Kathleen Cummings, Assistant Professor  
Office: O-217, 548-3564  
Home: 727-3641  
E Mail: RC3boys@aol.com, cummink@sunysuffolk.edu

COURSE DESCRIPTION
An overview of early childhood education theory, history, philosophy, and psychology. Current issues are also examined and critiqued. The course will include field visits to various early childhood programs.

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

1. compare and analyze the types, elements, and philosophies of early childhood programs
2. demonstrate knowledge of and analyze the historical development of early childhood education and attitudes toward children.
3. discuss, analyze, and compare the educators/theorists who influenced early childhood education and their theories.
4. identify and explain relevant aspects and theories of child development.
5. identify, examine, and evaluate personal values, basic principles, & appropriate practices as applies to early childhood education.
6. observe, analyze, discuss, & evaluate early childhood programs
7. identify the New York State requirements for teacher certification, day care licensing and pre-school registration.
8. discuss, analyze, and evaluate current issues in early childhood education
9. identify & explore the impact & importance of community, cultural, & family values on early childhood education.

PROCEDURES FOR ACCOMPLISHING COURSE OBJECTIVES
1. lectures
2. assigned readings and class discussions
3. written & oral assignments
4. selected video materials
5. student presentations (individual and group)
6. quiz & exam
GENERAL STUDENT REQUIREMENTS

A. Textbook

   Students will secure a copy of the course text from the SCCC Book Store

B. Attendance and Punctuality
   ATTENDANCE IN CLASS IS ABSOLUTELY NECESSARY FOR THE FULFILLMENT OF COURSE REQUIREMENTS! Students are expected to attend all classes & are responsible for all material covered & distributed. Ask a fellow classmate for material missed.
   - More than one (1) absence will result in a lowering of the final grade of the evening class. More than two (2) absences will result in a lowering of the final grade of the day class.
   - More than two (2) absences will result in being dropped from the evening class. More than four (4) absences will result in being dropped from the day class.
   - Punctuality is required! Two (2) occasions for lateness (entrance after attendance is taken) OR two (2) occasions of necessary early leavings will be considered the equivalent of one (1) absence
   - If the student must be absent or late or must leave early, that student is responsible for communicating with the professor regarding the particulars of the situation. Failure to do so will negatively impact on the student’s final grade.

C. Assignments
   All assignments must be completed on the assigned date. Students are encouraged to make a personal copy of each assignment submitted. All writing assignments must be typed and reflect a proficiency in written English. Poorly written papers will be penalized.

D. Academic Dishonesty & Course Requirements
   The Early Childhood Program has a zero tolerance for academic dishonesty. The consequence for any form of cheating will be automatic course failure and can result in removal from the Early Childhood Education Program.

   All course requirements, regardless of the percentage value indicated in the course outline, must be completed and submitted as indicated in the course outline in order to earn a final grade. Not fulfilling all requirements will result in course failure.

   An incomplete may be given only under extenuating circumstances, as determined by the instructor, after discussion with the student.
SPECIFIC STUDENT REQUIREMENTS

A. **Preparation for Class**
   The student is required to read and study the text and class handouts in advance of the professors class presentation. Completion of text readings will be apparent through class discussions and will positively impact on the students’ grade.

B. **Quiz and Exam**
   There will be one quiz and one final exam. Any student who misses the quiz or exam during the semester will receive a zero (0) grade for that exam. There will be NO make-up quizzes or exams.

C. **Oral and Written Assignments**
   There will be oral and written assignments throughout the semester. Any assignment not completed or submitted on time will result in a zero (0) grade to be averaged with other scores. These will include, but are not limited to: an individual historical person presentation, infant memo, preschool collage, kindergarten song, and a room arrangement plan.

D. **Group Presentation**
   Students in small groups (# to be determined by the professor) will be presenting a developmental research topic (to be approved by the professor). An alphabetized, annotated bibliography using the APA bibliographic format is required, with a topic paragraph.

E. **Observations**
   The student will visit three (3) early childhood programs that differ as to type, age group, and philosophy. Based on these observations the student will prepare a five to ten (5-10) page TYPED report, each with a specific purpose and expectations. Further details and guidelines will be provided at a later date.

F. **Summary of a Journal Article**
   The student will become familiar with professional journals and will read and interpret an article related to early childhood education or development. This will be presented in a two to three (2-3) page-typed report with a copy of the article attached. The student will orally summarize their findings to the class. APA reference required.
GRADING PRACTICE

Quiz 10%
Cartoon reaction paper 5%
Mini-observation 5%
Written & Oral Assignments 10%
Annotated Bibliography 10%
Group Presentation 10%
Three- (3) observation reports 30%
Summary of a journal article 10%
Final exam 10%

Instructions for Reviewing Peer-Reviewed / Scholarly Journal Article

1. The following items should be included in APA format:
   Author last, first name. (Year of publication). Title of article. (Lower case letters.)
   Name of publication (Upper case letters), volume #, issue #, page numbers.

2. A brief statement of the purpose of the article or the nature of the investigation.

3. Results:
   • List the findings in the study; do not confuse with the authors’ conclusions.

4. Authors conclusions and interpretations – how did the author interpret their findings?

5. Student’s Critique – It is very important to give your own critique– including both the positive and negative points.

6. Implications – What are the implications of the article or issues for the field of early childhood education?

ATTACH A COMPLETE COPY OF THE ARTICLE WITH YOUR REVIEW

Cartoon Reaction Paper
Watch a ½ hour segments each of a prosocial and an aggressive cartoon.
Example: Blues Clues and Ninja Turtles
Write a brief summary of each cartoon.
• Bullet what children would learn by watching these cartoons.
EDU 101 Mini-Observation Assignment

Name ________________________________________________________________

Age & gender of child observed ____________________________________________

Where observation takes place _____________________________________________

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| 9/1   | **Course Outline & Introduction**  
Developmentally Appropriate Practice                                                         | Ch. 1             |
| 9/14  | History of Early Childhood Education                                                | Ch. 3             |
| 9/21  | Class Canceled – All College Day                                                    |                   |
| 9/28  | Types of Programs  
Library Research                                                            | Ch. 4  
DAP – Part 1 & 2 |
| 10/5  | *Individual Presentation of a Historical Figure**  
Child Development - Infant & Toddlers  
**Historical Person Quiz**                                                 | DAP – Part 3  
Ch. 7             |
| 10/12 | Observation & Evaluation  
Creating Environments/Room Arrangement                                             | Ch. 6             |
| 10/19 | Child Development - Preschool Child  
**Journal Review Due**  
(bring scissors, glue, & magazines)  
**Mini-Observation Due**                                                     | DAP – Parts 4  
Ch. 8             |
| 10/26 | Theories of Early Child Development  
1st Observation Due                                                                | Ch. 3             |
| 11/2  | Child Development – Kindergarten Child  
Child Development – Primary-aged Child                                              | DAP – Part 5  
Ch. 9 & 10         |
| 11/9  | The Teachers Role  
Play  
**Cartoon Reaction Paper Due**  
2nd Observation Due                                                             | Ch.12  
Ch. 5             |
| 11/16 | NAEYC Conference – no class                                                        |                   |
| 11/23 | Parents and Teachers  
Current Issues – Disadvantaged Children & Ethics  
**Annotated Bibliography Due**                                                 | Ch. 13  
Ch. 2             |
| 11/29 | Multiculturalism – Bring a story & a dish /food reflecting your ethnic background for the class to sample | Ch. 11             |
| 12/7  | Mainstreaming  
NYS Teacher Certification  
3rd Observation Due                                                             | Ch. 11             |
| 12/14 | **Group Presentations**                                                             |                   |
| 12/21 | Concluding Thoughts & Class Evaluation  
Take Home Final Exam due  
Bring a self-addressed, stamped envelope for return                           |                   |
Observations – General Guidelines

1. **Expectations** – Using your textbook, DAP, and lecture notes, the first page of each of your Observations will be what you expect to see in a developmentally appropriate classroom, using citations with page numbers. Example - (DAP, Taylor, 132) or (DAP, Croft, 33) Ten or more expectations are required.

2. **General Observation Guideline** - to be used in all three observations. This is a guideline and needs to be expanded upon in an essay format, using DIP’s and DAP’s to back up your observations.
   Example – (DAP, 23), (DIP, DAP, 45), (DAP, Taylor, 56), (DIP, lecture) etc.

3. **Personal Thoughts and Reflections** – This is where you write a positive/negative critique of your observation, what you liked or didn’t like based in your expectations, referring to them in writing.

4. **Observation # 1** – in addition to the general guideline you will be observing one child for ten minutes. See attached guideline.

5. **Observation # 2**

6. **Observation # 3** - in addition to the general guideline you will be looking for multicultural materials & curriculum in the classroom. See attached guidelines

7. Observations are expected to be typed and proof read, using a #12 font – no smaller or larger.
Guide for Observation #1

Use the following as a guideline. You are expected to expand upon and explain each of these points: 
**Be Specific! Don’t forget DAP’s and DIP’s!**

1. School Information
   A. Name of school visited
   B. Type of school (public, co-op, Head Start, early childhood special ed., group day care, home day care, etc)
   C. Grade ______ Teacher name ________ Hours spent at observation time ________
      to________

2. Ten positive expectations based on the age level you are observing. Use citations from DAP, Morrison, and lecture.

3. Learning Environment
   A. Draw a diagram of the room. Remember to include bathroom location, kitchen facilities, sinks, play areas, etc.
   B. Discuss the room (large, too small, comfortable, over-heated, cold, etc.)
   C. Conditions (safe, sanitary, controlled for noise level, etc.)
   D. Is the room arrangement, equipment, and materials age appropriate, adequate, etc.)
   E. Draw the outdoor area and equipment. Is it sufficient and age appropriate? Is there easy access to the outdoor area from the school?

4. Children
   A. Class size ______ Age Range ______ # of boys ____ # of girls __________
   B. Describe in detail the activities you observed the children engaged in. This should be a large part of your paper.
   C. Are some children busy watching? Describe.
   D. Classroom spirit – Children occupied or are they wandering? Happy, cheerful, or are they listless, cranky?

5. Staff
   A. Number of teachers per class _____ Assistant Teachers _____ Student teachers ____
      Mothers or aides ___
   B. Ratio of students to adults _____ Adequate for age level? ______
   C. Student-adult relationship (warm, friendly, positive, cold, distant, etc.)
   D. Is the environment interactive? (Teachers and children talking, questions asked by children and answered by adults, lots of open-ended questions, adults listen to children, activities process oriented) or (is the environment non-interactive, product-oriented, dittos, close-ended/right or wrong questions and answers, few opportunities to critically think, little talking taking place between student and teacher.) **Elaborate and give examples!**

6. Personal Reflections
   - Here is where your subjective feelings are to be reflected.
   - Refer to your expectations – were they met or not?
   - Positive and negative critique of what you saw.
   - What would you suggest to strengthen program?
Ten Minute Anecdotal Observation of One Child for Observation # 1

Age & gender of child observed ________________________________

Where observation takes place ________________________________

**Narrative/Objective description**

**Inference/Subjective conclusions**

Guide for Observation # 2
Use the following as a guideline. You are expected to expand upon and explain each of these points: **Be Specific! Don’t forget DAP’s and DIP’s!**

7. School Information
   D. Name of school visited
   E. Type of school (public, co-op, Head Start, early childhood special ed., group day care, home day care, etc)
   F. Grade ______ Teacher name ________ Hours spent at observation time _______ to________

8. Ten positive expectations based on the age level you are observing. Use citations from DAP, Morrison, and lecture.

9. Learning Environment
   F. Draw a diagram of the room. Remember to include bathroom location, kitchen facilities, sinks, play areas, etc.
   G. Discuss the room (large, too small, comfortable, over-heated, cold, etc.)
   H. Conditions (safe, sanitary, controlled for noise level, etc.)
   I. Is the room arrangement, equipment, and materials age appropriate, adequate, etc.)
   J. Draw the outdoor area and equipment. Is it sufficient and age appropriate? Is there easy access to the outdoor area from the school?

10. Children
    A. Class size ______ Age Range ______ # of boys____ # of girls ____
    E. Describe in **detail** the activities you observed the children engaged in. This should be a large part of your paper.
    F. Are some children busy watching? Describe.
    G. Classroom spirit – Children occupied or are they wandering? Happy, cheerful, or are they listless, cranky?

11. Staff
    E. Number of teachers per class ____ Assistant Teachers ____ Student teachers ___ Mothers or aides ___
    F. Ratio of students to adults_______ Adequate for age level? ______
    G. Student-adult relationship (warm, friendly, positive, cold, distant, etc.)
    H. Is the environment interactive? (Teachers and children talking, questions asked by children and answered by adults, lots of open-ended questions, adults listen to children, activities process oriented) or (is the environment non-interactive, product-oriented, dittos, close-ended/right or wrong questions and answers, few opportunities to critically think, little talking taking place between student and teacher.) **Elaborate and give examples!**

12. Personal Reflections
    • Here is where your subjective feelings are to be reflected.
    • Refer to your expectations – were they met or not?
    • Positive and negative critique of what you saw.
    • What would you suggest to strengthen program?

   **Guide for Observation # 3**
Use the following as a guideline. You are expected to expand upon and explain each of these points: **Be Specific! Don’t forget DAP’s and DIP’s!**

13. School Information
   G. Name of school visited
   H. Type of school (public, co-op, Head Start, early childhood special ed., group day care, home day care, etc)
   I. Grade ______ Teacher name _______ Hours spent at observation time ______ to ________

14. Ten positive expectations based on the age level you are observing. Use citations from DAP, Morrison, and lecture.

15. Learning Environment
   K. Draw a diagram of the room. Remember to include bathroom location, kitchen facilities, sinks, play areas, etc.
   L. Discuss the room (large, too small, comfortable, over-heated, cold, etc.)
   M. Conditions (safe, sanitary, controlled for noise level, etc.)
   N. Is the room arrangement, equipment, and materials age appropriate, adequate, etc.)
   O. Draw the outdoor area and equipment. Is it sufficient and age appropriate? Is there easy access to the outdoor area from the school?

16. Children
   A. Class size ______ Age Range ______ # of boys____ # of girls ___
   H. Describe in detail the activities you observed the children engaged in. This should be a large part of your paper.
   I. Are some children busy watching? Describe.
   J. Classroom spirit – Children occupied or are they wandering? Happy, cheerful, or are they listless, cranky?

17. Staff
   I. Number of teachers per class ____ Assistant Teachers ____ Student teachers ____
      Mothers or aides ___
   J. Ratio of students to adults_______ Adequate for age level? ______
   K. Student-adult relationship (warm, friendly, positive, cold, distant, etc.)
   L. Is the environment interactive? (Teachers and children talking, questions asked by children and answered by adults, lots of open-ended questions, adults listen to children, activities process oriented) or (is the environment non-interactive, product-oriented, dittos, close-ended/right or wrong questions and answers, few opportunities to critically think, little talking taking place between student and teacher.) **Elaborate and give examples!**

18. Personal Reflections
   • Here is where your subjective feelings are to be reflected.
   • Refer to your expectations – were they met or not?
   • Positive and negative critique of what you saw.
   • What would you suggest to strengthen program?
Multicultural Classroom Environment Checklist for Observation # 3
Include Checklist with your observation

Language Arts
1. Does the classroom have a wide variety of age-appropriate and culturally diverse books and language arts materials? *Give examples of titles.*

2. Are there stories about persons from each of the following cultural groups in the book corner?
   - Native American ____________
   - Spanish-speaking ________________
   - Asian American _____________
   - Black _________________________
   - A variety of white ethnic groups ______

3. Are there any books that speak of people of diverse cultures in stereotypic or derogatory terms that should be removed from the collection? *Titles?*

4. Are the pictures of people on the walls and on the bulletin boards representational of a multicultural community? *Give examples.*

Social Studies
5. Does the curriculum as a whole help children increase their understanding and their acceptance of attitudes, values, and life-styles that are unfamiliar to them? If so, *how?*

6. Are the materials and games racially or sex role stereotypical – for example – are Native American pictured in tepees or called “brave?” Are women depicted as caregivers, while men do lots of exciting jobs?

Blocks
7. Are the accessories in the block area representative of various culture groups and family configurations? *Such as?*

8. Are the block people accessories stereotypic in terms of sex roles?

Dramatics
9. Are there a wide variety of clothes, including garments from various cultural groups, in the dramatic play area? *Give examples.*

10. Are then pictures on the walls and the props in the dramatic play area representative of a diversity of cultures? *Give examples.*

11. Are the dolls in the dramatic play area multiracial?

12. Are the brown, yellow, red, and black dolls just white dolls whose skin color has been changed?

Music and Games
13. Do the music experiences in the curriculum reinforce children’s affirmation of cultural diversity? *How?*
14. Are finger plays, games, and songs from various cultural groups used in the classroom? *Give examples*

**Cooking**

15. Do the cooking experiences in the classroom encourage children to experiment with foods other than those with which they are familiar? *Give examples*

16. Are the cooking experiences designed to give young children a general notion of the connections between cultural heritage and the process of preparing, cooking, and eating food? *If so, how?*

**If you do not see multicultural materials or activities represented in the classroom – what would you suggest?**

**What is your conclusion of what you have observed?**
SUFFOLK COUNTY COMMUNITY COLLEGE
EARLY CHILDHOOD STUDENT INFORMATION SHEET

ADMINISTRATION

1. The Intercampus Coordinator for the early Childhood Program is Professor Darlene Hochman (451-4299). Any questions that cannot be answered by your instructor may be directed to her.

2. At the Ammerman Campus, the early childhood faculty advisor is Alan Weber (451-4651) located in the Riverhead Building, Room 125. At the Eastern Campus, the early childhood faculty advisor is Kathleen Cummings (543-3465) located in the Orient Building, O217. At the Grant Campus, students should see Dr. Lynn Liebert, Social Science Department Academic Chair (851-6548) in MA 300.

PROGRAM/GENERAL INFORMATION

1. EDU101, EDU111, and EDU113 are not restricted courses. Anyone may take them as electives.

2. Students who have enrolled in the Early Childhood Program (Curriculum Code 330) must achieve a minimum grade of C in each Early Childhood course in order to continue on to the next course in the Early Childhood sequence and to qualify for graduation. Students may repeat a course once.

3. The Early Childhood Activities course, EDU111, is a prerequisite for EDU113. Any full time student entering the Early Childhood Program in the spring semester should register for EDU111 so as to be able to continue the necessary sequence for graduation the following year. Students entering the program in the spring semester or who expect to apply for entry into the program should take the Foundations of Early Childhood Education course, EDU101, concurrently with EDU111.

4. When a course is closed (filled) at one campus, students must register for that course at another campus. This is important, especially in the case of EDU211 (practicum). Practicum placements (for students not in an EDU211 class at their home campus) may be arranged for the convenience of the student in Early Childhood programs situated nearer the student’s home. Delayed enrollment in EDU211 will require waiting another year until it is offered again the following fall.

5. The EDU115: Art, EDU215: Music and EDU202: Children’s Literature courses are offered on a regular or rotating basis depending on campus
enrollment needs. Students may have to register at another campus if one of these courses is necessary for graduation and it not being offered at the student’s home campus. Each of these courses: (EDU115, EDU215, EDU202) is offered at least once each academic year on all campuses.

6. A Code 330 student taking a leave of absence from the College should submit the appropriate form to the Registrar to be reinstated in the Early Childhood curriculum upon his/her return.

PRACTICUM

1. The first practicum course, EDU211, is offered during the fall semester only and must be taken as a prerequisite to the second practicum course, EDU221, which is offered only during the spring semester.

2. During the first EDU211 and EDU221 class meetings, students will be assigned by the instructor to a placement in college affiliated Early Childhood Programs located throughout Suffolk County. At this time, practicum times will be determined according to the instructor’s teaching schedule.

3. Students cannot be employed by the program in which they are placed.

4. Students remain with the same instructor and practicum site for both EDU211 and EDU221 unless prior permission is given by the Program Coordinator to change.
EARLY CHILDHOOD PROGRAM (EDU101/EDU111)

Please permit ________________, a student* in the Suffolk County Community College Early Childhood Program, to observe your early childhood program for one complete session (approximately 3 ½ hours). This observation is in partial fulfillment of requirements for my ________________ campus / course / section number.

Should you have any questions, please contact the course instructor listed below or Darlene Hochman, Early Childhood Program Coordinator, at 451-4299.

Your time and assistance do make a difference for our future educators. Thank you very much for your help.

______________, Course Instructor       College Phone # 548-3465

FIRST OBSERVATION
Program/ Class____________________
School Name____________________   Date____________________
Address____________________       Phone #____________________
Town_______________ Zip_________   Teacher Signature___________
Director/ Principal’s Name____________________       Student Signature____________________

SECOND OBSERVATION
Program/ Class____________________
School Name____________________   Date____________________
Address____________________       Phone #____________________
Town_______________ Zip_________   Teacher Signature___________
Director/ Principal’s Name____________________       Student Signature____________________

THIRD OBSERVATION
Program/ Class____________________
School Name____________________   Date____________________
Address____________________       Phone #____________________
Town_______________ Zip_________   Teacher Signature___________
Director/ Principal’s Name____________________       Student Signature____________________

*Students: Keep the original for your records; show original and give a copy to your instructor.
EDU101/EDU111 Observe Form D100