

**Raritan Valley Community College  
Course Outline**

**ECHD 280– Field Experience in Multicultural ECE Settings**

**I. Basic Course Information**

A. Course number and Title:	ECHD-280 Field Experience in Multicultural ECE Settings	
B. New or Modified Course:	Modified	
C. Date of Proposal:	Semester: Fall Year: 2008	
D. Sponsoring Department:	Humanities, Social Sciences and Education	
E. Semester Credit Hours:	3	
F. Weekly Contact Hours:	5	Lecture <u>  2  </u> Lab <u>  3  </u>
G. Prerequisites:	ECHD 255 - Foundations of EC Education	
H. Laboratory Fees:	None	
I. Name and Telephone or E-Mail of Department Chair:	Kimberley Schirner kschirner@raritanval.edu	

**II. Catalog Description**

*Prerequisite: ECHD 255 - Foundations of Education.*

This course provides opportunities for observation, analysis, and guided interaction within varied educational settings. Students are assigned to observe and perform specific teaching duties determined by the cooperating teacher in varied educational settings, elementary through high school. Psychological, philosophical and historic educational theories are analyzed in the light of current practices that students will observe, research or apply. Connections are made between the field experiences and 1) historical educational practices, 2) philosophically-based educational theories, and 3) psychologically-based educational practices. 30 hours of assigned field observation will be required over the course of the semester. Students must be available at least on morning per week.

### **III. Statement of Course Need**

This course fulfills a practicum requirement for students intending to transfer into 4-year Education programs. It provides supervised exposure to the classroom environment to support experiential learning as well as helping students to clarify their career goals.

### **IV. Place of Course in College Curriculum:**

- A. Free Elective
- B. This course meets a requirement in the following program: A.A.
- C. This course is designed to transfer.

### **V. Outline of Course Content**

- A. Teaching as a profession
- B. The changing needs of the profession and professionals
- C. Understanding school contexts
- D. Learning, behavior and the social environment
- E. The impact of society on education
- F. The impact of technology on education
- G. The affective domain in education
- H. Human relations, classroom management, and learning environments
- I. Local schools

### **VI. Educational Goals and Learning Outcomes**

#### **A. Education Goals**

Students will:

1. identify the role of the teacher and the changing needs of the profession (G.E. 3)
2. discuss the relationship among learning, behavior, and the school social environment and their impact on children's academic success. (G.E. 4)
3. develop opinions on current issues in education. (G.E. 5)
4. plan lessons that are developmentally, content, and age appropriate and that are aligned with New Jersey Core Curriculum Content Standards (NJCCC) (G.E. 6)
5. construct a beginning teacher portfolio with will afford students the opportunity to reflect on their own professional development with regard to INTASC standards. (G.E. 7)

#### **B. Learning Outcomes**

Student will be able to:

1. Analyze local schools in light of the historical, philosophical, psychological, sociological and educational concepts.
2. Describe the purposes of schooling.
3. Use reflection as a tool to inform themselves with regard to their development as an effective teacher.
4. Recognize that effective teaching is dependent on various factors related to student needs, prior knowledge, and background.
5. Discuss the impact of No Child Left Behind.
6. Use NJCCC standards in planning lessons.
7. Describe the affective domain in education

## **VII. Modes of Teaching and Learning**

- A. Lecture/Discussion
- B. Guest Speakers
- C. Simulation/Role Playing
- D. Student Collaboration
- E. Independent Study--Field experience classroom placements

## **VIII. Papers, Examinations, and other Assessment Instruments**

- A. Journals—
  1. Reflective responses to readings
  2. Reflective observation assignments
- B. Child study
- C. Observation reports
- D. Lesson plans
- E. Portfolios--Beginning teacher portfolio based on the INTASC standards
- F. Other, as specified by instructor

## **IX. Grade Determinants**

- A. Reflective responses and observation reports
- B. Child study analysis
- C. Beginning teacher portfolio based on the INTASC standards
- D. Classroom participation and preparation.

## **X. Text and Materials**

- A. Suggested Textbooks:

Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, M.  
(most recent edition). *How to develop a professional portfolio: A manual*

for teachers, Boston: Allyn & Bacon.

Ryan, K. and Cooper, J.M. (2008). *Kaleidoscope: Readings in education*, 11<sup>th</sup> Ed., Boston: Houghton Mifflin

## **XI. Resources**

**Addendum:** In this course, the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards are introduced and students are expected to document a minimum of five of these standards in the beginning portfolio created in this course. INTASC Standards, which the New Jersey Professional Teacher Standards were modeled after, are used since some of our students transfer to out-of-state schools.