Southeast Missouri State University

THE TEACHER AS PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education

Course Title: Secondary Block III Field Experience

Course No. SE370

Revised: Spring 2012

I. Catalog Description and Credit Hours of Course

Students will apply knowledge of professional education, an academic specialization, and the exceptional child to an appropriate classroom setting. (2 hr.)

II. Prerequisites and Co-requisites:

Prerequisites: Successful completion of Blocks I and II;
Co-requisites: Block III Courses

III. Purpose or Objectives of the Course:

A. To apply knowledge of professional education in an appropriate field setting.
B. To apply knowledge of an academic specialization to an appropriate field setting.
C. To apply knowledge of the exceptional child to an appropriate field setting.
D. To successfully complete appropriate Block III competencies.

IV. Student Learning Outcomes:

The students will:

A. Teach at least three content lessons to students in any of the grades 9-12.
B. Produce a Teacher Work Sample based on her or his Block III field experience.
C. Write a 1-2 page summary of her or his Block III field experience.

V. Expectations of Students:

A. The student will successfully complete sixty (60) clock hours in an appropriate field setting as delineated via the Block III competency sheet.
B. The student will successfully complete the objectives of the course.
C. The student will assume a professional posture (dress, punctuality, manners, etc.) while working within the school setting.
VI. Course Content or Outline:

See appropriate techniques course requirements.

VII. Textbook: None

VIII. Basis for Student Evaluation (Pass/Fail)

A. Successful completion of the sixty (60) clock hours in an appropriate field.
B. Demonstrate the ability to apply knowledge of professional education to an appropriate classroom setting.
C. Demonstrate the ability to apply knowledge of an academic specialization to an appropriate classroom setting.
D. Demonstrate the ability to apply knowledge of the exceptional child to an appropriate classroom setting.
E. Successful completion of Block III competencies.

IX. Knowledge Base:


Martin, G. & Pear, J. (2003). *Behavior modification: What it is and how it works* (7th
Academic Dishonesty:

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student’s level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else’s work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty (Southeast Missouri State University-Code of Student Conduct). Refer to: http://www6.semo.edu/judaffairs/code.html

Disabilities Act:

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor’s office. To request academic accommodations (for example, a not taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and...
Upon completion of the course the student will have demonstrated:

<table>
<thead>
<tr>
<th>Objective</th>
<th>College of Education Standard</th>
<th>NCATE Standard</th>
<th>DESE (MOSTEP) Standard</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To apply knowledge of professional education in an appropriate field setting.</td>
<td>2b 2c 2d 3a</td>
<td>1.2.4</td>
<td></td>
<td>Written assignments, Philosophy of Education, teacher Work sample</td>
</tr>
<tr>
<td>2 To apply knowledge of an academic specialization to an appropriate field setting.</td>
<td>1e 2b 2c 2d 3a</td>
<td>1.2.2 1.2.5 1.2.6 1.2.7</td>
<td></td>
<td>Teacher Work Sample</td>
</tr>
<tr>
<td>3 To apply knowledge of the exceptional child to an appropriate field setting.</td>
<td>1e 2b 2c 2d 3a</td>
<td>1.2.2 1.2.3 1.2.4 1.2.5 1.2.8</td>
<td></td>
<td>Teacher Work Sample</td>
</tr>
<tr>
<td>4 To successfully complete appropriate Block III competencies.</td>
<td>1e 2b 2c 2d 3a</td>
<td>1.2.2 1.2.3 1.2.4 1.2.5 1.2.8</td>
<td></td>
<td>Teacher Work Sample</td>
</tr>
</tbody>
</table>

DEPARTMENTAL APPROVAL DATE: 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 5-8-12