Administrative Unit: Education Department

Course Prefix and Number: EDUC 351

Course Title: Advanced Field Experience II

Number of Credit Hours: 1  Lecture Hours: .5  Laboratory Hours: .5 (or 35 hours of Field Exp.)

Catalog Description: Pre-service teachers work with cooperating classroom teachers, under the supervision of college professors, assisting in tutorial, small-group, and whole-class instructional experiences culminating in one prepared lesson presented by the student. Successful completion of thirty-five clock hours in the field placement and seminar receives one hour of credit. Only one field experience may be completed in any eight-week period. The lab fee is $20. Prerequisites: EDUC 300, 311 and 350; an overall GPA of 3.0; and application must be completed at least one semester prior to the field experience. Evaluation: Satisfactory or Unsatisfactory. Offered Fall and Spring semesters.

Prerequisite(s)/Corequisite(s): EDUC 300, 311 and 350; an overall GPA of 3.0; and application must be completed at least one semester prior to the field experience.

DESE Quality Indicators Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

Text(s): Textbook listed is not necessarily the textbook used in the course:

Course Objectives:
- To observe the place of content mastery in competent instruction. QI: 2, 3, 4, 5, 6, 8, and 9
- To observe upon the element of an effective lesson plan and the effects of planning instruction. QI: 1, 2, 3, 4, 5, 6, 8, and 9
- To observe upon the various methods, strategies, and techniques employed in meeting the needs of the content and the students. QI: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10
- To observe the use of theory of learning and child development to the evaluation of instruction planning. QI: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10
- To construct lesson plans that demonstrate subject matter competence, multiple strategies to meet student needs, the effective use of media and other technologies, and opportunities adapted to diverse learners. QI: 1, 2, 3, 5, 7, and 8
To observe the theories of motivation and classroom management to the evaluation of a period of classroom time and the management of time, space, transitions, and activities. QI: 5, 6, and 7

To record and reflect upon the philosophies of classroom teachers and special teachers as they relate to children with special needs. QI: 1, 3, 5, 8, and 9

To demonstrate effective verbal and non-verbal communication in working with students, colleagues, and supervisors. QI: 3, 6, and 7

To reflect upon the standards of pre-service teachers and the level of mastery achieved on them. QI: 9 and 10

To demonstrate competence in documenting personal development and competencies within the teaching profession. QI: 8, 9, and 10

Topical Outline (major areas of coverage):

- Overview of Field Experience
- MOSTEP standards and portfolio construction
- Preparing for the videotaping of a lesson
- Proctoring Tests, Parent-Teacher Conferences
- Getting a Job, Resume discussion
- Interview discussion, final preparation for a teaching position
- Certification, Contracts, Salary Schedule
- Observing classroom interaction/behavioral students/management
- Critical Reflection/Self evaluation

Recommended maximum class size for this course: 15

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your services login and password when prompted.

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Date: December 29, 2004

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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