

**Dr. Teresa Banks, Instructor**

**Office: O.P. Lowe 230**

**Phone: 662-254-3698**

**Email:Teresa.banks@mvsu.edu**

**Office hours: Tuesday-Thursday 8:00 a.m. -1:00 p.m. Mon. & Fri.: by appointment**

**EC 320 Practicum Experience**

**Specific Goals for the Practicum Experience:**

1. Apply principles of early learning and appropriate practice in early childhood settings.

2. Strengthen your ability to use environment as a tool for helping children learn about themselves and strengthen their own self-concepts.

3. Gain a greater understanding of the organization and goals of programs serving young children.

4. Plan collaboratively with other educators.

5. Observe children objectively and effectively and make use of these observations for planning purposes.

6. Plan, develop, and implement instruction with young children that meet the physical, emotional, social and cognitive needs of the children.

7. Motivate children through the use of developmentally appropriate materials and activities that encourage the use of child’s prior knowledge.

8. Strengthen ability to follow interests of children and facilitate individual learning and development.

9. Communicate with professional or parents regarding children’s learning and development and/or ways to facilitate learning and development.

10. Study and apply ethical guidelines for professionals in the field of early childhood education.

**Required Text:**

*Early Childhood Field Experience: Learning to Teach Well.* 2nd Edition (2009). Browne, Kathryn & Ann Miles Gordon. Pearson Publication

**Required Reading:**

NAEYC Code of Ethical Conduct (1988). Washington, DC: National Association for the Education of Young Children. http://www.naeyc.org/about/positions/PSSETH05.asp

Upon completion of this course, the student will be able to:

|  |  |  |
| --- | --- | --- |
| **Objective** | **Instructional Method** | **Assessment** |
| 1. Articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse. | Class lecture/discussion | Field observations |
| 2. Evaluate student interests, strengths and challenges, teaching resources and materials, and evidence-based instructional practices to plan, implement, and assess curriculum appropriate for diverse children within the context of the Mississippi Department of Education 3-4-year-old Standards and other relevant standards.  | Special needs students power point-hands-onClass discussion | Special needs presentation |
| 3. Demonstrates professionalism through self-reflection and assessment, professional behavior and dispositions, effective verbal, written, and digital communication and collaboration strategies, appreciation for the importance of professional development and leadership activities, and ongoing adherence to legal, ethical and policy requirements. | Code of ethical conduct | Code of ethic scenario/Newsletters and lesson plan |
| 4. Demonstrate the knowledge and ability to design implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate. | Class discussions | Room arrangement activity and Case study |
| 5. Use nondiscriminatory formal and informal assessment methods that are also culturally and linguistically valid and appropriate across developmental domains to collect and maintain student assessment data and differentiate and modify instruction, monitor performance and assess progress, support positive behaviors, and collaborate with families and other professionals.  | Class discussionsDemonstrationsOne-on-one assistance | Lesson plan |
| 6. Use assessment data, evidence-based practices, and appropriate materials to plan, implement, assess and modify activities for differentiated instruction that supports all domains of development including the reading, writing, and oral communication of children, including those who are culturally, linguistically, and ability diverse.  | DemonstrationClass lecture | Self-evaluationFormal evaluation |
| 7. Demonstrate professional work habits including dependability, time management, independence, teamwork and responsibility. | DemonstrationsClass lecture | Reflection journalMid-term and Final evaluations |

 **NAEYC Standards** <http://www.naeyc.org>

**1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

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

1b: Knowing and understanding the multiple influences on early development and learning

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

**2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

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

**3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

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.

**4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

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

**5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

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.

**6. BECOMING A PROFESSIONAL**

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

**7. EARLY CHILDHOOD FIELD EXPERIENCES**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**Suggested Assessment Strategies:**

The above objectives will be assessed through the following strategies:

* Instructor rates products produced for demonstration using predetermined rubric.
* Instructor rates simulation activities using predetermined rubric.
* Instructor rates field experiences using predetermined rubric.
* Candidate self-assesses academic growth through reflecting on field experiences and class assignments.

**Academic Integrity:**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. **Students are expected to maintain the highest standards of academic integrity.** BehaviDIor that violates these standards is not acceptable. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**Classroom Conduct:**

Students are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly, and all students are expected to be ready to begin.

* **All cell phones must be silenced for the duration of the class**. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class.
* Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all students are given an opportunity to participate in a comfortable environment. Free discussion, Inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Student Affairs for administrative or disciplinary review.

**Written Assignments:**

All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date.

**Late Assignments:**

All assignments are **due on the date provided in this syllabi** and will be promptly returned with appropriate feedback. All assignments are due at the beginning of the class period they are assigned.

**Students with Special Needs:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Service for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education Social Science Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

**Attendance/Participation:**

This class will be taught in a highly interactive manner and therefore your attendance at every class session is extremely important. It is necessary that you attend all classes, are on time, and do not leave class early. Attendance will be taken and it is your responsibility to sign the attendance for each class. ***Three (3) tardies is equivalent to one (1) absence. Two (2) absences in this course will result in a decrease in grade by one (1) letter grade.*** If something unexpected occurs and you are unable to come to class, it is your responsibility to contact me as soon as possible through email to explain. If you miss class it is your responsibility to find out what was missed or to get copies.

It is also extremely important that you conduct yourself in a professional manner at all times. You will be graded on this aspect of your performance. Class participation/cooperation includes attendance, appropriate attitudes, professionalism, responsiveness and involvement. Assessment of your level of professional conduct will be at the discretion of the instructor. Points may be deducted from your professionalism grade as deemed appropriate by the instructor.

**FIELD HOURS:**

**NOTE: Due to COVID19, Field Observations will be conducted virtually through video reflections and case studies. These assignments will be submitted in Canvas under Special Assignments.**

**Postponed until COVID 19 is contained** {Practicum students must find placement and begin fieldwork by the third week of the semester. **Students are required to work a minimum of 6 hours per week for a minimum of 2 hours at a time, for a total of 60 contact hours per semester with a child.** All students must confirm and/or set up field placement by the second class, returning a confirmation note to the College Instructor.

**Fieldwork must be at an approved site.** Approved sites are:

 \**Mentor programs \*Head Start [selected] \* Pre-K-1 classes in P-12 settings*

 *\*NAEYC-accredited \*MDE/state-funded centers \* Public Schools grade Pre-K -2*

Students must work under the supervision of a teacher holding a Bachelor’s Degree [or higher] within a center which holds a Child Development Permit or under a licensed Pre-K-grade1 educator in a Public or private setting. Students may work at their places of employment if they are approved sites.}

**Professionalism in the Field:**

This is one of the most important aspects of your practicum experience. Professionalism covers a broad range of behaviors including (but not limited to) the following:

* Timeliness
* Reliability
* Ethical behavior
* Appearance
* Demeanor
* Ability to receive constructive criticism
* Appropriate dress
* Appropriate care for materials and equipment

**Appropriateness of interactions with all adults and children**

It is your responsibility to clarify your role with your site supervisor. Know what you are expected to do and how you are expected to handle yourself. One true sign of a professional is going above and beyond the minimum requirements of the job-check with your site supervisor and make sure you understand all expectations and requirements prior to beginning your practicum.

**GRADING SCALE**

100-90= A 89-80= B 79-70= C 69-60=D 59-below = F

**OVERVIEW OF COURSE ASSIGNMENTS**

**Assignments:**

 To complete this course, you will need to:

\* Spend 1 credit (20 hours) meeting with professor, assignment preparation, class time.

 \* Spend 2 credits (60 hours in the preschool) teaching, interacting with children, preparation, clean-up

\* Create one lesson plan using guidance strategies.

**IN-CLASS ASSIGNMENTS**

Throughout the semester you will engage in assignments and activities related to the lesson discussed. These assignments are given during the class and cannot be made up due to tardies or absents (including excused) (20 points each).

***NOTE: ADDITIONAL COURSE ASSIGNMENTS ARE PROVIDED IN YOURPRACTICUM OBSERVATION GUIDE.***

**1. Refine your “Ethical Sense”: Using the NAEYC Code of Ethics:**

**Due Date: Due Date: August 25 Points: 40pts**

Before you begin your practicum field placement site, review the NAEYC Code of Ethics carefully, which can be found on the NAEYC website. Prepare a 3-5 page paper that summarizes your understanding of the Code. Describe the Code in your own words and explain what it means to you. Be sure to incorporate examples from your own experience. During your practicum, record incidents that come up that cause you to reflect on your professional ethics and note these in your daily log. Tune in to your ethical sense and describe how you have expanded your ideas concerning what constitutes ethical behavior based on you practicum experiences.

In addition to your paper written prior to the start of the practicum, I want you to write a summary and reflection of your understanding of ethical decision-making based on your experiences during the practicum field experience. I want you to specifically discuss how practicum experiences affected your ethical sense and how you have changed your thought process in regards to professional ethics.

**2. Philosophy of Education Due date: September 01 Points: 25**

You will write a one-page philosophy. Please see the attached page for guide lines.

**3. Lesson Plan presentations Due Date: October 06 Points: 40**

Using the MDE standards for three- four year olds, you will develop a lesson plan on your subject of choice to teach to your group of students you are observing. You will present a min-lesson to the group using manipulatives, handout and books. Your presentation should not exceed 5 minutes. This will be discussed during class along with the required lesson plan template.

**4. Bulletin Board Due Date: October 20 Points: 40pts**

During this semester, you will create a bulletin board (using a tri-fold board) in the preschool/child care. This bulletin board will be up for about one month. Try to display student work on the bulletin board. You can determine the topic for your bulletin board. Some suggestions:

|  |  |  |
| --- | --- | --- |
| **September** | **October** | **November** |
| ApplesHarvestColored LeavesSmoky BearSchoolA\_\_\_\_ says\_\_\_\_\_Helping Hands | PumpkinsScarecrowsBatsThere’s a monster under my bedBoats—Columbus/piratesFallHalloween/Jack-o-lanterns | TurkeysWeatherI’m Thankful….PilgrimsNative AmericansNutritionTraditions |

|  |  |  |
| --- | --- | --- |
| **February** | **March** | **April** |
| PenguinsFriendshipGroundhogsChinese New YearPatrioticWinterOceanValentine’s | LeprechaunsEasterWeatherPlantsI Like…What is Green?Dr. Seuss | April ShowersSpringBaby AnimalsRainbowsInsectGoing to the zooLife Cycles  |

**5. Special Needs Presentation Due Date: November 10 Points: 60 pts**

You and your partner will identify a special needs group to research. In your research you should bring awareness to how teachers can best assist students in the classroom, what laws support the education process of these students, best teaching practices for this group, suggestion for classmates and parents and any other pertinent information to support and help understand how to best education students in this group. **You and your partner will develop a brochure and power point to present in-class. Submit a written summary (2-3 pages) along with copy of brochure to the instructor before your presentation begins.**

**COURSE CALENDAR**

***COURSE DISCLAIMER: The instructor reserves the right to adjust the course content as needed.***

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment(s) due** |
| August 11 | Course overview/assignments/NAEYC Standards/syllabi  | Read Code of Ethics |
| August 18 | Chapter one: Getting Started Code of Ethics |  |
| August 25 | Chapter One: Getting Started  | **Code of Ethics due****Quiz one** |
| **September 01** | **Chapter Two: Becoming a Professional** | Philosophy of Education due |
| September 08 | Chapter Two: Becoming a Professional | Chapter Two Quiz |
| September 15 | Chapter Three 3: Understanding and Guiding Behavior & Chapter Four: Observing and assessing Children |  |
| September 22 | Chapter Three Understanding and Guiding Behavior & Chapter Four: Observing and assessing Children | Quiz Three |
| September 29 | Chapter Five: Environment and Schedules | Room Arrangement |
| **October 6** | Chapter Five: Environment and Schedules | Lesson plan and newsletter dueQuiz Four |
| October 13 | Chapter Six: Curriculum |  |
| October 20 | Chapter Seven: Team Teaching | Bulletin BoardQuiz Five |
| October 27 | Chapter Seven: Team Teaching |  |
| November 3 | Chapter Eight: Collaborating with Families & Chapter Nine: The Dynamics of Diversity  | Quiz Six |
| November 10 | Chapter Eight: Collaborating with Families & Chapter Nine: The Dynamics of Diversity |  |
| November 17 | Field Observations | Field Observations assignments are due in Canvas |

### *Instructions for use with assignments*

### What is a Philosophy of Teaching Statement?

A philosophy of teaching statement is a narrative that includes:

* your conception of teaching and learning
* a description of how you teach
* justification for why you teach that way

The statement can:

* demonstrate that you have been reflective and purposeful about your teaching
* communicate your goals as an instructor and your corresponding actions in the classroom
* provide an opportunity to point to and tie together the other sections of your portfolio

General Formatting Suggestions

**There is no required content or set format.** There is no right or wrong way to write a philosophy statement, which is why it is so challenging for most people to write one. You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc.

**It is generally 1–2 pages in length.** For some purposes, an extended description is appropriate, but length should suit the context. ***YOU WILL HAVE ½ to 1 PAGE.***

**Use present tense, in most cases.** Writing in first–person is most common and is the easiest for your audience to read.

**Most statements avoid technical terms** and favor language and concepts that can be broadly appreciated. A general rule is that the statement should be written with the audience in mind. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline–specific jargon and issues to include or exclude.

**Include teaching strategies and methods to help people “see” you in the classroom.** It is not possible in many cases for your reader to come to your class to actually watch you teach. By including very specific examples of teaching strategies, assignments, discussions, etc., you are able to let your reader take a mental “peek” into your classroom. Help them to visualize what you do in the classroom and the exchange between you and your students. For example, can your readers picture in their minds the learning environment you create for your students?

**Make it memorable and unique.** If you are submitting this document as part of a job application, remember that your readers on the search committee are seeing many of these documents. What is going to set you apart? What about you are they going to remember? What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is intentional about teaching practices and committed to his/her career.

**“Own” your philosophy.** The use of declarative statements (such as, “students don’t learn through lecture “or” the only way to teach is to use class discussion”) could be potentially detrimental if you are submitting this document to a search committee. You do not want to appear as if you have all of the answers, and you don’t want to offend your readers. By writing about *your* experiences and *your* beliefs, you “own” those statements and appear more open to new and different ideas about teaching. Even in your own experience, you make choices as to the best teaching methods for different courses and content: sometimes lecture is most appropriate; other times you may use service–learning, for example.

Retrieved 06/06/2018 https://ucat.osu.edu/professional-development

**REFERNCES**

**Websites**

1. NAEYC Code of Ethical Conduct (1988). Washington, DC: National Association for the

 Education of Young Children. <http://www.naeyc.org/about/positions/PSSETH05.asp>

2. NAEYC Standards: <http://www.naeyc.org>

**Recommended Resources**

1. To Teach Well: An Early Childhood Practicum Guide, Browne & Gordon, Pearson Higher Ed

2. Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple

 NAEYC Publications

3. California State Infant/Toddler Learning & Development Program Guidelines, Available at:

 <http://www.cde.ca.gov/re/pn/fd/documents/itguidelines.pdf>

 *4.* Harms, Clifford & Cryer, Early Childhood Rating Scale-Revised Edition Teachers College

 Press. (Students may use other editions that include Infant-Toddler, School-Age, and

 Family Child Care.)

5. Helm, J. H., Katz, L, G. (2001) Young investigators: The Project Approach in the Early Years.

 Williston Vermont: Teachers College Press.



**EC320 Practicum**

**Student Information Sheet & Syllabus Contract**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email Address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Child Care Program**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Emergency Contact Person**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What I hope to learn from this class:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What the instructor needs to know to help me be successful in this class:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least “C” to successfully complete the course.

I agree to adhere to all course and department policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_