



INSTRUCTIONAL PACKAGE

ECD 243

Supervised Field Experience

Spring 2019
2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2020

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.

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.

ADDITIONAL REQUIREMENTS:

This is a lab class with **75 required hours** including preparation of materials and direct experience in the field. **Three half day observations at the student teaching site, and two week (half day) 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 required field work.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignments and/or one (1) virtual events to support student identification verifications. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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
Written reflections and analyses

Documentation panels

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.***

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

General Education Outcomes

This course fulfills the following General Education Outcomes through the (list the appropriate assessment). Upon completion of this course, students will be able to:

(Check all that apply.)

- Communicate effectively;
- Think critically;
- Self and professional development.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Student Teaching Reflective Journal	200 points	20%
Professional Portfolio	200 points	20%
Field Experience	500 points	50%

Professional Presentation	100 points	10%
TOTAL	1000 points	100%

***Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.**

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students 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 Vice President for Student Affairs, Dr. Melissa Batten, VP 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. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP 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.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*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 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 Vice President for Human Resources.

<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528- 6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528- 6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>
---	--