

FLORIDA GATEWAY COLLEGE
BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION PROGRAM
STUDENT GUIDEBOOK

By

FLORIDA GATEWAY COLLEGE

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PREFACE

Florida Gateway College's (FGC) Early Childhood Education department has prepared this guidebook for use by students enrolled in the Early Childhood Education, B.S. (BEC) program. All students should also read the current FGC Catalog and Student Handbook for general information: The catalog and handbook are available online at <https://catalog.fgc.edu/> and <https://www.fgc.edu/life-at-fgc/student-resources/> respectively.

The BEC program reserves the right to change any statement in this guidebook concerning, but not limited to, rules, policies, curricula, and courses. Additionally, it is effective for both existing and new students. A current guidebook will be available on FGC's Teacher Preparation Programs website located at www.fgc.edu/education/. It is the student's responsibility to know and adhere to all applicable program rules and regulations.

This guidebook is intended to be a guide for students as they progress through the BEC program while attending FGC.

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, ethnicity, national origin, gender, religion, disability, age, marital status, genetic information, sexual orientation, pregnancy, or any other legally protected status in accordance with the law. The Equity Officer is Cassie Buckles, Executive Director of Human Resources, Building 001, Room 116, 149 SE College Place, Lake City, FL 32025, and may be reached at (386) 754-4313.

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LIST OF ABBREVIATIONS

AA	Associate in Arts Degree
APA	American Psychological Association (the writing style required for assignments)
AS	Associate in Science Degree
BEC	Bachelor of Science in Early Childhood Education Program
ECE	Early Childhood Education
ELCFG	Early Learning Coalition of Florida's Gateway
EPI	Educator Preparation Institute
FCCPC	Florida Child Care Professional Credential
FERPA	Family Education Rights and Privacy Act
FGC	Florida Gateway College
GPA	Grade Point Average
NAEYC	National Association for the Education of Young Children

DEFINITIONS

Advisor	<p>The person who advises students throughout the BEC program. This person will answer questions in regards to the program. This person will oversee all courses and will be the contact person for mentor teachers and course professors.</p> <p>The current advisor for the Early Childhood Education, B.S. program is Dr. Cuthbertson. Phone- (386) 754-4495; fax- (386) 754-4995; email- sharron.cuthbertson@fgc.edu.</p>
Mentor Teacher	<p>This person is responsible for assisting in the professional growth of the student during field experiences and internship. The mentor teacher will model appropriate teaching skills and positive behaviors. The mentor teacher works collaboratively with the course professor and BEC program in the continuing evaluation of the student.</p>
Field Experience	<p>These experiences provide necessary and valuable opportunities in classrooms to enhance the learning that takes place as part of the coursework in the BEC program. Hours required for field experiences vary and are stated in the syllabus. Failure to complete all field experience hours will result in an automatic “F” for the course, regardless of the final percentage in the course.</p>
Instructor or Professor	<p>A faculty member or adjunct professor who is hired by FGC to teach a course within the BEC program.</p>
Internship	<p>The semester-long internship is taken in the final semester and provides a more in-depth experience, during which time students assume full-time responsibility for planning, teaching, and assessing young children in an ECE classroom environment. Students must successfully complete the internship to graduate from the BEC program. The internship requires 25 hours per week in the classroom, starting with Week 2 and ending when the regular semester ends. Additionally, the internship must be completed in a classroom with children ages birth through age 4 and must be different than the age group from the lower-level internship.</p>
Student	<p>The person enrolled in the BEC program.</p>
Supervising Teacher	<p>The person who will conduct the observation during internships.</p>

WEBSITE LINKS

Career Services	https://www.fgc.edu/alumni/career-services/
Catalog	http://catalog.fgc.edu/
Complaints or Appeals	https://www.fgc.edu/students/complaints-and-appeals/
Email	https://outlook.office.com/mail/
FERPA	https://www.fgc.edu/students/registration-and-records/ferpa/
Financial Aid	https://www.fgc.edu/admissions-information/tuition-financial-aid/
FLDOE Certification Exams	https://www.fl DOE.org/accountability/assessments/postsecondary-assessment/fce/ http://www.fl.nesinc.com/ http://www.fl.nesinc.com/tests.asp
Graduation	https://www.fgc.edu/students/graduation/
Help Desk	helpdesk@fgc.edu
Home Page	www.fgc.edu
Library	https://www.fgc.edu/academics/library/
NAEYC Code of Conduct	https://www.naeyc.org/resources/position-statements
New Student Orientation	https://www.fgc.edu/admissions-information/orientation/
Residency Declaration	https://www.fgc.edu/admissions-information/how-to-enroll/residency-requirements/
Student Forms	https://www.fgc.edu/students/student-record-forms/
Student Handbook	https://www.fgc.edu/students/student-resources/
TEACH Scholarship	https://teach-fl.org/

Teacher Preparation Programs www.fgc.edu/education

Transcripts <https://www.fgc.edu/alumni/transcripts/>

UNF Master of Education: ECE Leadership <https://www.unf.edu/catalog/programs/gr/coehs/COE-MED-45ECINCIN7.html>

CHAPTER 1
BEC STUDENT INFORMATION

This guidebook provides necessary information regarding a student’s admission into the BEC program and while attending as a student at FGC.

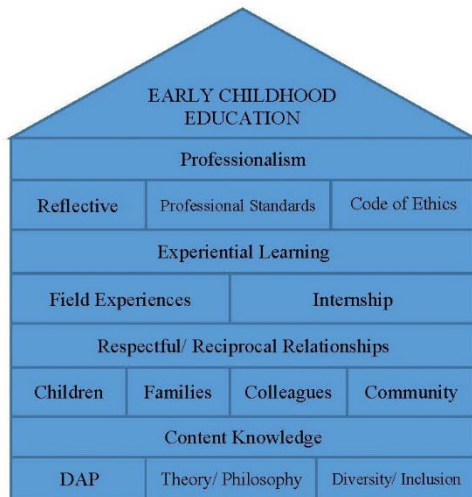
College Mission Statement

The mission of Florida Gateway College is to provide superior instruction, nurture individual development, and enrich the diverse communities it serves through affordable, quality higher education programs and lifelong learning opportunities.

BEC Program Mission Statement

The mission of the BEC (birth through age four) program is to meet the needs of the childcare industry by providing highly qualified early childhood educators for the college’s service district and surrounding counties. A visual representation of our conceptual framework supporting the mission statement is in Figure 1.1.

Figure 1.1. BEC Conceptual Framework.



BEC Program Admission Requirements

Admission/Eligibility Requirements

To be considered for this program a student must:

- Have a standard high school diploma or GED certificate
- Have a conferred Associate in Arts or Associate in Science degree

Steps in the Admission Process

Assistance with the admission process can be found at <https://www.fgc.edu/admissions-information/>. There are two applications for admission. The first is the baccalaureate application for admission to the college. The second is a program application, which is returned to the program advisor.

- Complete and submit an FGC Application for Admission found at <https://www.fgc.edu/>. Click Apply.
- Complete and submit a BEC Program Application found at www.fgc.edu/education. A copy is also available in [Appendix C](#).
- Submit official high school transcripts to Enrollment Services.
- Submit official transcripts for **all** colleges and/or universities attended to Enrollment Services.
- Submit all required residency documents to Enrollment Services.
- Schedule an advising appointment with the program advisor.
- Students should also read this guide in its entirety, sign the acknowledgment page ([Appendix G](#)) and email or fax it to the program advisor.
- Students should visit our New Student Orientation website found at <https://www.fgc.edu/admissions-information/orientation/>. This website provides resources to support you on your journey.

Family Education Rights and Privacy Act (FERPA)

Student records are confidential documents protected by FERPA. FGC adheres to institutional, state, and federal policies regarding the confidentiality of student records. More information about FERPA can be found at <https://www.fgc.edu/students/registration-and-records/ferpa/>. If a student would like FGC to share information with someone, they must complete an Authorization to Disclose Information form and send it to Enrollment Services (enrollment.services@fgc.edu). This form is required for all TEACH recipients.

Financial Assistance

Students may apply for financial aid, scholarships, grants, or student loans through the Office of Financial Aid. Information can be found by calling (386) 754-4244 or visiting <https://www.fgc.edu/admissions-information/tuition-financial-aid/>.

TEACH Scholarship: FGC accepts the TEACH scholarship, which is a third-party scholarship offered by The Children’s Forum. Information can be found at <https://teach-fl.org>. If awarded the scholarship, complete and return the authorization form in [Appendix D](#). Occasionally, TEACH must contact the Business Service Specialist – Accounts Receivable or the Bursar for information. Because of FERPA regulations, we cannot share any information without the authorization form on file. The form must be witnessed by an FGC employee or notarized. Failure to return the completed authorization form may affect whether the scholarship can be applied to the student’s account to pay tuition/fees. Additional information can be found by calling (386) 754-4208.

MyFGC Portal

Once students have been admitted, they are issued a student ID#. This is their User ID for access to the secure area of MyFGC. In MyFGC, students can add/drop courses, view their unofficial transcript, run a degree evaluation, view fees, make a payment, etc.

Canvas (FGC’s Learning Management System or LMS)

The BEC program is an online program. While general education courses can be taken online or on campus, all Early Childhood Education courses are only offered online. To access the courses,

- Go to the college’s homepage – <https://www.fgc.edu/>
- Click MyFGC Portal
- Click My Courses
- Click on the course

Within Canvas, there are additional supports available: tutor.com, career services, and student support.

Email

Email is an essential communication tool between FGC, the advisor, and students. It is often a key factor in successful completion of the program. Upon admission to FGC, all students are assigned an FGC Wolves email address. To find this email address, log into MyFGC, click on Personal Information, then View E-mail Addresses. To log into the Wolves email, go to <https://www.outlook.com/fgc.edu>. It is the student's responsibility to notify the advisor of any email problems. If problems occur, contact the Technology Help Desk at helpdesk@fgc.edu. Students should get in the habit of checking their email daily. FGC sends all information to college email addresses.

Canvas also has its own email portal. While emails sent through Canvas are forwarded to the Wolves email, emails sent directly to the Wolves email are not accessible in Canvas. Canvas is the primary way of communicating with professors regarding coursework, but all other communications to and from the college will be through Wolves email.

Name / Address Change

A change in name, as well as changes to an address or telephone number must be reported to Enrollment Services and the advisor. Complete the Name Change Form (Student) and submit it to Enrollment Services at the email address or fax number provided on the form, which can be found at <https://www.fgc.edu/students/student-record-forms/>.

Electronic Academic Records

Official transcripts can be requested at <https://www.fgc.edu/alumni/transcripts/>. Students may access their unofficial transcript through the MyFGC Portal.

Students can also generate a degree evaluation at any time throughout their program to determine what courses are still outstanding. To do this, log into MyFGC, click on Student, Student Records, Degree Evaluation, Select the Term, click on the program, and click on Generate Request. It is a good idea to do this periodically to make sure everything is accurate. If there are inaccuracies, contact the advisor.

CHAPTER 2 BEC PROGRAM INFORMATION

The following information is provided to help students successfully complete the BEC Program. Additional supports, course information, and expectations are included.

Student Learning Objectives

Upon successful completion of the program, students will have demonstrated knowledge and proficiency in all NAEYC and state standards identified in each of the Professional Core Courses. An outline of all standards can be found in [Appendix B](#).

As part of demonstrating mastery, all students, including those transferring in from other colleges, must complete each key assessment.

Student Advising

Students will receive academic advising with an advisor. Currently, the BEC program advisor is Dr. Sharron Cuthbertson, (386) 754-4495, sharron.cuthbertson@fgc.edu. The advisor and the student will discuss the degree plan at the beginning of the program and will address any issues as they arise. Not all required courses are taught every semester, so a student should not withdraw from courses or make changes to the degree plan without first speaking with the advisor.

It is important that students maintain contact with the advisor. This person is the first point of contact and can provide assistance if problems arise, need assistance, or are not sure of what services are available for academic, mental, and emotional support.

FGC has begun using Navigate, which is an advising tool used by the advisor to support the student's progress and success while in the program. Navigate has an email feature, allowing students and advisors another option of communication.

Student Registration

Students can register through the MyFGC Portal. While general education courses are offered each semester, most Professional Core Courses are only offered one time per year. Students should meet with the advisor (via email, phone, video conference, or in person) before registering to ensure they are taking courses at the correct time. If they do not register for a specific course in the semester offered, it may affect financial aid and/or TEACH status. It could also affect the anticipated graduation date.

Students utilizing financial aid should contact the Financial Aid office at (386) 754-4244 to verify their status and process for paying tuition. Students receiving the TEACH scholarship need to print their Student Detail Schedule and send it to their TEACH counselor. Once the schedule has been received by TEACH, they will send FGC an award letter.

Textbooks

Textbook information can be found at www.fgc.edu. Scroll over Life at FGC and click Bookstore. Students can search using their student ID# or course number. All books listed for a course are required.

Students receiving the TEACH scholarship purchase their books and send the receipt to the TEACH counselor for reimbursement.

Student Progression

Students are expected to maintain the standards of acceptable conduct as identified in FGC's Student Handbook and maintain compliance with NAEYC's Code of Ethical Conduct when acting in a student capacity, either on an FGC campus or in a child care setting interacting with children during field experiences and internship. These can be found at <https://www.fgc.edu/life-at-fgc/student-resources/> and <https://www.naeyc.org/resources/position-statements/ethical-conduct> respectively.

Program Completion

- All early childhood courses must be completed with a grade of “C” or better. This includes upper- and lower-level courses.
- Students repeating a course must also repeat any field experience or internship that is required as part of the course
- Students earning a grade below a “C” at the midpoint of the semester should contact their professor and advisor immediately for an appointment
- Throughout the semester, professors submit names of students who are at-risk and struggling to the Early Alert System. If a notice is received from the Student Success Center, contact the professor immediately
- Students must maintain a minimum GPA of 2.0 or better throughout the program and graduate with a minimum GPA of 2.0

Articulation Credits

Students with a current DCF Staff Credential will receive credit for EEC 1001-

Introduction to Early Childhood Education (3 credit hours).

Course Grades

BEC professors adhere to the grading practices established and presented in the FGC Catalog, reprinted in [Appendix A](#). The grading scale and breakdown of scores are provided in each course syllabus. Students are evaluated based upon

1. Mastery of the program learning outcomes, state standards, and NAEYC standards through
 - a. Exams,
 - b. Assignments,
 - c. Discussion board conversations
2. Performance in courses with field experience or internship placements
3. Attendance as outlined in each course syllabus

Incomplete Grades

Incomplete grades are reserved for students who are unable to complete a course and the withdrawal date has passed. A student should only be issued an incomplete if at least 75% of the course assignments have been submitted and the student can reasonably complete the remaining assignments **within the first three weeks** of the next term to earn a passing grade. Otherwise, students should be issued the earned letter grade in the course at the end of the current term. The

Incomplete Grade Request Form must be completed and submitted for approval by the **FIRST day of Final Exams** and BEFORE issuing the “I” grade. The instructor will describe the circumstances leading up to the requested “I” for the course, and list the missing assignments, quizzes, exams, and any other course requirement needed to satisfactorily complete the course **within the first three weeks** of the next term. The form must be signed by the instructor, student, and the Dean/Executive Director over the program. Once all participants have signed, an approval email will be sent to the instructor for authorization to assign the “I” grade. All “I” grades must be removed prior to applying for graduation.

Student Program Modification or Withdrawal

The following sections are for students who must modify their degree plan or withdrawal from the program. Dismissal and administrative withdrawals are also included, as well as the appeals process and readmission.

Program Modification

Students may modify their degree plan from either part-time or full-time status. If this becomes necessary, contact the advisor to discuss such changes. Since not all Professional Core Courses are offered each semester, it is important to discuss changes with the advisor. Any change to a student’s enrollment status will result in a change to the anticipated graduation date.

Dropping a Course

Students are able to drop a course during the add/drop period listed in the academic calendar for each semester and located in the Critical Dates table in each course syllabus. It is the student’s responsibility to know the academic deadlines. When a course is dropped, it is removed from the student’s transcript, as if it had never been registered for. Tuition is also refunded.

Student Initiated Withdrawal

Students may withdraw from a course within the withdrawal period listed in the academic calendar for each semester and located in each course syllabus. It is the student's responsibility to know the academic deadlines. Students who choose to withdraw will be able to register for the same course in a future term. However, the withdrawal will count as an attempt and there is no refund of tuition. Prior to submitting the withdrawal paperwork, students are required to contact their advisor and the Financial Aid office or scholarship representative (i.e., TEACH) to discuss how the withdrawal will affect their eligibility. Taking the same course multiple times may affect tuition rates.

Students must also follow FGC procedures outlined in each syllabus when withdrawing from a course. Students who fail to follow the required procedures will be awarded the grade they earn.

Dismissal or Administrative Withdrawal from the BEC Program

Dismissal or administrative withdrawal from the program may occur based on the Student Code of Conduct and Student Discipline sections of the FGC Student Handbook. During all field experience and internship placements, students are to adhere to and follow the FGC Student Code of Conduct in addition to NAEYC's Code of Ethical Conduct when working with young children. These can be found at <https://www.fgc.edu/life-at-fgc/student-resources/> and <https://www.naeyc.org/resources/position-statements/ethical-conduct> respectively.

Student Complaints/ Appeals

If a student wishes to file an academic appeal, grievance, or general complaint, steps to do so can be found at <https://www.fgc.edu/students/complaints-and-appeals/>.

Readmission to the BEC Program

Students who withdraw from the program will need to reapply for admission to FGC and submit an updated Residency Declaration if it has been more than three (3) semesters since taking a course. Students will be required to meet with the advisor for assistance and identify ways in which FGC can support their future retention in the program.

Course Information

The following sections pertain to coursework and class expectations.

Student Evaluation of Individual Courses and the BEC Program

Students are encouraged to contribute to the growth and improvement of the program through various methods. Students can complete the course evaluation offered through their Wolves email account and available in Canvas for each course in which they are enrolled during the fall and spring semesters. Additionally, students are asked to contact the course professor and advisor as needed.

Class Attendance

As previously stated, the attendance policy is outlined in every course syllabus. A professor may penalize a student who fails to follow the course attendance policy. Failure to log into Canvas a specific number of times per week is considered an absence. Absences jeopardize a student's ability to achieve the objectives of the course and are inconsistent with professional behavior. While the Early Childhood Education courses are currently only available online, should face-to-face courses be offered in the future a tardy policy will also be instituted. General education courses are available online or on campus.

Class Courtesy

Professional behavior is an expectation of all students when in online classes, when present in a traditional classroom, or during field experiences and the internship. This includes

respect for course professors, faculty members, other students, and any outside speakers or visitors to the classroom. Students should be prepared to participate in class discussions. Students who demonstrate unprofessional behavior in class, online, or during any field experience or internship will be asked to leave and may be at risk of dismissal from FGC. Disagreements and healthy discussions are acceptable, as long as they remain respectful and professional. Every syllabus also includes a section on course policies.

Cell phones, tablets, and other wireless communication devices should be silent while participating in class, during field experiences, and the internship. Students should notify the mentor teacher if they have an emergency and need to request an exception to this policy.

Written Assignments

All assignments must be the student's own thoughts, ideas, and work. Students must demonstrate a professional level of scholarship by following the current American Psychological Association (APA) format. Guidelines for correct usage of APA style may be found in the most recent edition of the *Publication Manual of the American Psychological Association* (<https://apastyle.apa.org/>). Students can also receive assistance with APA style writing at the Student Success Center and online.

Additional support is available through the FGC library (<https://www.fgc.edu/academics/library/>). Students should make themselves aware of the plagiarism policy found in the Student Handbook and copied here.

6Hx12:9-08 Student Discipline: Plagiarism is the unauthorized use of the words or ideas of another, and the representation of them as one's own. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them.

When direct quotations are used, they must be indicated and when the ideas of another are incorporated in the paper, they must be appropriately acknowledged. Plagiarism may result in reduced grade, failure of assignment, failure for course, or other actions by the College. (p. 16)

While students are expected to refer to the textbooks and outside resources to support comments in assignments, they must cite the source and include references.

Computer Access

All students must have access to a computer and be proficient in word processing, email, creating presentation, and video conferencing. Students must also have reliable Internet service to access online classes and conduct online research. All Early Childhood Education courses are currently offered in a web-based format and departmental communications are sent via FGC Wolves email. While most students prefer the convenience of doing their coursework on their own personal computer, computer access is available in other ways for students who do not own a computer (i.e., public libraries & FGC campuses). Other forms of technology, such as smartphones and tablets are convenient, but they have limitations as to what they are capable of. Computers and laptops should be used for submitting coursework.

NAEYC Accreditation

The Early Childhood Education, B.S. degree at FGC is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. The current accreditation term runs from March, 2022 through March, 2029.

Key Assessments

Throughout the program, there are six (6) key assessments. These are required for successful completion of the program. Each key assessment is assigned in a course with field experience or the internship. Each represents a significant percentage of the final grade (30%) for the course. Failure to complete the key assessment for a course will result in an automatic “F”, regardless of the final percentage. Table 2.1. lists the current key assessments and assigned courses.

Table 2-1. NAEYC Key Assessments.

EEC 4227	KA1: Creative Arts Project
EEC 4661	KA2: Theory, Philosophy, and Pedagogy Project
EEX 3603	KA3: Positive Behavior Supports
EEC 4613	KA4: Developmental Screening
EEC 3400	KA5: Parent and Teacher Relationships
EEC 4940	KA6: Capstone Project

Key Assessments for Transfer Students

For students transferring into the BEC program, if a course with a key assessment has transferred in from another institution, the student must complete the key assessment during the first semester at FGC. This assessment will be a pass/fail and will meet the standards identified for that key assessment. The assessment must be submitted by the due date. If not, the student will be required to re-take the course at FGC and complete all course requirements, including the field experience. The internship course cannot be transferred in.

Graduation

In addition to the BEC program requirements, students must satisfy all college graduation requirements specified in the FGC Student Handbook. Students planning to graduate must apply for graduation by the deadline established by the college and meet all college requirements related to graduation. Additional graduation information, including the graduation application, can be found at <https://www.fgc.edu/students/graduation/>. Students may also get the application at the Enrollment Services office or the advisor's office. Graduation requirements are listed in the FGC Catalog.

Transfer for Master's Degree

FGC has an articulation agreement with the University of North Florida (UNF). This agreement facilitates the transfer of students graduating with their Early Childhood Education, B.S. degree from FGC to the Master of Education: Educational Leadership with a concentration

in Early Childhood Education Leadership at UNF. Information about this program can be found at <https://www.unf.edu/catalog/programs/gr/coehs/COE-MED-45ECINCIN7.html>.

Becoming a Certified Teacher

For those interested in becoming a Florida certified teacher, a bachelor's degree is required. The BEC program is a non-certification program. While it is recommended that anyone wanting to teach K-12 apply to a certification program, if the student intends to complete the BEC program, plan to also attend EPI (Alternative Certification Program) upon graduation.

Career Services

Alumni have access to our Career Services Center and are able to utilize our online resources, as well as participate in campus events. Resources available are a career coach, career exploration, career planning, and identifying optional careers possible with an Early Childhood Education, B.S. degree. These are available at <https://www.fgc.edu/alumni/career-services/>.

CHAPTER 3 FIELD EXPERIENCE AND INTERNSHIP POLICIES

An essential part of professional preparation at FGC is the experiential learning opportunity. Multiple opportunities are available through the field experience and internship components embedded in various Professional Core Courses throughout the BEC program. Field experiences and the internship allow students to increase their knowledge through the observation of children in the child care center environment and include interactions with the families of those children.

While this program is designed for students working full-time in classrooms, there are placement location and age range requirements for the field experiences and internship. Students will have experience working in at least two of four placements (child care center; Head Start; family child care; public school) and with at least two of three age ranges (birth to 36 months; 36 months to 60 months; grades K - 2). It is important to note, though, that the internship course (EEC 4940) must be completed in a birth through age 4 setting and with a different age group than those worked within the lower-level internship. This means that if the lower-level internship was completed in preschool (36 to 60 months), then the upper-level internship must be with infants or toddlers (birth to 36 months). And, vice versa. Appendix E provides a chart of field experience and internship location and age requirements.

Confidentiality

Due to the importance of understanding confidentiality, it is mentioned first before any other field experience and internship policy. During field experiences and internship, students will have access to confidential personal and family information of young children. Students may also have access to sensitive center information. It is extremely important and necessary that confidentiality is practiced. Information concerning a child, a family, or a child care center is not to be discussed after leaving the field experience or internship setting. Violation of this

policy may result in being removed from the center and may jeopardize future placements. Additionally, there is a confidentiality statement that must be signed and submitted in Canvas for EEC 4940, the internship course ([Appendix F](#)).

Field Experience and Internship Process

If employed at a child care center (including private centers & public school VPK classrooms), the student may complete some of their field experiences at their worksite. When taking the final internship, students may complete it in their classroom (PreK or younger) if the lower-level internship was with another age group.

Students will be required to complete some field experiences at a site other than their worksite to provide a diversity of experiences. A chart outlining the various field experience and internship requirements is available in [Appendix E](#). Students are responsible for finding an available placement, identifying a mentor teacher, and notifying the course professor with this information. The course professor must approve all of the field experience and internship placements and the mentor teacher. Failure to secure a placement or mentor teacher may result in delaying program completion a full year.

It is important to note that, while students are responsible for finding their own placements, they must ensure that the placement is developmentally appropriate. Placements in classrooms that engage in inappropriate practices will hinder the successful completion of the program. This may also affect observation scores in internship course. The same is true for identifying a mentor teacher. FGC has created a list of qualifications that mentor teachers must meet in order to be accepted (Table 3.1). FGC has also created a list of qualifications that a location must meet in order to be approved (Table 3.2).

Table 3.1. Mentor Teacher Qualifications*.

Course		Education	Experience
1001	Director, Teacher, or Other Education Specialist**	FCCPC	1 year at the center
		AA	1 year at the center
		Associate Degree in Early Childhood or higher	1 year at the center
2949	Director	Director Credential	5 years combined experience as teacher and/or director
		Associate Degree in Early Childhood or higher	1 year at the center
	Teacher or Other Education Specialist**	FCCPC	5 years with at least 1 year at the center
		Associate Degree in Early Childhood or higher	1 year at the center
	If no one at the center meets qualifications, it will be an FGC instructor/coordinator		
4940	Public School	Bachelor Degree or higher	1 year in VPK or kindergarten
	Center Teacher or Other Education Specialist**	Bachelor Degree of higher	1 year at the center
		Associate Degree in Early Childhood	3 years at the center
		Director Credential	5 years with at least 1 year at the center
	If no one at the center meets qualifications, it will be an FGC instructor/coordinator		

* Mentor teachers cannot be subordinates of student.

** Other Education Specialist- Curriculum Specialist, Education Coordinator.

Table 3.2. Location Qualifications.

<ol style="list-style-type: none"> 1. Be licensed with DCF or approved VPK provider 2. Licensed or approved at least five (5) years 3. No DCF Class 1 or Class 2 violations for the past two (2) years 4. Have a teacher or supervisor on site who can serve as the mentor teacher (see qualifications in Table 3.1)
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Log Sheets

Students are responsible for maintaining a log of hours completed using the log sheet available in each Canvas course requiring a field experience or internship. For field experiences, the log sheet must be signed by the lead teacher or supervisor verifying its accuracy. For the internship, the log sheet must be signed by the mentor teacher. For all courses, log sheets must be submitted to the course assignment in Canvas by the assigned date in the course syllabus. Failure to submit the log sheet verifying the hours completed may result in a grade of “F” regardless of the final percentage in the course.

Purposes for the Field Experiences and Internship

- To learn if a profession in early childhood education is the right career
- Observe actual classroom practices
- Observe different aspects of children’s lives, including cognitive, social, physical, and emotional
- Gain experience working with children of various ages in various early childhood settings
- Grow into the role of lead teacher
- Integrate theory and practice
- Observe and reflect on different teaching and classroom management techniques
- Observe and experience non-teaching duties related to early childhood classrooms
- Collaborate with other professions to grow as educators

Field Experience and Internship Attendance

The student must be present for all field experience hours required for each course. If a student has more than one course requiring a field experience in the same semester, the student cannot count the same logged hours for both courses. For example, students who are registered for two courses, each with a 10-hour component, must complete 20 hours to satisfy both field experiences.

During the internship, the student needs to attend on the same days each week, at the same time, and be in the same classroom. Children need consistency. Otherwise, classroom management issues are more likely to occur, which may affect the classroom observation.

If the student is late or does not attend when scheduled, it is the student's responsibility to notify the classroom and/or mentor teacher and reschedule any time that has been missed. It is recommended that students also let their professor know about missed hours. In cases of prolonged or repeated absences, the professor will consult with the classroom and/or mentor teacher and advisor to determine if the student's placement should be terminated. Failure to meet all requirements, including attendance, may result in delaying program completion a full year.

If a student repeats any course with field experience hours or the internship, the required hours must be repeated as well.

Arriving on the First Day

Students should be familiar with the center's location and allow enough travel time. Students should report to the placement at the time arranged. Unless otherwise instructed, report to the center office to check-in, then to the classroom. Arrange to meet the center director within the first two days of the field experience or internship. Follow the center's calendar and not FGC's calendar during any placements; this includes federal holidays and spring break.

Engaging in Professional Activities at the Center Placement

Students should attend professional meetings deemed appropriate by the classroom and/or mentor teacher and center director. These include in-service workshops, staff meetings, parent meetings, etc.

Transportation

Students shall be responsible for their own transportation to and from any agency or institution included in curriculum requirements, including all assigned field experience and internship placements.

Health and Safety Issues During Placements

Field experience and internship placements require a high level of responsibility for the safety and welfare of the children in their care. The following sections outline the expectations of all students enrolled in the BEC program.

Student Illness

Students who are ill and cannot attend his/her placement should notify the classroom and/or mentor teacher and course professor as outlined above. Follow all CDC guidelines and become aware of the center's policy. If the center still has a COVID policy in place, follow these procedures as well.

Substance Use and/or Abuse

Substance use or abuse is inconsistent with the ethics of early childhood education, the BEC program, and FGC. Substance use/abuse adversely affects cognitive, sensory, affective, psychomotor, reasoning abilities, and reaction times during emergencies, and can be life threatening to oneself and others. "The possession or consumption of alcoholic beverages or illegal drugs on college property, or at events sponsored or supervised by the college, or on college sponsored trips is prohibited" (FGC Student Handbook, Drug/Alcohol Abuse 6Hx12:10-9, p. 16). This policy extends to students during their field experience or internship placements. Violation of this policy may result in dismissal from FGC. More information regarding the college's Drug-Free Campus policy is available in the FGC Student Handbook.

Obtaining Accommodations for Special Needs and Disabilities

As per Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with disabilities who do not already have a child care center available should contact the advisor to assist in securing an appropriate placement and arranging

proper accommodations. The advisor and student may consult with the Office of Accessibility Services.

Obtaining Assistance for Temporary Conditions

Students should inform the advisor of special health conditions (i.e., pregnancy, broken arm/leg, temporary medication, etc.) prior to the beginning of the placement, or as soon as possible. This allows the professor and advisor the opportunity to assist in ensuring the continued placement or to make arrangements for making up hours missed.

Fingerprinting and Background Screening

At field experience and internship placements, all students will be subject to fingerprinting and Level II background screening as required by Florida statute. Failure to comply or pass screening will result in the student's inability to complete required elements of the program and be ineligible for graduation. All costs associated with this process are the student's responsibility.

Miscellaneous Field Experience and Internship Information

The following sections provide information necessary for the program but not directly related to any section identified thus far.

Canceling or Changing a Placement

Internship hours start in Week 2 and end in the final week of the regular semester. This equals 14 weeks. Any change to a placement must occur by the end of Week 5 of the semester. If a change occurs after Week 5, the student will have to take the course again during the next offering. This has been identified as the cutoff week for various reasons, most importantly, it is for the student's benefit because time is needed to develop relationships with the children and establish a classroom routine to lessen behavioral and classroom management issues.

Students who find it necessary to cancel or change a field experience or internship placement must contact the professor and advisor prior to stopping placement attendance or initiating such cancelation. Cancelation of a placement may be deemed necessary by either the professor, mentor teacher, or child care center based on the student's behavior, performance, or other factors affecting the health, safety, and/or academic progress of the children attending the center. Students are not to leave or change their placements without the permission of the professor. Failure to do so may result in dismissal of the program or delay program completion by a year.

Repeating Field Experience or Internship Placement

In cases where the student must repeat a placement, the professor will work with the advisor to support the student's successful completion of the required placement. Courses requiring a field experience placement and the internship course may each be repeated one time. Failure to successfully complete any course within two attempts may result in dismissal from the program.

Passing the Internship

The professor assumes full responsibility for assigning all grades at the completion of internship. However, the mentor teacher's evaluation is a factor in assigning the final grade. Each student will receive a grade in accordance with FGC's grading scale outlined in [Appendix A](#).

Professional Expectations during Field Experience and Internship Placements

The following list identifies what is expected of the student during all placements. This list is not exhaustive. Students should also follow NAEYC's Code of Ethical Conduct.

- Be prepared – Students are required to obtain a copy of the child care center's most recent Faculty and Parent Handbooks. Students should read, understand, and abide by the content

in each handbook. Students should pay careful attention to the safety procedures and guidelines for each center placement as they may be different.

- Complete all necessary paperwork – Students are required to have any paperwork required by the center completed prior to the first day of the placement. This includes any background screening or volunteer training they must attend. Each center may have different requirements so check early.
- Be punctual – To maintain professionalism, students should always plan to arrive at least 10 minutes before their scheduled arrival time. While punctuality is important, if the student is delayed, they need to notify the mentor teacher and course professor. Any missed time must be made up.
- Always attend when expected – Students are to attend every day as scheduled and maintain a log of hours. In the case of illness or emergency, contact the mentor teacher and course professor. It is the student’s responsibility to schedule any time missed to satisfy all required field experience and internship hours.
- Professional dress – Students should be aware of and follow the center’s dress code for employees. In representing yourself as a professional, FGC, and the BEC program, choice of clothing is essential. It reflects one’s values related to early childhood education.
- Observe Confidentiality – Students must be mindful of confidentiality in all conversations and interactions in the center, in the community, on the Internet, and in class. Students should try not to use any teacher’s or student’s real names; use pseudonyms (a fake name). Any breach of confidentiality may result in dismissal from the placement and/or dismissal from the BEC program. Legal consequences are also possible. A confidentiality statement for the internship must be signed and submitted in Canvas ([Appendix F](#)).
- Be an active participant in the placement – Students are guests in the child care center and are there to observe and support the mentor teacher. Students should volunteer to help and follow the teacher’s lead when appropriate. Most teachers appreciate the additional assistance in the classroom but discuss this first to avoid any misunderstandings. During the internship, the student should begin to take on more teaching responsibilities. This includes whole group, small group, center time, etc. When the supervising teacher conducts the observation, the student will be responsible for everything that occurs in the classroom during these 2 hours.
- Cell phone – Students should not use their cell phones or accept phone calls, return text messages, or browse the Internet during their placement.
- Take only the essentials – Many center classrooms are crowded and there is little room for extras. Students should only take in essential materials (i.e., a notebook, pen/pencil, lesson materials if appropriate). Textbooks, homework, backpacks, etc. should be left at home or in the car. Bringing water is at the discretion of the mentor teacher and should be discussed prior to bringing it into the classroom.
- Observe universal precautions – When possible, the mentor teacher or custodial staff should take care of any accidents that occur in the classroom (i.e., blood, vomit, or other bodily

fluids). However, if it becomes necessary for a student to become involved, be familiar with and observe universal precautions. They should be available at all centers.

- Do not conduct research – Students are not to conduct any testing or survey the children attending the center that is not related to their coursework or the mentor teacher’s lesson plans.
- Report suspected child abuse, child neglect, and/or child in crisis – Students must report concerns to the mentor teacher and the professor. These individuals will assist students in the appropriate steps. If neither person assists the student, the student should contact the advisor. As mandatory reporters, educators must report any suspected child abuse or neglect.
- End the placement positively – Students should express their appreciation to the mentor teacher for welcoming them into the classroom. It is also recommended that students write a personal note to the mentor teacher as a professional gesture.
- Problem solving – If a problem arises, students should try to resolve it with the mentor teacher and professor. If a resolution is not reached, the student should contact the advisor.

Conclusion

The FGC professors and advisor hope that students are eager to begin the BEC program. Students will find their time at FGC interesting, fascinating, and sometimes frustrating. Additionally, it is the hope of all involved that each student finds the field experience and internship placements challenging, encouraging, thought-provoking, and educational. This program will help students learn more about early childhood education, about themselves, and about the profession of working with children during the most important instructional time of their lives.

APPENDIX A
FGC GRADING SCALE

Table A,1. FGC Grading Scale.

Grade	Percentage (%)
A	90 – 100
B+	87 – 89.9
B	80 – 86.9
C+	77 – 79.9
C	70 – 76.9
D+	67 – 69.9
D	60 – 66.9
F	≤ 59.9

APPENDIX B
NAEYC STANDARDS AND STATE STANDARDS

Table B.1. NAEYC Standards.

1	Child Development and Learning in Context
2	Family-Teacher Partnerships and Community Connections
3	Child Observation, Documentation, and Assessment
4	Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
5	Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
6	Professionalism as an Early Childhood Educator

Table B.2. FLDOE State Standards for Preschool Education.

1	Knowledge of typical and atypical early childhood development
2	Knowledge of early childhood foundations, standards, and professional practices
3	Knowledge of issues and practices for engaging culturally diverse families and communities
4	Knowledge of curriculum and developmentally appropriate practice
5	Knowledge of developmentally appropriate learning environments
6	Knowledge of developmentally appropriate guidance that supports the self-regulation and social-emotional development of young children
7	Knowledge of children with varying exceptionalities and special considerations and the impact on families
8	Knowledge of developmentally appropriate screening, assessment, and evaluation
9	Knowledge of health, safety, and nutrition

APPENDIX C
BEC PROGRAM APPLICATION

The BEC program application can be found at www.fgc.edu/education.



**Bachelor of Science in Early Childhood
Education Application**

Student Contact Information

Student ID#	Last Name	First Name	MI	Term applying for
Street Address				Apt #
City	County	State	Zip	
Home Phone	Cell Phone	Email Address		

Education

Name of High School or Equivalency Issuer	City	State	Date/Year
College Name & Location	Date of Attendance	Major	Degree
College Name & Location	Date of Attendance	Major	Degree
College Name & Location	Date of Attendance	Major	Degree

1. Have you ever plead guilty or were found guilty by a judge or jury to charges that you committed a crime other than minor traffic offenses (this includes pleading no contest, any juvenile offense, or any conviction under appeal)?
 Yes _____ No _____

2. I understand the Early Childhood Education, B.S. degree at FGC does not lead to teacher certification. I also understand that, if my career goal is to become a state certified teacher, I will have to meet FLDOE requirements upon graduation, which may include additional education.
 Yes _____ No _____

I certify that all of the information contained in this application is true and correct. I understand that it is my responsibility to provide all necessary documentation required to process this application. Further, I also understand that submitting all required paperwork does not guarantee admission to the BEC program.

Signature: _____ Date: _____

Return completed application by mail, fax, email, or in-person to:
 Florida Gateway College, Attn: Sharron Cuthbertson, 149 S.E. College Place, Lake City, Florida 32025
 Fax: (386) 754-4995 email: sharron.cuthbertson@fgc.edu In-person: Building 27, Room 13

For Office Use Only

Recommendation of Applicant: Accepted _____ Pending _____

Signature: _____ Date: _____

APPENDIX D
TEACH AUTHORIZATION TO DISCLOSE INFORMATION



**FLORIDA GATEWAY
COLLEGE**

Office of Enrollment Services
149 SE College PL • Lake City, FL 32025
386-754-4280 (phone) • 386-754-4581 (fax)
Enrollment.Services@fgc.edu

Authorization to Disclose Information

Except as allowed under the Family Educational Rights and Privacy Act, Florida Gateway College (FGC) must have written consent from a student on file in Enrollment Services in order to release information from academic records to another party. In accordance with 34 C.F.R. Part 99 (99.30), the signed and dated consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class or parties to whom the disclosure may be made.

In order to ensure compliance with FERPA, the written consent must be signed in the presence of an approved college witness. **Otherwise, it must be notarized.**

Student Name (Print) Student ID Number

I hereby authorize disclosure of the educational records as indicated below:

Specify the records that may be disclosed: ALL

Purpose of disclosure: TO ASSIST WITH EDUCATIONAL AND/OR FINANCIAL DECISIONS

Disclosure is authorized to the following party or class of parties:

THE CHILDRENS' FORUM-TEACH	3RD PARTY SPONSOR
Name	Relationship or class of parties

Name	Relationship or class of parties

Student's Signature	Date

Signature of witness (must be an approved college witness)	Date

Printed name of witness

State of Florida
County of Columbia

The foregoing was acknowledged before me this _____ day of _____,
20____, by _____, who is personally known by me or who
presented identification in the form of _____.

Notary Public, State of Florida
Notary Seal

APPENDIX E
FIELD EXPERIENCE AND INTERNSHIP CHART

	Indicate the course name and number in which the field experience is located	Indicate the age group of the young children for the field experience in this	Number of Field Experience Hours	Location/ Setting (Head Start program, Early learning or care center or home, early school grades)	Indicate type of field experience	NAEYC Key Assessment
Field Experience #1: [Infants and Toddlers]	EEC 3511	Birth to 36 months	1	Early Head Start	<input type="checkbox"/> Observation <input type="checkbox"/> Practice <input checked="" type="checkbox"/> Both	No
Field Experience #3: [Read Aloud]	LAE 3405	36 to 60 months	1	Early Learning Center or Head Start	<input type="checkbox"/> Observation <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Both	No
Field Experience #2: [Lesson Plan Implementation]	EEC 4211	Early School Grades (K/1/2)	1	Early School Grades	<input type="checkbox"/> Observation <input type="checkbox"/> Practice <input checked="" type="checkbox"/> Both	No
Field Experience #4: [Creative Arts]	EEC 4227	36 to 60 months	15	Early Learning Center	<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	KA1
Field Experience #5: [Theory and Practice]	EEC 4661	12 to 36 months OR 36 to 60 months	5	Any	<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	KA2
Field Experience #6: [Classroom Management]	EEX 3603	36 to 60 months OR Early School Grades (K/1/2)	8	Head Start or Early School Grades	<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	KA3
Field Experience #7: [Developmental Screenings Assessment]	EEC 4613	12 to 36 months OR 36 to 60 months	8	Any	<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	KA4
Field Experience #8: [Parents as Teachers Project]	EEC 3400	Any (observation is of parents and teachers; not children)	10	Any	<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	KA5
Field Experience #9: [Internship]	EEC 4940	Birth to 36 months OR	350	Head Start, Early Head Start,	<input type="checkbox"/> Observation <input checked="" type="checkbox"/> Practice	KA6

		36 to 60 months * age group must be different than lower-level internship (EEC 2949) *		Early Learning Center, or VPK	<input type="checkbox"/> Both	
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APPENDIX F
INTERNSHIP CONFIDENTIALITY STATEMENT*



FLORIDA GATEWAY
COLLEGE

149 SE College Place
Lake City, FL 32025
386-752-1822
www.fgc.edu

CONFIDENTIALITY STATEMENT FOR STUDENTS COMPLETING INTERNSHIP

Florida Gateway College's Education department and Early Childhood Education program require students adhere to the following statement of confidentiality.

While completing the internship, you may have access to confidential personal and family information of young children. You may also have access to sensitive child care information as part of your work at the center/school. It is extremely important and necessary that confidentiality is practiced. Information concerning either a child, family, or child care center is not to be discussed after leaving the classroom setting. Violation of this policy may result in dismissal from the BEC program.

Any concerns regarding a child, family, or staff member should be brought to the attention of the center director or school principal. You may also contact your course instructor.

The disciplinary procedure will be as follows:

1. An investigation into the allegation of violation of confidentiality.
2. If found that a violation occurred, you will be removed from the center/school.
3. Such removal will result in a failing grade due to an inability to complete the required internship hours.
4. Prior to registering for the internship again, you will need to complete some form of confidentiality training.
5. It is possible that such a violation may result in being dismissed from the program.

Initial each line:

_____ I have read the procedure described above.

_____ I understand and agree with the statement of confidentiality.

_____ I understand and agree with the disciplinary procedure.

Student Signature

Printed Name

Date

1/19/2021 SLC



*This is only signed and returned when students take EEC 2949 and EEC 4940.

APPENDIX G
FGC BEC PROGRAM STUDENT GUIDEBOOK ACKNOWLEDGEMENT

- Any questions related to the information contained within the BEC Student Guidebook should be addressed to the advisor.
- I have read the FGC BEC Program Student Guidebook in its entirety.
- I understand the guidelines and procedures outlined therein.
- I understand these guidelines and procedures apply to all students including myself.
- I understand failure to contact the advisor or course professor regarding problems that arise may result in delayed completion of the program and/or dismissal from the BEC program altogether.
- I understand my responsibilities as a student at FGC.
- If planning to apply for a state teaching certificate, I understand that the BEC program is a non-certification program. It does not satisfy FLDOE requirements for state certification. I will be required to get the ESOL and Reading Endorsements and, depending on the subject area I am applying for, should plan to attend EPI (Alternative Certification Program).

Printed Name

Signature

FGC Student ID#

Date