

**SPED 63992-002 Course Syllabus
ECIS Advanced Practicum
(6 Credit Hours)
Kent State University, Spring 2012**



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Class Meetings

Spring Semester, 2012: Thursdays: 4:25 p.m. – 7:05 p.m., Moulton Hall, Room 202

Instructor

Ashley N. Lyons, M.Ed., Doctoral Student
Cell Phone: 330-752-3858
Office: 220 White Hall
Office hours: Thursdays 3pm to 4pm **and** 7:15
to 8:15pm, or by appointment
Email: anlyons@kent.edu

University Supervisor

Carrie Pfeiffer-Fiala, M.Ed., Doctoral Candidate
Cell Phone: 330-697-8599
Office: 220 White Hall
Office hours: By appointment
Email: cpfeducation@aol.com

Note: Both the instructor and the university supervisor are happy to meet with you virtually if you so choose. We can schedule times to meet in Wimba or Skype.

Seminar Description

This seminar will allow students to come together to reflect upon and share experiences from their practicum settings. The goal of these meetings is to assist students in developing and honing their professional competencies as early childhood intervention specialists through a reflective process. In addition, meetings will provide students with an opportunity to learn more about utilizing professional journals to enhance their planning, instruction, and assessment of children as well as how to conduct research in the classroom in order to improve practice and student outcomes. Students will assess their current skill set, select personal goals for the semester, and implement an active research study in the practicum setting.

Advanced Practicum Seminar - Course Schedule – Spring 2012

Date	Topic	Assignments <i>(items in this column are due the following week)</i>
1/12 Week 1	<ul style="list-style-type: none">• Introductions• Syllabus• Practicum Handbook & Assignments• VISTA	
1/19 Week 2	<ul style="list-style-type: none">• Opportunity to plan the practicum experience, including setting goals• Meet University Supervisor	<ol style="list-style-type: none">1. Complete SAI2. Think about your personal goals for the semester (IPP)3. Make contact with your cooperating teacher4. Schedule observation with Carrie5. Fill out the practicum contract
1/26 Week 3	<ul style="list-style-type: none">• Evidence-based practices in ECSE<ul style="list-style-type: none">○ EBP; what, why and how○ Sample Journals• Discuss the plan for reflective journaling• Review SAI & IPP's and the grading rubrics	

Advanced Practicum Seminar - Course Schedule – Spring 2012 (*Continued*)

Date	Topic	Assignments <i>(items in this column are due the following week)</i>
2/2 Week 4	No class	Reflective Journaling
2/9 Week 5	<ul style="list-style-type: none"> • Grand Rounds • Discussing the steps for the PAR project • Intro to single-subject and case study research • Intro to scholarly searches (e.g., use of library database, Google Scholar, obtaining citation information, etc.) 	
2/16 Week 6	No class	<ol style="list-style-type: none"> 1. Reflective Journaling 2. Establish the PAR “need” in your setting; determine theme and intervention and include AT THE END of the Practicum Site Presentation (PPT, Slideshare, Prezi, or other visual format preferred) 3. Find evidence/promising intervention articles to support your PAR project; bring these with you to the next class meeting
2/23 Week 7	<ul style="list-style-type: none"> • Bring in 5-10 articles for your research synthesis • Practicum Site Presentations; include presentation of PAR Project theme and intervention idea • Directions for creating a research synthesis table in Word or Excel 	<ol style="list-style-type: none"> 1. Begin assembling your articles in to the research table; determine if there is a need to revisit the scholarly search 2. Reflective Journaling
3/1 Week 8	<ul style="list-style-type: none"> • Graphing Data in Excel • Grand rounds 	<ol style="list-style-type: none"> 1. Complete mid-term evaluations 2. Observations with Carrie 3. Work on your PAR
3/8 Week 9	No class	<ol style="list-style-type: none"> 1. Reflective Journaling 2. Work on your PAR; finish research synthesis table
3/15 Week 10	<ul style="list-style-type: none"> • Share research synthesis table with class • Lesson Planning Worksheet • Grand rounds 	<ol style="list-style-type: none"> 1. Plan for your week of lead teaching with prepared lesson plans and video taping 2. Schedule your 3rd observation with Carrie
3/22 Week 11	SPRING BREAK (03/19 to 03/25): No class	

Advanced Practicum Seminar - Course Schedule – Spring 2012 (*Continued*)

Date	Topic	Assignments <i>(items in this column are due the following week)</i>
3/29 Week 12	<ul style="list-style-type: none"> • Individual appointments <ul style="list-style-type: none"> ○ Review IPP & PAR progress ○ Discuss practicum related issues ○ Provide individualized feedback 	Reflective Journaling
4/5 Week 13	<ul style="list-style-type: none"> • Review of graph generation in Excel; transferring graphs to Word; preparing your final presentation • How to create a dynamic research poster using PPT and Adobe 	Reflective Journaling (culmination reflection; discuss the practicum experience as a whole, considering things that went well, challenges that arose, etc.)
4/12 Week 14	<ul style="list-style-type: none"> • Grand rounds • Reflections on practicum challenges and successes • Video clips 	Finish PAR in your practicum setting, ensure IPP is nearing completion, work on preparing your poster presentation (NOT due next week, just a reminder to keep working and stay on track)
4/19 Week 15	No class	<ol style="list-style-type: none"> 1. Complete final evaluations of university and field supervisors 2. Send instructor any drafts of poster presentation you would like to have reviewed; if you have opted to create a series of JING presentations or voice-over PPT, you MUST turn this in by 4/24 to ensure technology/link is functioning
4/26 Week 16	Poster Presentations	Please turn in all assignments and your completed portfolio
5/3 Week 17	You may pick up your graded assignments	

Course Requirements and Grading Criteria

Please review the Practicum Handbook for assignments and points.

To receive a satisfactory (S) grade in practicum (direct experience and seminar), students must receive 85 points or higher. A failing grade will translate into an F (6 credit hours of the F) for the seminar.

Note: 6 credit hours of an F is similar to receiving an F in two courses; not something you want to do to your GPA! Please make sure you regularly go to your practicum site, attend seminar meetings, and complete all assignments to the best of your ability. If you are concerned about your performance or current grade, or if extenuating circumstances arise, please arrange to speak with the instructor as soon as possible.

Seminar Participation

Goal: To support students in engaging in seminar experiences

Requirement: Students will meet requirements of practicum seminar by attending class and engaging in group discussions. Students are encouraged to discuss any challenges/concerns/successes that they may have encountered in their practicum setting in a manner that provide insight, self-reflection and educational value. The following are a list of characteristics of an engaged and full participant:

- Came to class on-time
- Worked consistently as a collaborative team member during class sessions
- Participated as a responsive team member by listening actively through commenting or asking questions during group discussions and presentations.
- Supported all other participants and the facilitators by encouraging critical, reflective thinking and diverse ideas

Format for Grand Rounds

- State your practicum site. Include descriptive information such as student population, class size, administrative support, teacher description.
- State your role and responsibilities to date within your practicum site.
- Provide a few statements/examples of the positive aspects of your site.
- Identify a specific challenge you are experiencing/observing within your practicum placement. What's happening within your setting that keeps you from being fully effective? What needs changing within your practicum setting?
 1. Identify a specific challenge you are experiencing/observing within your practicum placement. What's happening within your setting that keeps you from being fully effective? What needs changing within your practicum setting?
 2. Define the challenge behaviorally (e.g. the paraprofessional in my classroom does not self-initiate, I do not have the time to observe and collect data on the children in my classroom, families are not provided with complete and unbiased information, etc.).
 3. Frame the challenge you are facing, using "how to" language (e.g. how can I motivate the paraprofessional to self-initiate more often?).

Assignments

There are several assignments that are a part of this seminar. Each assignment is designed to provide you with the opportunity to practice new skills and to grow as an early childhood professional. The descriptions that follow provide a brief overview of each assignment. Additional information will be shared in class. Further, if there are forms that accompany the assignment, they are provided in PRACTICUM HANDBOOK. Please refer to the assignment description AND the practicum handbook for more details.

Please Note: You cannot pass this seminar without turning in all required items and meeting the number of field hours required at your placement, regardless of points obtained. This also includes the necessity of having all requisite forms signed and turned in.

Reflective Journaling 15 points

During the course of the semester, you will reflect on your experiences at the practicum site in written form in an online journal located in Blackboard. As you prepare each journal entry, you will identify and analyze situations, successes, challenges, or questions you have regarding your practicum placement. Although you

are encouraged to use the journal as often as possible, you are required to submit entries at specific junctures during the spring. Please refer to the Seminar schedule for requisite due dates. Please note that we will discuss the process of effective reflective journaling in much greater detail during seminar and prior to your first journal submission.

Midterm and Final Evaluations (No point value but required for completion of seminar)

At midterm and at the end of the semester, you will complete evaluations of the university supervisor and the field supervisor/cooperating teacher. In addition, each supervisor will also be completing evaluations of you on measures such as willingness to learn, punctuality, and professionalism. The forms you will need to complete (as well as those your supervisors will use to evaluate you) are available for download or review in Blackboard.

Practicum Site Presentations 5 points

You will create a presentation that describes your practicum placement and provides a glimpse of your ideas and progress toward beginning your PAR project. You may use PowerPoint, Prezi, Slideshare, or any other platform that will allow you to share this information with the seminar group. Presentations will consist of two parts:

1. Introduce your practicum site (use **generic** information; names of the school, city, teacher, and students should be avoided, although sufficient detail to describe the setting and people should be used), offering basic demographic information about the area and school as well as the class schedule. You should further indicate the developmental status of students in the class, what (if any) evidence-based strategies are currently being employed by the teacher and/or classroom aides, and your role in the classroom.
2. Proposal of a research/intervention idea for the PAR project, including a) purpose and research question, b) (preliminary) proposed methods and procedures, and c) importance or need for the intervention. You will also share 5-10 articles you have located that support the intervention or approach you have selected.

Week of Lead Teaching 10 points

Towards the end of your practicum experience, you will complete an entire week of lead teaching. You **MUST** work in conjunction with your field supervisor to determine the best week to do this, as well as to ensure you have the appropriate competencies to carry through with this responsibility. This means that you will be responsible for planning, implementing, and assessing student activities and work for that week.

Video Tape and Reflection 5 points

A minimum of one lesson must be video-taped, and you must also provide a reflection of your teaching video. More information will be shared during the semester.

Participatory Action Research (PAR) Project (30 Total points)

As part of your practicum experience, you will develop, implement, analyze, and evaluate an intervention plan (an action research study) that is based on student need in your placement classroom. The participatory action research project (or PAR, for short) is designed to give students the opportunity to identify and respond to student need in the classroom by providing critical experience with collecting, analyzing, and interpreting data while also demonstrating the link between the emergence of evidence-base practice (EBP) and research. As part of the points earned for your PAR, you will submit a portfolio at the end of the

semester to be shared with all stakeholders (i.e., teacher, university supervisor, parents, other professionals, etc.) It will contain the following items:

- Copies of any introductory letters/meeting minutes
- Practicum Profile form (*see Practicum Site Profile Presentation assignment*)
- Summary statement of the identified need for the PAR project
- Research synthesis table of the references to support the evidence-based practice used for the intervention (*see Research Synthesis assignment*)
- Description of target child, target behavior, evidence-based intervention, and data collection methods
- Copies of original data collection sheets
- Summary of data analysis and results (e.g., Excel graphs, discussion and analysis of findings). NOTE: This item will most likely be the handout from your poster presentation (*see Poster Presentation assignment*)
- Reflective journals outlining procedures and experiences through each of the five steps

Literature Table 10 points

After locating and selecting 5-10 peer-reviewed research studies, you will create a literature table that describes key components of each study. The purpose of the table is to aid students in understanding what evidence supports interventions and/or instructional practices used in the classroom (e.g., to demonstrate the link between research and practice). These components may include (but are not limited to) authors and year of study; participants (including age, gender, and developmental status); location; research design; independent and dependent variables; length of intervention and/or generalization phases; inter-observer agreement and/or fidelity of intervention; results; and usability or practicality. The elements of the literature table- as well as how to construct it- will be discussed in further detail during seminar.

Poster Presentations 10 points

At the end of the semester and after all data has been collected, analyzed, and interpreted for the PAR project, students will create a Poster that illustrates all main components of their action research (e.g., purpose, background/support, methods/procedures, results, and discussion/significance). Posters are created in ONE PowerPoint slide and then saved as an Adobe PDF document. Directions and guidance for creating the Poster will be provided during seminar. Students will further be required to discuss their poster for a minimum of 15-20 minutes (including time for Q & A). Students have the option of sharing the main poster presentation verbally during the last seminar meeting, or creating either voice-over PPT or a series of JING screencasts. Students choosing to record their presentation MUST turn in the presentation/poster 2 DAYS before those presenting verbally in-person. Students electing to pre-record will still be required to be present during the last seminar meeting and must still engage in Q & A with the group. Additional information will be provided during the semester.

Individualized Practicum Plan (IPP) 15 points

In the practicum setting, students will complete three (3) activities that are designed to improve their professional competencies. Prior to selecting activities, students will complete a Self Assessment Inventory (SAI) to determine the level of knowledge they possess in specific competency areas (e.g., minimal, moderate, or sufficient knowledge in each area). After completion of the SAI, students will work with the instructor and/or university supervisor to select three different activities that correspond with the results of the assessment. That is, students will select a range of activities to build their skills based on personal need and goals. The IPP will be discussed in further detail during seminar.

Appendix

ECIS Advanced Practicum Course Policies Spring 2012

Grading Policy

1. All assignments are due on the date specified in the syllabus. Five points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me before the assignment is due to discuss options.
 - Procedures for submitting electronic assignments and/or e-mail
 - Electronic submission of assignments is encouraged and can be sent to the instructor via:
 - University e-mail (shwebb@kent.edu)
 - Note, a URL will be provided for a course dropbox for files that exceed limits
 - ***It is the participant's responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.***
 - When submitting work electronically, the following procedures **must** be followed or the assignment will be returned and 5% will be deducted from the overall point value of the assignment:
 - The **subject line** of the e-mail **AND/OR** the **file** must include three pieces of information: (a) participant's full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names)
 - The document itself must be **saved in a readable** format (i.e., do not submit Office 2007 files at this time). Convert all Office files to 2003-2007 documents, as rich text format (.rtf), as a pdf, or in the case of movies and audio files, see the instructor's drop box or other course information for directions on appropriate file extensions.
 - "Written" documents must also be page numbered and include the participant's full name on a title page or as a header to the document.
2. All participants are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work met the expectations of the instructors, was completed fully, met stated criteria, represented a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and supportive interactions with colleagues, and sustained active participation across course activities.
3. Any assignment (EXCLUDING THOSE WHICH ARE SUBMITTED LATE) that earns **less** than an 80% may be revised and resubmitted. In order to gain additional points, participants must indicate in writing what component or activity they would like to improve and how they plan to do so. Participants will then have a full week (but no more than one week) following receipt of a grade to make revisions. Participants are encouraged to work with their peers and share their work in order to receive peer feedback prior to due dates. A grade of higher than 89% cannot be obtained on work that is revised.
4. Grading - Points Total 100 (Note this course is for licensure and students must receive an S to obtain credit; an unsatisfactory grade will result in Fs for each credit hour you are registered for)
 - 85-100 Points = S
 - 0-84 Points = F

Participation Policy

Each student will be expected to participate fully in all face-to-face (f2f) and on-line course activities, as well as to be punctual and present at times arranged with the field supervisor/cooperating teacher at the practicum site. Participation is generally defined as working consistently and independently as a collaborative team member. Participation is also defined as being responsive by attending to the diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor(s), and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions.

Examples of a “good” participator include but are not limited to one who:

- Supports the learning of others (e.g., shares resources, provides encouragement, affirms challenges, provides detailed responses, provides thoughtful posts).
- Works equally and respectfully to gain new knowledge (e.g., takes responsibility for finding answers, problem-solves independently, determines how and when ready to learn, follows netiquette for discussing concerns and challenges).
- Engages in critical thinking (compares and contrasts information, discusses pros and cons of various situations, considers ideas and practices that are novel, raises new questions for discussion) and embraces diverse ideas (i.e., tolerant of ideas that differ from own).

Participation during on-ground **AND** online sessions is crucial for student learning and is part of one’s overall grade. Participation grades assume that the student engages in the processes necessary to eventually complete performance assessments/assignments. Therefore, the point values attached to participation activities may seem discrepant to the amount of work necessary for completion. The instructor(s) acknowledges this perception; nonetheless, students are expected to give full effort when completing participation assignments (i.e., process is highly valued and necessary for a successful product).

Participation is also evaluated in terms of the degree to which students effectively utilize technology to enhance communication, collaboration, and instructional efforts with young children and their families. The paradigms for teaching and learning are changing due to innovations in technology. One of the goals of the ECIS program is to promote technological and information literacy of a broad and encompassing nature in the preparation of future early childhood special education professionals. To achieve this goal, technology is embedded through all courses and experiences so students gain skills and knowledge necessary to understand, control, and use technology in their own learning as well as in professional practice. Students are expected to learn how to adapt to technological change and how to deal with forces that influence their lives and potentially control their future.

Attendance Policy

Participants are expected to attend all scheduled class sessions (face-to-face and online), as well as to be present and punctual at the practicum site according to times arranged with the field supervisor/cooperating teacher. One point will be subtracted from the over-all course grade for each seminar class missed, and points may be deducted for missing practicum visits IF such absence was not discussed with the instructor/teacher in a timely manner. Further, you are required to visit and participate at the practicum site for the specified number of field hours in order to obtain credit for this seminar.

NOTE: If special circumstances interfere with a student's attendance, they must notify the instructor as soon as a conflict arises so options can be discussed (e.g., videoconferencing instead of attending f2f). Students may be excused from one class session if **necessary** for professional, health, or family reasons without penalty.

Professionalism Policy

A key competency related to the being a successful scholar is ensuring that you possess the ability to reflect on your own practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of your choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students **and** faculty are expected to engage in the following behaviors over the course of the semester:

- conduct themselves in a mature, professional, and civil manner
- respect ideas presented by people of different cultures, races, genders, religions, sexual orientations, and national origins
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
- manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse etc.
- respect faculty member's need to allocate their time and other resources in ways that are academically and personally productive
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
- maintain the confidentiality of the families and children, or community personnel who participate in related activities
- ensure professional development through any of the following activities:
 - participate in discipline-based activities, such as seminars and conferences
 - participate in university, departmental, or program governance as a component of professional development
 - uphold the public service mission of the university at an appropriate level

Behaviors were adapted from the University of Wisconsin's Graduate School's Guidelines for Good Practice in Graduate Education.

Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact the if you are not sure about how to appropriately cite the work of others or how to incorporate your review of the literature into your own products.

The following is a brief description of what plagiarism is, how to avoid it.

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying materials from other students, authors, or the WWW, and pasting them into your work without permission or full

citations, will result in the assignment not being accepted for credit.

Please visit the following websites to learn more about plagiarism and how to avoid it.

<http://sja.ucdavis.edu/avoid.htm>

<http://www.uky.edu/Ombud/Plagiarism.pdf>**

Resources for students on plagiarism

<http://www.library.kent.edu/plagiarism/bibliography.html>

Site with information and resources regarding copyright laws and fair use

<http://www.siec.k12.in.us/~west/online/copy.htm>

Please review KSU's policy on cheating and plagiarism

<http://docwhiz.educ.kent.edu/digscap.html#scap>

For a copy of KSU's digest of rules see the following

<http://docwhiz.educ.kent.edu/digtoc.html>

***Note: This website also has tips on how to paraphrase to avoid plagiarism*

The following is a list of things you should do when completing assignments for this course.

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and receive feedback from others and me.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others. Also, try to write before, during, and after your review of relevant literature.
7. Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol.5 guidelines when citing the work of others. The following are several helpful online APA citation guidelines sites.

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://employees.csbsju.edu/proske/nursing/APA.htm>

<http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>

<http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>

http://www.nova.edu/library/dils/teachinghandouts/apa/APA_6th_ed.pdf

Registration Policy

Registration Requirement: University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

See the following websites for additional information.

<http://www.kent.edu/bursar/Tuition-FeeSchedules/index.cfm>

<http://www.registrars.kent.edu/home/info/AboutReg.htm>

Students with Disabilities Policy

Kent State University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas <<http://www.registrars.kent.edu/disability/>> for more information on registration procedures).