Course Title: Educational Field Experience       Course: EDU 210       Credits: 6

Catalog description: An internship of 15–20 hours per week in a New Jersey school approved by the Coordinator of the Education/Special Education Assistant program. The student performs the duties of an education assistant under the supervision of cooperating teachers. Assignments to schools are made on the basis of the student's interests and occupational goals. Arrangements should be made during the preceding semester. Spring offering.

Co- or Pre-requisite: Co-requisite, EDU 211 (Seminar), pre-requisites: minimum C grade in EDU 109, EDU 102, EDU 120; division approval necessary.

Revision date: 8/2017       Course coordinator: T. Capra, caprat@mccc.edu, 609-570-3854

Course Description:

General Description of Responsibilities

Education Assistants work under the supervision of certified teachers, lead teachers in early childhood settings, or directors. They perform instructional duties such as planning, preparing materials, tutoring, and small group instruction. They are essentially required to interact with children in some educational capacity. The emphasis of the field experience is to develop pedagogical and instructional practices that are age and developmentally appropriate. Ability to differentiate instruction and implement accommodations is also required.

Students are encouraged to find a placement that represents their interests and future career goals. If a student is presently employed in an educational setting, the field experience may be administered in that setting. Students should meet with the Education Coordinator to determine the feasibility of a placement or to receive assistance with securing a placement.

Course Competencies/Goals:

The student will be able to:

1. Demonstrate age and developmentally appropriate instructional planning techniques.
2. Implement various instructional accommodations.
3. Demonstrate professional communicative techniques with all stakeholders in an educational setting: teachers, administrators, support staff, and students.
4. Evaluate teaching techniques and lessons intended to serve diverse students.
5. Apply early childhood theory, practice, and pedagogical technique to educational settings.
6. Utilize technology, including assistive technology, in an educational setting for instruction, support, and communication.

Course-specific General Education Knowledge Goals and Core Skills

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Evaluation of student learning:**

Student evaluation and final grades will be determined by the Field Supervisor (serving as the course instructor) and the primary supervisor from the educational setting. The Field Supervisor will work in conjunction with the cooperating teacher or primary supervisor to evaluate instructional strength and development and pedagogical awareness. Ultimately, the Field Supervisor will be responsible for determining whether or not the student has met the criteria.

Evaluation of such development and mastery will be determined through the following:

**Field Observations:** The Field Supervisor will observe the student in their setting on a minimum of two occasions. The Field Supervisor will have a pre and post observation conference with the student.

**Lesson Plans:** The Field Supervisor will request and evaluate lesson plans from the student. The frequency will be determined by Field Supervisor in conjunction with the cooperating teacher.

**Evaluation of Cooperating Teacher/Center Director/Main Supervisor:** The Field Supervisor will request reports and evaluations of the student to augment field observations. Such reports will account for professional expectations such as timeliness, attendance, communication with parents, collegiality, and ethical responsibilities.

Below, is an example of possible assignments with allocated weight.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Observations</td>
<td>40%</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>30%</td>
</tr>
<tr>
<td>Field Evaluations</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Academic Integrity Statement:**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student
handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).