

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: Department of Teacher Education
2. Course Information: EDUC / 4620 / Educational Internship
Prefix Number Title
3 / _____
Credit Hours Prerequisites

3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

This course enables students to systematically investigate topics of educational interest, to evaluate the merits of published research in the field and to develop strategies for problem solving within educational settings.

4. May students repeat this course for credit? If so, are there limits? NO
5. What is the rationale for adding this course?
 - a. How does it support the philosophy and enhance the curriculum of your department?

This course will be a required upper level course in the newly proposed Educational Studies major. It will be an upper level elective available to Education majors and minors.

- b. How does it relate to the overall University curriculum?

This course addresses an area currently uncovered by the current undergraduate curriculum.

6. Should this new course be considered for General Education coding? NO
If yes, attach the Application for General Education Coding Form.
7. Staffing requirements:
 - a. Qualifications necessary for instructor Masters degree in Education
 - b. What staffing changes, if any, will be necessary to offer this additional course?
NONE
8. When will this course be initiated? FA09 How often will it be taught? 2 times per year
What sites are likely to offer this course? Webster Groves main campus only
9. Does this course affect degree requirements in your, or any other, department/program's major, emphasis, minor, or certificate. YES

If yes, please attach corrected catalog copy for approval.

10. List any existing University course(s), undergraduate or graduate, which are similar in title and /or subject matter and explain how this course differs from them.

This internship focuses on education in nontraditional settings.

11. Are University resources adequate to support this course? (library holdings, space, specialized, equipment, etc.) YES If not, what additions are necessary?

12. What course(s), if any, will be dropped to make room for this course? NONE

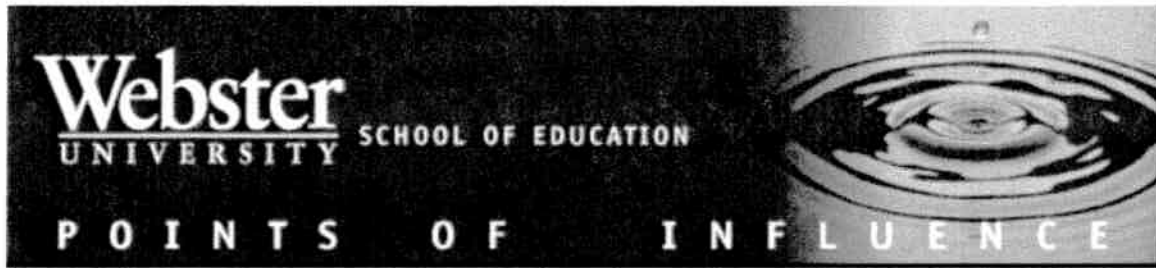
13. What entities (department, college/school) have reviewed and approved this proposal?

Department of Teacher Education, School of Education

Signatures:

<u>Cowl R. Hayt</u>	/	<u>December 18, 2008</u>
Department/ Program Chairperson		Date
<u>Brenda Tyff</u>	/	<u>12-18-08</u>
Dean of College/School		Date
_____	/	_____
Chair/Curriculum Committee		Date

Rev. 2004



Course Syllabus

COURSE NUMBER: EDUC 4620	COURSE TITLE Educational Internship	TERM: Fall 2009
SITE: Main 50	INSTRUCTOR CONTACT INFORMATION: Victoria McMullen mcmullen@webster.edu	CREDIT HOURS: 3.0

1. COURSE DESCRIPTION:

This internship enables students to explore non-traditional settings and career options in education.

LEARNING OUTCOMES:

Course Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Plan and implement effective instruction in nontraditional settings	SoE Goals: 2.2, 2.3
Evaluate and reflect on the effectiveness of educational activities	SoE Goals: 2.4 SoE Dispositions: 1.4
State realistic options regarding how to implement educational knowledge and skills in occupational pursuits.	SoE Goals: 3.1 SoE Dispositions: 1.4

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Use the following checklist to be sure you have completed all the requirements of the practicum. As a practicum student you will:

- Following a discussion with your mentor, submit a copy of your weekly schedule to the university supervisor during the first week of the placement and adhere to this schedule.
- Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. Your time includes hours when students are present. You may include some planning time with the mentor.
- Review the syllabus and share the requirements with your mentor.
- Write detailed lesson plans for the instruction you plan. Review these plans with your mentor at least a week before they are to be implemented.
- This practicum should be design to help you determine if you want to pursue a career path in a similar setting; it is suggested that you have regularly scheduled opportunities to assist and engage in the planning and instruction activities typical of educators in this setting.
- Phone your mentor when there is an unavoidable absence. In addition, you should notify your supervisor if he/she had scheduled a visit that day.
- Complete all assignments as outlined in the syllabus.
- Submit your lesson plans, reflective journal entries for each activity, and reflective summary to your supervisor as required.
- Arrange a debriefing visit with your supervisor to review the supervisor's evaluation form.

SUGGESTED PRACTICUM ACTIVITIES

Teaching and Learning Description	Activities with Reflections (1 from each category)
1. Knows the subject and makes learning meaningful for students.	<ul style="list-style-type: none"> • Create a learning center that integrates knowledge and skills in your subject area. • Design questions to support learning of a small group as part of your design of your lesson that you create and present in your setting.
2. Understands how students learn and develops appropriate learning opportunities.	<ul style="list-style-type: none"> • Shadow a student in your setting for an hour. Identify appropriate strategies to support the student's learning. • Work individually with a student or with a group of students to set goals (learning, socially, or behaviorally). • Create heterogeneous cooperative learning groups based on the individual needs of students (academic, social, behavioral, etc.) Use the cooperative learning groups in a learning activity.
3. Understands how students differ in their approaches to learning and creates instructional opportunities for diverse learners.	<ul style="list-style-type: none"> • Identify modifications made in lesson presented in your setting. • Create a learning activity that includes a modification for students with learning differences or disabilities. • Identify the learning modality strengths of a group of students. Then design an instructional game that uses the different modalities of the students as part of a lesson you create and present.. • Create an independent learning activity that uses all of the multiple intelligences as choices as an extension a lessons that you develop and present..
4. Develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	<ul style="list-style-type: none"> • Review grade level/subject curriculum guide for your setting. Ask for a copy (if appropriate) of the long-range curriculum goals for a school year. Then review the Show-Me Standards or Grade Level Equivalents and create a chart showing where they align. • Attend a planning meeting. Write a journal entry. • Co-plan and co-teach a lesson with another teacher at your practicum site. • Design and implement a lesson.
5. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	<ul style="list-style-type: none"> • Create an authentic task for the students to complete independently. Prepare the materials that the students will need to have to complete it. Present it as part of a lesson you create. • Create and facilitate learning centers to support a topic of study. • Design a bulletin board to support a topic of study in the classroom. Make it an interactive (if appropriate) bulletin board that can be changed and manipulated by the students. • As part of a lesson plan you create and present include the students' creation of a product to support their learning (model, drawing, song, etc.) • Create and present a lesson plan that includes students' active involvement in exploration and discovery.
6. Understands individual and group motivation and behavior to create a positive learning environment.	<ul style="list-style-type: none"> • Interview your mentor about group management strategies. • Determine, record, and reflect on the routines used in the setting (lining up, getting materials, attendance, seating arrangements, beginning and end of session, etc.) by the cooperating teacher. . • Develop and implement a list of effective strategies to use during transition periods. Attach it to a journal entry.

Activities continued

Teaching and Learning Description	Activities with Reflections (1 from each category)
7. Models effective verbal, nonverbal and media communication techniques.	<ul style="list-style-type: none"> • Design and create a poster to support student learning. • Create a resource list that supports a topic of study that ties to a lesson that you create. It should include the opportunity to review movies, internet sites, songs or music, newspapers, magazines, etc. Share the list with your mentor.
8. Understands and uses formal and informal assessment strategies to evaluate continuous development of the learner.	<ul style="list-style-type: none"> • Assess and reflect on the success of cooperative learning groups. • Create a student self-assessment for cooperative groups. Have student self-assess their cooperative learning group's ability to work together in accomplishing learning goals. Collect and analyze the self-evaluations to make decisions about future groupings. Reflect on what you have learned. • Collect student work from a lesson(s) that you teach. Analyze the student work in terms of the student(s) achieving the learning goals. Write anecdotal records on the students. • Create a scoring guide to support a topic of study for a lesson you create for the classroom. • Create an observation form for observing student's skills (questioning, writing, listening, speaking, etc.) • Create a student self-assessment for a product (essay, presentation, model, etc.) that supports the learning for a lesson that you teach in the classroom. • List the type of assessments used in your setting and describe the purpose of each.
9. Is a reflective practitioner who continually assesses the effects of choices and actions on others.	<ul style="list-style-type: none"> • At the end of your practicum experience, write a Reflective Summary synthesizing your experiences and their effect on your future career path. • Attend a professional development session. Write a journal entry reflecting on what you learned.
10. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.	<ul style="list-style-type: none"> • Make a copy of the list of committees that the educators in your setting serve on. Ask your mentor about his/her involvement in the committees. Write a reflection about your findings. • Find out if your setting has an educational partnership with a university or other agencies. Interview individuals involved directly with the partnership.
11. Understands the theory & application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.	<ul style="list-style-type: none"> • Create and present a lesson that includes the use of technology . • Show examples of how you have used email, internet, databases, and distance learning equipment to research and to communicate with students and colleagues • Include a checklist of various media and state of the art technology that you are able to incorporate into your classroom (such as slide projector, camcorder, VCR, overhead projector, computes and printer, interactive video, and cable and electronic television (educational). • Identify one or two students to work with individually on a technology skill (word processing, e-mail, internet research, etc.)

4. RESOURCES:

Supplemental readings will be provided as needed at the discretion of the instructor.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
11 practicum activities and reflections	Plan and implement effective instruction in nontraditional settings; Evaluate and reflect on the effectiveness of educational activities	25%
Reflective summary	Evaluate and reflect on the effectiveness of educational activities; State realistic options regarding how to implement educational knowledge and skills in occupational pursuits.	25%
Successful completion of required hours	Plan and implement effective instruction in nontraditional settings; Evaluate and reflect on the effectiveness of educational activities	25%
Mentor and supervisor evaluations	State realistic options regarding how to implement educational knowledge and skills in occupational pursuits.	25%

6. GRADING SCALE:

A, A- superior work in the opinion of the supervisor

B+, B, B- good work in the opinion of the supervisor

C+, C, C- satisfactory work in the opinion of the supervisor

D+, D passing, but less than satisfactory work in the opinion of the supervisor

I incomplete work in the opinion of the supervisor

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS NOT RETURNED IN THIS MANNER WILL BE DESTROYED IF NOT PICKED UP FROM THE INSTRUCTOR BY THE END OF THE FOLLOWING TERM.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

No form of academic dishonesty will be tolerated. According to the Webster University Student Handbook, academic dishonesty includes: Fabrication- Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file, and Plagiarism-Using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded for a web site or an Internet paper clearinghouse. Excessive use of direct quotations from primary sources will also not be accepted. All assignments which are starred *** in this syllabus must be submitted by hard copy as well as electronic copy. The electronic copy may be sent to the Turnitin database to determine if any part of the assignment has been copied or not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center at (314) 968-7495.

9. OTHER

Class attendance is mandatory. Students who miss a class will be required to complete a make-up assignment for the missed class. This assignment will be due the week following the class that was missed. If this make-up assignment is not completed, a half letter grade reduction will be made in the student's final grade. Students who miss two or more classes are advised to withdraw from the course. A NC may be issued for the course in cases of multiple student absences. Attendance at the final class is required.

Students who do not complete the requirements of the course must meet with the Instructor(s) prior to the end of the course to complete an Incomplete Course Form; otherwise, a NC will be issued. (Note: Only in the case of emergencies will an incomplete be granted to the student. Additionally, in order for an incomplete to be given, the student must have completed all of the course work due prior to the time of the occurrence of the emergency.)

Early drafts of assignments will be accepted up until two weeks before the due date. Such drafts will be returned one week before the due date with the instructor's feedback. Upon request, an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for the assignment will be the average of the two grades. Assignments which are not handed in by the deadlines will be penalized by ½ of a letter grade for each week they are late unless prior arrangements are made with the instructor.

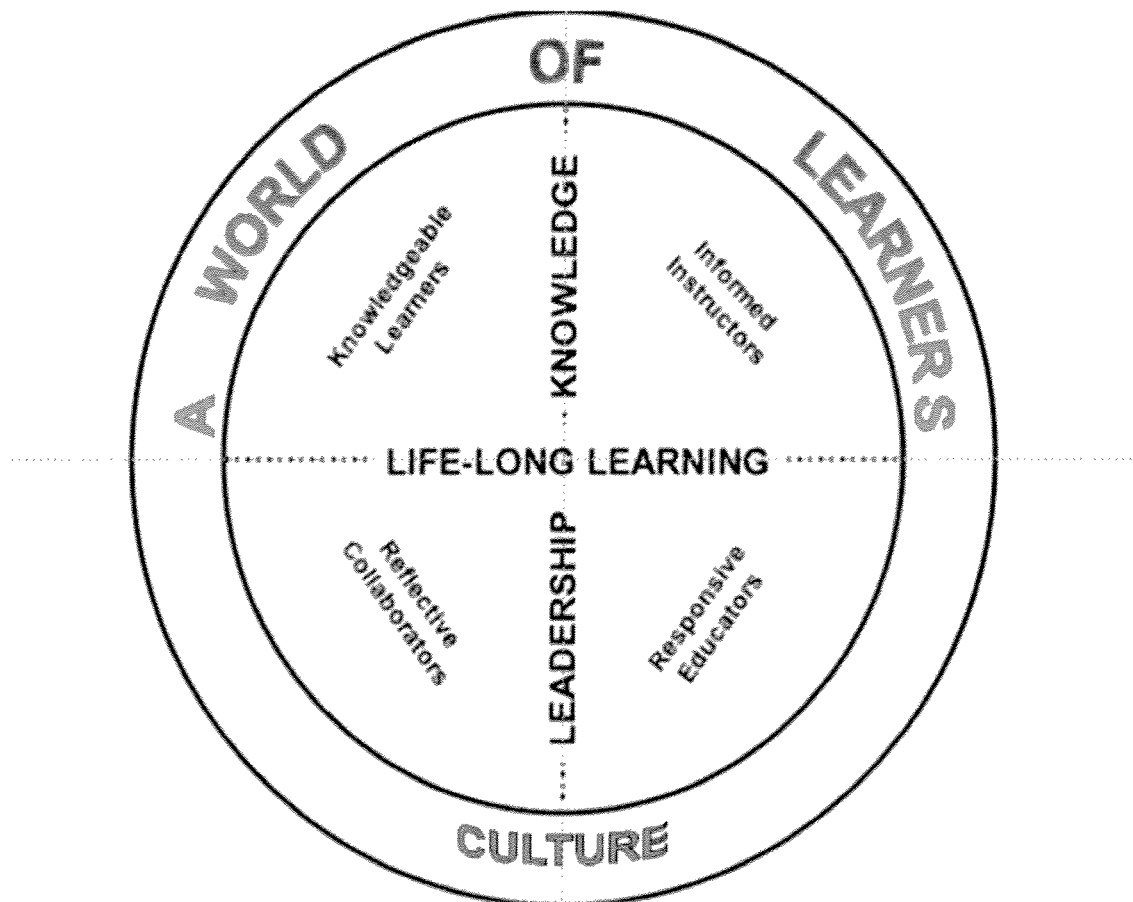
This syllabus is subject to change at the discretion of the instructor.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. ” (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Assessment Plan for Educational Studies Major

Transition Point 1 Entry to the Major	Transition Point 2 Entry to Internship	Transition Point 3 Exit from Internship	Transition Point 4 Completion of Senior Overview
<p>B- or better in EDUC 3125</p> <p>B or better in EDUC 3155</p> <p>B- or better in College Level Composition course</p> <p>B- or better in College Level Math Course</p>	<p>EDUC 3100: Theories of Learning Assignment</p> <p>EDUC 3101: Theories of Classroom Assessment Assignment</p>	<p>Research Analysis from Educational Research</p> <p>Impact Paper from Internship</p>	<p>Completion of Senior Overview Project</p>

Standards Articulation

Transition Point	Assignment	SOE Goals/ Dispositions	NCATE Standards
1	B- or better in EDUC 3150	1.1; 1.2; 1.4; 3.1;3.3; 4.1	1a, 1b
	B or better in EDUC 3155	1.3; 3.1; 3.2; 4.1; 4.2; Disp 1,2,3	1 g
	B- or better in College level Composition Course	1.1; 4.2	1 a
	B- or better in College level Math Course	1.1	1 a
2	EDUC 3100: Theories of Learning	1.3; 1.4; 4.1; 4.2	1 b
	EDUC 3101 Theories of Classroom Assessment Assignment	2.4; 4.1; 4.2; 4.4	1 b, 1c
3	Educational Research: Theories of Research Analysis Paper	1.1; 1.2; 1.3; 1.4; 4.1; 4.2; 4.3; 4.4	1 a, 1 b
	Educational Internship Impact Paper Supervisor's Evaluation	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4 Disp 1,2,3	1 c, 1 d, 1 g
4	Senior Overview Project	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 3.4;	1 a, 1c

Transition Point	Assignment	SOE Goals/ Dispositions	NCATE Standards
		4.1; 4.2; 4.3; 4.4	