

Syllabus for  
**PED 111—Field-Based Experience—Elementary**  
1 Credit Hour  
Spring 2014

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

An opportunity for students with a prospective teaching career to observe and participate in an actual elementary classroom setting for a minimum of 20 hours.  
Corequisite: PED 203.

**II. COURSE GOALS**

The Field-Based Experience Practicums required by the Teacher Education Program at Oral Roberts University provide the prospective teacher candidate with firsthand knowledge necessary for determining if he or she is suitable for a career in teaching. The experience provides opportunities that are otherwise unavailable through a theoretical approach to teacher education and will enable the student to do the following:

- A. Gain experience in actual classroom setting.
- B. Study student behavior.
- C. Understand school policies.
- D. Study daily classroom routines.
- E. Learn to use instructional media and material.
- F. Become aware of cultural differences.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

**A. Objectives**

As a result of successfully completing this practicum by observing in a classroom setting, the teacher candidate will be able to do the following:

- 1. Identify the pros and cons of a teaching career. (GC 9, 15; EEC 1, 3, 4, 7, 8, 15; IS 1)
- 2. Describe student behavior. (GC 6; EEC 1, 3, 4, 7, 8, 15)
- 3. Discuss the importance of school policies. (GC 14, 15; EEC 1, 4, 7, 9; IS 1, 2)
- 4. Identify daily classroom routines. (GC 4; EEC 1, 4, 5, 7, 15; IS 5)
- 5. Use instructional technology and materials. (GC 4; EEC 10, 15; IS 5)
- 6. Discuss the importance of becoming knowledgeable about cultural diversity. (GC 6, 13; EEC 1, 4, 15; IS 11)

7. Examine his or her strengths and weaknesses as a potential teacher. (GC 9; EEC 1, 3, 4, 9; IS 2)

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competencies (GC) 4, 6, 9, 12, 13, 14, 15; Elementary Education Competencies (EEC) 1, 3, 4, 5, 7, 8, 9, 10, 15; and Institutional Standards (IS) 1, 2, 5, 11, and 15.

1. General Competencies

- GC 4: The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use technology.
- GC 6: The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- GC 9: The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
- GC 12: The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.
- GC 13: The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
- GC 14: The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.
- GC 15: The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.

2. Elementary Education Competencies

- EEC 1: The teacher understands his/her role and the variety of approaches to the organization of elementary schools.
- EEC 3: The teacher models the role of the lifelong learner.
- EEC 4: The teacher understands the role of the teaching profession in curriculum change and school improvement.
- EEC 5: The teacher understands the link between child development, curriculum, and instruction.
- EEC 7: The teacher has a knowledge of current research findings about teaching and learning.
- EEC 8: The teacher analyzes his/her teaching practices through a variety of techniques.
- EEC 9: The teacher understands appropriate classroom management systems and discipline practices.
- EEC 10: The teacher understands the selection and use of materials, resources, and technology appropriate to individual differences.
- EEC 15: The teacher understands that all students can develop proficiencies in the Oklahoma core curriculum.

3. Institutional Standards
  - IS 1: The candidate is a reflective, transformed educator who continually evaluates the effects of his/her practice, particularly the effects of his/her choices dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
  - IS 2: The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
  - IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, Core Curriculum, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
  - IS 11: The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to reach out to diverse populations, both locally and worldwide.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  1. Textbooks  
*Field experience practicum handbook.* (2010). Tulsa, OK: ORU.
  2. Other  
Memory stick or Flash Drive
- B. Optional Materials
  1. Textbooks  
None
  2. Other  
None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat to plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
    - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;

- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

**B. College and/or Departmental Policies and Procedures**

- 1. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
- 2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
- Inform the professor before the event.
  - The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
  - The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or less before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class more than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam.

Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

9. Incompletes—As stated in the university catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
10. Extra Credit—Students should not expect extra credit to help raise a grade.
11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

Course Policies and Procedures

12. Evaluation Procedures
  - a. The final grade is a composite of performance on the following:
    - (1) The grade report assigned by the mentor teacher 30%
    - (2) *Field Experience Practicum Handbook* 30%
    - (3) Contextual Information 10%
    - (4) Education Technology 30%
  - b. Grading scale:  
A=90-100  
B=80-89  
C=70-79  
D=60-69  
F=Below 60
13. ePortfolio Requirements
  - a. Practicum evaluations
  - b. Contextual information

VI. COURSE CALENDAR

<b>Week</b>	<b>Topic</b>
1	Orientation to Course—Deborah Tumey
2	Technology Training—Gerald Landers
3	Technology Training—Gerald Landers
4	ePortfolio Training—Gerald Landers Library Education Resources—Myra Bloom
5	Junior Achievement Training Report to preassigned public or private school classroom.
6-14	Complete Practicum Hours Observations
10	Submit daily journal, contextual information, and time verification sheet to Practicum Coordinator.
14	Submit daily journal, contextual information, time verification sheet, and evaluation sheets to Practicum Coordinator.

**Course Inventory for ORU's Student Learning Outcomes  
PED 111—Field-Based Experience—Elementary  
Spring 2014**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking		X		
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity		X		