
SOC 210 Introduction to Sociology	3	0	3	_____
SOC 220 Social Problems	3	0	3	_____
Humanities/Fine Arts: (Select one)				
ART 111 Art Appreciation	3	0	3	_____
ART 240 Painting I	3	0	3	_____
DRA 111 Theater Appreciation	3	0	3	_____
HUM 122 Southern Culture	3	0	3	_____
PHI 210 History of Philosophy	3	0	3	_____
REL 110 World Religions	3	0	3	_____

II. MAJOR COURSES: CORE

EDU 119 Intro to Early Childhood Education	4	0	4	_____
EDU 131 Child, Family and Community	3	0	3	_____
EDU 144 Child Development I	3	0	3	_____
EDU 145 Child Development II	3	0	3	_____
EDU 146 Child Guidance	3	0	3	_____
EDU 151 Creative Activities	3	0	3	_____
EDU 153 Health, Safety and Nutrition	3	0	3	_____
EDU 221 Children with Exceptionalities	3	0	3	_____
EDU 271 Educational Technologies	2	2	3	_____
EDU 280 Language & Literacy Experiences	3	0	3	_____
*EDU 284 Early Childhood Capstone Practicum	1	9	4	_____

OTHER REQUIRED HOURS:

EDU 259 Curriculum Planning	3	0	3	_____
EDU 287 Leadership/ECE	3	0	3	_____

I. General Early Childhood Track: (Select 9 hours)

EDU 152 Music, Movement and Language	3	0	3	_____
EDU 162 Observation & Assessment in ECE	3	0	3	_____
EDU 173 Becoming a Professional in ECE	3	0	3	_____
EDU 234 Infants, Toddlers, and Twos	3	0	3	_____
EDU 251 Exploration Activities	3	0	3	_____

OR

II. College Transferable Track: (9 Hours from Above General Education hours, may also include)

BIO 140A Environmental Biology Lab	0	3	1	_____
HEA 110 Personal Health/Wellness	3	0	3	_____
EDU 216 Foundation of Education	4	0	4	_____
PHY 110A Conceptual Physics Lab	0	3	1	_____
Choose from Above Gen Ed Courses	3	0	3	_____

OR

III. Administration Track

BUS 217 Employment Law & Regulations	3	0	3	_____
EDU 261 Administration I	3	0	3	_____
EDU 262 Administration II	3	0	3	_____

OR

IV. Special Education Track (Select 9 hours)

EDU 125 Sign Language for Educators	3	0	3	_____
EDU 154 Social/Emotional/Behavior Development	3	0	3	_____
EDU 220 Program Policies in Early Intervention	3	0	3	_____
EDU 223 Specific Learning Disabilities	3	0	3	_____
EDU 247 Sensory & Physical Disabilities	3	0	3	_____
EDU 248 Developmental Delays	3	0	3	_____

OR

V. Family Home Childcare Track

EDU 114 Intro to Family Childcare	3	0	3	_____
EDU 261 Administration I	3	0	3	_____
EDU 262 Administration II	3	0	3	_____

TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 71

*** See Notice: Criminal History Check**

**VANCE-GRANVILLE COMMUNITY COLLEGE
EDUCATION ASSOCIATE PROGRAMS
EARLY CHILDHOOD ASSOCIATE**

FALL SEMESTER - First Year		Credit	Grade
EDU 119	Intro. to Early Childhood Education	4	_____
EDU 144	Child Development I	3	_____
	First Course in English Pair	3	_____
	Social Science	3	_____

SPRING SEMESTER - First Year			
EDU 145	Childhood Development II	3	_____
	Second Course in English Pair	3	_____
	Math/Science	3	_____
	Humanities	3	_____

SUMMER SEMESTER - First Year			
EDU 131	Child, Family, Community	3	_____
EDU 146	Child Guidance	3	_____
EDU 221	Children With Exceptionalities	3	_____

FALL SEMESTER - Second Year			
	Selected Track Course		
	Selected Track Course		
EDU 271	Educational Technology	3	_____
EDU 151	Creative Activities	3	_____

SPRING SEMESTER - Second Year			
	Selected Track Course		
EDU 259	Curriculum Planning	3	_____
EDU 153	Health Safety & Nutrition	3	_____
	Selected Track Course		
EDU 280	Language & Literacy Experiences	3	_____
*EDU 284	Early Childhood Practicum	3	_____

SUMMER SEMESTER - Second Year			
	Selected Track Course		

**EARLY CHILDHOOD ASSOCIATE
DIPLOMA**

Students must place out of or complete (RED 090, ENG 090) or ENG 095

<u>Title</u>	<u>Class</u>	<u>Lab</u>	<u>Credits</u>	<u>Taken</u>
I. GENERAL EDUCATION COURSES				
Communications:				
ENG 110 Freshman Composition	3	0	3	_____
Social/Behavioral Science:				
PSY 118 Interpersonal Psychology	3	0	3	_____
II. MAJOR COURSES				
EDU 119 Intro to Early Childhood Education	4	0	4	_____
EDU 131 Child, Family and Community	3	0	3	_____
EDU 144 Child Development I	3	0	3	_____
EDU 145 Child Development II	3	0	3	_____
EDU 146 Child Guidance	3	0	3	_____
EDU 151 Creative Activities	3	0	3	_____
EDU 153 Health, Safety and Nutrition	3	0	3	_____
*EDU 184 Early Childhood Intro Practicum	1	3	2	_____
EDU 221 Children with Exceptionalities	3	0	3	_____
EDU 251 Exploration Activities	3	0	3	_____
EDU 259 Curriculum Planning	3	0	3	_____
EDU 271 Educational Technologies	2	2	3	_____
EDU 280 Language & Literacy Experiences	3	0	3	_____
EDU 287 Leadership/ECE	3	0	3	_____

TOTAL SEMESTER HOURS REQUIRED FOR A.A.S. DEGREE: 48

AWARD:

Diploma

*** See Notice: Criminal History Check**

**VANCE-GRANVILLE COMMUNITY COLLEGE
EDUCATION ASSOCIATE PROGRAMS
EARLY CHILDHOOD ASSOCIATE
DIPLOMA**

FALL SEMESTER – First Year

EDU 119	Intro. to Early Childhood Education	_____	_____
EDU 144	Child Development I	_____	_____
EDU 151	Creative Activities	_____	_____
EDU 271	Educational Technology	_____	_____

SPRING SEMESTER – First Year

*EDU 184	Early Childhood Intro Practicum	_____	_____
EDU 145	Childhood Development II	_____	_____
EDU 153	Health, Safety & Nutrition	_____	_____
EDU 280	Language & Literacy Experiences	_____	_____
PSY 118	Interpersonal Psychology	_____	_____

SUMMER SEMESTER – First Year

EDU 131	Child, Family, Community	_____	_____
EDU 146	Child Guidance	_____	_____
EDU 221	Children With Exceptionalities	_____	_____
ENG 110	Freshman Composition	_____	_____

*** See Notice: Criminal History Check**

Early Childhood Certificates
Special Needs Certificate

COURSE AND HOUR REQUIRMENTS

Fall Semester	Class	Lab	Credit	Taken
EDU 119 Early Childhood Education	4	0	4	_____
EDU 144 Child Development I	3	0	3	_____
Spring Semester				
EDU 145 Child Development II	3	0	3	_____
EDU 146 Child Guidance	3	0	3	_____
EDU 221 Children with Exceptionalities	3	0	3	_____
Total Semester Hours Required for Certificate			16	

Early Childhood Associate
Administration Certificate

COURSE AND HOUR REQUIRMENTS

Fall Semester	Class	Lab	Credit	Taken
EDU 119 Early Childhood Education	4	0	4	_____
EDU 144 Child Development I	3	0	3	_____
EDU 261 Administration I	3	0	3	_____
Spring Semester				
EDU 131 Child, Family and Community	3	0	3	_____
EDU 145 Child Development II	3	0	3	_____
EDU 262 Administration II	3	0	3	_____
Total Semester Hours Required for Certificate			18	

Early Childhood Associate
General Education Certificate

COURSE AND HOUR REQUIRMENTS

Fall Semester	Class	Lab	Credit	Taken
EDU 119 Early Childhood Education	4	0	4	_____
EDU 144 Child Development I	3	0	3	_____
EDU 151 Creative Activities	3	0	3	_____
Spring Semester				
EDU 145 Child Development II	3	0	3	_____
EDU 146 Child Guidance	3	0	3	_____
Total Semester Hours Required for Certificate			16	

Early Childhood Associate
Infant Toddler Certificate

COURSE AND HOUR REQUIRMENTS

Fall Semester	Class	Lab	Credit	Taken
EDU 119 Early Childhood Education	4	0	4	_____
EDU 144 Child Development I	3	0	3	_____
EDU 234 Infants, Toddlers and Two's	3	0	3	_____
Spring Semester				
EDU 131 Child, Family and Community	3	0	3	_____
EDU 153 Health, Safety and Nutrition	3	0	3	_____
Total Semester Hours Required for Certificate			16	

ASSISTANCE

Academic Warning, Probation, Suspension	VP of Student Affairs - Bldg. #8
Adding a Class	Registrar's Office - Building #8
Admission Information	Admissions Office - Building #8
Academic Advising	Counselors - Building #8, Advisor
Canceled Classes	Registrar's Office - Building #8
Career Planning	Career Center - Building #4
Classes Moved	Department Chairman
Counseling	Student Development - Building #8
Disabilities	VP of Student Affairs -Bldg. #8
Drop/Add Form	Registrar's Office - Building #8
Dropping a Course	Counselors - Building #8, Advisor
Extracurricular Activities	Student Services - Building #8
Fee Deferment	VP of Student Affairs - Bldg. #8
Financial Aid, Loan, Workstudy	Financial Aid - Building #8
GI Bill, Veteran's Benefits	
Grades	Registrar's Office - Building #8
Hairstyling	Cosmetology - Building #3
Health Insurance	Business Office - Building #1
I.D. Card	During Registration - Building #8
Job Placement (Full/Part-time)	Career Center, Building #4
Library Card, Fines	LRC - Building #2
Parking Permit	During Registration - Building #1
Placement Testing	Admissions Office - Building #8
Registration for Classes	Academic Advisors
Scholarships	VP of Student Affairs - Bldg. #8
Student Policies, Procedures	VP of Student Affairs - Bldg. #8
Tuition Information	Student Services - Building #8
Tutoring	Student Support Services – Bldg. #1
Transcript Requests	Registrar's Office - Building #8
Withdrawal Forms	Registrar's Office - Building #8
VGCC Catalogs	Student Services - Building #8



STUDENT SERVICES PERSONNEL

STUDENT SERVICES

Gene Purvis	VP of Student Affairs
Vanessa Jones	VP of Community and Economic Development
Daniel Alvarado	Director of Counseling
Maria Bailey	Pre-Health Advisor
Jasmine Hightower	Student Activities Coordinator
Glenda Bowman	Financial Aid Assistant
Frank Clark	Director of Financial Aid
Claudette Dickerson	Asst. to the Coordinator of Records/Admissions
Lisa Edwards	Asst. to the Coordinator of Records/Admissions
Lori Forsythe	Asst. to the Coordinator of Records/Testing Specialist
Gabby Norfleet	Asst-VP of Community and Economic Development
Kathy Ktul	Registrar
Seletha Pheribo-Bumphus	Counselor
Susan Miller	Director of Accountability and Auditing
Tonya Owen	Financial Aid Assistant
Carol Piper	Receptionist – Building #8
Brian Clemmons	Financial Aid Officer
Kelly Bondurant	Secretary to VP of Student Affairs
Linda Fletcher	Career Center Coordinator
Deborah Sullivan	Asst to the VP of Student Affairs
Tonya Waddle	Director of Admissions & Records
Herbert Washington	Academic Advisor

SATELLITE CAMPUSES

George Henderson	Dean, Warren County Campus
Bobbie Jo May	Dean, Franklin County Campus
Anthony Pope	Director, Franklin Campus
Veta Pierce-Cappetta	Counselor, Franklin County Campus
Phyllis Thomas	Counselor, South Campus
Cecilia Wheeler	Dean, South Campus

STUDENT SUPPORT SERVICES

Evelyn Hall	Coordinator Academic Skills Center
Jason Snelling	Asst. Coordinator Academic Skills Center

CURRICULUM ADMINISTRATION

Dr. Ray Goldberg	Dean of Arts & Sciences
Bobby Van Brunt	Dean of Health Sciences
	Dean of Applied Technologies & Public Service

PROGRAM HEADS

Carl Hann	Accounting, Business Administration
Wesley Smith	Air Conditioning, Heating and Refrigeration
Gwendolyn Hackney	Director of Nursing
Fred Brewer	Automotive Systems Technology
	Bioprocess Technology
Carl Hann	Business Administration/Operations Management
Keith Tunstall	Carpentry
Spring Tucker	Computer Information Technology
Tomeka Moss	Cosmetology
Andrea Ferguson	Criminal Justice Technology
Ross Ragonese	Culinary
Rene Alston-Thompson	Developmental Studies
Jennifer M. Johnson	Early Childhood Associate
Wes Williams	Electrical/Electronics Technology
Wendy Frandsen	English
	Fine Arts & Humanities
Tracy Wallace	Human Services Technology
Tony Pendergrass	Law Enforcement Training/BLET
Dana Jenkins	Mathematics
Tammy Johnson-Leach	Medical Assisting
Christal Swilley	Office Systems Technology
Carla May	Pharmacy
Lydia Powell	Psychology
Jennifer B. Johnson	Radiography
Steve McGrady	Science
	Social Sciences
Jacquelin Heath	School-Age Education
Spring Tucker	Web Technologies
Rusty Pace	Welding Technology

**VANCE-GRANVILLE COMMUNITY COLLEGE
2011-2012 ACADEMIC CALENDAR**

Vance-Granville Community College operates on the semester system. The fall and spring semesters are 16 weeks in length. The summer term is 10 weeks (48 days) in length.

Fall Semester 2011

August 16	Tuesday	Curriculum Classes Begin
August 18	Thursday	Last Day to Add A Class*
August 25	Thursday	Last Day for a Partial Refund/ Last Day to Drop with No Transcript Grade/
September 5	Monday	Labor Day Holiday
October 13, 14	Thursday/Friday	Fall Break
November 14	Monday	Last Day to Withdraw with "WP" Grade
November 24, 25	Thursday, Friday	Thanksgiving Holidays
December 9	Friday	Exam Study Day
December 12-14	Monday-Wednesday	Final Exams

Spring Semester 2012

January 5	Thursday	Curriculum Classes Begin
January 9	Monday	Last Day to Add A Class*
January 16	Monday	Martin Luther King, Jr. Holiday
January 17	Tuesday	Last Day for a Partial Refund/ Last Day to Drop with No Transcript Grade/
March 12-16	Monday-Friday	Spring Break
April 4	Wednesday	Last Day to Withdraw with "WP" Grade
April 6	Friday	Good Friday
May 3	Thursday	Exam Study Day
May 4-8	Friday-Tuesday	Final Exams
May 11	Friday	Graduation
May 12	Saturday	Graduation (Rain Date)

Summer Semester 2012

May 21	Monday	Curriculum Classes Begin
May 22	Tuesday	Last Day to Add A Class*
May 25	Friday	Last Day for a Partial Refund/ Last Day to Drop with No Transcript Grade/
May 28	Monday	Memorial Day Holiday
July 2-July 6	Monday-Friday	Independence Day Holidays
July 17	Tuesday	Last Day to Withdraw with "WP" Grade
August 2	Thursday	Curriculum Classes End

**Instructor permission is required to add a class beyond this date. See "Drop and Add" policy.*