

**West Los Angeles College Child Development Syllabus**

**Creative Experiences for Young Children II (CD 7)**

**(Section #0535)**

**(Spring 2014)**

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	CD 1 and CD 2 are pre-requisites for CD 7 and CD 8
<b>Co-requisites:</b>	
<b>Section #:</b>	0533
<b>Days/Hours:</b>	Thursday
<b>Class Room Location:</b>	General Classroom Building GC110
<b>Instructor:</b>	<b>Kenyatta Bakeer</b>
<b>E-mail:</b>	
<b>Website:</b>	Send me a private message in ETUDES.org
<b>Blog:</b>	
<b>Child Development Office:</b>	GC 180B
<b>Child Development Office Phone:</b>	<b>310-287-4563/310-287-7241</b>
<b>Instructor Office Hours:</b>	M/W-11:00 am-1:00 pm and 2:30-3:00 pm
<b>Required Text:</b>	Creative Activities for Young Children
<b>Author:</b>	Mayesky
<b>Publisher: ISBN #</b>	WAD (1-111-29809-2)
<b>Edition:</b>	10th
<b>Supplemental Reading:</b>	The Complete Learning Spaces for Infants and Toddlers
<b>Author:</b>	Rebecca T. Isbell
<b>Publisher:</b>	WAD 2012
<b>Editions:</b>	10th
<b>Website Links:</b>	

**Creative Experiences for Young Children II (CD 7)**

**(Section # 0533)**

**Course Description:**

**This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 8. Students will examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science, perceptual motor development, age appropriate curriculum and practices, pre-kindergarten guidelines, dramatic play, and group time. The student will design and implement lesson plans.**

**West Los Angeles College Institutional Student Learning Outcomes**

A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

**West Los Angeles College Child Development Program Student Learning Outcomes**

4. Promoting Child Development and Learning: Practice and demonstrate an understanding of how to promote children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

5. Knowledge of Integrated Curriculum: Apply critical thinking to design and implement academic subjects, and assessment tools so that the program design is developmentally appropriate learning experiences that integrate within and across the disciplines.

**WLAC College Child Development Course  
Specific SLO's Required by 24 unit Core  
Requirements for CSU's**

**Objectives and Activities to Demonstrate and  
Validate the Acquisition of the SLO's**

1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence young children's development and learning.
2. Design and implement curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support English language learners and all children.
3. Demonstrate knowledge of the teachers' role in evaluating best and promising practices with consideration for the various impacts on children's learning and development.
4. Apply understanding of children's learning and development, and knowledge of key content areas and academic subject matter to design and evaluate foundational curriculum; in areas such as mathematics, science, social emotional development, etc.

**Each semester the instructor will select 4-5 of the  
Objectives for assessment**

1. Explain verbally and in writing, the sequence of play as central to development and learning for young children. **Activity: Oral Presentations presenting overview of a research project.**
2. Define, explain and apply constructivist theory in curriculum planning for young children. **Activity: Develop a lesson plan activity that demonstrates an understanding and ability to apply knowledge.**
3. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language and literacy physical/motor mastery; creativity and the arts; mathematics and science. **Activity: Develop lesson plans activity that demonstrates an understanding and ability to apply knowledge.**
4. Identify key ways in which the environment functions as an essential component of curriculum. **Activity: Project to design a classroom setting.**
5. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender. **Activity: Interactive Peer Group Session**
6. Define how curriculum plans for inclusion of children with special needs. **Activity: Develop lesson plan demonstrating knowledge of understanding how to make accommodations for children with special needs.**
7. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols. **Activity: Develop lesson plans**
8. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development. **Activity: Observation and analyze the experience in relationship to the objective.**
9. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for all young children. **Activity: Develop a lesson plan on one specific area of concentration.**
10. Demonstrate and explain in curriculum plans the progression from "simple to complex" and "concrete to abstract" and explain how these concepts are essential for all children's learning. **Activity: Exam**
11. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set up, instruction, and elaboration of curriculum. **Activity: Guest speaker**

**and interview with a practicing ECE teacher.**

12. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning. **Activity: Small group skits.**

13. Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an Early Childhood classroom accessible to all children. **Activity: Self-evaluation process of lesson plans that students present.**

14. Design curriculum plans and activities to include support of home language as well as development of English as a second language. **Activity: Language activities presented in a lesson plan that supports the objective.**

15. Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum lesson content areas. **Activity: Use experiences to develop the Final Curriculum Project notebook.**

16. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children. **Activity: Reflection paper**

**Supplemental Reading and Recommended Reading and Additional Links**

Title:	Author:	Publisher:	Edition/Notes:
How to Foster Creativity in all Children	Mary Mayesky	Delmar	2003
California Preschool Curriculum Framework, Volume I	California Department of Education	California Department of Education	2010 Sacramento  <a href="http://www.cde.ca.gov/re/pn">http://www.cde.ca.gov/re/pn</a>
CD 4 WLAC Handbook	E. Evans	WLAC CDD VTEA	Available online in Resource section of ETUDES CD 4 Shell

**Creative Experiences for Young Children II (CD 7)**

**(Section # 0533)**

**Course Outline: Child Development 7**

Week:	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	2/12	<p><b>Lecture Topic:</b></p> <p>Introduction and Orientation to the course</p> <p>Class requirements and expectations for student competencies in the class.</p>	<p><b>Assignment: Prepare Essay:</b></p> <p>What is creativity? How we promote and support creativity in children? How do children learn?</p> <p>Must be typed. Minimum (2 pages)</p> <p><b>Due: 2/26</b></p>
2	2/19	<p><b>Lecture Topic:</b></p> <p>Creative Language Experiences at home and at</p>	<p><b>Assignment:</b></p> <p>Prepare to read a child's book for ages 2 ½</p>

		<p>school. What is “Good” children’s literature?</p> <p>Dictation: Learning to write children’s stories.</p> <p><b>Essay:</b> What is creativity? How do we promote and support creativity in children? How do children learn? <b>Due tonight.</b></p>	<p>years of age to 5 years of age. Book critiques must be turned in as well.</p> <p><b>Due:</b></p>
3	2/26	<p><b>Lecture Topic:</b></p> <p>Rhymes, poems, and finger plays enhancing language fluency.</p> <p><b>Interactive Demonstration Tonight:</b></p> <p>In small groups share and experience each student’s: <b>story telling activity and storybook critique</b></p>	<p><b>Assignment:</b></p> <p><b>**Prepare to present a rhyme/ poem and a finger play activity due: ( 3 lesson plans</b></p> <p><b>Due:</b></p>
4	3/5	<p><b>Lecture Topic:</b></p> <p><b>Language Development Across the Curriculum</b></p> <p><b>Interactive Demonstration tonight:</b></p> <p>In small groups share and experience each student’s rhyme, poem and finger play activities</p>	<p><b>Assignment:</b></p> <p>**Prepare your language game activity due:</p> <p><b>Dramatic Play Kits due:</b></p>
5	3/12	<p><b>Lecture Topic:</b></p> <p>Sciencing and Interactive Exploratory Experience</p> <p><b>Interactive Demonstration tonight:</b></p> <p>In small groups share and experience each student’s: <b>Language game</b></p>	<p><b>Assignment:</b></p> <p><b>** Prepare your sciencing activity and sciencing kit</b></p> <p><b>Due:</b></p>
6	3/19	<p><b>Lecture Topic: Math Across the Curriculum</b></p> <p><b>Interactive Demonstration tonight:</b></p> <p>In small groups share and experience each student’s: <b>Sciencing Activity and Kit</b></p>	<p><b>Assignment:</b></p> <p><b>Assignment:** Prepare your- Math Activity &amp; Math Kit Due:</b></p>
7	3/26	<p><b>Lecture:</b></p> <p><b>Interactive Demonstration tonight:</b></p> <p>In small groups share and experience each student’s: <b>Math Activity and Math Kit will be share tonight ( 2 activities)</b></p>	<p><b>Assignment:</b></p> <p><b>Work on Dramatic Play Kit</b></p> <p><b>Due:</b></p>
8	4/2	<p><b>Work on Dramatic Play Kit.</b></p>	
9	4/9	<p><b>Spring Break-No class</b></p>	
10	4/16	<p><b>Lecture Topic:</b></p> <p><b>Social Studies and Multi-Cultural/Anti-Bias</b></p>	<p><b>Reminder:</b></p> <p><b>Dramatic Play Kits due next week:</b></p>

11	4/23	<b>Dramatic Play Tonight</b>	<b>Assignment:</b> <b>Final Notebooks</b> <b>Due:</b> <b>Must be turned within 1 hour after the start of the class otherwise it is considered late and points will be taken off. This is your Final Exam Project.</b>
12	4/30	<b>Lecture Topic:</b> <b>Lecture: Group Time Components</b>  <b>Due tonight: Social Studies</b>  <b>Bring Notebooks for Review</b>  <b>–Multi-Cultural Activity due tonight</b>	<b>Assignment:</b> <b>Social Studies Multi- Cultural Activity:</b> <b>Due:</b>
13	5/7	<b>Multi-Cultural Snack Experience Activity</b>	<b>Prepare Multi-cultural Snack experience for class are due:</b>
14	5/14	<b>Work on Final Notebooks-In Class Assignment</b>	<b>Final Notebooks</b> <b>Due: 5/21</b>
15	5/21	<b>Final Notebooks Due Tonight</b>	<b>Must be turned within 1 hour after the start of the class otherwise it is considered late and points will be taken off.</b> <b>Assignment:</b>  <b>** Prepare for Group Time Session</b>  <b>This will include a flannel story that you will make not purchase!</b>  <b>Due:</b>
16	5/28	<b>Work in class on Group Time Sessions</b>	
17	6/4	<b>Group Time Sessions Begin and are considered your final demonstration.</b>  <b>Group Time Sessions</b>  Students will be demonstrate in class-  Small group demonstration activities that each student will engage their group in. Each student must pre prepare a lesson plan and make 5 copies for each member of their group. The student must bring all the necessary materials.	<b>Final Day</b>

## Course Logistics

**This must be turned in at the end of the semester. Make sure you make a copy of it before turning it in!!!!**

### Individual Grading Sheet: Child Development 7

Name \_\_\_\_\_ Semester: \_\_\_\_\_

#### Assignments and Point System:

Assignment:	Due Date:	Possible Points:	Points Earned:
Essay		40 points	
Story Telling Activity		40 points	
Story Critique		40 points	
Rhyme		40 points	
Finger Play		40 points	
Poem		40 points	
Language Game		40 points	
Science Activity		40 points	
Science Kit		40 points	
Math Activity		40 points	
Math Kit		40 points	
<b>Dramatic Play Kit</b>		200 points	
Social Studies: Multi-Culture-Anti- Bias-Inclusion Activity		40 points	
Snack Time- Nutrition/multi-cultural		40 point	
Final Notebook		100 points	
Group Time/ Flannel Story		100 points	
Student Survey		10 points	
Total Points Possible: 950			

## Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

At the end of the semester make a copy of this page to submit to your instructor

Assignment:	Instructions:	Points:	Pts. Earned:	Notes:
<p><b>Essay</b></p>	<p><b>Topic:</b> What is creativity? How do we promote and support creativity in children? How do children learn?</p> <p><b>Task:</b> To write a 2 page essay on this topic that is from your own perspective and experience. I want to know your feelings and ideas on this topic as it lays the foundation for your understanding of why children learn through hands on creative experiences.</p> <p><b>Logistics:</b> 1. 2 pages</p> <p>2. double spaced</p> <p>3. 10-12 font is size maximum</p>	40		
<p><b>Weekly Lesson Plans and Self-evaluations</b></p>	<p><b>Task:</b> <b>Weekly prepare an assigned lesson plan form for a specific curriculum area. It must be typed on the form provided in the Assignment section or Resource section of the ETUDES Shell. Each are of the lesson plan must be filled out. The student will research for an activity that will provide children with an opportunity to explore, experiment, or practice mastering a skill or discovering a concept which will enhance their knowledge base.</b></p> <p><b>Logistics:</b></p> <p>1. 1 pages in length for each question is the minimum</p> <p>2. double spaced</p> <p>3. 10-12 font is size maximum</p> <p>4. Each student will make 5 copies of their filled out lesson plan to share with their peers when they present their activity to their small group. The instructor will get the original which will be used to grade the student. The peers in the small group will be responsible for critiquing each person's activity after the student presents.</p> <p>5. Each student must bring in all the supplies so that each member in their group of at least (5) will have the materials to actually do the activity. The student can check with the lab assistant to see if there are any supplies that the CD Lab can give the student. This must be done in advance.</p> <p><b>6. Each student must do a self-evaluation in the ETUDES Shell</b></p>	Each: 40 pts.		
<p><b>Dramatic Play Kits</b></p>	<p><b>Task:</b> Each student will create a life size dramatic play activity designed for children ages 3-5 years of age. You will pick a theme that supports children in learning about different aspects of life so that you open up new experiences for children to be able to do and be anyone they have a dream to be. It is an opportunity to explore</p>	200		

	<p>and experiment with a world of possibilities. Each student will pick a theme and collect materials and props for the children to use to engage in an imaginary world that represents real life experiences with real life materials. The student is not to buy things but collect things. A large sign must be posted with their kit to depict what the theme. Use the die cut machine and have pictures because the children are not reading yet.</p> <p><b>Refer to ETUDES Resources for pictures</b></p> <ol style="list-style-type: none"> <li><b>1. Collect materials and props/dress up clothes</b></li> <li><b>2. Make a sign</b></li> <li><b>3. Fill out lesson plan for instructor</b></li> <li><b>4. Bring Kit and set up according to instructions given that night.</b></li> </ol>			
<b>Flannel Stories</b>	<p>Task: Each student will design and create from one of their favorite stories a flannel story which entails the following:</p> <ol style="list-style-type: none"> <li>1. Purchase flannel material or felt of different colors to trace and cut out the characters of their story. The student will present the flannel story as part of the Group Time Final Session. The lab has the actual Flannel Boards to use in class. The point of the Flannel is to allow the children to come up and place the pieces on the board as the teacher is either reading the story with the book or reciting it from memory. The children will have to take turns.</li> </ol>			
<b>Final Notebook</b>	<p><b>Task: Each student will research activities in the curriculum components required in the table of content. There is a requirement of 5 activities (minimum) per curriculum component to get at least 100 pts. out of the 100 pts. possible</b></p> <p><b>Logistics:</b></p> <ol style="list-style-type: none"> <li>1. 3 ring notebook (2 inch size)</li> <li>2. Notebook must have a clear plastic cover in the front so that the student can design a cover.</li> <li>3. No plastic protector covers are allowed</li> <li>4. Use the Notebook provided in the ETUDES Shell</li> </ol>	100		
<b>Group Time</b>	<p><b>Task:</b> Each student will engage their small group peers in a group time session. There will be several components to infuse into the experience and each group time will reflect the curriculum areas that have been studied throughout the semester.</p> <p><b>Logistics:</b> Each student will fill out the group time form provided in the ETUDES Shell as well as the web form that organizes the group time theme and activities that support the theme. All the materials and props to engage the students in the group must be brought to class.</p>	100		



**Creative Experiences for Young Children II (CD 7)**

**(Section #0533)**

**Course Grading System**

**COURSE GRADING:**

**Projects = 40%**

**Activities = 20%**

**Class Participation = 40%**

(ETC)

**Total Points**

**GRADING SCALE:**

(100%- 90%) A

(89%- 80%) B

(79%- 70%) C

(69%- 60%) D

(Under 59%) F

<b>Course Specific SLO:</b>	<b>Evaluation:</b>	<b>Activity:</b>
Demonstrate through a written math curriculum plan component, familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for young children the student will justify the relevance and appropriateness of the activity in relationship to the objectives of the activity.	<b>Assessment and Evaluation Process for SLO's:</b>  The student will be given a format and a rubric to assist with the criteria and expectations for evaluation. SLO#: Benchmark: 70% of the students will score acceptable or above.	Students will do a math lesson plan activity using the Course Specific Outcome information.

<b>Creative Experiences for Young Children II (CD 7)</b>		
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**Course Evaluation and Requirements for Grading:****Expectations of Students for Appropriate Participation:****COURSE REQUIREMENTS:**

- Ø Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to five individual/group activities on assigned dates. All activities must be completed during class time. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.
- Ø Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- Ø Readings: All chapters should be read during the week they are assigned.

**College Attendance/Drop Policy:**

- Ø Your attendance is mandatory.
- Ø Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- Ø If you miss three class sessions, you will be excluded from class.
- Ø Last Day to drop a class without receiving a "W" 2/20
- Ø Last Day to drop a class to receive a "W" 5/8
- Ø It is the student's responsibility to:
  - o Inform the instructor at the end of class of your late arrival.
  - o Inform the instructor of personal/medical emergencies affecting your attendance.
  - o Obtain information about missed classes from fellow students.
- Ø It is the student's responsibility to officially drop this class if you stop attending.
- Ø Use the buddy system: Exchange phone numbers with classmate.
- Ø If you are absent the day any presentation is due you will lose the points for that assignment.
- Ø You must be present to participate in the presentations of other students.

**SIMPLE RULES OF CLASSROOM COURTESY:**

- Ø Arrive on time.
- Ø Attend class regularly.
- Ø Stay until class is over.
- Ø Come to class prepared with appropriate reading and writing materials.
- Ø Be respectful to your instructor and other classmates.
- Ø Use appropriate language at all times.
- Ø Do not bring food or drinks into the lab
- Ø The classroom and class time is reserved for students enrolled in the class only

(No Guests Please!)

All communication devices (cell phones, pagers, etc.) should be turned off or silenced during class hours.

## STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- Ø "Dishonesty, such as;
  - o cheating,
  - o knowingly furnishing false information to instructors and

college personnel,

- o turning in work that is not one's own (plagiarism).

- Ø "Obstruction or disruption of classes."
- Ø "Assault or battery, abuse, or any threat of force or violence directed to any member of the college community."

### CELL PHONE POLICY:

- Ø Students may not use their cell phones to accept or make calls while in class.
- Ø If cell phones and beepers are brought to class, they must be turned to silent or vibration mode.
- Ø Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice President has cleared him/her to return.

### CHEATING POLICY:

- Ø Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an "F" grade for the course.

### CHILDREN IN CLASS:

- Ø By directives of Academic Affairs, students are not allowed to bring their children to class. Childcare arrangements need to be made outside of class time.

### **Walking In and Out of Class**

When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. **Any student who makes a habit of walking in and out of class may be asked to leave.**

### **Office of Disabled Student Programs and Services (DSP&S)**

Student Services Building (SSB) 320 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).



## Keys to Student Success

**Key 1: Attendance Policy:**

It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

**Key 2: Drop Policy:**

It is the student's responsibility to process and official withdrawal from class.

**Key 3: Withdrawal and/or Incomplete Policies:**

College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.

**Key 4: Students with Special Needs:**

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

**Key 5: Academic Honesty:**

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

**Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:**

The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

**Key 7: College Level Work Standards and Student Commitment:**

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.

**Key 7: College-Level Writing Requirements**

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self-assessment.

**Key 8: Communication is the Main Ingredient to Success:**

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

**Key 9: Academic, Professional, and Personal Development:**

It is the intention of the WLAC Learning Community that each of our students will benefit from tis academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship.

**Key 10: Graduation, Certificates, Transfer, and or Employment:**

It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task with all the necessary requirements to fulfill their aspirations.