

KENNEBEC VALLEY COMMUNITY COLLEGE FAIRFIELD, MAINE

Social Sciences Department Approval Date: June 8, 2016 Semester: Fall 2016

COURSE NUMBER: ECE200 CREDIT HOURS: 4

COURSE TITLE: Practicum II CLOCK HOURS: 135 hours on site

15 hours seminar

PREREQUISITES: ECE155. Either ECE140, ECE145, or ECE148. Students must pass SBI and DHHS

background checks to participate in this course.

CO-REQUISITES: None

INSTRUCTOR VOICE MAIL OFFICE E-MAIL ADDRESS
Jessica Powell 207-314-5846 207-453-3602 Jpowell2@kvcc.me.edu

OFFICE HOURS: By appointment

TEXTS:

• Dombro, A.L. & Jablon, J. & Stetson, C. (2001). Powerful Interactions How to connect with children to extend their learning. Washington, DC: National Association for the Education of Young Children.

- Mooney, C.G. (2011). Swinging Pendulums: Cautionary Tales for Early Childhood Education. Redleaf Press
- Feeney, S. (2012) Professionalism in Early Childhood Education: Doing Our Best for Young Children. Pearson

MEETING DATES:

First class Wednesday September 7th 1pm

Mondays from 9-10:50 Inclement weather days:

1. September 12th

2. September 26th

3. October 10th

4. October 17th

5. November 7th November 14th

6. November 21st

7. December 5th December 12t^h

COURSE DESCRIPTION:

This field placement provides collaborative opportunities to gain a better understanding of children with disabilities and behavioral strategies. In line with the Code of Ethical Conduct students will interact with colleagues, para-professionals, collaborators and support staff in addition to children and families. Utilizing self-reflection, students will process their experiences and progress towards becoming an effective educator. Students will create goals and amend their educational philosophy to reflect their growth across this practicum. Observations of children will guide lesson planning and implementation with a focus on STEM (Science, Technology, Engineering, and Math). Students will reflect on their observations, the application of theory in practice, and on questions they generate from their field placement experiences.

LEARNING OUTCOMES:

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

1. Explain and demonstrate the importance of confidentiality and the Code of Ethical Conduct.

- 2. Exhibit professionalism on all levels of interactions with children, families and other professionals in the field
- 3. Utilize reflective journaling as a technique to improve practice.
- 4. Develop goals to create purposeful, professional growth in early care and education.
- 5. Use observation to guide lesson planning and implementation.
- 6. Plan and implement activities addressing each component of STEM.
- 7. Describe the importance of team meetings for children with disabilities.
- 8. Describe the importance of team meetings in regards to curriculum.
- 9. Describe the importance of parent teacher conferences.
- 10. Demonstrate proficiency in critical thinking.
- 11. Demonstrate proficiency in teamwork.

COURSE CONTENT:

Lesson ZERO

- 1. What is My Role
- 2. Reflective Journaling
- 3. Goal Setting
- 4. Activity Plans and Reflections
- 5. Partnerships with
 - a Families
 - b. Special educators
 - c. Co-teachers
- 6. Code of Ethical Conduct
- 7. Professional Portfolios
- 8. Philosophy

COURSE ACTIVITIES:

Lesson Plans

The entire course is divided into "Lessons" that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, quizzes (multiple choice, short answer, and essay questions), and assignments (written work submitted as an attached document in a "drop box")

Each Lesson consists of:

- A Lesson Plan that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions, Assignments, or Quizzes that go along with that Lesson.

All the Lessons are located in the "Lessons" folder. Click on the Lessons link in the course Menu.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

	Levels of Achievement			
Criteria	Non Performance	Needs Improvement	Meets Expectations	
Main Post	0 Points	20 Points	40 Points	
	No participation or main post does not address the prompt in the instructions	Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already postedwhen applicable, claims are not substantiated with a reference.	Main post adds substance to the discussion and meets all the requirements of the prompt in the instructionswhen applicable, claims are substantiated with a reference.	
Reply Post	0 Points	10 Points	20 Points	
	No participation or response post does not contribute to the discussion	Reply post is present but meets the criteria only in a superficial manner.	Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.	
Reply Post 2	0 Points	10 Points	20 Points	
	No participation or response post does not contribute to the discussion	Reply post is present but meets the criteria only in a superficial manner.	Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.	
Mechanics	0 Points	10 Points	20 Points	
	No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	Errors in mechanics are minor, but are somewhat distracting from the message.	No substantial errors in spelling, grammar, and/or syntax, or APA Citations.	

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

Special Assignments

The following assignments are those that have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes. (See the section on General Education Outcomes at the beginning of this syllabus)

- Critical Thinking
- Teamwork

GRADING:

Participation	10%
Lesson Quizzes and Assignments.	
Activity Plans and reflections	
Mid-term evaluation (7B)	15%
Final Evaluation (14B)	25%
Special Assignments.	10%
Reflective Journals.	10%

GRADING SCALE:

	<u>Grade</u>	<u>Scale</u>
A	4.00 grade points per credit hour	95-100
A-	3.67 grade points per credit hour	90-94
B+	3.33 grade points per credit hour	87-89
В	3.00 grade points per credit hour	83-86
В-	2.67 grade points per credit hour	80-82
C+	2.33 grade points per credit hour	77-79
C	2.00 grade points per credit hour	73-76
F	0.00 grade points per credit hour	Below 73

ATTENDANCE POLICY:

Face to Face-

Don't be late. Don't miss a class. No exceptions. If you miss more than two classes you receive a zero.

Online-

Post early EVERY week in discussions.

COURSE REQUIREMENTS:

Make-Up Work:

Pass in your work ON TIME! If it is late you will automatically lose ten points on your assignments. After three days late, I will not accept it.

STUDENTS WITH DISABILITIES (2014)

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye Building, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

NOTICE OF NON-DISCRIMINATION (2014):

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.