

COURSE OUTLINE

ORANGEBURG - CALHOUN TECHNICAL COLLEGE

ORANGEBURG, SOUTH CAROLINA

SEMESTER

ECD 243

Supervised Field Experience I

Developed by:
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Date:
October 2000

Approved by:

Suzanne Switzer
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Date: *June 15, 2004*

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Date: *6-15-04*

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Vice President of Academic Affairs

Date: *6.15.04*

Revised by:

Suzanne Switzer
ECD Program Coordinator

Date: *June 15, 2004*

COURSE TITLE & NUMBER: ECD 243 - Supervised Field Experience I
LECTURE HOURS:1 LAB HOURS:6 INSTRUCTOR'S NAME _____
CONTACT HOURS:1 CREDIT HOURS:3 INSTRUCTOR'S OFFICE NO. _____
INSTRUCTOR'S OFFICE HRS _____
INSTRUCTOR'S TELEPHONE _____

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

PRE-REQUISITE: ECD 237

PURPOSE OF COURSE: This course is designed to give students the opportunity to: plan, implement, and evaluate an appropriate daily and weekly scheduled program in a setting for young children; to plan, implement, and evaluate age-appropriate activities for young children; to provide for physical, social, emotional, and cognitive skills; and to implement strategies for personal improvements in identified areas. Students will be able to provide a safe/healthy learning experience, demonstrate personal level of competency in child development, plan creative activities, communicate effectively, and demonstrate classroom management skills. In addition, the students will develop a working knowledge of DSS, DHEC, and SC regulations for a child development center, become familiar with community resources, and become aware of the professional organizations available to people in the field of early care and education.

REQUIRED TEXTBOOK: Herr, J. & Libby, Y. (2003). Creative Resources for the Early Childhood Classroom. New York: Delmar Publishers, Inc.

OTHER REQUIRED EQUIPMENT: Three-ring notebook for teaching unit.

GRADING SYSTEM: All assignments that are done improperly will have points removed. After the class meeting of the due date, an assignment will not be accepted without notification to the instructor with a valid excuse):

Calendar and weather charts (2 x 50).....	100
Bulletin Board.....	100
Transition activities (5 x 20).....	100
Field trip plans (5 x 20).....	100
Unit plan and materials.....	200
Lesson plans (10 x 40).....	400
Total.....	1000

GRADING POLICY:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

If a grade below a C is earned, the student must repeat the course. A warning will be given at midterm.

ACADEMIC HONESTY: The use of another student's material in completing assignments is considered cheating. Students who are found cheating will be dismissed permanently from class.

ATTENDANCE: Students are expected to attend all class meetings. Record keeping for attendance purposes will begin with the first day the class meets. If a student must be absent, it is that student's responsibility to notify the instructor as quickly as possible of the absence.

Students are responsible for making up all work missed as a result of the absence, including examinations. Students must not accumulate more absences than double the number of times a class meets per week. For example, if the class meets twice a week, the student must not be absent more than four (4) times during the semester. If excessive absences are taken, the student will be

administratively withdrawn (with a grade of "W"). Extenuating circumstances may be taken into consideration by the instructor.

Three tardies shall be considered an absence. If a student is more than ten (10) minutes tardy, he or she shall be considered absent. If a student leaves more than ten (10) minutes prior to class dismissal, he or she shall be considered absent.

COURSE REQUIREMENTS:

1. Attend class (A student will be dropped after missing the allowed number of times. Three tardies=1 absence) During Supervised Field Experience each student is required to spend 6 hours weekly in lab throughout the semester, regardless of any additional hours spent in the lab during the implementation of the 2 week unit. Any change in hours or days must be submitted in writing to and approved by the Instructor and the student must then notify the lead teacher. When unavoidable absences are necessary, the lead teacher must be notified or 25 points per infraction will be deducted. Students will attend 1 hour of class/week.
2. Contribute orally in class.

3. Read all chapter assignments.
4. Develop a calendar and weather chart that are durable and use them during the two week practicum.
5. Develop an interactive bulletin board and use it during practicum.
6. Develop and implement five transitional activities.
7. Develop specific plans for 5 possible field trips in our geographical area.
8. Develop a 2-week teaching unit for all activities and experiences that will be implemented during the practicum. Provide for physical, social, emotional, and cognitive skills. Develop and provide for materials needed.
9. Attend all scheduled lab times. You will be required to get permission from the lab site for your participation, sign in and out each time you attend, and get an evaluation and verification of attendance. During the practicum, develop the lesson plan for and teach one lesson each from the following categories: fingerplay, flannelgraph, math, science, cooking, health/safety, social studies, art, movement, & music. Each lesson must be evaluated by the Instructor or lab site teacher.

COURSE COMPETENCIES:

COURSE COMPETENCY AREA: B

Curriculum Development - The Whole Child

SPECIFIC COMPETENCY:

2. Develop physical, social, emotional, and cognitive skills.

LEARNING OBJECTIVE:

- 2.1 Provide for physical, social, emotional, and cognitive skills.

LEARNING ACTIVITY:

- 2.1 Develop a 2-wk teaching unit for all activities that will be implemented during the practicum. Provide for physical, social, emotional, and cognitive skills. Develop and provide for materials needed.

SPECIFIC COMPETENCY:

3. Knowledge of assessments and interpretations.

LEARNING OBJECTIVE:

- 3.1 Plan, implement and evaluate an appropriate daily and weekly scheduled program in a preschool setting.
- 3.2 Plan, implement, and evaluate age-appropriate activities in the preschool program.

LEARNING ACTIVITY:

- 3.1 Develop a 2-wk teaching unit for all activities and experiences that will be implemented during the practicum. Develop and provide for materials needed.
- 3.2 Develop a lesson plan for and teach one lesson from each of the following categories: fingerplay, flannelgraph, math, science, cooking, health/safety, social studies, art, movement, and music. Each lesson must be evaluated.

SPECIFIC COMPETENCY:

6. Develop creative/age appropriate activities.

LEARNING OBJECTIVES:

- 6.1 Plan creative activities.

LEARNING ACTIVITIES:

- 6.1a Develop specific plans for 5 possible field trips in our geographical area.
- 6.1b Develop a calendar and weather chart that are durable, and use them during the two week practicum.
- 6.1c Develop an interactive bulletin board and use it during the practicum.

SPECIFIC COMPETENCY:

7. Develop working knowledge of standards.

LEARNING OBJECTIVE:

- 7.1 Develop a working knowledge of DSS standards for child development centers.

LEARNING ACTIVITY:

- 7.1 Attend the lecture given by DSS consultant on DSS standards for child development centers.

SPECIFIC COMPETENCY:

9. Communicate on appropriate levels.

LEARNING OBJECTIVE:

9.1 Communicate effectively.

LEARNING ACTIVITY:

9.1 Teach ten lessons.

SPECIFIC COMPETENCY:

12. Develop classroom management skills, lesson plans, daily schedules, classroom discipline.

LEARNING OBJECTIVE:

12.1 Demonstrate classroom management skills.

LEARNING ACTIVITY:

12.1 Develop and implement five transitional activities.

COURSE COMPETENCY AREA: F

SPECIFIC COMPETENCY:

1. Participate in Professional Organizations

LEARNING OBJECTIVE:

1.1 Become aware of the Professional Organizations available to people in the field of early care and education.

LEARNING ACTIVITY:

1.1 Discuss the professional organizations available to people in the field of early care and education.

SPECIFIC COMPETENCY:

2. Develop familiarity with: DSS, DHEC, and SC regulations.

LEARNING OBJECTIVE:

2.1 Become familiar with DSS, DHEC, and SC regulations.

LEARNING ACTIVITY:

2.1 Discuss DSS, DHEC, and SC regulations.

SPECIFIC COMPETENCY:

3. Identify and use community resources.

LEARNING OBJECTIVE:

3.1 Become familiar with community resources.

LEARNING ACTIVITY:

3.1 Develop specific plans for 5 possible field trips in our geographical area.

ECD 243 FIELD TRIP PLAN

SITE:

CONTACT PERSON:

PHONE NO.:

OBJECTIVES:

PREPARATION OF CHILDREN BEFORE TRIP:

COST:

TRANSPORTATION:

FOLLOW UP:

OTHER DETAILS:

Lesson Plan

Name _____

Supervisor _____

Date _____

Activity:

Objectives or goals:

Materials needed:

Procedure:

Evaluation:

Lesson Evaluation

Teacher's name _____ Date _____

Type of activity _____

Age of children participating _____

Number of children participating _____

Was teacher well prepared? _____

Did teacher have all materials necessary? _____

Were materials easily accessible to children? _____

Were directions clear? _____

What skills were involved? _____

Did the children learn anything? _____

Did the children enjoy the activity? _____

Was the interest level high? _____

Did the teacher have good control? _____

How was clean-up handled? _____

Evaluator _____

Date _____

ECD 243 UNIT PLAN

Use a three-ring binder notebook with divider pages and tabs. Have a title sheet, a table of contents with page numbers at the beginning, and bibliography at the end. Include a sketch of calendar and weather chart, a sketch and pictures of the bulletin board, transition activities, field trip plans, the entire unit with 10 lesson plans and evaluations. Include all ideas used in detail. Number all pages. Notebook must be complete, neat, attractive, and typed. BE PROFESSIONAL! Include this page for grading.

Student teacher's name _____

Title of Unit Plan _____

Unit Plan page (10).....	_____
Title page (10).....	_____
Table of Contents (10).....	_____
Bibliography (10).....	_____
Calendar sketch (15).....	_____
Weather chart sketch (15).....	_____
Bulletin board sketch (15).....	_____
Bulletin board pictures (15).....	_____
Transition plans (5 x 20 = 100).....	_____
Field trip plans (5 x 20 = 100).....	_____
Fingerplay ideas (10).....	_____
Fingerplay lesson plan & evaluation (40).....	_____
Flannelgraph ideas (10).....	_____
Flannelgraph lesson plan & evaluation (40).....	_____
Math ideas (10).....	_____
Math lesson plan & evaluation (40).....	_____
Science ideas (10).....	_____
Science lesson plan & evaluation (40).....	_____
Cooking ideas (10).....	_____
Cooking lesson plan & evaluation (40).....	_____
Health/Safety ideas (10).....	_____
Health/Safety lesson plan & evaluation (40).....	_____
Social Studies ideas (10).....	_____
Social Studies lesson plan & evaluation (40).....	_____
Art ideas (10).....	_____
Art lesson plan & evaluation (40).....	_____
Movement ideas (10).....	_____
Movement lesson plan & evaluation (40).....	_____
Music ideas (10).....	_____
Music lesson plan & evaluation (40).....	_____
Total (800).....	_____

Early Childhood Development

Bibliography

BOOKS:

Albenda, Pauline. Creative Painting with Tempera: a Guide to Developmental Learning in Painting. New York, NY: Van Nostrand Reinhold, 1970.

Call Number: ND 2470 .A4

Croft, Doreen J. An Activities Handbook for Teachers of Young Children. 5th ed. Boston, MA: Houghton Mifflin, 1990.

Call Number: LB 1537 .C67 1990

Day, Barbara. Early Childhood Education: Developmental/Experiential Teaching and Learning. 4th ed. New York, NY: Maxwell Macmillan International, 1994.

Call Number: LB 1029 .O6 D39 1994

DeVries, Rheta. Constructivist Early Education: Overview and Comparison with Other Programs. Washington, D.C.: National Association for the Education of Young Children, 1990.

Call Number: LB 1140.3 .D48 1990

Edelstein, Sari. The Healthy Young Child. Minneapolis/St. Paul: West Publishing Co., 1995.

Call Number: RJ 61 .E23 1995

Essa, Eva. Introduction to Early Childhood Education. 3rd ed. Albany, NY: Delmar Publishers, 1999.

Call Number: LB 1139.25 .E87 1999

Gardner, Howard. To Open Minds. New York, NY: BasicBooks, 1989.

Call Number: LA 217 .G37 1989

Gestwicki, Carol. The Essentials of Early Education. Albany, NY: Delmar Publishers, 1997.

Call Number: LB 1775.6 .G47 1997

Gordon, Ann Miles. Beginnings and Beyond. 4th ed. Albany, NY: Delmar Publishers, 1996.

Call Number: LB 1139.23 .G67 1996

Grant, Grace. Teaching Critical Thinking. New York, NY: Praeger, 1988.

Call Number: BF 441 .G73 1988

BOOKS:

Harlan, Jean Durgin. Science Experience for the Early Childhood Years: an Integrated Approach. 6th ed. Englewood Cliffs, NJ: Merrill, 1996.

Call Number: LB 1139.5 .S35 H37 1996

Iritz, Maxine Harem. Blue Ribbon Science Fair Projects. 1st ed. Blue Ridge Summit, PA: Tab Books, 1991.

Call Number: Q 182.3 .I75 1991

Peltzman, Barbara R. Pioneers of Early Childhood Education: a Bio-Bibliographical Guide. Westport, CT: Greenwood Press, 1998.

LB 1139.23 .P45 1998

Piaget, Jean. The Language and Thought of the Child. New York, NY: Humanities Press, 1959.

Call Number: LB 1139 .L3 P5

Roopnarine, J.L. Approaches to Early Childhood. 2nd ed. New York, NY: Maxwell Macmillan International, 1993.

Call Number: LB 1139.25 .A66 1993

VIDEOS:

Human Development: the first 2 ½ Years. Concept Media, 1991.

Call Number: VC 2022

Growth and Development in Infants and Toddlers. Health Communications Network, 1994.

Call Number: VC 2026

Age-specific Competencies. Medcom, Inc., 1998.

Call Number: VC 2904

PERIODICALS:

Childhood Development	Location: Microfiche
Early Childhood Today	Location: Current
Education Digest	Location: Current
Education Week	Location: Microfiche
Instructor	Location: Current
Parenting	Location: Current, Backstacks
Parents	Location: Current, Backstacks
Teaching Pre K-8	Location: Current
Young Children	Location: Current

STUDENT SYLLABUS RECEIPT

I, _____ have received the course _____ from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

STUDENT: _____

Date: _____

INSTRUCTOR: _____

Date: _____

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus.