



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
BASIC PROGRAMS CURRICULUM COMMITTEE

Course Designator EDTE Prefix 402 Number Suffix P
(Example: EDUC J999Q)

OR

Degree Program:
(For Bulletin Changes)

Course Proposer: Mary E. Styslinger Phone: (803) 439-7302

Date Received

Approved By

Date Forwarded

8-23-11

Susan Shramm Gate
Chair, Department Committee

8-29-11

10/10/11

Chair, Department

10/10/11

Chair, Basic Programs Curriculum Committee

Associate Dean, Academic and Student Affairs

Dean, College of Education

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



# COURSE CHANGE PROPOSAL

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

# CCP

**INSTRUCTIONS:** This form is used to make changes to a course number, title, 4-letter designator, credit hours, pre- or co-requisites, description, delivery location or delivery method, or to delete a course. If the change affects the interests of another unit or campus, letters of concurrence from those units must be attached. The form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

Date: 4/7/11 Campus: Columbia

College/School: Education

Department (if applicable): Instruction and Teacher Education

Undergraduate  Graduate

## OLD COURSE INFORMATION

Course Designation: EDTE 402 P  
4-letter Designator Prefix Course Number Suffix

# Credit Hours: 1  Variable  Fixed # Times Course Can Be Taken: \_\_\_\_\_

Course Title (24 Character limit): Practicum: Teachers and Teaching

Cross-listed with which course? \_\_\_\_\_  
4-letter Designator Prefix Course Number Suffix

Course Prerequisites/Corequisites: Co-Req: EDTE 402

Course Delivery Location:  USC Campus  Off-Campus site  
*(If an off-campus delivery change 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, attach a completed Distance Education Delivery (DED) form.)*

## PROPOSED CHANGE

Proposed Effective Term - Change to database/bulletin effective no sooner than:

Year: 2012  Fall  Spring  May Session  Summer I  Summer II

- Delete Course
- Change Course Title to: \_\_\_\_\_
- Change Course Designator to: \_\_\_\_\_
- Change Course Number to: \_\_\_\_\_
- Add or Change Cross Listing: \_\_\_\_\_
- Change Credit Hours to: \_\_\_\_\_
- Change Prerequisites/Corequisites to: \_\_\_\_\_
- Change Course Description/Content *(Please attach a completed two-column Bulletin Change Form.)*
- Add or Change Delivery Location *(Please attach a completed Off-Campus Delivery (OCD) Form.)*
- Add or Change Delivery Method to Distance Education *(Please attach a completed Distance Education Delivery (DED) Form.)*
- Change Grading System to: \_\_\_\_\_
- Other Change (Specify): \_\_\_\_\_

**IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES**

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus?  Yes  No

Identify which unit(s)/campus(es) Art, Music, TSTM

(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

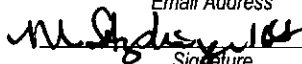
**REQUIRED ATTACHMENTS** (The following documents as appropriate must be attached to this form before submission)

**"Before" and "After" Course Syllabi required only for these actions:**  
 - Course description change  
 - Course title change, if it implies substantially new content  
 - Change in course level from undergraduate to graduate, or vice versa

- Course syllabi (see <http://www.sc.edu/provost/acadprog/courses/index.shtml> for syllabus component guidelines and template syllabus)
- "Before" and "After" bulletin description on two-column Bulletin Change Form (BCH)
- Justification Form (JUS)
- Letters of concurrence (if appropriate)

**CONTACT INFORMATION**

Contact Person:


Mary E. Styslinger  
Print name  
mstyslin@mailbox.sc.edu  
Email Address  
  
Signature

Associate Professor  
Title  
(803) 439-7302  
Phone Number  
4/11/11 10-11-2011  
Date

**REQUIRED APPROVALS**

Department Chair:

C. Boulik  
Print name  
cboulik@mailbox.sc.edu  
Email Address

  
Signature  
7-24-89  
Phone Number

10/12/11  
Date

Academic Dean:

\_\_\_\_\_  
Print name  
 \_\_\_\_\_  
Email Address

\_\_\_\_\_  
Signature  
 \_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Date

FacSenate Cours&Curric/  
 Dean of the Graduate  
 School (as appropriate)

\_\_\_\_\_  
Print name  
 \_\_\_\_\_  
Email Address

\_\_\_\_\_  
Signature  
 \_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Date

- 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](http://www.sc.edu/provost/acadprog).

Date: 4/7/11

Campus: Columbia College/School: Education

Department (if applicable): Instruction & Teacher Ed.

Undergraduate

Graduate

We are changing EDSE 402 to a 4-credit hour course and embedding the practicum into the course.



# BULLETIN CHANGE FORM

# BCH

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

**INSTRUCTIONS:** This form is normally used to accompany a program or course action form. If the requested change is minor, non-substantive, or editorial, this form may be used alone without other forms. Please insert or attach the proposed language changes exactly as they are to appear in the Bulletin. A two-column format showing both the old wording (left column) and the new wording (right column) is required. This form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

Date: 4/7/11 Campus: Columbia

College/School: Education

Department (if applicable): Instruction and Teacher Education

Degree Program (if applicable): \_\_\_\_\_

Proposed Effective Term - Change to database/bulletin effective no sooner than:

Year: 2012  Fall  Spring  May Session  Summer I  Summer II

Bulletin Version:  Graduate  Undergraduate Bulletin Section (if applicable): \_\_\_\_\_

Internet or web link to Bulletin Entry: [http://bulletin.sc.edu/search\\_advanced.php?cur\\_cat\\_oid=36&search\\_database=Search&search](http://bulletin.sc.edu/search_advanced.php?cur_cat_oid=36&search_database=Search&search)

### CURRENT BULLETIN LANGUAGE

(text to be deleted in new version show as strikethrough)

Please note that text should be formatted in Word to show strikethrough. Then, cut and paste the text into the space below.

### NEW LANGUAGE OR PROPOSED CHANGE TO BULLETIN

(new text shown as underlined)

EDTE 402P-Practicum: Teachers and Teaching  
Credits: 1  
  
Seminar and field experiences related to professional teachers and teaching in a variety of settings  
  
Corequisite: EDTE 402

### CONTACT INFORMATION

Contact Person: Mary E. Stysliger  
Print name  
mstyslin@mailbox.sc.edu  
Email Address  
  
Signature

Associate Prof, English Ed.  
Title  
(803) 439-7302  
Phone Number  
4/7/11 2012-11  
Date

### REQUIRED APPROVALS (for Bulletin Changes not associated with an academic program or curriculum)

Office with Authority for Bulletin Section: \_\_\_\_\_  
Print name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
Email Address \_\_\_\_\_ Phone Number \_\_\_\_\_

## EDTE 402P: Teachers and Teaching

### I. Descriptive Information

- A. **Course Number and Title:** EDTE 402P: Teachers and Teaching Practicum
- B. **Catalog Description:** Practicum in teaching as reflective practice. Professional standards, teacher leadership and school change, and various roles of professional educators.
- C. **Course Credit:** 1 hour
- D. **Prerequisites:** Sophomore Standing:  
EDUC 300: Schools and Communities  
EDPY 401: Learners and Diversity of Learning  
EDPY 401P: Practicum: Learners and Diversity of Learning  
Co-requisite: EDTE 402 and 402P must be taken together
- E. **Intended Audience:** Students preparing to enter graduate teacher education programs at the secondary level, and other students seeking a basic understanding of teachers and teaching.
- F. **Instructor:**

EDTE 402 and 402P are designed as companion courses. Experiences in schools are planned to illustrate and supplement information from lectures, readings, and classroom activities.

### II. Statement of Goals and Objectives

EDTE 402P shares the goals identified for EDTE 402, and the objectives of the two courses are related. In 402P the student will:

1. discover and describe how professional standards apply in American education; (Assignments #3, #10, *Teaching a Lesson*)
2. discover, describe and assess the roles and responsibilities of practicing teachers and other educators; (Assignments #1, #2, #3, #4, #5, #6, #7, #8, #9, #10 and *Teaching a Lesson*)
3. discover, describe, and evaluate a variety of leadership roles and challenges for practicing teachers and other educators; (Assignments #3, #9)
4. describe and evaluate how a school change model fits observed change efforts in local schools; (Assignments #1, #3, #9)
5. collect and analyze data in order to assess teaching practices; (Entire Practicum)
6. experience and critique current innovations in curriculum, instruction, and assessment; (Assignments #10)

7. experience and critique uses of technology; (*Technology Assignment*)
8. observe and critique teaching strategies appropriate for diverse populations of learners; (Assignments #2, #3, #4, #5, #6, #8, #9 and *Teaching a Lesson*)
9. identify differing approaches to teaching in a multicultural society; (Assignments #8, #9)
10. develop an understanding and appreciation of the moral and ethical dimensions of teaching. (Assignments #3, #7, #8, #9, #10)

### III. Required Texts, Readings, and Materials

The texts and materials used in EDTE 402 are required for EDTE 402P.

402P explicitly relies on sections of:

Kronowitz, Ellen. (2008). *The Teacher's Guide to Success*. Boston, MA: Allyn and Bacon.

Packet of readings as assigned in EDTE 402

Materials: USC lanyard for wearing USC ID at practicum site

*Preservice Teacher Education Clinical Experiences Manual*

You should also bring a black or dark blue pen to your campus seminars.

### IV. Academic Course Requirements

- A. Conscientious classroom participation, including demonstration of professional behaviors (cooperative work, attendance and promptness, attention to quality, respect for confidential information, professional behavior in the classroom etc.).
- B. Participation in seminar that meets in schools **during the assigned class meeting time**.
- C. Submission of a **Directed Observation** for each practicum experience. (See the **Directed Observation Evaluation Rubric** below) Every entry should demonstrate:
  1. Evidence of the student's knowledge of the lesson's content and the issues addressed as demonstrated by **specific references** to assigned readings, lectures, assignments and class lectures.
  2. Evidence that the student has **become engaged** (has thought about) the content, as shown by the inclusion of personal reactions, insights, experiences and connections with other relevant information and experiences.
  3. Evidence of the student's ability to **communicate effectively** using standard English. Thoughts are clearly organized and work is legible, correctly punctuated and spelled correctly.
  4. Each week, all directed observation assignments are to be submitted in the Assignment section of Blackboard. The week that you teach a lesson you will submit the lesson plan (found in the description of the assignments) rather than an observation assignment. Your on-site practicum instructor may also

require that you additionally submit your assignments via e-mail or as a hard copy.

## V. Administrative Course Requirements

Your success in this course will be determined by your effectiveness interacting with students and your ability to make meaningful observations that you effectively interpret in light of newly acquired concepts and insights. To be successful you must attend practicum at the assigned time, complete course readings, and are familiar with the week's practicum assignment. **Any absences from the practicum must be made up at a time convenient to your on site Practicum Instructor (PI) and Mentor Teacher.**

## VI. Evaluation and Grading (Total Possible Points 400)

- A. Using the rubric included in the syllabus, the site based Practicum Instructor will evaluate your Directed Observation assignments. There are ten assignments, of which you must complete nine. (The week you teach you will not be required to complete that week's assignment.) Each assignment will be awarded points of 0-26. All assignments must be promptly posted in the Assignment section on Blackboard (Total possible points 260)

Late assignments, attached assignments, and assignments posted under tabs other than the assignment tab on Blackboard, will be assigned 0 (zero) points.

- B. Your Mentor Teacher will evaluate: (Total possible points 96)
- your attendance, promptness, and appropriateness of your dress
  - your demonstrated commitment and enthusiasm
  - the effectiveness of your communication with teachers
  - the effectiveness of your communication with students
  - the initiative you show
  - your engagement in classroom activities
  - evidence of your thoughtful preparation for teaching a lesson
- C. Punctual attendance (10 points) and participation (10 points) in the scheduled campus orientation during the first week of classes. (Total possible points 20)
- D. Punctual attendance (9 points), submission of a word processed, business formatted thank you letter and participation (10 points) in the April 22 campus reflection seminar. (Total possible points 19)
- E. Completion of all questions in the online course evaluation. To earn credit, the evaluation must be completed no later than midnight on April 21, or by the last day that the online evaluation is available, **whichever is earlier**. (5 pts.) The evaluation is on the College's website: <http://www.ed.sc.edu/courseeval>

Grades will be determined by the quality of your work, not by merely fulfilling the minimum requirements of an assignment. Accordingly, students whose goal is to earn an "A" in the course should expect to present exceptional assignments and professional behavior. Grades will be assigned according to the following standard:

376-400 points = A	304-319 points = C
356-375 points = B+	292-303 points = D+
336-355 points = B	280-291 points = D
320-335 points = C+	279 points and below is failing

Records of your performance in EDTE 402P are an important part of the undergraduate minor. They may be shared as decisions are made about admission to the USC MAT/MT programs.

## VII. Major Topics

EDTE 402P shares the topics addressed in EDTE 402. Its goal is to help students develop the knowledge, skills, and dispositions shared by professional educators. It provides concrete classroom experiences that illustrate and supplement information shared in lectures, readings, and classroom activities.

## VIII. Modes of Instruction

Field work (observations, interviews, and classroom interactions)

Seminar discussions

Written Directed Observations that include reports, reactions and reflections

## IX. Course Expectations and Directed Observation Guidelines

### A. Classroom Expectations

Your practicum instructor will maintain attendance records that will be submitted to USC at the end of the semester. It is essential that you sign in and out at each practicum visit. **Students who fail to sign in and out will be considered absent.**

You must also keep your mentor teacher informed about the University schedule.

Prepare for each practicum visit. Be familiar with the Directed Observation assignment. As much as possible practicum assignments follow lecture discussions.

You may have to read ahead to respond knowledgeably to the practicum assignments.

*You are expected to be as actively involved in the classroom as possible. Talk with/ e-mail your mentor teacher as you plan to teach your lesson!*

*Maintain strict confidentiality – do not use the name of your school, teachers or students in papers, class discussion, or when contributing to your class electronic discussion group.*

### B. Directed Observation and Lesson Plan Guidelines

Take field notes in the classroom and complete your **Directed Observation** as soon as possible after your practicum experience. Each directed observation requires that you make a connection between theories/concepts in the 402 course with the field experiences at your practicum site. You may cite either Kronowitz's book and/or one of your packet readings when making these connections. You will submit the observation assignments in the Assignment section of Blackboard no later than the beginning of your next practicum visit. Your assignments must be posted on Blackboard no later than the day and time of your practicum each week. For example,

your first assignment should be posted on Blackboard no later than 8:00 a.m. on January 28, 2010. The week that you teach you will submit your lesson plan (without the post lesson reflection) in the lesson plan section under the "assignment" tab on Blackboard. The plan will be submitted in lieu of that week's directed observation. You will also submit to your school based practicum instructor a hard copy of your lesson plan, which does include your post lesson reflection.

**NO POINTS WILL BE AWARDED FOR POSTINGS LATER THAN ONE DAY.** Although the Assignment section in Blackboard allows you to attach your submission, you should instead type directly in the assignment box. A copy and paste submission is acceptable. **HOWEVER, YOU ARE NOT TO SUBMIT AN ATTACHMENT.**

**ATTACHMENTS WILL NOT BE OPENED, THUS NO CREDIT WILL BE AWARDED FOR ATTACHED ASSIGNMENTS.** Your practicum instructor may also require that you e-mail the assignments to him/her, or that you present a hard copy. **Do not use names on any entry.** Use an initial or pseudonym.

### **C. Attendance**

Reliability and punctuality are two very essential professional courtesies, especially for teachers. To encourage this code of behavior and because of the experiential nature of this course, students are expected to participate in eleven field visits and two on-campus seminar sessions. The success of the practicum in large measure is contingent on your active involvement in making connections between concepts discussed in EDTE 402 and students in the classroom in which you are placed. Consistent with the University's attendance policy, students who miss more than one scheduled session (either seminar or practicum visit), whether excused or unexcused, shall lose 10% of the total possible points for the course. These points will be subtracted from the total points earned. Accordingly, it is recommended that you "hold" this one penalty free absence for emergencies such as sickness, death in the family, court dates, etc.

If you are ill and miss a scheduled field visit, it is essential that you call the school's office and ask them to notify your mentor teacher and your on site instructor PRIOR to your absence. This should be done by telephone, followed by an e-mail. When calling, you should get the name of the person with whom you leave the message at your school. The e-mail should be copied to Dr. Gamble, and must include the name of the person at your school with whom you left the message, the reason for and expected duration of your absence, as well as the documentation that you will submit to your practicum instructor upon your return. Your teacher is counting on you and may have planned an activity requiring your assistance. He/she needs to be notified as soon as possible if you are not coming to the school. When you return to your practicum site, submit to your practicum instructor the documentation showing why you missed the visit (a doctor's excuse, court records, etc.). A request to make up a field visit (excused or unexcused) must be made in writing, via e-mail, to: Dr. Gamble; your on-site practicum instructor; and your mentor teacher, within 24 hours of your absence. Students should be advised that requests for make-up practicum visits will not be considered unless a student has complied with all requirements in the syllabus.

#### **D. Evaluation by Mentor Teacher**

After your final practicum visit, your mentor teacher (in collaboration with your on-site instructor) will evaluate your professionalism using the evaluation form in the packet. Your site based practicum instructor will submit the evaluation to Dr. Gamble. Please keep in mind that 96 points of your final grade is dependent on your practicum experience. Each of the professional attributes carries a designated weight in determining your points. If at the end of the practicum you have a question about your evaluation, any such questions should first be addressed in writing, via e-mail, to Dr. Gamble. You are not to contact the school directly. Please keep in mind that merely meeting the practicum requirements will not earn you an exceptional evaluation. If your goal is to earn an exceptional evaluation, you must consistently put forth exceptional effort.

#### **E. Professional Writing Expectations**

Students are expected to write at a level which reflects that of a university student. On all assignments, careful attention should be given to spelling, grammar, and punctuation. All assignments should be well organized and clearly presented. The quality of your communication skills, both written and verbal, will be a factor in determining your grade on each assignment. This includes assignments submitted on Blackboard.

It is equally important that you have a legible handwriting. Frequently you will write on dry/erase board, chalkboard, or overhead. As a teacher, your handwriting will be a model for your students. Accordingly, please be advised that illegible assignments will not be accepted, and will result in the loss of possible points for the assignment.

#### **F. Directions to access EDTE 402P on Blackboard**

- Point your browser to *http://blackboard.sc.edu*
- Click login.
- You will be asked for your username and password. (Your Blackboard user ID and PW are the same as that of your USC e-mail account.)
- Click on "Teachers and Teaching" (EDTE 402P).
- Click on Assignments to submit as assignment.
- It is your responsibility to make sure that your e-mail address on Blackboard is current.

**G. Honesty.** Dishonesty and/or deceit will not be tolerated and will result in the grade of F in the course and referral to the USC Office of Judicial Standards for possible expulsion. Dishonesty includes, but is not limited to: falsifying time (e.g. signing in at 8:00, when in fact it was 8:05), submitting work that is not your own creation, lying (whether verbally or in writing), signing attendance for someone other than yourself, misrepresenting facts, or withholding information as an act of deceit. Additionally, actions of dishonesty will be shared with the Office of Student Affairs, and can impact a student's ability to progress at the University.

**402P Directed Observation Evaluation Rubric  
(Possible points 26)**

3 = Exceptional    2 = Satisfactory    1 = Needs Improvement    0 = Does not appear

- |  |   |
|--|---|
| ___ On Topic   | ___ Theoretical Analysis/ Reflection                |
| ___ Form and Format  | ___ Classroom examples/ specifics/ details          |
| ___ Grammatical correctness/ spelling<br>(Proofread AND use spell check) | ___ References to readings and/or on-campus lecture |
| ___ On time<br>(late papers will be penalized)                           | ___ Overall quality                                 |

Timely posting on Blackboard: Yes (2)\_\_\_ No (0)\_\_\_                      Total Points\_\_\_

**PLEASE BE REMINDED THAT ASSIGNMENTS POSTED ON BLACKBOARD LATER THAN ONE DAY WILL RECEIVE NO CREDIT (ZERO POINTS)**

**Rubric for Lesson Plan  
(Possible Points 26)**

3= Exceptional    2=Satisfactory    1=Needs Improvement    0=Does not appear

- |   |  |
|---|--|
| ___ Collaborated with the mentor teacher to plan the lesson                                   | ___ Followed lesson plan template                          |
| ___ Grammatical correctness/spelling<br>(Proofread and use spell check)                       | ___ Taught at scheduled time                               |
| ___ Submitted a copy to mentor teacher in advance   | ___ Submitted a copy to practicum instructor in advance    |
| ___ Self-evaluated using post lesson questions on page 5 of the directed observations handout | ___ Lesson plan appropriate for subject matter/grade level |

Timely Posting on Blackboard: Yes(2)\_\_\_ No(0)\_\_\_                      Total points\_\_\_

### EDTE 402P Professionalism Evaluation

Please note: 64 points is the highest number of points that can be earned by students who miss a practicum and fail to notify the school in advance of the beginning time of the practicum.

Student's name: \_\_\_\_\_ Site: \_\_\_\_\_

Section I (To be completed by Practicum Instructor and/or Mentor Teacher)

Professional Expectation		Scale		Weight	Score
Attendance (Please attach any documentation submitted regarding absences)	0	1	2	8	
	more than one absence, excused or unexcused and/or school not notified in advance of an absence	no more than one absence, excused or unexcused; school notified in advance of absence	present for all practicum visits as scheduled/ no absences, excused or unexcused		
Punctuality	0	1	2	8	
	tardy more than once and/or school not notified in advance	tardy no more than once; school notified in advance	always on time		
Appropriate Dress	0	1	2	8	
	on one or more occasions dress and/or personal appearance was inconsistent with the standard set forth in the syllabus or by the practicum school site	on no more than one occasion, dress presented limitations for classroom involvement (e.g. skirt too short to allow practicum student to get on the floor with young children)	always neat, clean and professionally dressed consistent with the expectations in the syllabus/ dress did not present obstacles for classroom involvement		

Number of absences \_\_\_\_\_ Number of tardies \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Practicum Instructor/Mentor Teacher

Date

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Section II (To be completed by Mentor Teacher)

Professional Expectation		Scale		Weight	Score
Communication with the teacher	0 seldom communicated with the teacher through conversations, e-mails, or personal notes and/or failed to fulfill any commitment made to the teacher and/or to notify the teacher in advance of an absence	1 occasionally communicated with the teacher through conversations, e-mails, or personal notes/usually made eye contact with the teacher/fulfilled any commitment made to the teacher/notified teacher in advance of an absence or tardiness	2 regularly communicated with the teacher through conversations, e-mails, or personal notes/always made eye contact and was respectful of the teacher /fulfilled all commitments made to the teacher/notified teacher in advance of an absence or tardiness	8	
Commitment and enthusiasm	0 little interest in doing more than observing	1 reserved enthusiasm with limited participation	2 arrived ready to participate and eager to be involved/ enthusiastically completed all tasks as scheduled	8	
Initiative and engagement in classroom activities	0 seldom offered to be involved/ engagement in the classroom had to be prompted by the teacher	1 occasionally offered to be involved with students and to assist teacher as needed	2 regularly offered to be involved with students and to assist teacher as needed	8	

TOTAL SCORE \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Professional Expectations

1. **Always arrive on time or even early** and sign in on the USC attendance log at the designated point. Your schedule should allow time for travel as well as the actual site visit. You should allow ample time for traffic delays, trains, and accidents. Two tardies will count as one absence and are subject to the grade penalties in Section IA. Spend at least 1½ hours at your site. You are to be at your school the entire scheduled ninety minutes, with the last scheduled thirty minutes for travel back on campus. If possible while at your placement site, arrange to talk with the teacher at a time convenient to him/her. Your interactions with the teacher will enable you to have more insight into the students in the classroom. Have specific questions in mind - let the teacher know that you are making connections between specific concepts and real students. Communication with the teacher is a necessity.

Students who do not sign in and/or out on the USC attendance log will be considered absent. No other attendance records will be checked to verify or re-create attendance. Students are to enter the actual time they arrived and the actual time they left the site.

2. Should an emergency arise, make certain that you contact the school and teacher in advance of your absence. "No Shows" are exhibiting unprofessional behavior and are unacceptable. Be prepared to provide documentation of your emergency (e.g., doctor's excuse). Refer to the attendance policy in Section IX-C.

3. You are considered a teacher when you are in the school on a field visit. Teachers are professionals, so wear appropriate clothing - neckties are appropriate for males. Take your cues from the other teachers. Clothing should be neat and clean. Revealing blouses, shirts, skirts and dresses are inappropriate, as are shorts, flip flops, jeans, body piercings (other than one on each ear lobe), visible tattoos and exposed midriffs and cleavages. Be sensitive about wearing clothing with slogans that might project an unprofessional image. Leave your backpack at home. Also, no baseball caps are to be worn, nor is chewing gum allowed. **At all times, you are to wear your USC ID in the USC lanyard that you will purchase at the bookstore.**

4. The College of Education provides worker's compensation coverage for students engaged in field experiences. If you are injured while in a field setting, you should notify your immediate supervisors (mentor teacher and site based instructor) so that there will be a record of the injury at the site. You should then immediately call the Office of Field Experiences in the College of Education (777-4837) for further information to establish your claim and receive assistance with the injury. It is not wise to delay notification of either the immediate supervisor or the Office of Field Experience, as to do so may seriously delay or jeopardize your claim.

5. Become familiar with the school's philosophy and rules, usually found in a school handbook. Ask questions about how particular problems should be addressed. If there is a problem about which you are unsure say, "Let's ask the teacher." Remember that you are a guest in your practicum school. Accordingly, you are to follow the directives of school personnel. Students who fail to follow directives of school personnel, or to abide by requirements set forth in the Field Book, are subject to being removed from their site. There will not be an alternative placement for a student who is removed by school personnel. Practicum students are not to use school equipment for personal use or for completing USC assignments.

6. Electronic devices (including all personal communication features) are not to be used at school sites during regular school hours. You should turn off your electronic devices before you get out of your car at school. They should not be turned back on until you get in your car to leave school. The same applies to seminar. Use of electronic devices during emergencies should be consistent with school policy.

7. Be enthusiastic. Anticipate what needs to be done. Do not always wait for the teacher to ask you to do something. Volunteer to work with an individual or a group of students.

8. Do not play favorites with students -- attend to their needs, not your own.

9. Take time to listen to students. The younger the child, the more difficulty they may have in finding the words to express what they want to say. When you are talking, keep your voice moderated. Instead of speaking loudly to a student, go to the student and speak in a normal tone.

10. Accept responsibility for finding out what happened at your school site and/or seminar should you find it necessary to be absent. Absent students should contact a classmate for this information.

11. E-mail is an important means of communication between the College of Education and students. It is your responsibility to regularly check your USC e-mail. Although USC e-mail and Blackboard allow you to forward e-mail to another provider, such as Yahoo or AOL, outside spam filters sometimes do not allow forwarded bulk mail. Therefore you should not forward your USC mail.

12. During your first school visit, your site based practicum instructor will conduct an orientation session. You might meet your mentor teacher on this day, or it may not be until your next visit. The practicum instructors have been asked to put parking instructions under the Announcements tab on Blackboard. If your PI has not, please make sure you park legally and not in reserved parking. Site based practicum instructors will conduct make-up school orientation sessions only for those who were absent because of illness, death in the immediate family, or compliance with a court summons, **and only when the practicum instructor was notified in advance of the absence.** All absences must be verified by appropriate documentation. Students who miss the school orientation and have not followed these guidelines will be required to withdraw and register at a later date. You should take a letter of introduction with you when you go for orientation.

13. Using the template on Blackboard, you are to prepare a word processed, business formatted letter of introduction and take it to your mentor teacher on your first site

visit. Prior to the end of the semester, you are to prepare a word processed, business formatted thank you letter for your mentor teacher and bring it to the final seminar on campus. **For both letters, you should follow the template found under the course documents tab on Blackboard. Remember the expectations for professional writing.**

14. Students must adhere to all policies and procedures in the USC College of Education's *Preservice Teacher Education Clinical Experiences Manual*, a copy of which can be purchased at Quick Copy in the basement of the Russell House.



April 14, 2011


OFFICE OF THE DEAN  
COLLEGE OF ARTS AND SCIENCES

TO: Professor Mary Styslinger  
College of Education

FROM: Mary Ann Byrnes *Mary Ann Byrnes*  
Assistant Dean for Administration

RE: Proposed Course Changes to EDTE 402 and EDTE 402P

On behalf of the College of Arts and Sciences, I concur with the proposal to change EDTE 402 to EDSE 402; to change EDSE 402 to a 4-credit hour course; and to delete EDTE 402P.

 You replied on 3/18/2011 11:08 AM.

**STYSLINGER, MARY**

**From:** BROOKSHIRE, BOB  
**To:** STYSLINGER, MARY  
**Cc:** DICKEY, ED; KEANE, LYNN  
**Subject:** RE: EDTE 402/P  
**Attachments:**

**Sent:** Fri 3/18/2011 10:39 AM

On behalf of the Business and Technology Education Program, I concur with the proposal to change EDTE 402 to EDSE 402, to change EDSE 402 to a 4-credit hour course, and to delete EDTE 402P. These changes seem prudent to me.

Best wishes,

Bob Brookshire

Robert G. Brookshire, Program Director

Integrated Information Technology

University of South Carolina

120 Carolina Coliseum

Columbia, SC 29208

<http://www.hrsm.sc.edu/tstm>

Office: 803.777.6570 Fax: 803.777.9564

**From:** STYSLINGER, MARY  
**Sent:** Friday, March 18, 2011 9:42 AM  
**To:** rpruzin@m Mozart.sc.edu; COLBERT, CYNTHIA; BROOKSHIRE, BOB  
**Cc:** DICKEY, ED  
**Subject:** EDTE 402/P

You replied on 3/22/2011 12:27 PM.

**STYSLINGER, MARY**

**From:** HEID, KAREN  
**To:** STYSLINGER, MARY

**Sent:** Tue 3/22/2011 12:24 PM

**Cc:**

**Subject:** Re: EDTE 402/P

**Attachments:**

On behalf of the Art Education program in the department of art we agree with the change of EDTE 402 to EDSE 402 to a 4 credit hour course and to delete EDTE P.

Thank you!

Karen A. Heid, Ph.D.  
 Associate Professor, Art Education  
 Associate Chair & Undergraduate Director  
 Department of Art  
 McMaster College, 1615 Senate Street  
 University of South Carolina  
 Columbia, SC 29208

Office: 803-777-2594  
 FAX: 803-777-0535

E-mail: [heid@sc.edu](mailto:heid@sc.edu)

On Mar 18, 2011, at 10:11 AM, STYSLINGER, MARY wrote:

Cynthia Colbert, Bob Pruzin, Mary Anne Burns, Karen Heid, and Bob Brookshire--

I would like to update you on changes proposed by the Secondary Program in the College of Ed and request a letter of concurrence from you with regards to these changes.  
 I am putting paperwork forward for the following:

1) change EDTE 402 to EDSE 402.

Ed Dickey e-mailed with you about this previously. The paperwork was delayed, and we are just moving forward.

Since this class is only taken by secondary students, I am suggesting that we allot it a secondary prefix.

2) change EDSE 402 to a 4-credit (rather than a 3-credit) course, deleting 402P (1 credit hour, co-requisite of 402), embedding 402P into 402.

We want to insure that students take the practicum hour concurrent with the 402 course, One 4-hour course will insure that the practicum and course are together and create one BlackBoad site and one registration.

There will be no change to the total credit hours--

however this does impact those students in programs who only take 402 (and not 402P).

Please feel free to ask any questions; I hope to address any concerns you may have--

If you agree, can you please respond to this e-mail with a specific statement along the lines of: "On behalf of my program in xxx, I concur with the proposal to change EDTE 402 to EDSE 402; to change EDSE 402 to a 4-credit hour course; and to delete EDTE 402P.

Thanks--

Mary E. Styslinger, Ph.D.  
 Associate Professor, English and Literacy Education

**STYSLINGER, MARY**

**From:** Robert Pruzin [rpruzin@mozart.sc.edu] **Sent:** Fri 3/18/2011 11:01 AM  
**To:** STYSLINGER, MARY  
**Cc:**  
**Subject:** Re: EDTE 402/P  
**Attachments:**

Mary,

We have changed our program in that we no longer require our music students to take 402. With Irma and Ed's blessing, we have dropped 402 and added EDTE 201. So you do not need our concurrence.

Bob

On Mar 18, 2011, at 9:41 AM, STYSLINGER, MARY wrote:

Cynthia Colbert, Bob Pruzin, Mary Anne Burns, and Bob Brookshire--

I would like to update you on changes proposed by the Secondary Program in the College of Ed and request a letter of concurrence from you with regards to these changes. I am putting paperwork forward for the following:

1) change EDTE 402 to EDSE 402.

Ed Dickey e-mailed with you about this previously. The paperwork was delayed, and we are just moving forward.

Since this class is only taken by secondary students, I am suggesting that we allot it a secondary prefix.

2) change EDSE 402 to a 4-credit (rather than a 3-credit) course, deleting 402P (1 credit hour, co-requisite of 402), embedding 402P into 402.

We want to insure that students take the practicum hour concurrent with the 402 course, One 4-hour course will insure that the practicum and course are together and create one BlackBoard site and one registration.

There will be no change to the total credit hours--

however this does impact those students in programs who only take 402 (and not 402P).

Please feel free to ask any questions; I hope to address any concerns you may have--

If you agree, can you please respond to this e-mail with a specific statement along the lines of: "On behalf of my program in xxx, I concur with the proposal to change EDTE 402 to EDSE 402; to change EDSE 402 to a 4-credit hour course; and to delete EDTE 402P.

Thanks--

Mary E. Styslinger, Ph.D.  
 Associate Professor, English and Literacy Education  
 Director, Midlands Writing Project  
 College of Education  
 University of South Carolina  
 Columbia, SC 29208  
 (803) 777-2233 Office  
 (803) 777-3193 Fax  
[mstyslin@mailbox.sc.edu](mailto:mstyslin@mailbox.sc.edu)

Robert Pruzin  
 Associate Dean/Director of Undergraduate Studies  
 Professor of Horn

## STYSLINGER, MARY

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**From:** DUCATE, LARA  
**Sent:** Tuesday, April 12, 2011 2:46 PM  
**To:** BYRNES, MARY ANN; STYSLINGER, MARY  
**Cc:** FLOYD, MINUETTE; HEID, KAREN; ANDERSON, SUSAN; PARRISH, MILA; ANDERSON, LARA LOMICKA; MADDEN JR, ED; MEADE, DOUGLAS; KNAPP, LOREN  
**Subject:** RE: 402 course change

Dear Mary Ann,

In foreign languages, students are not required to take EDTE 402 or 402P, so this change will not affect them. Thank you for confirming,  
Lara

Lara Ducate, PhD  
Associate Professor of German  
Director of Teacher Education and Assessment  
Director of Basic Courses in German

Dept. of Languages, Literatures, and Cultures  
University of South Carolina  
Columbia, SC 29208  
803-777-0454 (fax)

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**From:** BYRNES, MARY ANN  
**Sent:** Monday, April 11, 2011 4:30 PM  
**To:** STYSLINGER, MARY  
**Cc:** FLOYD, MINUETTE; HEID, KAREN; ANDERSON, SUSAN; PARRISH, MILA; DUCATE, LARA; ANDERSON, LARA LOMICKA; MADDEN JR, ED; MEADE, DOUGLAS; KNAPP, LOREN  
**Subject:** RE: 402 course change

Dear Professor Styslinger:

Thank you for the opportunity to comment on the changes below. Before I send you the letter of concurrence, I want to check with some of my colleagues in Arts & Sciences to be sure that my understanding is correct. Therefore, I am copying a number of them on this reply.

1. Baccalaureate level certification programs in Arts and Sciences include the BFA with a major in Art Education; the BA in Dance (K-12 Dance Education concentration); the BA in Classics, French, German, or Spanish (Teacher Certification Option.) It's my understanding that none of these programs require EDTE 402 or EDTE 402P. Relevant material is covered in the specialized methods courses in art, dance, and foreign language pedagogy.
2. Students preparing to enter the Master of Teaching degree program (AKA fifth-year master's) in

4/12/2011

secondary English, mathematics, science, or social studies do take EDTE 402 and 402P as part of the undergraduate degree, along with EDFN 300, EDTE 400, EDPY 401 and 401P. These 12 hours have historically been specified by the College of Education as prerequisites for the MT. Changing EDTE 402 to EDSE 402 and making it a 4-hour course (eliminating EDTE 402P) seems to have implications only for advising (knowing that the designator has changed and working with scheduling a single 4-hour course rather than a 3 hour + 1 hour combination.)

If I have misunderstood anything about how EDTE 402 and EDTE 402P are used in the curricula for Arts and Sciences majors, I hope my colleagues will let me know as soon as possible. I hope to respond to you more formally by the end of the week.

Mab

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**From:** STYSLINGER, MARY [mailto:MSTYSLIN@mailbox.sc.edu]  
**Sent:** Friday, April 08, 2011 10:13 AM  
**To:** byrnes@sc.edu  
**Subject:** 402 course change

Dr. Mary Anne Byrnes--

As secondary program chair, I would like to update you on changes proposed in the College of Ed and request a letter of concurrence from you with regards to these changes. I am putting paperwork forward for the following:

1) change EDTE 402 to EDSE 402.

Ed Dickey e-mailed with you about this previously. The paperwork was delayed, and we are just moving forward. Since this class is only taken by secondary students, I am suggesting that we allot it a secondary prefix.

2) change EDSE 402 to a 4-credit (rather than a 3-credit) course, deleting 402P (1 credit hour, co-requisite of 402), embedding 402P into 402.

We want to insure that students take the practicum hour concurrent with the 402 course,

One 4-hour course will insure that the practicum and course are together and create one BlackBoad site and one registration.

There will be no change to the total credit hours--

however this does impact those students in programs who only take 402 (and not 402P).

Please feel free to ask any questions; I hope to address any concerns you may have--

If you agree, can you please respond to this e-mail with a specific statement along the lines of:

"On behalf of my program in xxx, I concur with the proposal to change EDTE 402 to EDSE 402; to change EDSE 402 to a 4-credit hour course; and to delete EDTE 402P.

Thanks--

Mary E. Styslinger, Ph.D.  
 Associate Professor, English and Literacy Education  
 Director, Midlands Writing Project  
 College of Education  
 University of South Carolina

4/12/2011

## STYSLINGER, MARY

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**From:** MATH, UGRAD DIR  
**Sent:** Monday, April 11, 2011 5:36 PM  
**To:** BYRNES, MARY ANN  
**Cc:** STYSLINGER, MARY; FLOYD, MINUETTE; HEID, KAREN; ANDERSON, SUSAN;  
PARRISH, MILA; DUCATE, LARA; ANDERSON, LARA LOMICKA; MADDEN JR, ED;  
KNAPP, LOREN  
**Subject:** Re: 402 course change

Mary Ann,

You have accurately represented the roles of EDTE 402(P) for mathematics students seeking certification at the secondary level. The proposed changes will not adversely affect our students and will - ultimately - somewhat simplify the advising process.

Doug

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Prof. Douglas B. Meade<><	Phone: (803) 777-5313
Undergraduate Director	FAX: (803) 777-3783
Department of Mathematics	URL: <a href="http://www.math.sc.edu/~meade/">http://www.math.sc.edu/~meade/</a>
USC, Columbia, SC 29208	E-mail: <a href="mailto:mathudir@mailbox.sc.edu">mailto:mathudir@mailbox.sc.edu</a>