Course Catalog
Early Childhood
2021-2022 (v14)

1.800.261.6248
25 E 9 1/2 Mile Rd.
Pensacola, FL 32534

ACCREDITED
IACET
PROVIDER

Who We Are

Smart Horizons Institute' Early Childhood Educator Professional Series was born from a need for consistent early childhood education for child care professionals. Through partnerships with several leading child care organizations, we've developed one of the best and most comprehensive early childhood education programs available today. Smart Horizons Institute offers unparalleled options when it comes to delivering early childhood education.

Covering a wide range of topics, our courses are designed to meet the content areas outlined by the Child Development Associate (CDA) Credentialing Program and Florida Child Care Professional Credential. All of our courses earn Continuing Education Units (CEUs) and meet the professional development requirements for a CDA Credential or CDA renewal.

Smart Horizons Institute has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102.

Our Mission....

The mission of Smart Horizons Institute is to be the destination organization for Educators, Directors, Administrators, Parents, and Businesses with an interest in professional development and life long learning. Smart Horizons Institute is dedicated to providing the finest quality online courseware, current occupational information, and superior support service in pursuit of excellence in the workforce education field.

Our Purpose....

The purpose of Smart Horizons Institute is to facilitate and support individuals as he or she ascertains their occupational and/or life goals. Smart Horizons Institute provides objective based, instructor supported, education that details:

- Acquired knowledge of basic principles involving the planning of a safe and healthy work and learining environment
- Supporting social and emotional development
- Establishing positive relationships with co-workers and families
- Maintaining a commitment to professionalism
- Assimilating methods for recording and observing behavior

Administrators

Tambri McKinney
Chief Executive Officer

Jenness Hunter
Program Manager

Faculty

Emily Atchison
B.A. Elementary Ed.
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Programs Taught: Florida Child Care Professional Credential (FCCPC)

Policies defined in this handbook are effective through the academic year 2021-2022. Changes in the content of the Smart Horizons Institute Student Handbook may be made, at anytime, by Smart Horizons Institute.

The student handbook is the governing document for all policy-related information and a printable version is always available at www.smarthorizons.org. It is the responsibility of the students to read this handbook and to comply with its terms. Failure to read this handbook does not excuse students from the policies or procedures it contains.

Each student understands and agrees that completion of Smart Horizons Institute, and obtaining career certificate, is not a guarantee of employment. Smart Horizons Institute has not made any promises to me, express or implied, in this regard. Each student agrees to release, indemnify, defend and hold harmless Smart Horizons Institute, its officers, directors, employees, and agents from any such claim.

Smart Horizons Institute is licensed by the Commission for Independent Education, License #4498. Further information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines Street, Tallahassee, FL 32399-0400, toll free (888) 224-6684.

STATEMENT OF LEGAL CONTROL

Smart Horizons is a division of Darwin Global LLC. Incorporated in 2011 under the laws of the state of Florida. Darwin Global is a veteran-owned small business headquartered in Pensacola, FL. Darwin S. Webley is President and majority owner of Darwin Global LLC.

PHYSICAL LOCATION

Smart Horizons Institute's 7,000 square foot facility is located at 25 E. 9 ½ Mile Rd., Pensacola, Florida 32534. Administrators, faculty, and support services are located and operate from this location.

Table of Contents

A. Student Education Records Policy

Section I. Scope
These policies govern information provided to Smart Horizons Institute by enrolled or potential students so that Smart Horizons Institute can provide services, i.e., render advice regarding appropriate courses of study, systematization of policy, and our purpose for online training programs.

Section II. Guiding Policy
Smart Horizons Institute shall respect the privacy of student educational records. Student education records shall only be disclosed to the student, to persons within Smart Horizons Institute with a legitimate interest, and to persons authorized by the student to receive the student's education records.

Section III. Definitions
Student – refers to any person currently enrolled in a Smart Horizons Institute Education Program or refers to any person who has previously enrolled in and/or completed a Smart Horizons Institute Education Program

Legitimate Interest – shall mean an interest in reviewing student education records for the purpose of performing appropriate research, or other educational and/or administrative function

Student Education Records - shall mean any record that contains personally identifiable information about a student, regardless of its format or method of storage

Smart Horizons Institute Official – means any person employed by Smart Horizons Institute in an administrative, supervisory, academic, research, or support staff position

Section IV. Access to Private Student Education Records
Student education records are private and shall not be disclosed except as appropriate to the following:

a. The student
b. Smart Horizons Institute Officials with a legitimate interest in the information
c. Persons specifically authorized by the student in writing to receive the information
d. Accrediting organizations and state or federal education authorities using the information for auditing, evaluating, or enforcing legal requirements of educational programs, provided data is protected to prohibit the identification of students and all personally identifiable information is destroyed when no longer needed

Section I. Scope

These policies govern information provided to Smart Horizons Institute by enrolled or potential students so that Smart Horizons can provide services, i.e., render advice regarding appropriate courses of study, systematization of policy, and our purpose for online training programs.

Section II. Guiding Policy

Smart Horizons Institute has a legitimate interest in the student, and in respecting the student and his/her best interests in online education. Smart Horizons Institute has a Refund Policy in place to protect the interest of students as well as that of Smart Horizons Institute.

Section III. Definitions

Account Alterations – any alteration, such as name change, program transfers, ect.

Smart Horizons Institute Official – means any person employed by Smart Horizons Institute in an administrative, supervisory, academic, research or, support staff position

Student – refers to any person currently enrolled in a Smart Horizons Institute Training Program or refers to any person who has previously in enrolled and/or completed a Smart Horizons Institute Training Program

Webinar – any seminar conducted via the World Wide Web

Section IV. Cancellation and Refund Policy(s) Statement

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by electronic mail, by Certified Mail or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.
3. Cancellation after the third (3rd) Business Day, but before the first class, will result in a refund of all monies paid, with the exception of the registration fee (not to exceed $150.00).
4. Cancellation after attendance has begun, but prior to 40% completion of the program, will result in a Pro Rata refund computed on the number of hours completed to the total program hours.
5. Cancellation after completing 40% of the program will result in no refund.
6. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
7. Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from student.
8. Account Alterations - Any account alterations, such as name changes or program transfers, must be made within thirty (30) days of purchase and prior to enrolling in a course. If a request is made after this allotted time period and prior to enrolling in a course, the student WILL be responsible for an administrative fee of $12. NO NAME CHANGES WILL BE MADE AFTER ENROLLMENT.
9. If the Credential Process is not complete within a period of one year after purchasing the online education, the student enrollment is terminated and student file becomes inactive. All monies paid are forfeit. If the student wishes to continue, they may do so by requesting a six-month extension at the cost of $109.

10. If a course is cancelled, the student will be notified and enrolled in the next available course.

C. Program Transfer Policy

Section I. Scope
These policies govern information provided to Smart Horizons Institute by enrolled or potential students so that Smart Horizons Institute can provide services, i.e., render advice regarding appropriate courses of study, systematization of policy, and our purpose for online training programs.

Section II. Guiding Principal
Smart Horizons Institute has a legitimate interest in the student, respecting the student and their best interests in online education. Smart Horizons Institute has a Program Transfer Policy in place to protect the interest of students as well as that of Smart Horizons Institute.

Section III. Definitions
Smart Horizons Institute Official – means to any person employed by Smart Horizons Institute in an administrative, supervisory, academic, research, or support staff position
Student - refers to any person currently enrolled in a Smart Horizons Institute Training Program or refers to any person who has previously enrolled in and/or completed a Smart Horizons Institute Training Program
Non-Enrolled Student(s) – a student who has paid for online courses, received a Welcome Letter that includes a username and password, and HAS NOT ENROLLED in any online course through Smart Horizons Institute
Enrolled student(s) – a student who has paid for online courses, received a Welcome Letter that includes a username and password, and HAS ENROLLED in any online course through Smart Horizons Institute

Section IV. Program Transfer Policy Statement
Transfer for Non-Enrolled Students: If the request to transfer from one program to another is received within thirty (30) days from the purchase date and prior to enrolling in a course, the student will be transferred at no cost, if the program packages are of equal cost. If the student is requesting a transfer to a program package of greater value the student will be responsible for the program cost difference.

Transfer for Enrolled Students: If the request to transfer from one program to another is received within the thirty (30) days from the purchase date and the student has enrolled in a course the student will be issued a processing fee.

Financial Aid
No Financial aid is currently available throughout Smart Horizons Institute; however Smart Horizons Institute will consider scholarship's from other funding agencies.

D. Academic Integrity Policy

Section I. Scope

These policies govern information provided to Smart Horizons Institute by enrolled or potential students so that Smart Horizons Institute can provide services, i.e., render advice regarding appropriate courses of study, systematization of policy, and our purpose for online training programs.

Section II. Guiding Principals Policy

Smart Horizons Institute has a legitimate interest in the student, and in respecting the student and his/her best interests in online education. Smart Horizons Institute comprises a community of learners and Smart Horizons Institute Officials who share a commitment to learn. Academic integrity/ honesty/responsibility is essential to learning. Because it is so essential in the learning process, Smart Horizons Institute has established a policy for academic integrity. The guiding principal that led to the formation of the Academic Integrity Policy is derived from the following convictions: Honesty/responsibility is the foundation of personal integrity, promotes substantive learning, validates the recognition of scholarly achievement, and demonstrates respect for the work of others, enabling effective cooperation.

Section III. Definitions

Smart Horizons Institute Official – means to any person employed by Smart Horizons Institute in an administrative, supervisory, academic, research, or support staff position

Student – refers to any person currently enrolled in a Smart Horizons Institute Training Program or refers to any person who has previously enrolled in and/or completed a Smart Horizons Institute Education Program

Academic integrity – is characterized by honesty and responsibility in scholarship following assumptions about academic work at Smart Horizons Institute

Plagiarism – is the practice of claiming or implying authorship of another person's work, ideas, and/or words through incorporation, in whole or in part, into one's own work without acknowledging or crediting the source; usually takes the form of submitting another's ideas (written, artistic, technical, etc.) as one's own

Cheating – includes the giving or receiving of any unauthorized assistance or providing or obtaining unfair advantage in any form of academic work

Falsification – includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relating to one's academic work

Multiple Submissions of the Same Work – Multiple Submissions of the Same Work – is a violation of the academic integrity policy to submit work that was prepared for one course for credit in another or to submit the same work for credit in two courses, without permission from the responsible Smart Horizons Institute Official

Fabrication – intentional misrepresentation or invention of information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references

Section IV. Academic Integrity Policy Statement

Smart Horizons Institute expects a commitment from its community, which includes students and Smart Horizons Institute Officials, to academic honesty in all academic exercises and assignments. It is expected that the community upholds academic integrity and does not abuse courseware flexibility and the method of online learning for expedited gains. Each student is expected to complete each course without the aid/assistance of other individuals. It is the policy of Smart Horizons Institute that members of the community will take appropriate actions to report and resolve any suspected violations of the principle of academic honesty/responsibility, following the procedures established in appropriate policies. All members of the Smart Horizons Institute community must take academic honestly/responsibility seriously by being well-informed, by contributing to a climate in which honesty is valued, and by taking responsible action to discourage dishonesty in the work of others. No member of the community will condone or tolerate cheating, plagiarism, falsification, or acts of academic dishonesty, as these negatively affect the community and all its members. All accusations of violation of the Academic Integrity Policy shall be heard by the Academic Integrity Review Board. Appeals will be heard by the chairperson of the Academic Integrity Review Board. All chairperson decisions are final!

Procedures for Alleged violations:

- When academic dishonesty is alleged, the student involved shall have an opportunity to admit or deny the allegation. In a timely manner, the Academic Integrity Review Board shall make the student aware of the violation and the reason(s) why the Academic Integrity Review Board believes that the student has committed the act of academic dishonesty and what sanctions could be imposed by the Academic Integrity Review Board.

- In all incidents of academic dishonesty, the instructor shall record the incident in a Notice of Academic Dishonesty report.

Academic Integrity Review Board

The Review Board will convene under the following circumstances:

1. When a student is cited for an instance of academic dishonesty, the student will automatically be called before an Academic Review Board for consideration of action.
2. A student may request an Academic Review Board hearing to appeal a notice being placed in the Academic Integrity File or in the student's file.

Review Board Membership

The Review Board for each case will consist of five members. Members will consist of Smart Horizons Institute Officials, including program manager(s), curriculum advisor(s), enrollment advisor(s), and other Smart Horizons Institute team members.

1. The Chair of the Review Board will be held by a program manager. Members for a specific appeal hearing will be selected from within the committee on a case-by-case basis for each individual hearing, with emphasis placed on avoiding conflicts of interest and on maintaining representation of different divisions.
2. All members of a Review Board hearing are expected to maintain the highest level of discretion and confidentiality regarding all proceedings rendered.

Process for Appeals

1. A student may request a hearing with the Academic Integrity Review Board chairperson within thirty (30) days (as determined by the date on the initial allegation notification letter).
2. The Chair of the Review Board must schedule a hearing within sixty (60) days after receiving a student's request for an appeal. All efforts should be made to guarantee that the hearing takes place in a timely manner.

The Review Board has the following responsibilities:

1. Determine whether the parties acted according to the Smart Horizons Institute policies regarding academic dishonesty
2. Decide whether the allegations of academic dishonesty are warranted
3. Decide whether the sanction action is valid
4. Consider a number of resolutions, such as clearing the student, failing grade on the assignment, failing grade in the course, suspension, or expulsion. The Program Manager will inform the interested parties of the decision within thirty (30) days.

The following Rules and Procedures will apply to the Academic Integrity Review Board:

1. Any member of the Review Board who has a conflict of interest with the case in question must remove himself/herself from the case.
2. The student will be informed by the Chair of the Academic Integrity Review Board of his/her right to provide any evidence at the hearing.
3. Final decisions will be recorded in the Academic Integrity File.

Students should address additional complaints to the Curriculum Advisor. If satisfactory resolution cannot be reached, students may contact the Program Manager. If a satisfactory resolution cannot be reached, the Academic Review Board will be consulted. Decisions of the Academic Review Board will be final.

Students who feel a grievance is unresolved may refer their grievance to the Commission for Independent Education, 325 W. Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, (850)245-3200, or toll free (888) 224-6684.

Notice of Academic Dishonesty Report

In all incidents of academic dishonesty, the instructor shall record the incident on the Notice of Academic Dishonesty report and note on the report any recommended academic sanction(s).

If the student admits academic dishonesty and accepts the academic sanction imposed by the instructor, it shall be so noted on the Notice of Academic Dishonesty report.

The Notice of Academic Dishonesty report shall be completed, dated, and signed by both the instructor and the student at the completion of the conference (to be held with the student, letting him/her know that he/she is accused of violating the Academic Integrity Policy). The Instructor and student shall each retain a copy of the report. Should the student refuse to sign the report, the instructor shall so indicate on the report. Within three (3) working days from the date of the report having been signed, the instructor shall forward copies of the report to the Academic Integrity Review Board, chairperson. (This form is electronic, and the student will be able to agree or disagree with the report.)

In the event the student suspected of academic dishonesty is unavailable for the conference, the instructor shall record a grade status of "NG" and forward copies of the report to the Academic Integrity Review Board and Chairperson of the Academic Integrity Review Board for a decision. The "NG" status shall be assigned as the term grade pending the outcome of a hearing by the Academic Integrity Review Board.

If within five (5) working days of the notice being sent to the student, he/she is not reached or a hearing is not conducted due to either no availability of the student or lack of response from the student, the NG status shall be changed to an F (Failure) grade no later than seven (7) days after the lack of response or inability to reachable the student.

If a student withdraws from a course under a pending charge of academic dishonesty, the resulting grade of "W" may be changed to an "F" (Failure) by the instructor at the end of the current semester unless the student chooses to contest the charge, pursuant to the procedures governing academic dishonesty, and is successful in his/her defense. A withdrawal from a course under a pending charge of academic dishonesty shall serve as a de facto admission of the guilt, absent a successful contest of the charge. From the moment an alleged incident of academic dishonesty occurs, a charge is considered pending. Additionally, a student cannot evade a sanction by withdrawing from a course after admitting guilt and accepting the sanction on the Notice of Academic Dishonesty report.

Appeal from Decision Academic Integrity Review Board:

The student shall have the right to appeal the sanction. The appeal shall be made within seven (7) days from the date that the decision was made by the Academic Integrity Review Board.

The appeal shall be in writing, setting forth the basis for the appeal. The appeal must be received by the Chairperson of The Academic Integrity Review Board within the time limit established herein.

Upon receipt of the written appeal, the Chairperson of the Academic Integrity Review Board, or his/her designee(s), shall set up an appeals meeting. The Chairperson of the Academic Integrity Review Board shall hear all appeals and Chairperson decisions will be FINAL.

The Chair of Academic Integrity Review Board or his/her designee(s), shall forward a copy of the written decision to the student by mail within three (3) working days from the date of the decision. A copy shall also be forwarded to the instructor and Smart Horizons Institute Officials, as needed.

Responsibilities of Students:

Encourage and support an atmosphere of academic honesty

Refrain from all acts of cheating, plagiarism, and other violations of the academic integrity policy and make reasonable efforts to prevent the occurrence of academic dishonesty

Responsibilities of Smart Horizons Institute Officials:

Encourage and support an atmosphere of academic honesty

Take appropriate measures to raise the consciousness of individuals in the Smart Horizons Institute online learning community concerning the importance of maintaining the values underlying academic honesty

Emphasize the need for appropriate source attribution in written work

Take appropriate action when instances of academic dishonesty are suspected

Keep academic integrity inquiries and investigations about particular students confidential unless a final determination has been made

Take steps to define academic dishonesty, ensure that, procedures are followed for due process for persons accused or suspected of acts of academic dishonesty, and impose sanctions on individuals found to have been guilty of academic honesty acts

The written decision of Chairperson of the Academic Integrity Review
Board or his/her designee(s) shall be final.

Each suspected violation of the academic integrity policy will be handled on a case-by-case basis and could result in a failing grade, suspension from classes, and/or expulsion (not an exhaustive list), although other actions could be handed down if deemed appropriate or necessary.

Academic Policies

Academic Probation
If a student is not making satisfactory progress or is continually scoring below 70% the student will be placed on academic probation until academic progress improves.

Academic Withdrawal
The student will have a three month period to improve academic progress; if improvement s are not observed then the student will be withdrawn from the program, and he or she will not be eligible for a refund.

Academic Readmission
If a student is dismissed from a program for academic withdrawal and he or she would like to continue their program. He or she may submit a written request for readmission to the academic review board. If the academic approves the students request, the student will be assessed a $25 administrative fee.

Section V – Smart Horizons Institute Grading Scale
The following is a grading scale that ALL courses and instructors will use in online class evaluation(s). Please be aware that some courses have a higher grading standard and will require a grade of A, B, or C to successfully pass the course. ALL courses that require a higher grading standard will be noted, and the student will be made aware of this qualification before actually paying for and enrolling in courses.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F (Failure) = 59 or below

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Section II. Guiding Policy

Smart Horizons Institute has a legitimate interest in the student, and in respecting the student and his/her best interests in online education. Smart Horizons Institute has a Name Change Policy in place to protect the interest of students as well as that of Smart Horizons Institute.

Section III.   Definitions

Name Change - is the change of an incorrect name spelling, legal name change, the correction of an incorrectly enrolled student, etc.

Section IV. Name Change Policy Statement

Name changes must be made within thirty (30) days of purchase and prior to enrolling in a course. If a request is made after this period and prior to enrolling in any course(s)/classes, the student will be responsible for an Administrative Fee. NO name changes will be made AFTER enrollment in any course/class, unless legal documentation of the name change is submitted.

F. Term Waiver Policy

Section I. Scope

These policies govern information provided to Smart Horizons Institute by enrolled or potential students so that Smart Horizons Institute can provide services, i.e., render advice regarding appropriate courses of study, systematization of policy, and our purpose for online training programs.

Section II. Guiding Policy

Smart Horizons Institute has a legitimate interest in the student, respecting the student, and in his/her best interests in online education. Smart Horizons Institute has a Term Waiver Policy in place to protect the interests of students as well as those of Smart Horizons Institute.

Section III.   Definitions

Term Waiver – up to a six (6) month extension from the original annual subscription termination date
Documentation – Official notification

Section IV. Term Waiver Policy Statement

A term Waiver (documentation is required) is granted when, for reasons beyond the student's control, a student engaged in passing work is unable to complete all course requirements. Term waivers are granted at the sole discretion of Smart Horizons Institute. Once a term Waiver has been granted, course work must be completed within a time period designated by the program manager, but not to exceed six (6) months from the ORIGINAL subscription termination date. In the event, a student fails to complete the course requirements within the designated time period, the Term Waiver will be terminated and the student will no longer have access to the course(s).

G. Transfer Credits

Students, who have earned credits with a "C" or above from previous institutes, will need to request official transcripts from that school and have them sent to Smart Horizons Institute.
These transcripts should be sent to the following address:

Smart Horizons Institute
Attn: Registrar's Office
25 E. 9 1/2 Mile Road
Pensacola, FL 32534

Upon receipt of the transcripts, the student's enrollment counselor will analyze the transcripts and determine which courses constitute credit and what courses the student will need to take at Smart Horizons Institute.

Transfer and acceptance of credit to another institution is solely up to the institution in which the student is transferring.

H. Employment Assistance

Smart Horizons Institute will not make any guarantees of employment or salary upon a student's graduation. Smart Horizons Institute will provide placement assistance, which will consist of identifying employment opportunities and advising me on appropriate means of attempting to realize these opportunities.

Smart Horizons Institute Early Childhood Educator Professional Credential (ECPC/FCCPC) Requirments

Available in English and Spanish*****

Description:

Our Early Childhood Educator Professional Credential (ECPC/FCCPC) focuses on the competencies required by the Florida Department of Children and Families (DCF) for early childhood professionals seeking a Florida staff credential. The program addresses the skills and knowledge early childhood professionals should strive for when working with young children. The program is composed of 120 hours of online coursework; personal and professional written reflections; a classroom observation to document teaching proficiency; a professional resources portfolio; and a comprehensive exam.

Objective: Upon satisfactorily completing the Early Childhood Educator Professional Credential, students will have acquired knowledge of basic principles involving the planning of a safe and healthy learning environment; advancing children's physical and intellectual development; supporting children's social and emotional development; establishing positive relationships with families; maintaining a commitment to professionalism; and assimilating methods for recording and observing children's behavior.

Course(s):
ECE T001E or ECE T001S Florida Child Care Professional Credential
EDG 0001 Field Experience I
EDG 0002 Field Experience II
EDG 0003 Field Observation
WLA 0001 through WLA 0008 Writing Lab - Expository Writing

Eligibility Requirements:

• Must be 18 years of age or older

• Must possess a high school diploma or GED and submit supporting documentation for confirmation

• Must be able to read, write, and speak English proficiently to successfully complete the certificate materials

• Must have access to a computer, printer and internet through a JavaScript enabled web browser (i.e. Internet Explorer 6.0 or higher, Mozilla Firefox, etc.)

• Must have a valid email address

• Complete the Smart Horizons Institute Enrollment Agreement

* Please note that completing a course or program in a language other than English may reduce employability where English is required.

Requirements: Additional documentation is required to verify work experience and other entrance requirements. Each student is assigned to an academic advisor for assistance during their enrollment. To successfully complete the program, students must:

- Submit documentation demonstrating the completion of 480 clock hours, during the last five (5) years, of working with young children in an early childhood care setting; of the 480-clock-hour requirement, 80 clock hours must be completed while enrolled in the program.

- Complete all assigned coursework and readings

- Be observed by a student-selected, Smart Horizons-approved observer, while working with children as a lead teacher in an early childhood classroom setting

- Compile and maintain an Early Childhood Portfolio

- Pass a comprehensive exam

All students who are interested in a career in the field of Early Childhood must be able to meet the physical requirements of the position and complete an affidavit of Good Moral Character required in the state of Florida confirming that he or she has not been arrested with disposition pending or found guilty of, regardless of adjudication, or entered a plea of nolo contender or guilty to or have been adjudicated delinquent and the record has not been sealed or expunged for, any offense prohibited under any of the following provisions of the Florida Statutes or under any similar statute of another jurisdiction for any of the offenses listed at the following website: http://ccrain.fl-dcf.org/documents/6/78.pdf#page=1.

Observation: Must submit proof of 480 clock hours, in the last five (5) years, of working with children in an early childhood care setting. Of the 480 clock-hour requirement, 80 clock hours must be completed while enrolled in the program.

- Must be observed working as a lead teacher in an early childhood classroom setting by a student-selected observer who successfully meets Smart Horizon's institute observer qualifications

- Must compile and maintain an Early Childhood Portfolio that is reviewed and approved by Smart Horizon's Institute

- Must complete the 120 clock hours of early childhood education in each of the following content areas listed on pages 16-18

Textbooks/Learning Resources:

There are no text books required for this program, students will have access to the learning materials presented though the on-line learning environment. Students will have the ability to print resources and references that support and correlate with their leaning objectives.

Many students who are seeking the Early Childhood Educator Professional Series/CDA prep will apply their Training towards the National Child Development Credential Certificate or CDA. For these individuals we Recommend purchasing the Essentials for Child development Associates Working with Young Children 2nd Edition. Carol Brunson Day, Editor, the CDA Professional Preparation Program Council for Professional Development.

Units of Credit:

One clock hour constitutes 50 minutes of directed, supervised instruction and appropriate breaks.

Support Services:

Smart Horizons Institute strives to support it's student body, with educational support services including mentoring services, and technical support assistance

For further information, please contact:

Smart Horizons Institute at:
1.800.261.6248

Or Email:
info@smarthorizons.org

Below are the Federal holidays we at Smart Horizons Institute recognize each year. While training remains available 24/7, our customer support service will be closed to students on the following dates:

	2021	2022
New Year's Day	January 1	January 3
Memorial Day	May 31	May 30
Independence Day	July 4	July 4
Labor Day	September 6	September 5
Thanksgiving Holiday	November 25-26	November 24-25
Christmas Holiday	December 24-25	December 23-26

Course Descriptions

Course Numbering System*

Courses are numbered according to the content area they support, and the order that the educational content was released.

ECE - Early Childhood Education
EDG - Externships/Observations
WLA - Writing Lab

ECE TOO1E   Florida Child Care Professional Credential Program (English)

This course focuses on the competencies required by the Florida Department of Children and Families (DCF) for early childhood professionals seeking a Florida staff credential. It also addresses the skills and knowledge early childhood professionals should strive for when working with young children.

Duration: 120 Hours

ECE TOO1S   Florida Child Care Professional Credential Program (Spanish)

This course focuses on the competencies required by the Florida Department of Children and Families (DCF) for early childhood professionals seeking a Florida staff credential. It also addresses the skills and knowledge early childhood professionals should strive for when working with young children.

Duration: 120 Hours

EDG 0001   Field Experience I

Students must provide documentation detailing the completion of 400 clock hours working with children in an early childhood setting in the last five years.

Duration: 400 Hours

EDG 0002   Field Experience II

Students must provide documentation detailing the completion of 80 clock hours working with children in an early childhood child care setting while enrolled in the Early Childhood Educator Professional Credential (ECPC/FCCPC) and documented using the field log.

Duration: 80 Hours

EDG 0003   Field Observation

Students must be observed by a student-selected, Smart Horizons-approved observer, while working with children as a lead teacher in an early childhood classroom setting.

Duration: 4 Hours

WLA 0001   Writing Lab- Expository Writing

Students must explain how they incorporate the basic principles of child growth and development into their teaching practices with children. They must use examples of positive early childhood practices to clearly indicate their knowledge and understanding of basic principles of child growth and development.

Duration: 1 Hour

WLA 0002   Writing Lab- Expository Writing

Students must explain how they would create or have created a developmentally appropriate learning environment that is safe, healthy, respectful and supportive of children and families. They must use examples of positive early childhood practices to clearly indicate their knowledge and understanding of developmentally appropriate learning environment that are safe, healthy, respectful and supportive of children and families.

Duration: 1 Hour

WLA 0003   Writing Lab- Expository Writing

Students must explain how they would support the development of educational programs that promote the social and emotional development of children. They must use examples of positive early childhood practices to clearly indicate their knowledge and understanding of educational programs that promote the social and emotional development of children.

Duration: 1 Hour

WLA 0004   Writing Lab- Expository Writing

Students must explain how they would support the development of educational programs that improve motor, language and cognitive development of children, including literacy development. They must use examples of positive early childhood practices to clearly indicate their knowledge and understanding of educational programs that improve motor, language and cognitive development of children, including literacy development.

Duration: 1 Hour

WLA 0005   Writing Lab- Expository Writing

Students must explain how they would support the promotion of involvement and positive relationships with families and communities. They must use examples of positive early childhood practices to clearly indicate their knowledge and understanding to promote involvement and positive relationships with families and communities.

Duration: 1 Hour

WLA 0006 Writing Lab- Expository Writing

Students must explain how they would apply the principles of screening and assessment. They must use examples of positive early childhood practices to clearly indicate their knowledge and understanding of screening and assessment techniques and their value in the classroom.

Duration: 1 Hour

WLA 0007 Writing Lab- Expository Writing

Students must explain how they would identify and demonstrate professionalism in the field of early childhood education. They must use examples of positive early childhood practices to clearly indicate their knowledge and understanding of professionalism in the field of early childhood education.

Duration: 1 Hour

WLA 0008 Writing Lab- Expository Writing

Students must explain how they would identify and demonstrate effective program management techniques. They must use examples of positive early childhood practices to clearly indicate your knowledge and understanding of effective program management techniques.

Duration: 1 Hour

Early Childhood Education Portfolio

Each candidate seeking Early Childhood Professional Credential (ECPC)/ Florida Child Care Professional Credential (FCCPC) through Smart Horizons is required to prepare a professional portfolio. The Portfolio will contain a collection of written reflections and selected references to assist the candidates throughout their early childhood education careers.

The portfolio is designed to help the student collect materials, references, resources and contacts which will help them with throughout their careers. Portfolios document professional growth and achieved competence related to early childhood education.

Portfolio Contents

1. Title page - Include your name, address, phone number, and e-mail address

2. Table of Contents- For content organization

3. Professional Resume

4. Autobiography - A description of your early childhood goals and why working in the early childhood education field is important to you

5. Statements of Competence and Supporting Documentation- Define and support your knowledge and understanding of basic principles associated with early childhood education.

Autobiography

Instructions: Using a minimum of 300 words describe your early childhood educational goals and why working with young children and families is important to you.

Competency Statement 1

Statement of Competence:
Knowledge of basic principles of child growth and development

Instructions: Using a minimum of 250 words please explain how you incorporate the basic principles of child growth and development into your teaching practices with children. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding of basic principles of child growth and development.

Element	Not Met	Successfully Meet
Children's Characteristics (NAEYC 1a, 2a)	The teacher did not describe the age level taught or the developmental milestones of the identified age group.	Describe the age level and developmental milestones of the children you teach.
Age-Appropriate Classroom Materials (NAEYC 1a, 1c)	The classroom layout did not support the identified age group, and the materials were not suitable for the identified age group.	Describe your classroom layout and age-appropriate materials. How do these items contribute to the children's social and cognitive development?
Classroom Schedule (NAEYC 1a, 1c, 2c)	The schedule did not conform to the ages of the identified children and did not support appropriate routines.	Describe your classroom schedule. How do your classroom routines and methods contribute to the children's development?
Nutritional Elements (NAEYC 1a, 2a, 1c)	Nutritional habits did not support age level needs and lacked nutritional guidelines.	Describe your classroom's nutritional habits. How do these routines and meal choices contribute to children's growth?

Resource Collection:
Knowledge of basic principles of child growth and development

Instructions: 1. Using Florida's Birth to Five Standards please select a standard from the Physical Development Domain, provide the standard and discuss how you would support your select standard in your classroom. Please visit this link to select your standard: http://www.flbt5.com/

Suggested web resources:

Florida Birth though three standards
http://www.floridajobs.org/earlylearning/downloads/pdf/birth_to_3book.pdf

Florida department of Education 2008 VPK standards
http://www.fldoe.org/earlylearning/pdf/vpkedstandard.pdf

Zero To Three
http://www.zerotothree.org/

Competency Statement 2

Statement of Competence:

Creation of a developmentally appropriate learning environment that is safe, healthy, respectful and supportive of children and families.

Instructions: Using a minimum of 250 words please explain how you would create or have created a developmentally appropriate learning environment that is safe, healthy, respectful and supportive of children and families. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding of developmentally appropriate learning environment that are safe, healthy, respectful and supportive of children and families.
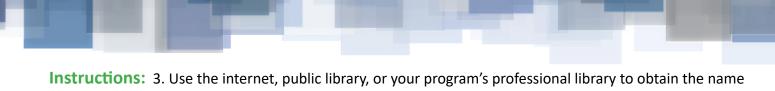
Element	Not Met	Successfully Meet
Safe Environment (NAEYC 1c)	The age level was not identified and the described environment failed to identify safe and healthy practices.	Describe the age level and techniques you used to create a safe and healthy environment. The techniques identified should promote children's physical and psychological health and support their sense of trust and security.
Family Support (NAEYC 1c, 2b)	Strategies identified did not offer support or respect for children or their families.	Describe techniques and strategies you use to respect and support the children and families that comprise your classroom. Detail how you communicate with and support families from various cultures and involve caregivers in their child's development and learning process.

Resource Collection:

Creation of a developmentally appropriate learning environment that is safe, healthy, respectful and supportive of children and families

Instructions: 1. Provide a summary of the legal requirements in Florida regarding child abuse and neglect (including contact information for the appropriate agency), and also your program's policy regarding your responsibility to report child abuse and neglect.

Instructions: 2. Include the current certificate of completion or card of a certified CPR and First Aid training course (that includes treatment for blocked airway and providing rescue breathing for infants and young children). Certification must have been within the past three years.

Instructions: 3. Use the internet, public library, or your program's professional library to obtain the name and contact information for an agency that supplies information on nutrition for children and/or nutrition education for families.

The below links may be helpful:
www.nutrition.gov
www.mypyramid.gov
http://nutrition.about.com
www.cyberparent.com/nutrition

Instructions: 4. Provide a sample of your weekly plan or daily plan that includes goals for children's learning and development, brief description of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve or may serve in the future).

The following links maybe helpful:
www.preschoollearningonline.com
www.preschoolrainbow.org

Suggested web resources:

Centers for Disease Control and Prevention
http://www.cdc.gov/

National Program for Playground Safety
http://www.uni.edu/playground/

Additional Resource Ideas:
- Create a floor plan of your room
- Provide a class schedule
- Detail health and safety practices used (fire safety, medication dispensing)

Competency Statement 3

Statement of Competence:
Development of educational programs that promote the social and emotional development of children

Instructions: Using a minimum of 250 words please explain how you support the development of educational programs that promote the social and emotional development of children. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding of educational programs that promote the social and emotional development of children.

Element	Not Met	Successfully Meet
Social and Emotional Development (NAEYC 1a, 1c, 4a)	The age level was not identified and the described environment failed to identify safe and healthy practices.	Describe the age level and techniques you used to foster children's social and emotional development. The techniques identified should promote children's communication styles, expression of feelings, cooperative or parallel play opportunities and self-awareness.
Learning Environment and Curriculum (NAEYC 4b, 4c)	The learning environment and curriculum detailed do not contribute identified age level's social and emotional development.	Detail how the learning environment and curriculum in use fosters social and emotional development of the identified age level.

Resource Collection:
Development of educational programs that promote the social and emotional development of children.

Instructions: 1. Provide the titles, authors, publishers, copyright dates, and short summary of ten age-appropriate children's books that you use to support development of children's self-concept and self esteem, and to help children deal with life's challenges.
These books may support development of cultural and linguistic group Identity; gender identity; children with disabilities or special needs; separation, divorce, remarriage, or blended families; everyday activities and routines; and/or the cycle of life from human reproduction to death.

Instructions: 2. Use the Internet, public library, or your program's professional library to obtain at least two resources designed to assist teachers in constructively dealing with children with challenging behaviors (such as aggressive behavior like hitting or biting, or shyness).

The following links may be helpful:
http://ceep.crc.uiuc.edu/poptopics/biting.html
www.ehow.com/how_3391901_deal-biting-child.html
www.childcareresourcesinc.org/pdfs/TS582.pdf
www.babycenter.com/0_aggression-how-to-deal-with-hitting-biting-and-more_11550.bc
www.athealth.com/consumer/disorders/biting.html
www.freeprintablebehaviorcharts.com/hitting.htm
www.parentsconnect.com/parenting/toddler/hitting.html
www.howtodothings.com/family-and-relationships/a1952-how-to-understand-toddler-shyness.html
www.shakeyourshyness.com/parentingshychildren.htm
www.activityvillage.co.uk/shy_child.htm

Instructions: 3. Provide the name and telephone number of an agency in the community where you work for making referrals to family counseling.

Suggested web resources:

Center on the Social and Emotional Foundations for Early Learning
http://csefel.vanderbilt.edu/

Florida Birth Through Three standards
http://www.floridajobs.org/earlylearning/downloads/pdf/birth_to_3book.pdf

Florida Department of Education 2008 VPK standards
http://www.fldoe.org/earlylearning/pdf/vpkedstandard.pdf

Florida Department of Education Bright Beginnings Customizing Instruction
http://www.brightbeginningsfl.com/Instruction/Default.aspx

Zero To Three
http://www.zerotothree.org/

Additional Resource Ideas:
- A lesson plan which encourages social play
- A detailed statement of your interactions with children

Competency Statement 4

Statement of Competence:
Development of educational programs that improve motor, language and cognitive development of children, including literacy development

Instructions: Using a minimum of 250 words please explain how you support the development of educational programs that improve motor, language and cognitive development of children, including literacy development. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding of educational programs that improve motor, language and cognitive development of children, including literacy development.

Element	Not Met	Successfully Meet
Motor Development (NAEYC 1a, 1c, 4a)	The age level was not identified and appropriate teaching strategies which foster motor development were not detailed.	Describe the age level and techniques you used to foster children's motor development. The techniques identified should promote children's fine and large motor development skills.
Language Development (NAEYC 1a, 1c, 4a)	Appropriate teaching strategies which foster language development were not detailed, and the learning environment and curriculum did not contribute identified age level's language development.	Describe the age level and techniques you used to foster children's language development. The techniques identified should promote children's verbal and non-verbal communication skills. Detail how the learning environment, curriculum, and teacher interactions foster the children's language development.
Cognitive development (NAEYC 1a, 1c, 4a)	The age level was not identified and appropriate teaching strategies which foster cognitive development were not detailed.	Describe the age level and techniques you used to foster children's cognitive development. The techniques identified should promote children's problem solving skills, creative expressions, and examples of complex responses and interactions.
Early Literacy (NAEYC 1a, 1c, 4a)	Appropriate teaching strategies which encourage early literacy were not detailed, and the learning environment and curriculum did not contribute identified age level's language development.	Describe the age level and techniques you used to encourage early literacy The techniques identified should promote children's interest in books. Detail how the learning environment, curriculum, and teacher interactions foster the children's early literacy skills.

Resource Collection:
Development of educational programs that improve motor, language and cognitive development of children, including literacy development.

Instructions: Phonological awareness refers to an individual's awareness of the phonological structure, or sound structure, of language. It is a listening skill that includes the ability to distinguish units of speech, such as rhymes, syllables in words, and individual phonemes in syllables.

Instructions: 1. Select four songs, finger plays, word games, or poems that you can use to promote phonological awareness. Describe strategies to promote phonological awareness among children whose home language is other than English.

The following links may be helpful:
www.balancedreading.com/secondlang.html
www.phonologicalawareness.org
http://aability.com/pagames.php
www.readingresource.net/phonemicawarenessactivities.html

Instructions: 2. Describe nine learning experiences that promote physical, cognitive, and creative development.

Suggested web resources:

Florida Birth though three standards
http://www.floridajobs.org/earlylearning/downloads/pdf/birth_to_3book.pdf

Florida department of Education 2008 VPK standards
http://www.fldoe.org/earlylearning/pdf/vpkedstandard.pdf

Florida Department of Education Bright Beginnings Customizing Instruction
http://www.brightbeginningsfl.com/Instruction/Default.aspx

Zero to Three
http://www.zerotothree.org/

National Institute of Literacy
http://www.nifl.gov/childhood/childhood.html

Preschool Language and Literacy
http://dww.ed.gov/topic/?T_ID=15&t=1#tc

Additional Resource Ideas:
- A detailed list of age-appropriate classroom books
- A lesson plan which encourages motor skills

Competency Statement 5

Statement of Competence:
Promotion of involvement and positive relationships with families and communities

Instructions: Using a minimum of 250 words please explain how you support the promotion of involvement and positive relationships with families and communities. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding to promote involvement and positive relationships with families and communities.

Element	Not Met	Successfully Meet
Family Support (NAEYC 1c, 2b)	Strategies identified did not offer support for families.	Describe techniques and strategies you use to respect and support the children and families that comprise your classroom. Detail how you communicate with and support families from various cultures and involve caregivers in their child's development and learning process.
Community Support (NAEYC 1c, 2b)	Strategies identified did not offer support for communities.	Describe techniques and strategies you use to support the community. Details how you network with community agencies and communicate their services to the families you serve.

Resource Collection:
Promotion of involvement and positive relationships with families and communities

Instructions: 1. Find out where to obtain resources, materials, and translation services for families whose home language is other than English. Provide the agency name and contact information.

Instructions: 2. Document your program's policies that specify parents' responsibilities and what the program does for parents.

Suggested web resources:

Florida Department of Children and Families: Parent Resources
http://www.dcf.state.fl.us/programs/childcare/parent.shtml

Florida Department of Education Bright Beginnings Parent Involvement
http://www.brightbeginningsfl.com/Parent/Default.aspx

Additional Resource Ideas:
- Teacher Parent daily or weekly communication forms
- Newsletters
- Parent visitation policies
- Provide a list of resources available in your community which you could use to assist the families you serve.

Competency Statement 6

Statement of Competence:
Understanding and application of the principles of screening and assessment

Instructions: Using a minimum of 250 words please explain how you apply the principles of screening and assessment. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding of screening and assessment techniques and their value in the classroom.

Element	Not Met	Successfully Meet
Screening and Assessment **(NAEYC 3a, 3c, 3b)**	The purpose and value of screening and assessment techniques were not identified. The detailed assessment and screen techniques were not appropriate for the age level selected, and the incorporation of families was not identified.	Detail the value and purpose of screening and assessment techniques. Outline observation and documentation appropriate for the age level you selected and any specific assessment or screening tools you have used. Describe how you would incorporate families in the assessment and screening process.

Resource Collection:
Understanding and application of the principles of screening and assessment

Instructions: 1. Locate an observation tool to use in recording information about children's behavior. Conduct an observation using the selected tool and add to your resource file (be sure not to include the child's name). Also include a blank copy as well.

The following link may be helpful:
http://www.circleofinclusion.org/english/formsarticles/forms/4observations/form4index.html

Suggested web resources

Florida Department of Education VPK Assessment
http://www.fldoe.org/earlylearning/assessments.asp

Florida Department of Education Bright Beginnings Assessment Tools
http://www.brightbeginningsfl.com/Assessment/Default.aspx

National Academy of Sciences
http://www.bocyf.org/child_development.html

Early Learning Standards Task Force and Kindergarten Assessment Work Group Pennsylvania BUILD Initiative Pennsylvania's Departments of Education and Public Welfare Harrisburg, PA
http://www.pakeys.org/docs/EarlyChildhoodAssessment.pdf

Bridges4Kids website
http://www.earlychildhoodmichigan.org/articles/7-03/DevScrTools7-03.htm

Additional Resource Ideas:
- Create an observation assessment tool
- Document screening practices you have used or observed

Competency Statement 7

Statement of Competence:
Identification and demonstration of professionalism in the field of early childhood education

Instructions: Using a minimum of 250 words please explain how you identify and demonstrate professionalism in the field of early childhood education. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding of professionalism in the field of early childhood education.

Element	Not Met	Successfully Meet
Continuing Education (NAEYC 6d)	Methods for continuous improvement were not identified.	Detail the steps you take to continually improve your knowledge of the field of early childhood, including continuing education classes, professional memberships, and professional journals.
Ethical Standards (NAEYC 6c)	Standards of high morality and ethical behavior were not detailed.	Defines high standards of morality, confidentiality, respect for children families, and other staff members.

Resource Collection:
Identification and demonstration of professionalism in the field of early childhood education.

Instructions: 1. Provide three samples of record-keeping forms used in early childhood programs. Include an accident report, emergency form, and a third form of our choice.

The following links may be helpful:
http://stepbystepcc.com/forms.html
http://www.supportingproviders.com/childcareforms4.htm
http://www.aacc.edu/cdc/file/Emergency%20Form.pdf
http://www.cignabehavioral.com/web/basicsite/consumer/educationAndResourceCenter/articleLibrary/focus_family25.pdf
http://www.dpw.state.pa.us/partnersproviders/childcareearlyed/003671041.htm

Suggested web resources:

NAEYC's Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education
http://departments.weber.edu/chfam/2610/code.pdf

Additional Resource Ideas:
- First Aid and CPR certifications
- Documentation of professional development
- Documentation of membership to a professional early childhood organization

Competency Statement 8

Statement of Competence:
Identification and demonstration of effective program management techniques

Instructions: Using a minimum of 250 words please explain how you identify and demonstrate effective program management techniques. Use examples of positive early childhood practices to clearly indicate your knowledge and understanding of effective program management techniques.

Element	Not Met	Successfully Meet
Children's Characteristics, Learning Environment and Curriculum, Appropriate Early Learning Standards (NAEYC 1a,2a, 4d, 5c)	Strategies identified did not detail the educational environment and health and safety practices employed. Operational techniques including financial considerations and multifaceted relationships were not detailed.	Describes actions and practices that contribute to the establishment and maintenance of an organization that provides high-quality child care and early childhood education in a safe, healthy, and nurturing environment. It also discusses techniques for assessing operational and financial practices, family and community relationships, and staff and professional growth.

Resource Collection:
Identification and demonstration of effective program management techniques.

Instructions: 1. Using the internet, public library, or your program's professional library to obtain the name, address, and phone number of your state's agency that regulates child care centers and homes. Print or make a copy of the section(s) that describe the qualification requirements for personnel (teachers, directors, and assistants.) Describe two important requirements related to your job responsibilities.

The following link may be helpful:
http://nrckids.org/STATES/states.htm

Instructions: 2. Review the websites of two or three national or state early childhood associations to obtain information about the organization and membership. Detail the benefits of membership (resources or journals), and the link to the membership application.

The following links may be helpful:
http://www.naeyc.org/
http://www.naccrra.org/
http://www.nccanet.org/

Instructions: 3. Using the internet, public library or your program's professional library, obtain four pamphlets or articles designed to help parents understand how young children develop and learn.

Instructions: 4. Write the name, address, and phone number of at least two agencies in the community that provide resources and services for children with disabilities.

Suggested web resources:

Florida Department of Children and Families: Administrative Actions, Brochures, Fact Sheets, Publications, & Reports
http://www.dcf.state.fl.us/programs/childcare/pubs.shtml

Florida Department of Children and Families: Laws & Requirements
http://www.dcf.state.fl.us/programs/childcare/laws.shtml

Smart Horizons Institute Early Childhood Professional Activity Log (Tracking Tool)

Page _____ of _____

Student:_____ ID:_____

On-site Supervisor:_____ Telephone:_____

Date	Activity Code	Description of Activity	Hours Expended
		Page Total	
		Total Hours	

_____
Student Signature   Date

_____
On-site Supervisor Signature   Date

Activity Code:

A = On the Job Training
B = Performed under supervision of the Director
C = Volunteer

- **Hours are to be logged in increments of 30 minutes or .5 hours. Use additional copies of this sheet as required.**

- **Each Student must complete 480 Clock hours working with Children in an early childhood child care setting in the last five years, with a minimum of 80 of the 480 clock hours completed while attending the ECPC/FCCPC Training Program.**

For More Information, Please Call
Smart Horizons at:
1.800.261.6248

Or E-mail:
info@smarthorizons.org