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| **Syllabus Template**  INTERNSHIP I  **Semester, Year**  **Name of Instructor**  College of Education and Allied Professions  Western Carolina University |  |

**Credit Hours:** # Semester Hours

**Course Days/Times:** Days / Times

**Course Location:** Host School / Seminar Location

[REMOVE HIGHLIGHTED SECTION]

**\*Please note the SACSCOC Policy, including a federal definition of the credit hour:** [**http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

***While program requirements for Internship I may vary, these are minimum guidelines for the establishment of internship course credit hours***. “A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, ***or***
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

***Therefore, a three credit hour Internship I experience would require a minimum of nine hours per week, which could be devoted entirely to field experience or divided between field hours and seminar hours. A one credit hour experience would require a minimum of three hours per week, and so on.***

**INTERNSHIP I:**

The two-semester internship experience for undergraduates is completed during the senior year.

**Internship** **I**– For the first semester of the experience (called Internship I), interns follow guidelines set by the schools and by their individual programs for start dates, but are required to **start by the first week WCU classes begin**. Some schools invite interns to report on the first teacher workday, which is a valuable experience if it can be accomplished without incurring extra housing expenses. In all cases, the intern should coordinate the start date with the cooperating teacher and the university supervisor prior to the beginning of the host school’s semester. The number of internship hours each week varies by program, though in most cases Intern I students are in their host classrooms the equivalent of two full days (15 hours) per week. Interns observe the cooperating teacher, participate in classroom activities, and plan and teach lessons as required by the specific program’s guidelines. Interns follow WCU’s calendar during Internship I except for initial start dates. **Interns are expected to continue in their placements until the final week of classes (not exam week) at WCU**.

### ****Field Experience Policies and Procedures:****

### Professional expectations in dress, communication, and behavior are expected at all times when interacting with school personnel, students and parents.  Proper use of standard spelling and grammar is required in all written communication, including e-mail.

Participants in Field Experiences are responsible for providing their own **transportation** to placement locations and for arranging carpools if necessary. Most participants are arranged in schools within a [**specific group of school systems in our western North Carolina region**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/regional-school-partnership-systems.asp).  [**Liability Insurance**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/liability-insurance-policy.asp) is recommended for all participants.

The Office of Field Experience monitors a[**Criminal Background Check Policy**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/criminal-background-checks.asp) that includes background checks and the requirement that any arrests be reported to the Director of Field Experience with 72 hours.  The OFE monitors the [**Culturally Diverse Experience**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/diversity-experience-requirement.asp) required of undergraduates in the School of Teaching and Learning.

Please contact us with any questions or concerns at 828-227-7314 or [**ofe@wcu.edu**](mailto:ofe@wcu.edu).

**TEXT AND MATERIALS:**

* Text, if applicable
* School-University Teacher Education Partnership Internship/Student Teaching Handbook: <http://www.wcu.edu/WebFiles/PDFs/ofe_handbook.pdf>
* Active, Monitored Accounts: Catamount email, BlackBoard, and TaskStream
* List additional materials, if applicable

**CONCEPTUAL FRAMEWORK:**

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

**REQUIRED COMPETENCIES:**

Teacher candidate competencies reflect proficiency in the North Carolina Professional Teaching Standards for recommendation for an initial level license:

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>.

| **Standard 1: Teachers Demonstrate Leadership** |
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| Teachers lead in their classrooms.  Teachers demonstrate leadership in the school.  Teachers lead the teaching profession.  Teachers advocate for schools and students.  Teachers demonstrate high ethical standards. |

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| **Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students** |
| Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.  Teachers embrace diversity in the school community and in the world.  Teachers treat students as individuals.  Teachers adapt their teaching for the benefit of students with special needs.  Teachers work collaboratively with the families and significant adults in the lives of their students. |

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| **Standard 3: Teachers Know the Content They Teach** |
| Teachers align their instruction with the North Carolina Course of Study.  Teachers know the content appropriate to their teaching specialty.  Teachers recognize the interconnectedness of content areas/disciplines.  Teachers make instruction relevant to students. |

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| **Standard 4: Teachers Facilitate Learning for Their Students** |
| Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.  Teachers plan instruction appropriate for their students.  Teachers use a variety of instructional methods.  Teachers integrate and utilize technology in their instruction.  Teachers help students develop critical thinking and problem-solving skills.  Teachers help students work in teams and develop leadership qualities.  Teachers communicate effectively.  Teachers use a variety of methods to assess what each student has learned. |

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| **Standard 5: Teachers Reflect on Their Practice** |
| Teachers analyze student learning.  Teachers link professional growth to their professional goals.  Teachers function in a complex, dynamic environment. |

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| **Standard 6: Teachers Contribute to the Academic Success of Students** |
| The work of the teacher results in acceptable, measurable progress for students based on established performance  expectations using appropriate data to demonstrate growth. |

**EVALUATION:**

Evaluation of the candidate will be based on the *overall performance* as determined the university supervisor and cooperating teacher, as well satisfactory completion of all other internship requirements. The term “overall performance” includes the following:

**[MINIMUM – Adjustments made by PROGRAMs and not individual sections.]**

1. The candidate will plan and teach 5-10 lessons (at minimum) in an effort to demonstrate knowledge and ability to teach and direct positive learning experiences. The University Supervisor will complete three formal observations and provide written feedback to the intern, cooperating teacher and academic supervisor. **Suggested** observation forms are at: <http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf>
2. The candidate will video record at least two lessons. The University Supervisor will review at least one of the recorded lessons and provide written feedback to the intern, cooperating teacher and academic supervisor. Videotaping information and forms are at: <http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf>.
3. The candidate will reflect on the internship experience in writing at least once per week (e.g., journal type reflection). The University Supervisor will direct the candidate regarding format, how/where to post reflections, and will respond in writing to at least four of these reflections.
4. Satisfactory record of professional behavior, attendance and punctuality.
5. Additional items may be added per program policy.

For ELMG: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/elementary-middle-grades.asp>

For SEC and Special Subjects: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/secondary-special-subjects.asp>

For General Resources/Checklists: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/resources-for-university-supervisors.asp>

**ATTENDANCE:**

Candidates are expected to be at their assigned school daily and on time. Unexcused absences will not

be tolerated and will result in the removal of the candidate from the internship! If a candidate must be

absent, it must be cleared first with the cooperating teacher and then with the university supervisor.

In the instance that an excused absence is granted on a day when the candidate was expected to teach,

all lesson plans must be left for the cooperating teacher to conduct the class in place of the candidate.

All missed hours/days must be made up prior to the end of the semester.

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students

with documented disabilities and/or medical conditions.  Students who require reasonable

accommodations must identify themselves as having a disability and/or medical condition and

provide current diagnostic documentation to Disability Services.  All information is

confidential.  Please contact the Office of Disability Services for more information at (828) 227-3886.

**Academic Integrity Policy:**

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Violations of the Academic Integrity Policy include:

**Cheating -** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication –** Creating and/or falsifying information or citation in any academ­ic exercise.

**Plagiarism -** Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

The full University Academic Integrity Policy is located at: <http://catalog.wcu.edu/content.php?catoid=29&navoid=560#honestypolicy>

**Code of Student Conduct:**

This Western Carolina University Code of Student Conduct exercises the duty of the Chancellor to regulate matters of student conduct in the University community. All WCU students are expected to be familiar with the Code of Student Conduct and to conduct themselves in accord with these requirements. The Code is located at: <http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct_2013_2014.pdf>

**Course Evaluations:**

All students are expected to complete the course evaluation via the CoursEval system. Dates for CoursEval are: [Insert Dates]. Information for log in is located at: <http://www.wcu.edu/8356.asp>.