



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
ADVANCED PROGRAMS GOVERNANCE COMMITTEE

Course Designator EDEL Prefix Number 791 Suffix
(Example: EDUC J999Q)

OR

Degree Program:
(For Bulletin Changes)

Course Proposer: Heidi Mills Phone: 7-4265

Table with 3 columns: Date Received, Approved By, Date Forwarded. Includes handwritten entries for dates and signatures of Susan Schiann-Rato and another department chair.

Note: If not approved, return packet to person named at the last level of approval.



SCHEDULE EXCEPTION REQUEST

SER

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: Schedule exceptions will be granted for justifiable reasons as approved by the instructor's departmental chair and academic dean. This form should be completed if the class will have an irregular meeting schedule; if the class meets over a period longer or shorter than the regular term; or if the class has a beginning and/or ending date different from the regular term. Each single credit hour must comprise 14 contact hours spread over at least one week. A 2-credit hour course must comprise 28 contact hours spread over at least two weeks; 3 credits must comprise 42 contact hours over at least three weeks. Final exams and breaks may not count as class meeting time. This form is available online at www.sc.edu/provost/acadprog.

Date: August 22, 2011

Campus: Columbia College/School: Education

Department (if applicable): Instruction & Teacher Education

Undergraduate Graduate

COURSE INFORMATION

Course Designation: EDEL 791 3
4-letter Designator Prefix Course Number Suffix # Credit Hours

Section Number: 001

Course Title: Elementary Internship Seminar

Cross-listed with which course?

4-letter Designator Prefix Course Number Suffix

Course Delivery Location: USC Campus Off-Campus site

(If off-campus delivery is being requested, attach a completed Off-Campus Delivery (OCD) form.)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)

(If distance technology delivery is being requested for the first time, attach a completed Distance Education Delivery (DED) form.)

Contract Course? Yes No (If yes, attach OEO Contract Course Approval Form.)

Proposed Effective Term for change to database/bulletin:

Year: 2012 Fall Spring May Session Summer I Summer II

Estimated # of students: 21

Date Course begins: Jan. 4th, 2012 Date Course ends: Apr. 18th, 2012

Total # of Class Meetings: 10 Class Meeting Time in Minutes: 2,100 2,520

INSTRUCTOR INFORMATION

Name of Instructor: Heidi Mills heidimills@sc.rr.com 803-777-4265
Print Name Email Address Phone Number

If this is a graduate course, is the faculty member in the regular Graduate Faculty or Term Graduate Faculty database?
 Yes No

REQUIRED ATTACHMENTS (The following documents must be attached to this form before submission)

- Course syllabus
- List of course meeting dates and times, with tally of contact minutes
- Justification Form (JUS)
- Office of Educational Outreach (OEO) Form for contract courses (if appropriate)
- Off-Campus Delivery (OCD) Form (if appropriate) All forms are available at www.sc.edu/provost/acadprog.

CONTACT INFORMATION

Contact Person:	<u>Heidi Mills</u>	<u>Instructor</u>
	<small>Print name</small>	<small>Title</small>
	<u>heidimills@sc.rr.com</u>	<u>803-777-4265</u>
	<small>Email Address</small>	<small>Phone Number</small>
	<u>Heidi Mills</u>	<u>8-22-11</u>
	<small>Signature</small>	<small>Date</small>

REQUIRED APPROVALS

Department Chair or Graduate Director:	<u>Gloria Boutte</u>	<u>[Signature]</u>	<u>8/30/11</u>
	<small>Print name</small>	<small>Signature</small>	<small>Date</small>
	<u>gboutte@mailbox.sc.edu</u>	<u>7-2018</u>	
	<small>Email Address</small>	<small>Phone Number</small>	
Academic Dean:	<u>Zach Kelehear</u>	<u>[Signature]</u>	<u>9/23/11</u>
	<small>Print name</small>	<small>Signature</small>	<small>Date</small>
	<u>dzk@sc.edu</u>	<u>7-3802</u>	
	<small>Email Address</small>	<small>Phone Number</small>	
FacSenate Cours&Curric/ Dean of the Graduate School (as appropriate):	<u></u>	<u></u>	<u></u>
	<small>Print name</small>	<small>Signature</small>	<small>Date</small>
	<u></u>	<u></u>	<u></u>
	<small>Email Address</small>	<small>Phone Number</small>	

Graduate Council Faculty Senate
Date of Faculty Governance Approval (if appropriate)



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: Please attach a statement explaining the justification for the proposed program or course action. This form is available online at www.sc.edu/provost/acadprog.

Date: August 22, 2011

Campus: Columbia College/School: Education

Department (if applicable): ITE

Undergraduate Graduate

The EDEL 791 schedule exception does not impact scheduling of other USC classroom space or the schedules of students enrolled in the course. Students enrolled in EDEL 791 are completing their student teaching internship experiences in elementary schools. All coursework in this class is designed to match elementary school schedules.

Columbia
MAT Internship II Seminar EDEL 791
Spring 2012

Office Hours: Monday-Wednesday-Friday 8-12 by appt.
Wardlaw 103
Office Phone: (803)777-4265
Email: heidimills@sc.rr.com

Course Description

This course is a seminar for students seeking initial elementary certification. This course explores principles and theories of curriculum development and strategies to translate curriculum into personal classroom practice. The expectations are informed by the College of Education Conceptual Framework and the Association for Childhood Education International (ACEI) standards.

Objectives

Interns should demonstrate a knowledge, understanding, and ability in the following areas:

1. Practices and dispositions of a developing Professional Educator as Leader;
2. Integration and application of knowledge for planning, instruction, and assessment in a way that connects curricular perspectives provided in MAT coursework to field-based experiences;
3. Connections among concepts, procedures, and applications from content areas to motivate elementary students to engage in active learning and to make “real world” connections;
4. Critical analysis of curriculum, instruction, learning, and evaluation in the context of actual school practice;
5. Analyze various approaches and techniques of classroom management, including caring, problem solving, building communities, rituals and routines.
6. Examine strategies for establishing and maintaining collaborative relationships with parents, school-based colleagues and agencies in the larger community.
7. Adaptation to diverse students.
8. Effective communication through written and oral language and a variety of communication techniques and technologies.
9. Critically analyze instructional strategies that facilitate critical thinking and problem solving abilities in elementary students.
10. Develop awareness of and reflect on their practices in light of research on teaching.
11. Develop awareness of and reflect on their practices in light of professional ethics.

Required Texts:

Nieto, Sonia (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press

University of South Carolina (USC) Office of Clinical Experiences. (2000). *Assisting, developing, evaluating professional teaching: ADEPT handbook for preservice teachers/teaching interns.* Author.

University of South Carolina (USC) Office of Clinical Experiences. *Preservice clinical experiences: Policies and procedures manual for internship for directed teaching.* Author.

Optional Resources:

- Charles, C.M. (1999). Building classroom discipline. (8th ed.). New York: Addison Wesley Longman, Inc.
- Kohn, A. (1996). Beyond discipline: From compliance to community. Alexandria, VA: ASCD.
- Texts that were used in the Internship I methods courses.
- Peterson, Ralph (1992). Life In A Crowded Place. Portsmouth, NH: Heinemann
- Kriete, Roxann (2002) The Morning Meeting Book. (2nd.ed.) Greenfield, MA: NEFC
- Visit <http://tip.psychology.org/> for overview of major education theorists.

Academic Course Requirements¹:

Self- Reflection Summaries: Due one week after each class meeting

After the conclusion of seminar session, interns will construct a short summary that documents their 1) knowledge and understanding of assigned readings, 2) connections to discussions during the seminar meetings, and related issues from classroom observations or experiences. Each summary should be clear and concise, but thorough. Please visit Blackboard and field packet for grading criteria. **15 points for each summary. (Possible points 75)**

Résumé Assignment: Due on TBA.

In preparation for securing a career in the education profession, interns should prepare a professionally appealing résumé. The final product should be a carefully formatted document that reflects considerable thought about how to include as much pertinent information as possible within a one-page format. **Total of 12 points.**

Display of Professionalism (Each class meeting)

Teacher candidates are expected to attend each seminar meeting in a timely and qualitative manner. Up to **two (2) points** can be earned for participation at the beginning and throughout each class session. The specific expectations are outlined in the rubric below: **(Possible points 18)**

EXPECTATION	SATISFACTORY (1 PT.)	UNSATISFACTORY
Teacher candidate engages in opening activities appropriately.		
Teacher candidate participated throughout the entire class appropriately.		

¹ **Note:** The due dates and other content contained in this document are tentative and may be adjusted to better meet the needs of the members of this learning community.

Professional Dimensions of Teaching

- Professional Educator as Leader
- Reflective Practitioner
- Development of a Teaching Portfolio
- Communicating with Others (including Home-School-Community Relations)
- Establishing and Maintaining Collaborative Relationships

The Elementary School Setting: An Analysis of

- Policies and Procedures
- Issues and Trends
- Creating a Learning Community

Curriculum and Planning

- Use of Frameworks for Planning
- Hidden curriculum issues
- Internal and External Influences
- Assessment/Evaluation Strategies

Instruction and Management

- Managing Climate, Routines, Roles and Classroom Culture
- Interpersonal Relations and Cultural Influences
- Equity and Diversity Issues
- School to Work
- Physical Environment
- Meeting Special Needs

Grading Scale: The final grades will be determined by calculating the percentage of the total score earned. A few examples will be provided during the first class meeting.

A	92-100%
B+	88-91
B	84- 87
C+	80-83
C	75-79
D	70-74
F	75 or below

Attendance Policy: Attendance to all seminar sessions is required and responsibilities attending university, and non-university events. In the event that you must be absent please contact your instructor as far in advance as much as is possible. Furthermore, interns are expected to abide the dispositions listed in the College of Education Conceptual Framework consistently throughout the semester.

EDEL 791 2012 Schedule

Heidi Mills

Jan. 4, 5 and 6th 8:30-3:30 (3 full days Wednesday through Friday)

Jan. 25 3:30-6:30 (Wednesday)

Feb. 8 3:30-6:30 (Wednesday)

Feb. 22 3:30-6:30 (Wednesday)

Mar. 14 3:30-6:30 (Wednesday)

Mar. 21 3:30-6:30 (Wednesday)

Mar. 28 3:30-6:30 (Wednesday)

Apr. 18 3:30-6:30 (Wednesday)