COURSE TITLE:	COURSE NUMBER:
Internship I	EDG 4940

COURSE DESCRIPTION (with prerequisites):

EDG 4940 is an internship course designed for teacher education majors as a preliminary field experience in their program of study. This course is a semester-long supervised teaching experience, which requires pre-service teachers to participate in a K-12 classroom setting for two days per week for a minimum of13 weeks. In addition to observing in the classroom, pre-service teachers will demonstrate skills, knowledge, and dispositions in the selected grade level. Current background check (fingerprinting) acceptable to the district in which the field experience takes place is required for this course. Students must complete this course with a grade of C or higher prior to enrolling in EDG 4941 Internship II.3 semester hours credit.

NAME(S) OF INSTRUCTORS:

Casey Dowgul

EFFECTIVE ACADEMIC YEAR:

2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

No textbook or course materials are required to purchase for this course. ZTC

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students and for all instructors to record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the

discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what effect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code, which is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college in regards to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books, and electronic databases can be accessed through the Library Resources link within your course in Canvas or by using the *Search* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage, consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website.   See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of Learning Resources. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE)** Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit "ACE Tutoring" in the left navigation from any course in Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

E – 1   Designs and plans effective instructional lessons.

E – 2   Maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3   Delivers and facilitates effective instruction.

E – 4   Analyzes and applies data from multiple assessments to diagnose learning needs and inform instruction.

E – 5   Designs purposeful professional goals for continuous improvement to strengthen instructional effectiveness and impact student learning

E – 6   Practices professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

Linking Course-level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts		
COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EDG 4940	**DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES**	**ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES** (see Notes below)
• Practice professional and ethical conduct.	E-6	Specific benchmarks based upon teaching assignments
• Employ core concepts, including the subject area and professional education competencies.	E-3	
• Deliver well-planned lessons that engage students.	E-1, E-3, 1.1, 1.2, 1.4, 1.5, 3.1, 3.6, 3.7, 3.9, 3.10 Task 2.3.1-RU	
• Incorporate technology in planning, teaching and evaluating students	E-2	
• Develop a variety of instructional strategies and materials to actively engage students		
• Implement a variety of assessment and feedback strategies	E-1, E-3, 1.2, 1.4, 1.5, 2.1, 3.1, 3.6, 3.7, 3.9, 3.10 Task 2.3.1-RU	
• Maintain a student-centered learning environment using effective classroom management strategies	E-4	
• Self-evaluate for continuous professional development	E-2, E-3 2.1, 2.2, 2.6, 3.1, 3.6, 3.7, 3.9, 3.10 Task 2.3.1 – RU	
	E-5, E-6 5.4, 6 Task 2.3.1 – RU	

Notes: **Assessment Codes**

BO - Behavioral Observation	**EX** - Dept Exam	**Port** - Portfolio	**SD** - Skills Demonstration
Cap Proj - Capstone Course	**Exp** - Experiments	**Prac** - Practicum	**SE** - Natl or State
CF - Cumulative Final	**F** - Final Exam	**Pre/ Post** - Pre-/Post-Tests	Standardized
Clin - Clinicals	**H** - Homework	**Proj** - Projects	**Sk** - Ck Skills Check-Off
CP - Case Plan	**Intern** - Internship	**PS** - Problem Solving	**SP** - Skills Performance
CS - Case Study	**J** - Jury	**Q** - Quizzes	**T** - Tests
DB - Discussion Board	**JP** - Judged Perf/Exh	**R** - Recital	**UT** - Unit Tests
DE - Documented Essays	Ob**s** - Teacher Observ	**RP** - Research Papers	**W** - Writing Assignments
E - Essays	**OT** - Objective Tests	**RPT** - Report/Presentation	

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

Field experience is the primary method of instruction. Students are expected to be attentive, participate with their assigned cooperating teachers, and are encouraged to ask questions. Lectures are used to deliver instruction for students to gain instruction to be used in their field experience placements. The lectures will come primarily from the textbook in formats that may include power point presentations, white board illustrations, videos, and web-based technologies. Field experience activities are designed to correlate with the lecture material to aid in student understanding. Homework assignments conducted in the field experiences, are required. Tasks, that vary in content from semester to semester, are also utilized to expand student knowledge and understanding of the course material.

1. Office appointments will be made to discuss progress, as needed.

2. Tutoring will be available through the Academic Center of Excellence (ACE Lab).

3. On occasion exponential learning will be made available by visiting available agencies to augment the learning process.

ASSIGNMENT AND/OR COURSE OUTLINE

Students will be assigned a grade by the teacher of record at the college based on performance of the following as measured by the observation evaluations, FEAPs evaluations, and dispositions assessment: Instructional design and lesson planning; Learning Environment; Instructional delivery and facilitation; Assessment; Professional responsibility and ethical conduct.

See your Instructor First Day Handout for individual instructor assignment schedule.