



COURSE OUTLINE

Course Title: Educational Field Experience **Course:** EDU 211 **Credits:** 3

Catalog description: A seminar examining the correlation between theory and practice. Research in professional journals, demonstration classes illustrating a varied repertoire of methods and materials, and units of study in the field of early childhood and special education. Supervised visits to a variety of educational settings.

Co- or Pre-requisite: Co-requisite, EDU 210, Pre-requisites: minimum C grade in EDU 109, EDU 102, EDU 120; division approval necessary.

Revision date:
8/2017

Course coordinator:
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Course Description:

General Description of Responsibilities

Educational Seminar course to serve as a companion to the capstone field experience (EDU 210). This course is not conducted in a traditional format. Instead, a student's Field Supervisor will serve as the course instructor and provide mentorship and one-on-one discussion of pertinent educational topics and issues. In addition to mentorship, the course instructor will assign readings and research assignments that will enhance the field experience. Students will be expected to complete reading, research, discussions, and educational observations beyond the requirements of the field. Regular meetings with the course instructor are required and set by the instructor.

Course Competencies/Goals:

The student will be able to:

1. Identify issues, practices, and policies affecting early childhood and special education settings.
2. Evaluate current and seminal research in the field.
3. Create responses to research articles and state and government policies pertaining to early childhood and special education practices.
4. Evaluate teaching techniques and lessons intended to serve diverse students.

5. Analyze programs designed to support children with special needs.
6. Identify educational technology that can aid in classroom instruction.
7. Create professional improvement plans that reflect knowledge of current practice and literature.
8. Create a professional portfolio that includes literature reviews, lesson plans, student evaluations, and professional goals.

Course-specific General Education Knowledge Goals and Core Skills

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Evaluation of student learning:

The course instructor has discretion in determining the composition of the final grade. Course grades will include, but are not limited to, one-on-one meetings, group discussions, educational observations, research, writing, lesson planning, and goal setting.

The following are examples of possible exercises:

Educational Observations: In addition to the student's field experience, students may be asked to complete educational observations in settings beyond the placement.

Instructor to Student Conferences: The course instructor will determine a schedule for meetings and mentorship. Students are required to adhere to the schedule. Attempts will be made to accommodate a student's schedule. This component is a significant portion of the Educational Seminar.

Lesson Plans: Students will be asked to construct lesson plans demonstrating awareness of multiple techniques and sensitivity to a variety of learning needs. These plans may supplement the required plans of the field experience.

Teacher Portfolio: Students may be asked to compile a professional teacher portfolio. This portfolio may include: lesson plans, literature reviews, professional goals, self-reflections, exemplars of student work, communication with parents, and evidence of community outreach.

Below, is an example of possible assignments with allocated weight.

Educational Observations	15%
Conferences/Mentorship	50%
Lesson Plans	15%
Teacher Portfolio	20%

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).