



INSTRUCTIONAL PACKAGE

ECD 243
Supervised Field Experience I

Effective Term
AY 2021-2022

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2022

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 appropriate practices in Early Childhood Education.

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:

Background Check Form 1
ECD 237 and ENG 155 or 101

***Online/Hybrid** courses require students to complete the [DLi Online Student Video](#) prior to completing an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

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.
myHGTC and college email address.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. 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.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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

1. Use observations, documentation, assessment, and knowledge of child development and learning to plan, prepare, and implement effective learning experiences and learning environments for young children.
2. Collaborate and communicate with children, families, and other early childhood professionals to inform practice.
3. Select appropriate inclusive resources to use.
4. Demonstrate professional behavior befitting an Early Childhood Professional.
5. Synthesize and integrate knowledge and experiences from ECD program of study to construct and present an electronic professional early childhood portfolio.
6. Use reflective analysis to evaluate teaching and learning techniques, experiences, and environments.

REQUIRED COURSE MEASURES/ARTIFACTS and EVALUATION:

MODULE ONE: Student Teaching

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, and Written reflections and analyses

STUDENT LEARNING OUTCOMES

1. Use observations, documentation, assessment, and knowledge of child development and learning to plan, prepare, and implement effective learning experiences and learning environments for young children.
2. Collaborate and communicate with children, families, and other early childhood professionals to inform practice.
3. Select appropriate inclusive resources to use.
4. Demonstrate professional behavior befitting an Early Childhood Professional.
5. Use reflective analysis to evaluate teaching and learning techniques, experiences, and environments.

MODULE TWO: Professional Portfolio

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 Assessment*

1. Demonstrate behavior appropriate for the Early Childhood profession.
2. 80% of the students will successfully meet by scoring 140 points or above on the observation rubric.

****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*

Preparing for Student Teaching	20%
Student Teaching	50%

Professional Portfolio	20%
Professional Presentation	10%
	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. You must have your Dean's approval if changes in the scale are made.

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. 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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC or sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or 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.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324). Option #2

STUDENT TESTING:

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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

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/TITLE IX 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.

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

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu