



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Studies

COURSE: EDC 2003 Clinical Experience in Education

Date: February 5, 2018

Credit Hours: 1

Prerequisite(s):

Delivery Method: **Lecture** **0 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION: This course is a pre-student teaching practicum for students to gain a professional learning experience through observation and discussion. A minimum 30-hour clinical component is required. A weekly 50 minute seminar is provided for students to focus on classroom issues including classroom management and effective teaching and learning methods/styles. Discussions of classroom situations are explored as they gain experience through the practicum. The course requires direct contact with children. Because of that fact, students will be required to complete a background check and they are held accountable to the IVCC Disposition Statement Policy.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. Outcome #1: Students will be able to demonstrate a broad based knowledge of a reflective practitioner during their clinical experience.
Competencies: Students will be able to:
 - 1.1: demonstrate understanding of and the ability to work in a classroom setting.
 - 1.2: observe and record children's behaviors.
 - 1.3: organize and work with groups and individuals in planned activities.
 - 1.4: recognize differences in learning styles.
 - 1.5: recognize and appreciate student differences in ethnic/cultural/gender/socioeconomic backgrounds.
 - 1.6: determine if teaching is a viable pursuit for him/her.
 - 1.7: ascertain the level grade that appeals to him/her.
 - 1.8: acquire and develop critical thinking skills as they observe a variety of instructional strategies.
 - 1.9: actively seek out opportunities in the classroom to grow professionally.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	Acquire and develop critical thinking skills as they observe a variety of instructional strategies.

Second Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	Actively seek out opportunities in the classroom to grow professionally.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Disposition of educators, education as a career, novice vs expert teachers, ecology of classroom, communication in schools, diversity/ESL/Disabilities/Giftedness/RTI, philosophies of teaching, character-building, multiple intelligence, differentiating instruction, technology in the classroom, nutrition, accommodations, student centered learning

INSTRUCTIONAL METHODS:

- 1. Discussions
- 2. Presentations
- 3. Case studies
- 4. Article reflections
- 5. Journals
- 6. Portfolio development
- 7. Guest speakers

INSTRUCTIONAL MATERIALS: EDC 2003 handbook, education articles, ECE/EDC Orientation binder

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Acceptable course assignments/ assessments/artifacts:

- Individual presentations
 - Panel discussions
 - Class discussions
 - Personal educational autobiography
 - Case studies
 - Article analysis
 - Current events
 - Observation and reflection papers
 - Participation/attendance
- Development of educational portfolio

OTHER REFERENCES

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																	
<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment		
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
<p>1.1: demonstrate understanding of and the ability to work in a classroom setting.</p>		D	D											D	D				D															
<p>1.2: observe and record children's behaviors.</p>		D	D											D	D				D															
<p>1.3: organize and work with groups and individuals in planned activities.</p>		D	D											D	D				D															
<p>1.4: recognize differences in learning styles.</p>		D	D											D	D				D															
<p>1.5: recognize and appreciate student differences in ethnic/cultural/gender/socio economic backgrounds.</p>		D	D											D	D				D															

