

CEDAR CREST COLLEGE
Education Department
Spring 2010
SPE 345-FIELD EXPERIENCE IV
HBB 5

Instructor: Mrs. Joan M. Kern, M.Ed.
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Class Meetings: Feb. 24, Mar. 24, April 7, April 28
Time: 6:00-7:00 p.m.

Catalog Description: Students will spend 30 hours per semester in inclusive education classrooms. Emphasis will be placed on application of content learned in SPE 243, including examining content, using effective teaching strategies, and adaptation and modification of instructional plans. A college supervisor will maintain contact with the cooperating teacher.

Course Objectives

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge, comprehension, value development, and skill application. This course will provide students with information about current practices used by professionals with general education classrooms for students with disabilities. Students will apply information learned in SPE 243 to examine curriculum content, effectively adapt and modify general instructional plans with the field experience placements. Students will:

- Describe and analyze the curriculum used in the assigned class.
- Describe and analyze classroom management practices that facilitate inclusion of students with disabilities.
- Describe and analyze the educational practices applied to including students with disabilities into the general education classrooms.
- Submit suggestions for adapting and modifying general education instructional plans for students with disabilities.
- Identify and use effective teaching practices to enhance student learning.
- Develop a rapport with students, professional and staff within the assigned school.
- Demonstrate professional-level skills with the assigned school setting.
- State a judgment about the effectiveness of the inclusive classroom environment.

Text: Field Experience IV Manual (purchase two copies- one for yourself and one for the cooperating teacher)

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this

environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

Students with documented learning disabilities who may need academic accommodation should discuss these needs with the professor. Students with disabilities who wish to request accommodations should contact the Advising Center.

Attendance Policy: Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. Since this class meets only 4 times during the semester, attendance is mandatory.

Please refrain from using your cell phone or Blackberry during this 50 minute class. Failure to do so will result in deductions on the Professionalism Rubric.

Time at your field experience:

If you decide to work ahead, you may do so but the minimum requirement is to log in 30 hours at your Field Experience IV school. This means you will be at a school 3 hours over a 10-week experience. If you are arranging to condense the same amount of hours over a shorter amount of time, please clear that with the Director of Student Teaching -Field Experiences.

Assignments: All assignments are fully described in the field experience manual.

Assessment:

Each journal activity will be worth 10 points for a total of 80 points. The mentor teacher evaluation is worth 50 points. The Professionalism Rubric is worth 20 points--for a total of 150 points.

Grading Scale:

A	100-94%
A-	93-90%
B+	89-87%
B*	86-84%
B-	83-80%
C+	79-77%
C	76-74%
C-	73-70%
D+	69-67%
D	66-63%
F	below 63%

*Education majors/co-majors must earn a grade of B or higher in this course.