COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

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

“The Teacher as Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:
   This blended 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 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 3 credit course or a series of 3 one credit practica in order to
   meet individual needs of students.) (3)

II. Prerequisite: Successful completion of EX 555, Introduction to Autism
    Spectrum Disorders (ASD) or an approved equivalent

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
        students 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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Unit Standard Met</th>
<th>SPA or NCATE Standard Met (CEC)</th>
<th>MoStep Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
</tr>
</thead>
<tbody>
<tr>
<td>maintain observational and anecdotal records to monitor student development.</td>
<td>1.3, 2, 2, 4, 2</td>
<td>CEC Standard 8</td>
<td>1.2, 1.3, 1.2, 8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3</td>
<td>Forum Reflective journal</td>
</tr>
<tr>
<td>analyze individual learning needs and practice techniques that accommodate differences.</td>
<td>1.1, 1.3, 1.5</td>
<td>CEC Standards 2 &amp; 3</td>
<td>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</td>
<td>Forum Reflective journal Portfolio Final paper/presentation</td>
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<tr>
<td>draw from a repertoire of techniques to accommodate differences in student behavior.</td>
<td>1.2, 3, 2, 4, 3</td>
<td>CEC Standard 2</td>
<td>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</td>
<td>Forum Article reviews</td>
</tr>
<tr>
<td>employ traditional and alternative assessment strategies in determining students mastery of specified outcomes.</td>
<td>1.3, 2, 2, 4, 2</td>
<td>CEC Standard 8</td>
<td>1.2.1.3, 1.2.8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3</td>
<td>Forum Portfolio</td>
</tr>
<tr>
<td>review assessment data and identifies student strengths and weaknesses.</td>
<td>1.3, 2, 2, 4, 2</td>
<td>CEC Standard 8</td>
<td>1.2.1.3, 1.2.8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3</td>
<td>Reflective journal</td>
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<td>recognize developmental levels of students and identifies differences in a group of students.</td>
<td>1.1, 1.3, 1.5</td>
<td>CEC Standards 2 &amp; 3</td>
<td>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</td>
<td>Reflective journal Final paper Portfolio</td>
</tr>
<tr>
<td>communicate with students effectively by taking into account their developmental levels, experiential background, and interests.</td>
<td>1.2</td>
<td>CEC Standard 3</td>
<td>1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3</td>
<td>Reflective journal Final paper/presentation</td>
</tr>
</tbody>
</table>
use alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

encourage students in a positive and supportive manner.

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<th>Relationship of the Conceptual Framework to Standards</th>
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<tr>
<td>The increasing emphasis on professional standards for educators that focus on resultant disposions 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 rounding artifice 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.</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
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. Weekly activities pertaining to weekly topic.
   Forum Assignments: 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. Assignments including observations, article reviews, Portfolio- sections of portfolio:
   Assessment, Communication, Critical Thinking, Diversity, Ethics, Human
   Development and Learning, Planning & Technology. A weekly written self-reflection
   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. Final paper or approved alternate
   form of presentation discussing how they would adapt the learning environment to
   meet the needs of students with Autism Spectrum Disorder.

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

IV. Required Materials:
   Various journal articles and videos of experts in the field.

VII. Basis for Student Evaluation:

   COMPONENT EVALUATION CHART EX 559

<table>
<thead>
<tr>
<th>Component Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Assignments / 10 at 10 points each</td>
<td>100</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Article Reviews/ 4 at 30 points each</td>
<td>120</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Active Participation / 15 weeks X 10 points</td>
<td>150</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Quizzes – 5 at 25points each</td>
<td>125</td>
<td>Periodically</td>
</tr>
<tr>
<td>Reflection journal</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Completion Points</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Final paper/presentation</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

   1000

VIII. Grading Scale
100-90  = A  
89-80   = B  
79-70   = C  
69-60   = D  
59 and below = F

IX. 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.

X. 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

XI. 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.