



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

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| Course Number EDU 210 | Course Title Educational Field Experience | Credits 6 |
| Hours: Lecture/Lab/Other 0/0/280 | Co- or Pre-requisite Co-requisite, EDU 211 (Seminar), pre-requisites: minimum C grade in EDU 109, EDU 102, EDU 120; division approval necessary. | Implementation Semester & Year Fall 2022 |

Catalog description:

An internship of 20 hours per week in a New Jersey school approved by the Coordinator of the Education/Special Education Assistant program. The student performs the duties of an education assistant under the supervision of cooperating teachers. Assignments to schools are made on the basis of the student's interests and occupational goals. Arrangements should be made during the preceding semester. Spring offering.

General Education Category:
Not GenEd

Course coordinator:
Dr. Angela Sansone
sansonea@mccc.edu

Required texts & Other materials:
None required

Course Student Learning Outcomes (SLO):

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

1. Demonstrate age and developmentally appropriate instructional planning techniques. [Supports ILG 1, 4, 5; PLO # 1, 2, 3, 4]
2. Implement various instructional accommodations. [Supports ILG 1, 5, 8, 9; PLO # 1, 2, 3, 4]
3. Demonstrate professional communicative techniques with all stakeholders in an educational setting: teachers, administrators, support staff, and students. [Supports ILG 1, 5, 8; PLO # 3, 4]
4. Evaluate teaching techniques and lessons intended to serve diverse students. [Supports ILG 1, 5, 8; PLO # 3, 4, 5, 7]
5. Apply early childhood theory, practice, and pedagogical technique to educational settings. [Supports ILG 1, 5, 8; PLO # 3, 4, 5, 7]
6. Utilize technology, including assistive technology, in an educational setting for instruction, support, and communication. [Supports ILG 1, 4, 5, 8; PLO # 3, 4, 7]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

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

Institutional Learning 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.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Program Learning Outcomes for Early Childhood Education/Special Education AAS (PLO)

1. Identify and explain the historical and philosophical foundations of American education;
2. Interpret current issues facing educators on the basis of study and research;
3. Evaluate how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
4. Conduct small instructional groups under the supervision of a teacher;
5. Tutor individual students in selected subjects;
6. Implement lesson plans that have specific learning outcomes and procedures, support inclusion, and reflect differentiation of instruction;
7. Demonstrate the use of classroom technology for instructional, adaptive, and enhancement purposes.

Units of study in detail – Unit Student Learning Outcomes:

- Field experience course

General Description of Responsibilities

Education Assistants work under the supervision of certified teachers, lead teachers in early childhood settings, or directors. They perform instructional duties such as planning, preparing materials, tutoring, and small group instruction. They are essentially required to interact with children in some educational capacity. The emphasis of the field experience is to develop pedagogical and instructional practices that are age and developmentally appropriate. Ability to differentiate instruction and implement accommodations is also required.

Students are encouraged to find a placement that represents their interests and future career goals. If a student is presently employed in an educational setting, the field experience may be administered in that setting. Students should meet with the Education Coordinator to determine the feasibility of a placement or to receive assistance with securing a placement.

Evaluation of student learning:

Student evaluation and final grades will be determined by the Field Supervisor (serving as the course instructor) and the primary supervisor from the educational setting. The Field Supervisor will work in conjunction with the cooperating teacher or primary supervisor to evaluate instructional strength and development and pedagogical awareness. Ultimately, the Field Supervisor will be responsible for determining whether or not the student has met the criteria.

Evaluation of such development and mastery will be determined through the following:

Field Observations: The Field Supervisor will observe the student in their setting on a minimum of two occasions. The Field Supervisor will have a pre and post observation conference with the student.

Lesson Plans: The Field Supervisor will request and evaluate lesson plans from the student. The frequency will be determined by Field Supervisor in conjunction with the cooperating teacher.

Evaluation of Cooperating Teacher/Center Director/Main Supervisor: The Field Supervisor will request reports and evaluations of the student to augment field observations. Such reports will account for professional expectations such as timeliness, attendance, communication with parents, collegiality, and ethical responsibilities.

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| Below, is an example of possible assignments with allocated weight. Field Observations | 40% |
| Lesson Plans | 30% |
| Field Evaluations | 30% |