INSTRUCTIONAL PACKAGE

ECD 243

Supervised Field Experience I

Spring 2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2019

COURSE PREFIX: ECD 243   COURSE TITLE: Supervised Field Experience
CONTACT HOURS: 75   CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:
This is the capstone course of the program in which students put theory into practice in an early childhood setting and create a professional portfolio to demonstrate their accomplishment of the six NAEYC Associate Degree Standards.

COURSE DESCRIPTION:
This course includes emphasis on planning, implementing, and evaluating age appropriate methods, materials, activities, and environments of early childhood principles and practices.

This course includes emphasis on planning, implementing, and evaluating scheduled programs, age appropriate methods, materials, activities, and environments of early childhood principles and practices.

PREREQUISITES/CO-REQUISITES:
(Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC) and (Credit level ECD 237 Minimum Grade of C or Credit level ECD 237 Minimum Grade of TC) and Background Check Form 1

Permission of the department chair is required.

REQUIRED MATERIALS:
Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Textbook: *The Intentional Teacher Choosing the Best Strategies for Young Children's Learning.* Epstein, Ann S.
Textbook: *Increasing the Power of Instruction Integration of Language, Literacy, and Math Across the Preschool Day.* Schickedanz, Judith
Textbook: *Transition Tips and Tricks: For Teachers*. Feldman, Jean.
Textbook: *Powerful Interactions.*

<u>Textbook:</u> *Good Start Grow Smart South Carolina Early Learning Standards for 3, 4, & 5 Year-Old Children.* South Carolina Department of Education

Membership in SCECA	Printer or access to printer
Notebook or folders for student teaching materials	Portable storage device
Notebooks and artifacts from all previous ECD courses	Digital camera
Microsoft Office – Word	

ADDITIONAL REQUIREMENTS:
This is a lab class with **105 required hours** including preparation of materials and direct experience in the field. **Attendance at the SCECA Conference, a full day observation at the student teaching site, and one week of student teaching are required components of the course.** You are expected to provide your own transportation and any expenses associated with transportation to and from all conference attendance and required field work.

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.
Assignments will **_only_** be accepted for credit in Microsoft Word.

The majority of course requirements including submitting assignments, receiving notifications and feedback will occur through the course in D2L. The student will be required to access, download, and/or print material from "My Courses" through his(her) WaveNet account. Please be advised that technology issues or problems are **_not_** an acceptable excuse for **_not_** participating as **_required_** for attendance or failing to submit an assignment on the due date.

When having technology problems find another computer to complete the required work. Computers are open to students at numerous locations on all three campuses including open computer labs and the libraries. There are computers available for use in other public locations including the public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (i.e., D2L and WaveNet), and not the result of a broken computer, you should contact student online support OIT Help Desk at (843) 349-5340 or through their link on the WaveNet homepage. Although, technology issues or problems are **_not_** an acceptable excuse for **_not_** participating as required, it is a good idea to notify your professor about the problem or difficulty.

Student Responsibility and Course Academic Misconduct
Students must complete their own work whether online or in a traditional classroom. Under Section III - Proscribed Conduct - of the Student Code for the South Carolina Technical College System (3-2-106.1) as published in the Horry-Georgetown Technical College (HGTC) Catalog and Student Handbook (2010-2011), "Academic Misconduct *[is]* all forms of academic misconduct including, but not limited to, cheating on tests, plagiarism, collusion and falsification of information *[and]* will call for discipline. Alleged violations will be handled according to the procedures presented in Section IV" of the catalog (pp. 47–49). The disciplinary procedures and

possible consequences for an act of academic misconduct are detailed under Sections IV and V of the HGTC Catalog and Student Handbook (2010-2011) (pp. 49-54).

Therefore, students _must_ complete their _own_ work whether online or in a traditional classroom. Any student who does _not_ complete his(her) own work, completes his(her) work through significant assistance of another person(s) or completes work for another student, whether for compensation or not, has violated the Student Code (HGTC Catalog & Student Handbook, 2010-2011, p. 47-54) and has committed academic misconduct. The act of misconduct includes plagiarism, or the act of using or presenting another person's work as your own.

To avoid the question of plagiarism, all information and material used as reference for any paper or project must have a parenthetical citation in the text identify the source of that knowledge and also listed on the reference page as required by the Publication Manual of the American Psychological Association (2010).

Any incident of suspected academic misconduct will be investigated, and should the evidence find that student is in violation of the student code, the incident will be formally reported to the Chief Instructional Officer or her designate.

The possible disciplinary actions, which a professor may take for a substantiated incident of misconduct, are set forth in the Horry-Georgetown Technical College Catalog and Student Handbook (2010-2011) on page 52. The student with questions and/or concerns should consult the Student Code for the South Carolina Technical College System (3-2-106.1) published in the HGTC College Catalog and Student Handbook (2010-2011) and/or course professor of record.

Part II: Student Learning Outcomes

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

1. Use observations and knowledge of child development and learning to plan, prepare, and implement effective learning experiences and learning environments for young children. *(NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families, Key Elements A-D; NAEYC Standard 4: Using Developmentally Effective Approaches, Key Elements A-D; NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Elements A-C; Supportive Skill 1-5)*

2. Collaborate with children, families, and other early childhood professionals to inform practice. *(NAEYC Standard 6: Becoming a Professional, Key Elements A and C, Supportive Skill 3: Written and Oral Communication)*

3. Use reflective analysis to evaluate teaching and learning techniques, experiences, and environments. *(NAEYC Standard 6: Becoming a Professional, Key Element D, Supportive Skill 1: Skills in Self-Assessment and Self-Advocacy)*

4. Synthesize and integrate knowledge and experiences from ECD program of study to construct and present an electronic professional early childhood portfolio. *(NAEYC Standard 6: Becoming a Professional, Key Elements A, B, E, Supportive Skills 1-5)*

REQUIRED COURSE MEASURES/ARTIFACTS and EVALUATION:

MODULE ONE: Student Teaching

ASSESSMENT: Student teaching teams will plan, prepare, and implement age appropriate experiences while interacting with children, families, and other professionals to meet the needs of individual children. The content focus for the student teaching experience is integrating language, literacy, and mathematics. Experiences, materials, and assessment must be focused on literacy development and learning. Components of the assignment include:

Weekly plans	**Daily planning schedule**	**Letter to families**
Appropriate materials	**Assessment**	**Documentation panels**
Written reflections and analyses		

STUDENT LEARNING OUTCOMES

1. Use observations and knowledge of child development and learning to plan, prepare, and implement effective learning experiences and learning environments for young children
2. *Collaborate with children, families, and other early childhood professionals to inform practice.*
3. *Use reflective analysis to evaluate teaching and learning techniques, experiences, and environments.*

MODULE TWO: Professional Portfolio

ASSESSMENT: For each of the NAEYC Standards 1 through 6, students will create a professional portfolio by choosing artifacts from their Early Childhood courses and Student teaching that best represent how they have met each NAEYC Standard. Portfolio submission will be electronic. Upon completion, students will present portfolios to a current ECD class or other entity in the college or community.

STUDENT LEARNING OUTCOME

Synthesize and integrate knowledge and experiences from ECD program of study to construct and present an electronic professional early childhood portfolio.

Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Preparing for Student Teaching	200 points	20%
Professional Portfolio	200 points	20%
Field Experience	500 points	50%
Professional Presentation	100 points	10%
TOTAL	1000 points	100%

GRADING SYSTEM:
A = 900-1000   B = 800-899 C = 700-799 D = 600-699 F = 500-599

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (ACADEMIC CALENDAR).   You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in

excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement
Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements
Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

> *Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs *Title IX Coordinator* Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	**Jacquelyne Snyder, AVP Human Resources** *Section 504, Title II, and Title IX Coordinator* Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu