



**Rowan College**  
at  
**BURLINGTON COUNTY**

## EDUCATION

**CODE:** INCL 02352

**TITLE:** Clinical Experience II in Inclusive Classroom

**DIVISION:** Liberal Arts

**COURSE DESCRIPTION:** This 1 credit Clinical Experience field-based courser requires approximately 2 days a week or 80 clock hours in the field and focuses on inclusive pedagogy, including: differentiating instruction across content areas, with a particular focus on Social Studies and Science, implementing principles of Universal Design for Learning and adapting curriculum and classroom environments to support diverse learners in inclusive settings.

The course is designed to align with the program goals of the BA in Inclusive Education and to accompany INCL02323: Social Studies Methods for the Inclusive Classroom and INCL 02322: Science Inquiry and Methods for the Inclusive Classroom. Students build on the skills they have been developing in coursework and through INCL 02351: Clinical Experience I in Inclusive education and have the opportunity to implement their skills in the field to support a wide range of learners, collaborate with cooperating teachers, school-based professionals, and families. This course is a required course in the B.A. in Inclusive Education program, Elementary Education specialization (K-6).

**PREREQUISITE:** INCL 02351, Admission to 3+1 Inclusive Education program

**COREQUISITE:** INCL 02323 and INCL 02322

**CREDITS:** 1 cr.

**REQUIRED MATERIALS (CHECK BOOKSTORE FOR LATEST EDITION):**

Click on the bookstore for the supplies which you are attending each class.

[Rcbc.edu/bookstore](http://Rcbc.edu/bookstore)

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

**GENERAL EDUCATION OUTCOMES IN THIS COURSE:**

Written and Oral Communication	*Students will communicate meaningfully with a chosen audience while demonstrating critical thought.
Technological Competency or Information Literacy: Technology	*Students will demonstrate competency in office productivity tools appropriate to continuing their education.
Global & Cultural Awareness: Diversity	*Students will be able to examine how multicultural societies and people help engender a richer understanding of diverse life experiences
Ethical Reasoning & Action	*Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.

**CORE COURSE CONTENT:**

<b>Topics:</b> The course is designed to be foundational for prospective teachers and will prepare prospective teachers to:
<ul style="list-style-type: none"> <li>• Demonstrate the importance of access to academic and social inclusion experiences for all diverse learners in schools</li> </ul>
<ul style="list-style-type: none"> <li>• Identify ways to acknowledge and validate all ways of being, learning and expressing knowledge;</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the ability to enact and initiate strengths-based approaches to understanding and supporting diverse learners, and development of professional rapport with sensitivity to confidentiality</li> </ul>
<ul style="list-style-type: none"> <li>• Developing skills aligned with Universal Design for Learning and Differentiated Instruction to meet the needs of all diverse learners with a particular content area focus of social studies and science</li> </ul>
<ul style="list-style-type: none"> <li>• Building and nurturing learning communities in the classroom and effective classroom management in inclusive settings</li> </ul>
<ul style="list-style-type: none"> <li>• Building curriculum development techniques and approaches to adaptations to meeting the needs of diverse learners</li> </ul>
<ul style="list-style-type: none"> <li>• Connecting all instruction and assessment to content-specific, related standards from the New Jersey Core curriculum Content Standards and Common Core State Standards</li> <li>• Building collaborative partnerships with families, guardians and other professionals</li> <li>• Expanding approaches to co-teaching in inclusive settings</li> </ul>

**COURSE ACTIVITIES:**

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- ▶ **Writing assignments:** students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.

- ▶ Speaking assignments: students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- ▶ Simulation activities: Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- ▶ Case Studies: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- ▶ Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.
- ▶ Speakers: Representatives from various related fields may be invited to speak.
- ▶ Videos: Related topics will provide impetus for discussion.

### **EDUCATIONAL TECHNOLOGY:**

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include on-line materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

### **STUDENT EVALUATIONS:**

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor's course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

### **GRADING STANDARD:**

- A      Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
- B+     Mastery of essential elements and related concepts, showing higher level understanding.

- B Mastery of essential elements and related concepts.
- C+ Above average knowledge of essential elements and related concepts.
- C Acceptable knowledge of essential elements and related concepts.
- D Minimal knowledge of related concepts.
- F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

### **COLLEGE POLICIES:**

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- ▶ Academic Integrity Code
- ▶ Student Conduct Code
- ▶ Student Grade Appeal Process

### **OFFICE OF STUDENT SUPPORT AND DISABILITIES SERVICES:**

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: [www.rcbc.edu/studentsupport](http://www.rcbc.edu/studentsupport)

### **ADDITIONAL SUPPORT/LABS:**

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:

- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:

Academic Advising [www.rcbc.edu/advising](http://www.rcbc.edu/advising)  
Student Support Counseling [www.rcbc.edu/counseling](http://www.rcbc.edu/counseling)

Transfer Center

[www.rcbc.edu/transfer](http://www.rcbc.edu/transfer)

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at [www.rcbc.edu/tutoring](http://www.rcbc.edu/tutoring)

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