



## Overview

**Course Prefix, Course Number, Title:** ED284L-15902 Clinical III

**Credits:** .5

**Semester/Year:** 2022 Fall

**Campus Connection Course Dates:** 08/22/2022 - 12/16/2022

**Mode of Delivery:** On Campus Face to Face

## Instructor Information

Dr. Lisa Borden-King

[lisa.bordenking@minotstateu.edu](mailto:lisa.bordenking@minotstateu.edu)

Office Location: Swain 218

Office Hours: Email for virtual appointments!

Karen Foley

[karen.foley@minotstateu.edu](mailto:karen.foley@minotstateu.edu)

Office Location: Swain Hall 218H

Office Hours: Monday & Wednesday 12-2, Tuesday 11-1 and Friday 9-12

Phone: 701-858-3150

## Course Details

**Catalog Description:** This entry-level clinical experience provides candidates with 30 hours of engagement with professional organizations and service learning in projects related to education in schools and the community.

**Placement Policies:** none

## Required Course Materials

Students who take clinical classes are required to purchase a software program called Tk20 (the name for this will be changing during this year to Student Language and Licensure). The fee for this purchase will be assessed on your student account when you enroll in ED 282L OR it was already assessed when you were in ED 260L. Access to the program (both TK20 and the upcoming SLL) will remain active throughout your program at MSU. This system is used for placements and assignments/assessments for the clinical portion of courses.

## Student Learning Outcomes

- SLO 2.1 The teacher candidate demonstrates respectful, professional knowledge of individual differences and diversity
- SLO 9.2. The teacher candidate practices the profession in an ethical manner, considering the effects of his/her decisions and actions on others
- SLO 10.1 The teacher candidate seeks appropriate leadership roles and opportunities to advance the profession.

## Course Objectives

- 1. Demonstrate leadership throughout the clinical experience
- 2. Demonstrate professional ethics throughout the clinical experience
- 3. Describe respectful, professional knowledge of individual differences and diversity

## Assignments and Grading

**Major specific notes:**

**\*Music majors should consult with their department prior to registering for this class. This clinical is typically completed in conjunction with the Sophomore Experience project.**

**\*SPED majors should always take this class with Block I, specifically SPED 379.**

**Grading Policy and Scale:** This course is an S/U graded course. In order to earn an “S,” you must complete thirty hours of work with students in a non-academic setting, have those hours verified by your cooperating teacher, and complete a journal entry assignment in TK20.

**Assignments and Due Dates:** You must submit the following materials in order to pass this clinical: 1. Journal entries 2. Hours log . Your journal entries should focus on leadership, planning, student learning, and collaboration. These journal entries, plus the ones you have completed for ED 260L and ED 282L will be used to write your paper for your Early Level Transition Conference, which will occur at the end of the semester in which you take ED 284L.

**Early Level Transition Conference: When you have completed ED 260L, ED 282L, and ED 284L you will schedule a conference with at least one**

**faculty member.** Directions for these conferences can be found on the web under Teacher Education/clinical experiences or obtained from the Office of Teacher Advisement and Field Placement (858-3838). At that time you will also write a paper based on journal entries from your previous clinicals and submit it to your Early Level Transition Point Conference binder in TK20. Your paper should address the following questions, based on your journal entries and experiences in ED 260L, ED 282L, and ED 284L:

**Prior to your conference, and AFTER completing ED 260L, ED 282L, and ED 284L, compose a 4-6 (double-spaced) page paper in which you respond to/reflect on the following topics citing specific examples from your Early-Level Clinical Experience journal entries:**

**Part 1 - Reflecting on Observations**

*Describe an instance in which you observed communication or collaboration between a teacher and another teacher, an administrator, a staff member, or students. How did this communication contribute to successfully supporting students' learning or the teacher's practices and needs?*

*How did your cooperating teacher(s) demonstrate a commitment to academic content and student learning during the early-level clinical experiences?*

*How did your cooperating teacher identify the diverse needs of students and how did they modify/differentiate instruction to meet the needs of all students (please cite specific instances)? If you were the teacher in these situations, what might you have done differently to improve student learning.*

*Describe how your cooperating teacher(s) actively promote a safe, inclusive, and supportive learning environment (please cite examples). Then, please reflect on your current confidence in creating such a learning environment now and in the future.*

**Part 2 - Reflecting on the Service Learning Project**

*Reflecting specifically on your service teaching and learning project (ED 284L), describe the leadership and planning that went into your project, how that contributed to the project's success, and how this experience will change your own teaching practices moving forward. Additionally, how did collaboration*

*with others (peers, teachers, community members, businesses, etc.) positively contribute to student learning?*

### **Part 3 - Reflecting on Growth and Future Teaching Experiences**

*Describe how the experiences in your early-level clinicals have prepared you to move to the next level in your preparation as a future educator. Additionally, please discuss what you need to focus on in your mid-level clinicals to be more prepared as a future teacher. In your reflection, specifically articulate three improvement goals you have as a developing teacher and how you might address those goals prior to graduation.*

**Tentative Course Outline:** You MUST complete the [Clinical Request form](#) for the appropriate semester. You will receive your placement sometime after the beginning of the semester and should promptly contact the cooperating teacher to set up a regular and consistent schedule for your clinical hours. Setting up this schedule, and sticking to it, are signs of professional behavior. Failing to do so is the most likely reason for failing a clinical or being asked by the teacher to not continue. During your visits, you should make sure to take notes so that you remember what you want to write about in your journal entries. Your materials in TK20 will be due the Wednesday of finals week in any given semester.

## Important Dates

**Final Exam Date and Time:** This course does not have a scheduled meeting time and therefore does not have a final exam time. Please note the due date for materials in TK20 binders noted above.

**Assessment Day:** 9/19/2022

## Late and Missed Work

There are few deadlines in this class. If you do not contact your cooperating teacher promptly, that teacher is likely to ask for you to be removed from his or her classroom, which is his/her prerogative. Missed clinical sessions will need to be made up in order to reach the required number of hours. If you experience difficulty completing your binder materials at the end of the semester, you should contact me immediately so that we can deal with the problem before grades are due.

## Attendance Policy

### **University Attendance Policy**

Minot State's attendance policy is posted here: <http://www.minotstateu.edu/records/pages/policy-class-attendance.shtml>

**Class-specific Attendance Policy:** You must be in attendance at your clinical sessions as you have them scheduled with the cooperating teacher. Simply showing up unannounced is unacceptable. Equally unacceptable is failing to show up when you have said you will be there. You should contact the teacher, the school secretary if you are unable to reach the teacher, and me if you are absolutely unable to attend a scheduled session.

### **University Sanctioned Events Policy**

Minot State University has a commitment to students who represent the University in official capacities. University-sanctioned activities include events that are required or encouraged by a class, program, club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it is the student's responsibility to communicate with the faculty member prior to his or her absence.

Missing clinical sessions for attendance at university sanctioned events should be avoided when the initial schedule for clinical sessions is made by not putting clinical sessions on days you know you will be gone. If a university sanctioned event comes up unexpectedly then you should contact the teacher as well as me to let us know of the conflict and reschedule your session.

## **Academic Honesty Policy**

Honesty and integrity are central to academic life at Minot State University. They create a trust necessary in a community of scholars. When that trust is violated by cheating in any form, the atmosphere of academic freedom is threatened.

Minot State University is committed to academic integrity. Incidents of academic dishonesty may be documented by the faculty member with a copy of the documentation maintained by the department/division chair. A letter of explanation will be sent to the student. Cheating may affect the student in accordance with the faculty member's grading policy. The student may appeal the faculty member's penalty to the department chair. Student disciplinary action may result in accordance with the Student Conduct Policy, found in the Student Handbook. Academic dishonesty would include, but is not limited to, the following types of behaviors:

1. Misrepresenting another individual's work as one's own, e.g. plagiarism from hard copy or the Internet.
2. Copying from another student during an exam.
3. Altering one's exam after grading for the purpose of enhancing one's grade.
4. Submitting the same paper to more than one class.
5. Use of any material or device not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collection data but which are, in fact, not.

7. Failure to respect the confidentiality of persons served or studied and to maintain the professional standards for ethical conduct as set forth in The Handbook of School Psychology published by the national Association of School Psychologists.

**Penalty for Violating the Policy:** Failure to comply with all of the policies above can have a variety of consequences, including receiving a "U" in the clinical. Education majors should pay particular attention to numbers 6 and 7 above as violations of these items will result in automatic failure of the clinical.

## Masks and Face Coverings

In this course, students may be expected to wear a mask or face covering while in the classroom, laboratory, or clinical/school setting. If so, your instructor has indicated this requirement below. If a student chooses not to wear a mask or face covering in an area where it is required:

1. The individual will be asked to comply with the policy. If the person refuses to comply, they will be asked to leave the space. If the person won't comply or leave, MSU Security may be contacted, if necessary, at 701-500-2423.
2. If an individual violates the mask or face covering policy a second time, they will again be asked to comply with the policy. If the person refuses to comply, they will be reported to the [Vice President for Student Affairs](#) for a Code of Student Life violation.

Individuals who would like to discuss accommodations regarding masks or face coverings should contact [Access Services](#), in person, by phone at 701-858-3372, or by e-mail at [access.services@minotstateu.edu](mailto:access.services@minotstateu.edu).

**Masks required:** In this course, you are expected to follow the guidelines/rules of any school in which you are placed regarding social distancing, masks, and other COVID protocols.

## Tutoring

The Minot State University Academic Support Center would like to help you reach your academic goals by offering free peer tutoring beginning the second week of classes in the lower level of the Gordon B. Olson Library and virtually. No appointment is necessary and there is no limit to how many times you may meet with a tutor. For a current tutoring schedule, visit [https://www.minotstateu.edu/asc/peer\\_tutoring.shtml](https://www.minotstateu.edu/asc/peer_tutoring.shtml). Times and subjects offered may change during the semester so check the schedule often. Visiting the Academic Support Center early in the semester with continued regular attendance produces the best results.

## ADA Accommodation Statement

In coordination with Access Services, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through [Access Services](#), in person, by phone 701-858-3372 or by e-mail at [access.services@MinotStateU.edu](mailto:access.services@MinotStateU.edu).

## Non-discrimination Statement

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported using the Student Complaint and Anti-Discrimination Form located here: <https://form.jotform.com/72996849416981>.

For the complete non-discrimination statement, visit [here](#).

## Title IX Statement

Minot State University (MSU) faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sexual harassment including sexual assault, dating violence, domestic violence, and stalking know that help and support are available. MSU has staff members trained to support parties in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all MSU employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such harassment to the University. This means that if you inform a faculty member about a situation of sexual harassment or other related sexual misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the Title IX website. For more information about your options, please visit the Title IX website: <https://www.minotstateu.edu/title9/>.

## Course Connections

ED 284 – Teaching Diverse Learners – is a complementary course to ED 284L – Clinical III. ED 284 provides teacher candidates content related to diversities found in the classroom and explores planning and instructional approaches that consider those diversities. ED 284 and ED 284L together build upon the foundation of earlier clinicals and courses, scaffolding teacher candidates so that in the future they are able to effectively teach all learners.