



**SAC 101 -Best Practices in School-age and Youth Care**  
**Early Childhood Development**  
**Business and Public Service**

**Semester Year**

**Catalog Course Description:** This course introduces basic best practices of school-age and youth care skills for practitioners in out-of-school care environments. Students successfully completing this course may be eligible to receive a South Carolina Credential in School-Age and Youth Care Professional Skill Training.

**Prerequisite(s):** None  
**Credit Hours:** 3.0  
**Class Schedule:**

**Instructor:**  
**Office:**  
**Office Hours:**  
**Telephone:**  
**E-mail:**  
**Campus Mailbox:**  
**Program Website:**

[www.midlandstech.edu/ece](http://www.midlandstech.edu/ece)

**Program Director:** Sandra Hackley, (803) 822-3768, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)  
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**Interim Department Chair:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

**Textbook(s):** SAC 101 Handout Packet (2012). Midlands Technical College.

**Course Objectives:** Upon completion of this course the student will be able to:

1. Select space, time, and materials to plan developmentally appropriate experiences that encourage children's play, exploration, and learning. (NAEYC 1a, 1c)
2. Identify the principles of child growth and development to serve as a foundation for working effectively with young children. (NAEYC 1a)
3. Identify a safe environment for young children and promote the development of safe practices. (NAEYC 1c)
4. Identify a healthy environment and promote the development of good health habits. (NAEYC 1c)
5. Identify strategies and techniques for providing a supportive environment in which children can develop self-control and interact positively with others. (NAEYC 1c)
6. Name strategies for establishing and maintaining positive and productive relationships with families. (NAEYC 2a)
7. Select resources to help identify possible special needs and identify program adaptations to provide an appropriate program for all children. (NAEYC 1b, 3d)
8. Describe professionalism and advocacy in early childhood programs and take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of families and children. (NAEYC 6a)
9. Identify community resources to assist children with diverse abilities, their families, and early care and education professionals. (NAEYC 1b, 2b, 2c, 3d)
10. Identify national, state and local standards, policies, regulations, and laws that are applicable to school-age care programs. (NAEYC 6a, 6d)
11. Demonstrate effective strategies and tools for early education, including appropriate uses of technology. (NAEYC 4b)

## Course Outcomes and Competencies:

**Course Outcome #4:** Students will be able to identify and design developmentally effective approaches.

**Course Competency 4b:** Students will be able to identify effective strategies and tools for early education, including appropriate uses of technology.

**Performance Measure:** Students will successfully locate curriculum resources on the internet.

## NAEYC Standards

### 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)

## Course Requirements:

### Specific Assignments:

All assignments will be graded for accuracy. **SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED!** Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score. \*\*\*All homework will be turned in at the beginning of class. You will not get credit for homework you choose to do during class time. If you come to class late, you must wait until the end of class to**

turn homework in. **\*\*\*I have had trouble with homework being stolen from my box, therefore, students may not leave homework in my box. You must put it in my basket at the beginning of class.**

**Tests: 400 potential points (40% of final grade)**

There will be 4 quizzes worth 100 points each. If you are absent for a quiz it is your responsibility to contact me within 2 days to make arrangements to take it in the Student Assessment Center (Testing Center) before the next class meeting. *Make up quizzes will not be given after 1 week.*

**Various Assignments: 460 potential points (46% of final grade)**

See course outline for assignments due for each module/lesson.

**Participation: 140 potential points (14% of final grade)**

Students will receive 10 points for participation for Modules/Lessons 1-7. To receive the points you must attend class **and** participate. If you are absent, or choose not to participate in discussions and activities then you will not receive the points for the module/lesson covered that day.

**REMINDER: \*\*\*I have had trouble with homework being stolen from my box; therefore, students may not leave homework in my box. You must put it in my basket at the beginning of class.**

**SPECIFIC ASSIGNMENTS: GRADING**

Tests (4 @ 100)	400
Various Assignments	460
Class Participation	<u>140</u>
<b>Total =</b>	<b>1000</b>

**Note: If you are in the Associate Degree, please keep all assignments for your final portfolio for ECD 243.**

**Early Childhood Grading Scale:**

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points

W = Withdrawal before midterm

WF = Withdrawal after midterm with a failing grade on the last day attended

**Names and Phone Numbers:**

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**Notes:**

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## Academic Affairs Student Guidelines and Expectations

### **MTC Student Handbook:**

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

### **Academic Integrity:**

- The students of MTC have adopted the following Honor Code:

*As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.*

- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
  - Copying from another student's paper.
  - Copying or presenting someone else's work as your own.
  - Using unauthorized materials during a test.
  - Collaborating with any other person during a test without permission.
  - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  - Bribing any other person to obtain information about tests.
  - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

### **Class Attendance and Participation:**

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

**Tardies:** Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

**Withdrawal:** Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

**Classroom Conduct and Preparation:** All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults.

Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

**Make Up Assessment and Presentation Policy:** Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

### **Portable Electronic Devices:**

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

### **Student Email Accounts (MyMTC Email):**

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

### **MyMTC:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

### **Children on Campus:**

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

### **Inclement Weather Policy:**

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

**Campus Emergency Protocol:**

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: [http://www.midlandstech.edu/Phone\\_Alert.htm](http://www.midlandstech.edu/Phone_Alert.htm).

**Student Evaluation of Instruction:**

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

**Students Requiring Special Accommodations:**

- If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential.
- For more information, follow the *Disability Resource Centers* link under *Online Resources* on the *Enrolled Students* page.

**Work Left at the End of the Semester:** Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call Sandra Hackley at 822-3768 to make arrangements to pick up work.

**Dress Code:** All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

**Transferability of Course:** This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at [www.midlandstech.edu/eccd](http://www.midlandstech.edu/eccd) to view program plans for transferring to four year colleges in this area.

**DSS Hours:** If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCCD will translate the ECD classes into DSS hours. For more information, go to [http://www.sc-cccd.net/College\\_Courses.htm](http://www.sc-cccd.net/College_Courses.htm).

(Approved July 12, 2011)

# SAC 101 COURSE OUTLINE

REVISED 8-2012

Week/ Date	Topic	Assignments Due
1/	First Day; Getting to Know You Review Syllabus and Course Expectations Module 1 Lesson 1	***Check D2L weekly for discussions, dropbox assignments, and news updates***
2/	Module 1 Lesson 1 (if not completed on first day) Module 1 Lesson 2	<ol style="list-style-type: none"> <li>1. Bring a 3-ring binder/notebook and set of 7 dividers to begin a SAC notebook. Create a cover for your notebook with your name and SAC 101</li> <li>2. You may include any certificates verifying SAC training that you have completed.</li> <li>3. Place the handout packet in your notebook.</li> <li>4. Place tabs or dividers to separate the notebook into the 7 different modules.</li> <li>5. Bring your SAC Notebook to class each week.</li> </ol>
3/	Module 2 Lesson 1	<ol style="list-style-type: none"> <li>1. Bring pamphlets and/or a resource list of 4 agencies that provide services to families of SAC.</li> <li>2. Complete Professional Development Plan of Action-Module 1, Lesson 2, Handout 3.</li> </ol> *Study M1, L2, HOs 2 & 4 for quiz.
4/	Module 2 Lesson 2	<ol style="list-style-type: none"> <li>1. Bring materials to present an indoor/outdoor <b>gross</b> or <b>fine</b> motor activity for SAC.</li> </ol>
5/	Quiz 1: Modules 1 and 2	<ol style="list-style-type: none"> <li>1. Study for Quiz 1</li> </ol>
6/	Module 3 Lesson 1 Module 3 Lesson 2	<ol style="list-style-type: none"> <li>1. Bring materials to present an indoor/outdoor <b>cognitive</b> activity for SAC.</li> </ol>
7/	Module 3 Lesson 3 Quiz 2: Module 3	<ol style="list-style-type: none"> <li>1. Study for Quiz 2</li> </ol>
8/	Student Holiday	
9/	Out of class workday Work on book list	
10/	Module 4 Lesson 1 Midterm Week *Conference with instructor about current grades and absences	<ol style="list-style-type: none"> <li>1. Create a list of <b>six</b> books for <b>three different</b> SAC age groups, for a total of 18 books. Choose books from Caldecott and Newbery Award winning books (M3, L2, HO2).</li> <li>2. Bring Points Record for Midterm Week conference</li> <li>3. Gather items for a prop box. Refer to M3, HO 2 for directions. Bring to class to share.</li> </ol>
11/	Module 4 Lesson 2	
12/	Module 5 Lesson 1 Module 5 Lesson 2	<ol style="list-style-type: none"> <li>1. Back Pocket Activity File: Collect a file of 15 games/activities that could be used on the spur-of-the-moment with SAC. Only choose games that do not require advanced preparations or materials. Can be indoor/outdoor. Write each game/directions on a separate index card. Attach cards with 1" metal ring.</li> <li>2. Present one of the activities in class.</li> </ol>
13/	Quiz 3: Modules 4 and 5	<ol style="list-style-type: none"> <li>1. Bring in an article about bullying. Type your personal reflections about the article and any personal experiences you want to share.</li> <li>2. Study for Quiz 3</li> </ol>
14/	Module 6	
15/	Module 7 Lesson 1 Quiz 4: Module 7 Lesson 1 only Instructor Evaluations • 10 points extra credit	<ol style="list-style-type: none"> <li>1. Do a <i>Google</i> search for STEM activities suitable for elementary, middle or high school students. Type a summary of the website you visited and the knowledge you gained.</li> </ol>
16/	Module 7 Lesson 2  *Conference with instructor about your final grade <b>LAST DAY OF CLASS</b> <b>LAST DAY HOMEWORK ACCEPTED</b>	<ol style="list-style-type: none"> <li>1. Compare Floor Plan 1 to Floor Plan 2 on M7, L2, HO 3b. Type a comparison of the 2 floor plans and list reasons why Floor Plan 2 is better.</li> <li>2. Prepare recipe directions for one self-serve snack. Each step goes on a separate card. Bring the snack and recipe to share with class. YUMMY!</li> <li>3. Bring Points Record for conference about final grade</li> </ol>
	EXAM WEEK Celebration of Learning Drop-in Airport Campus Academic Center Rm 143 Dec. 5 6:00-7:00	Congratulations!

**PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective. Keep all assignments for your final portfolio in ECD 243.**

### Rubric – SAC 101 – Activities Module 1 Lesson 2

Purpose/Goal: Student will complete various assigned activities.

Total possible score: 40 (4.0% of final grade)

Work received 1 week late will receive up to 30% off the total score (-12 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score	Score
<b>Format</b>	Everything is complete. (20)	Everything is almost complete. (20)	Incomplete (0)		
<b>Age/DAP</b>	Content is appropriate. (18)	Content is somewhat appropriate. (9)	Content is not appropriate. (0)		
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)		
<b>Total</b>					

35 - 40 =A; 30 - 34 = B; 25 - 29 = C; 20 - 24 = D; 19 points or less = F

### Rubric – SAC 101 – Activities Module 3 Lesson 2

Purpose/Goal: Student will complete various assigned activities.

Total possible score: 40 (4.0% of final grade)

Work received 1 week late will receive up to 30% off the total score (-12 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Format</b>	Everything is complete. (20)	Everything is almost complete. (20)	Incomplete (0)	
<b>Age/DAP</b>	Content is appropriate. (18)	Content is somewhat appropriate. (9)	Content is not appropriate. (0)	
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)	
<b>Total</b>				

35 - 40 =A; 30 - 34 = B; 25 - 29 = C; 20 - 24 = D; 19 points or less = F

### Rubric – SAC 101 – Activities Module 3 Lesson 3

Purpose/Goal: Student will complete various assigned activities.

Total possible score: 40 (4.0% of final grade)

Work received 1 week late will receive up to 30% off the total score (-12 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Format</b>	Everything is complete. (20)	Everything is almost complete. (20)	Incomplete (0)	
<b>Age/DAP</b>	Content is appropriate. (18)	Content is somewhat appropriate. (9)	Content is not appropriate. (0)	
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)	
<b>Total</b>				

35 - 40 =A; 30 - 34 = B; 25 - 29 = C; 20 - 24 = D; 19 points or less = F

### Rubric – SAC 101 – Activities Module 4 Lesson 2

Purpose/Goal: Student will complete various assigned activities.

Total possible score: 40 (4.0% of final grade)

Work received 1 week late will receive up to 30% off the total score (-12 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Format</b>	Everything is complete. (20)	Everything is almost complete. (20)	Incomplete (0)	
<b>Age/DAP</b>	Content is appropriate. (18)	Content is somewhat appropriate. (9)	Content is not appropriate. (0)	
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)	
<b>Total</b>				

35 - 40 =A; 30 - 34 = B; 25 - 29 = C; 20 - 24 = D; 19 points or less = F

### Rubric – SAC 101 – Activities Module 5 Lesson 1

Purpose/Goal: Student will complete various assigned activities.

Total possible score: 40 (4.0% of final grade)

Work received 1 week late will receive up to 30% off the total score (-12 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Format</b>	Everything is complete. (20)	Everything is almost complete. (20)	Incomplete (0)	
<b>Age/DAP</b>	Content is appropriate. (18)	Content is somewhat appropriate. (9)	Content is not appropriate. (0)	
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)	
<b>Total</b>				

35 - 40 =A; 30 - 34 = B; 25 - 29 = C; 20 - 24 = D; 19 points or less = F

### Rubric – SAC 101 – Activities Module 6

Purpose/Goal: Student will complete various assigned activities.

Total possible score: 40 (4.0% of final grade)

Work received 1 week late will receive up to 30% off the total score (-12 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Format</b>	Everything is complete. (20)	Everything is almost complete. (20)	Incomplete (0)	
<b>Age/DAP</b>	Content is appropriate. (18)	Content is somewhat appropriate. (9)	Content is not appropriate. (0)	
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)	
<b>Total</b>				

35 - 40 =A; 30 - 34 = B; 25 - 29 = C; 20 - 24 = D; 19 points or less = F

### Rubric – SAC 101 – Activities Module 7 Lesson 1

Purpose/Goal: Student will complete various assigned activities.

Total possible score: 40 (4.0% of final grade)

Work received 1 week late will receive up to 30% off the total score (-12 points). Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score	Score
<b>Format</b>	Everything is complete. (20)	Everything is almost complete. (20)	Incomplete (0)		
<b>Age/DAP</b>	Content is appropriate. (18)	Content is somewhat appropriate. (9)	Content is not appropriate. (0)		
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. (2)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (1)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. (0)		
<b>Total</b>					

35 - 40 =A; 30 - 34 = B; 25 - 29 = C; 20 - 24 = D; 19 points or less = F

## SAC 101 – Best Practices in School-age and Youth Care

### Assessment Record for \_\_\_\_\_

Assignments	Quizzes 400	Various Activities 460	Participation/ Per Module/Lesson 140	Extra Credit 10
Quiz 1	100			
Quiz 2	100			
Quiz 3	100			
Quiz 4	100			
Module 1 Lesson 1	Notebook	10	10	
Module 1 Lesson 2	Resource List M1, L2, HO3	40 40	10	
Module 2 Lesson 1	Demonstrate Activity (Gross or Fine)	30	10	
Module 2 Lesson 2		NA	10	
Module 3 Lesson 1	Demonstrate Activity	30	10	
Module 3 Lesson 2	Book List (6 books)	40	10	
Module 3 Lesson 3	Prop Box	40	10	
Module 4 Lesson 1			10	
Module 4 Lesson 2	Activity File and Demonstrate Activity	40 30	10	
Module 5 Lesson 1	Bullying Article	40	10	
Module 5 Lesson 2		NA	10	
Module 6	Website Summary	40	10	
Module 7 Lesson 1	Floor Plan Recipe	40 40	10	
Module 7 Lesson 2		NA	10	
Extra Credit (Instructor Evaluation)				10
<b>Total</b>	400/	460/	140/	10/

A = 93-100

B = 85-92

C = 75-84

D = 70-74

F = Below 70

930-1,000 points

850-929 points

750-849 points

700-749 points

Below 700 points

## **South Carolina School Age Credential**

Forms and information are available on website: [www.sc-cccd.net](http://www.sc-cccd.net)

**The South Carolina School-Age Credential** is awarded to individuals who complete the 3 credit hour course SAC 101 at one of the sixteen technical colleges in the State. Individuals may enroll at their local technical college to take the course. T.E.A.C.H.® Scholarships are available for individuals currently working in childcare.

### **Now that you have Completed SAC 101:**

If you completed SAC 101 with a grade of "C" or higher, you are eligible to receive the South Carolina School Age Credential and award pin.

### **To receive the Credential:**

- Submit a copy of your grade report for SAC 101 to the Center for Child Care Career Development
- Submit the downloadable [Employment Verification Form](#) to the Center for Child Care Career Development

### **You may also be eligible for a \$100 bonus if you meet the following criteria:**

- Are 18 years of age or older and a South Carolina resident
- Work at a state regulated child care program in South Carolina
- Completed SAC 101 with a grade of "C" or higher

### **To earn the bonus:**

- Submit a copy of your grade report for SAC 101
- Submit the downloadable [Employment Verification form](#)

### **Mail forms to:**

Center for Child Care Career Development  
PO Box 5616  
Greenville, SC 29606-5616

**Midland's Technical College**  
**SAC 101 – Best Practices in School-age and Youth Care**  
**Student Information Sheet & Syllabus Contract**

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

**Student ID:** \_\_\_\_\_

**Home Address:**

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**MTC Email Address:**

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

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

What I hope to learn from this class:

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

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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.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

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

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

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