COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No.EX559
Course: Clinical Practicum   **New: SP 09**

"The Teacher as Competent Professional Educator"

I.   Catalog Description and Credit Hours of Course:
This course consists of a supervised field experience conducted in a clinical environment with individuals with varying exceptionalities. (1,2, or 3)

 Course Description:
This course consists of a supervised field experience which will be conducted in a clinical environment with individuals diagnosed with developmental disabilities, sensory impairments, and/or with Autism Spectrum Disorders (ASD). Students will apply the knowledge gained in previous coursework by completing a capstone project consisting of an educational, treatment and family support plan. (**May be completed as a one, two or three credit practica in order to meet individual needs of students**. **A total of 3 credits total satisfies the certificate requirement**) (3)

II.   Prerequisite: Prerequisite: Successful completion of EX 555, Introduction to Autism Spectrum Disorders (ASD) or instructor permission.

III.   Purposes or Objectives of the Course:
The student will demonstrate a knowledge base and skills necessary to:
   A. maintain observational and anecdotal records to monitor student development.
   B. analyze individual learning needs and practice techniques that accommodate differences.
   C. draw from a repertoire of techniques to accommodate differences in student behavior
   D. employ traditional and alternative assessment strategies in determining student's mastery of specified outcomes.
   E. review assessment data and identifies student strengths and weaknesses.
   F. recognize developmental levels of students and identifies differences in a group of students.
   G. communicate with students effectively by taking into account their developmental levels, experiential background, and interests.
   H. use alternative instructional strategies to develop concepts and principles

and is aware of the rationale for choosing different methods.
I. encourage students in a positive and supportive manner.
J. communicate to all students high expectations for learning.
K. reflect and develop the skills to recognize problems, research solutions, and evaluate outcomes.
L. learn from peers and colleagues and develops professional relationships.
M. identify strategies, materials, and technologies that she/he will use to expand students' thinking abilities.

Alignment of Standards

Objective	Conceptual Framework (Unit) Standard Met	SPA or NCATE Standard Met (CEC)	MoStep Standard Met	Assessment Assuring that the Objective has been met	Number of Hours Allocated (45 Total)
maintain observational and anecdotal records to monitor student development.	1.3,2.2,4.2	CEC Standard 8	1.2.1.3, 1.2,8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3	Forum Reflective journal	5
analyze individual learning needs and practice techniques that accommodate differences.	1.1, 1.3, 1.5	CEC Standards 2 & 3	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.3, 1.2,8.1, 1.2.1.1, 1.2.5.2	Forum Reflective journal Portfolio Final paper/presentation	5
draw from a repertoire of techniques to accommodate differences in student behavior.	1.2, 3.2,4.3	CEC Standard 2	1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3, 1.2.2.3, 1.2.3.4, 1.2.7.2	Forum Article reviews	4
employ traditional and alternative assessment strategies in determining student's mastery of specified outcomes.	1.3,2.2,4.2	CEC Standard 8	1.2.1.3, 1.2,8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3	Forum Portfolio	3
review assessment data and identifies student strengths and weaknesses.	1.3,2.2,4.2	CEC Standard 8	1.2.1.3, 1.2,8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3	Reflective journal	3
recognize developmental levels of students and identifies differences in a group of students.	1.1, 1.3, 1.5	CEC Standards 2 & 3	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.3, 1.2,8.1, 1.2.1.1, 1.2.5.2	Reflective journal Final paper Portfolio	5

communicate with students effectively by taking into account their developmental levels, experiential background, and interests.	1.2	CEC Standard 3	1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3	Reflective journal Final paper/presentation	3
use alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.	1.1,5.3	CEC Standard 4	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.5.1, 1.2.11.4	Article Reviews Final paper Reflective journal	3
encourage students in a positive and supportive manner.	5.1	CEC Standard 5	1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2	Forum Reflective journal	
communicate to all students high expectations for learning.	1.2	CEC Standard 3	1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3	Forum	
reflect and develop the skills to recognize problems, research solutions, and evaluate outcomes.	4.3	CEC Standard 1	1.2.3.4, 1.2.7.2	Reflective journal Portfolio Final paper/presentation	4
learn from peers and colleagues and develops professional relationships.	3.4	CEC Standard 10	1.2.9.3	Reflective journal	5
identify strategies, materials, and technologies that she/he will use to expand students' thinking abilities.	5.5,6.2	CEC Standard 7	1.2.5.1, 1.2.5.2, 1.2.1.4, 1.2.2.3, 1.2.5.2, 1.2.2.3, 1.2.6.3, 1.2.7.3	Portfolio	5

Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and Praxis results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the foundation of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the

conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy,* provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

IV.   Expectations of Students:
Students will be expected to complete the following course requirements:

A. complete all assigned readings. The student must ask questions if s/he needs the material clarified.
B.   participate in class discussions and activities.
C. attend all practicum hours.
D. attend all classes and to complete all assignments. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for an assignment make-up.
E. check the course website at least twice a week for announcements.

V.   Course Content

A.	Observational and anecdotal records to monitor student development.	5 hours
B.	Individual learning needs and practice techniques that accommodate differences.	5
C.	Techniques to accommodate differences in student behavior.	4
D.	Alternative assessment strategies in determining students mastery of specified outcomes.	3
E.	Analyze assessment data.	3
F.	Developmental levels of students.	5
G.	Effective communicate techniques.	3
H.	Alternative instructional strategies.	3
I.	Recognize problems, research solutions, and evaluate outcomes.	4
J.	Develop professional relationships.	5
K.	Strategies, materials, and technologies that expand students' thinking abilities.	5
		45 hours

VI.   Required Materials:

Various journal articles and videos of experts in the field including:

Morrison, L., Kamps, D., Garcia, J., & Parker, D. (2001). Peer mediation and monitoring strategies to improve initiations and social skills for students with autism. *Journal of Positive Behavior Interventions, 3*, 237–250.

Mueller, M. M., Wilczynski, S. M., & Moore,J. W. (2001). Antecedent manipulations in a tangible condition: Effects on stimulus preference on aggression. *Journal of Applied Behavior Analysis, 34,* 237–240.

Prizant, B., & Rubin, E. (1999). Contemporary issues in interventions for autism spectrum Disorderss: A commentary. *The Journal of the Association for Persons with Severe Handicaps, 24*, 199–208.

VII. **Basis for Student Evaluation:**

COMPONENT EVALUATION CHART EX 559

Component Description	Points	Due Date
Forum Assignments / 10 at 10 points each	**100**	WEEKLY
Article Reviews/ 4 at 30 points each	**120**	WEEKLY
Active Participation / 15 weeks X 10 points	**150**	WEEKLY
Quizzes – 5 at 25points each	**125**	Periodically
Reflection journal	**150**	
Portfolio	**150**	
Completion Points	**55**	
Final paper/presentation	**150**	
	1000	

A. <u>Forum Assignments</u>: Respond to weekly questions/issues/dilemmas/simulations and problem-solving activities posted on the course website throughout the semester. Forum activities are designed to provide a platform for discussion. Consequently, all forum assignments require students to reply to at least one other student's entry. To fully complete forum assignments, you will need to upload your response; read at least one other student's response; and reply to at least one other student's forum entry.

B. A<u>ssignments</u> including observations, article reviews, <u>Portfolio</u>- sections of portfolio: Assessment, Communication, Critical Thinking, Diversity, Ethics, Human Development and Learning, Planning & Technology. A <u>weekly written self-reflection</u> of experiences. May include strengths, areas for improvement, and insights. Please use your journal as a means of "reflecting" and not as an ongoing account of "First, I...., then I ...., next I .....". Keep entries fairly brief. <u>Final paper or approved alternate form of presentation</u> discussing how they would adapt the learning environment to meet the needs of students with Autism Spectrum Disorders.

C. <u>Active Participation</u>: Students will earn participation and/or activity points associated with that class period. If absent, these points are not earned.

VIII. Undergraduate Grading Scale

        100-90 %   =   A
        89-80%   =   B
        79-70%   =   C
        69-60%   =   D
        59% and below=   F

IX. Graduate Grading Scale

        100-90 %   =   A
        89-80%   =   B
        79-70%   =   C
        69% and below=   F

In addition, all graduate students will complete an additional research project and present it to the class.

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

X. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating**.**

XI.   Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XII.   Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.