

**Coastal Carolina University  
Spadoni College of Education  
EDSC 480 Internship Seminar  
Course Syllabus**

**Instructor of Record:** Dr. Cynthia V. Thibodeau

**Email:**

**Office Location:**

**Locations of Class:** Moodle: <https://moodle.coastal.edu/>

**Office Hours:**

**Class Meeting Date(s) and Time:** Online through Moodle and three on-campus mandatory meetings

**Prerequisite(s):** Co-requisite course with EDSC 490

**Course Description:**

EDSC 480 Internship Seminar (3 credits) (Co- requisite: EDSC 490) Candidates meet periodically with their university supervisor and with other candidates to establish links between the theoretical principles taught in the methods course and the practical application of these theories during the internship. F, S

**Text/Other Required Materials/Resources:**

- Chalk and Wire
- Various readings and assignments posted on CCU Moodle

**Important Websites:**

- Spadoni College of Education: [www.coastal.edu/education](http://www.coastal.edu/education)
- South Carolina Department of Education: <http://ed.sc.gov>
- ADEPT Systems Guidelines: [www.scteachers.org/adept/evalpdf/adept\\_guidelines.pdf](http://www.scteachers.org/adept/evalpdf/adept_guidelines.pdf)
- Council for the Accreditation of Educator Preparation: [www.caepnet.org](http://www.caepnet.org)
- National Council of Teachers of English: [www.ncte.org](http://www.ncte.org)
- National Science Teachers Association: [www.nsta.org](http://www.nsta.org)
- National Council for the Social Studies: [www.ncss.org](http://www.ncss.org)
- National Council of Teachers of Mathematics: [www.nctm.org](http://www.nctm.org)

## Supplemental Readings:

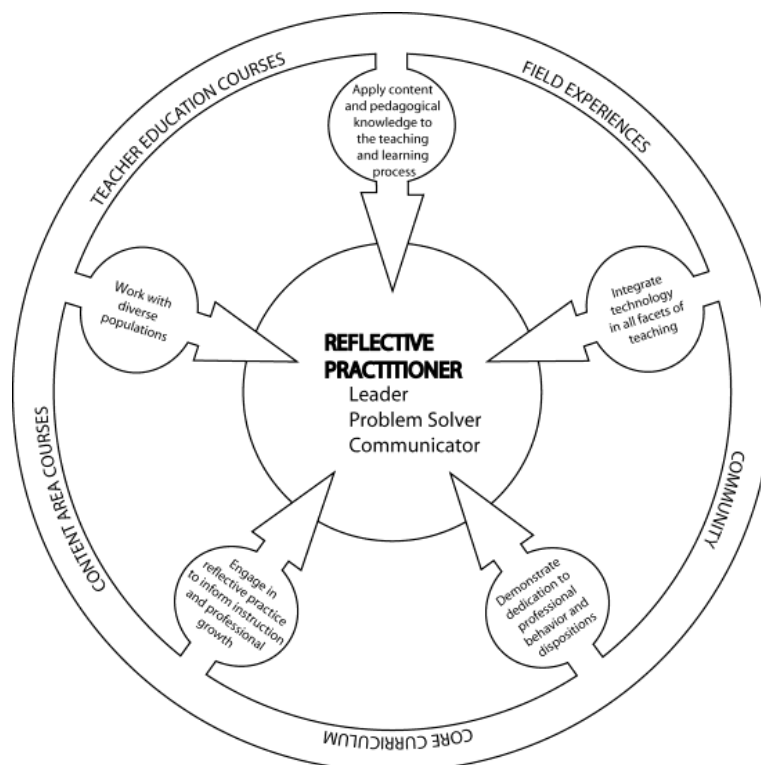
Posner, G. J. (2005). *Field Experience: A guide to reflective teaching*. 6<sup>th</sup> Ed., Springfield, IL: Allyn & Bacon.

Bullock, A. A. and Hawk, P. P. (2005). *Developing a Teaching Portfolio: A guide for preservice and practicing teachers*. 2<sup>nd</sup> Ed., Upper Saddle River, NJ. Pearson Prentice Hall.

Campbell, D. M., Cignetti, P. B., Melenyzer, B. J., Nettles, D. H. and Wyman, R. M. (2006). *How to Develop a Professional Portfolio: A manual for teachers*. 4<sup>th</sup> Ed. Boston, MA: Allyn & Bacon.

## Conceptual Framework:

The conceptual framework of all teacher preparation programs in the Spadoni College of Education is *The Teacher as Reflective Practitioner*. Through this framework, programs are directed toward the development of knowledge, skills, professional behaviors, and dispositions which will insure that all candidates are well prepared and meet all university, state, and national expectations of pre and in-service teachers at the completion of their respective programs of study. Intertwined in our professional unit are the INTASC Principles, NCATE standards, the state-mandated ADEPT framework, NBPTS Principles (MED programs only) and seven of the Specialized Professional Association standards (AMLE Standards).



## **Instructional Objectives:**

EDSC 480 is designed to:

- Provide opportunities for candidates who apply theoretical principles to authentic educational settings during the internship experience to discuss, critique, and glean ideas for improvement of classroom practice.
- Encourage reflection on internship
- Guide candidates through completion of internship experience
- Promote the inclusion of reflection during the teaching experience.
- Produce written discourse for all seven areas of the Teacher Work Sample

## **Student Learning Outcomes:**

Upon completion of this course, candidates should be able to:

1. Recognize and apply the tenets of effective, professional communication (SCOE CF 5.1; InTASC 10; SCTS 17, 19).
2. Identify and implement the legal, ethical and professional responsibilities of a teacher. (SCTS 19, Professionalism Standard 10; SCOE CF 4.1, 4.2, 4.3; InTASC 9, 10)
3. Create a "response plan" to best meet the needs of a student with academic and/or behavioral challenges. (SCTS 10, 13, 17, 19; SCOE CF 3.1, 3.2; InTASC 8, 9)
4. Compile a professional portfolio. (InTASC 9)
5. Successfully complete the Teacher Work Sample with a score of 80% or higher. (SCTS 1, 3, 5, 9, 10, 13, 15, Professionalism Standard 5, 6, 8; SCOE CF 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

## **Course Outline:**

1. Review of issues and topics related to teacher education, adolescent development classroom practice, and teacher's role, responsibility and professionalism
2. Reflection on the beginning of the Internship Experience
3. Contextual Factors written essay
4. Learning Goals discussion and essay
5. Assessment modes and alignment to learning goals
6. Design for Instruction facets and application
7. Instructional Decision Making essay of examples
8. Analysis of Student Learning and interpretation of data collected essay
9. Reflection on various lessons taught
10. Self-evaluation and implications for future teaching
11. Presentations of compiled Teacher Work Sample

## Grading Policy:

Grades will be based upon the following:

Assignment	Point Values
Reflective Responses	100 pts.
TWS Videos	40 pts. (5 pts. each)
TWS Draft Sections	70 pts.(10 pts. each)
TWS Final Submission	50 pts.
TWS Final Overview PowerPoint Presentation – On-Campus	50 pts.
Attendance and Participation at Required On-Campus Class Meetings	50 pts. (10 pts. each)
<b>Total Possible Points</b>	<b>360 pts.</b>

## Descriptions of Course Requirements:

**Reflective Responses:** There will be assignments posted on Moodle addressing current issue and topics related to teacher education, adolescent development classroom practice, and teacher's role, responsibility and professionalism.

**TWS Videos:** There will be videos on each section of the TWS that will provide guidelines, instruction, and pertinent information related to the development of that particular TWS section. Please pay close attention to the details within these video.

**TWS Draft Sections:** Candidates will follow the TWS prompts on Moodle and complete each of the seven sections of the TWS including Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning, and Reflection and Self-Evaluation.

**TWS Final Submission:** After the approval of the final copy of each of the seven sections of the TWS, candidates will submit the completed TWS to content area faculty.

**TWS Final Overview PowerPoint Presentation:** Each candidate will present their TWS to faculty, colleagues, and peers during a final meeting on the main campus. Critiques will be completed by faculty.

**Required On-Campus Class Meetings (Location TBA):** These meeting are designed to all candidates to share experience, seek advice, and to learn new information. The individual meetings are design for one-on-one discussion related to internship, teacher readiness, and TWS.

## University Grading System:

Course credit will be awarded only for earned grades of A, B+, B, C+, C, D+, D or S. The following points will earn credit:

Grading Scale	
90 – 100 Points	A
85 – 89 Points	B+
80 – 84 Points	B
75 – 79 Points	C+
70 – 74 Points	C
65 – 69 Points	D+
60 – 64 Points	D
Below 59 Points	F

## Attendance/Administrative Policy:

- **Professionalism:** This is a professional preparation course so you are expected to demonstrate professional dispositions, behavior, and work at **all times**.
- **Attitude:** You are expected to exhibit a positive and professional attitude throughout the online course activities and interaction within the course. Unprofessional behavior may result in the reduction of your course grade by at least one letter grade.
- **Attendance:** Attendance is a major requirement of this course and component of professional behavior. Students are expected to interact with the course materials and assignments within the Moodle site on a daily basis except in the case of illness or extreme emergency. **Written documentation** is needed to confirm any and all excused absences, based on Moodle inactivity, such as: a recognized emergency or from a serious illness. Please note that the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings.
- **Participation:** Active and timely online engagement and participation is expected and required, which includes a) reading the assigned material and being prepared to learn and participate in online related activities and assignments, and b) participating respectfully and professionally during online discussions, including being attentive to your peers' words when you are contributing to the online discussion as you prepare to participate in the reflective process.
- **Written Assignments:** All written assignments will be professionally presented, typed and follow the prescribed guidelines set forth by the assignment unless otherwise specified by the instructor. All written work is expected to be turned in with no spelling, grammatical, structural, typographical, and format errors. If you need support in this area feel free to contact the **Writing Center** or **Student Technology Services**. Points will be deducted relating to the correctness of the assignment, as well as spelling, grammatical, structural, typographical, and format errors. Remember to always proof your work and have someone else proof your work.
- **Course Requirement:** Successful completion of **all** course components and requirements are expected and important to your overall success in this course.

- **Due Dates:** Course assignments are required to be submitted on the assigned due date **ONLY** as stated in the assignment or on the Tentative Course Schedule and Due Dates document. Failure to submit assignments on the published due date will result in the loss of a credit for the assignment. It is the sole responsibility of the student to stay abreast of all due dates and assignment expectations. Failure to manage scheduled due dates does not demonstrate professional behavior or disposition.
- **Make Up:** If circumstances necessitate a make-up, students must present appropriate documentation for an excused absence and complete the alternate task by arrangement and approval of instructor no **later than 2 class meeting days** after the approval. No assessment can be made up unless permission was granted prior to the initial offering of the assessment.
- **Originality of Work and Plagiarism:** In no case should assignments for this course be ones which have been submitted for another course or completed by another student. In case of collaboration, the work submitted by you should be the work created by you, not any member of your collaborative group (see **Academic Integrity Code**). Specific information about academic dishonesty can be found at the following CCU website: <http://www.coastal.edu/conduct/documents/codeofconduct.pdf>.
- **Grade:** All grades are assigned on the accuracy, quality, thoroughness and completion of the work according to the professional judgment of the instructor.
- **Academic Standards:** (See University catalog) Credits earned as a non-degree student may be applied toward degree requirements only upon the approval of the academic unit offering the degree. Graduate courses will earn degree credit completed at a grade level of **C** or above, but the student's average on all courses attempted for graduate credit which are to be applied to degree completion must be at least a **B** (3.0 on a 4-point system). Additionally, the student's grade point average on all courses numbered 700 or above, that are to be applied to degree completion, must be no less than 3.0. Students are advised that some academic programs may have more stringent standards and to contact the graduate coordinator in their academic area of interest regarding applicable academic standards. Grades earned in credits transferred from other universities do not count in the grade point average. Grades earned below the grade of **C** do not transfer to Coastal Carolina University. Students who receive grades below **B** on 12 credits of degree-required graduate course work at the University within a 6 year period are suspended from degree candidacy status and are not permitted to enroll for further courses even as non-degree students, without the specific written approval by the Office of Graduate Studies. After a grade below **B** is 6 years old, it will cease to be a disqualifying factor. Under the University grading system, course credit will be granted only for earned grades of **A, B+, B, C+, C, D+, D** or **S**. **A, B+** and **B, C+** and **C, D+** and **D**, and **F** carry the traditional academic connotations of excellent, good, average, poor, and failing performance, respectively. **S** and **U** indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under the pass-Fail option. Courses carried under the Pass-Fail option will not affect a student's grade point average. **W** is assigned for withdrawal from a course after the official late registration period and through two-thirds of the total number of class days from the beginning of the term/session. **WF** is assigned for withdrawal from a course after the last date to withdraw with a grade of **W** and is treated as an **F** in the grade point average computation. **I**, Incomplete, is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete some portion of the assigned work

in a course because of unanticipated illness, accident, work-related responsibility, or family hardship.

- **Academic Support:** Coastal Carolina University is dedicated to establishing and maintaining a barrier-free environment with all of its resources. Students with physical or learning disabilities, are alternately-abled in any manner, or feel you need special dispensation are encouraged to contact the Office of Disability Services to discuss their needs. The Office of Disability Services offers students with physical, psychological, or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their Coastal Carolina University educational opportunities. On-going disability coaching is offered to assist students with disabilities to help ensure success at Coastal Carolina University. To access services and accommodations, students should obtain documentation of the disability and make an appointment with the Coordinator of Disability Services located in Indigo House 113 or call 349-6561.