Administrative Unit: Education Department

Course Prefix and Number: EDUC 499

Course Title: Internship

Number of: Credit Hours: 6 Lecture Hours: 0 Laboratory Hours: 6

Catalog Description: Students, under the guidance of college supervisors and qualified classroom teachers, assume the duties and responsibilities of public school teachers including planning, presentation, and evaluation of instruction and related responsibilities (12 weeks). The lab fee is $20. Prerequisites: The application must be completed one semester prior to beginning student teaching; senior standing and admission to the Teacher Certification Program. Offered fall and spring.

Prerequisite(s)/Corequisite(s): The application must be completed one semester prior to beginning student teaching; senior standing and admission to the Teacher Certification Program.

Text(s): Textbooks listed are not necessary the textbooks used in the course.

Most current editions of the following:

Columbia College Field Experience Handbook.

Columbia College Teacher Education Program Handbook.

Columbia College Portfolio Guidelines.

DESE Quality Indicators Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.

Course Objectives:

• To integrate theory and practice in a realistic setting. Q.I. 1, 2, 3, 5, 6, 7, 11.
• To deepen the understanding of child development through an extended period of observation and interaction. Q.I. 1, 2, 3, 5, 6, 7, 8.
• To use learning theory, creativity, resources in a systematic approach to plan, implement, and evaluate instruction.
• To integrate teaching activities and instruction with effective classroom management techniques. Q.I. 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.
• To work successfully with and within the administrative and curricular structures of a school system to provide a means to evaluate the professional duties/responsibilities of a teacher and potential effectiveness of the student in that role. Q.I 9, 10.
• To provide an extended period of time during which students can participate as teaching staff in the teaching/learning process. Q.I. 9, 10.
• To provide a systematic process through which novice teachers gradually assume increasing responsibility to plan, implement, and evaluate instruction in an actual school setting (student teachers are expected to effectively assume the full responsibilities of a teacher for a period of not less than 10 days to meet the competency requirements). Q.I. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.
• To provide group support through seminars with other student teachers which focuses on critical components but also allows for free discussion and group problem solving. Q.I. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.

Measurable Learning Outcomes:

• Evaluate and analyze the integration of theory and practice in a realistic setting.
• Evaluate and analyze the understanding of child development through an extended period of observation and interaction.
• Use learning theory, creativity, resources in a systematic approach to plan, implement, and evaluate instruction.
• Evaluate the integration of teaching activities and instruction with effective classroom management techniques.
• Work successfully with and within the administrative and curricular structures of a school system to provide a means to evaluate the professional duties/responsibilities of a teacher and potential effectiveness of the student in that role.
• Provide an extended period of time during which students can participate as teaching staff, while evaluating and analyzing the teaching/learning process.
• Provide a systematic process through which novice teachers gradually assume increasing responsibility to plan, implement, and evaluate instruction in an actual school setting. To achieve this outcome the student teachers are expected to effectively assume the full responsibilities of a teacher for a period of not less than 10 days to meet the competency requirements.
• Provide group support through seminars with other student teachers which focuses on critical components but also allows for free discussion and group problem solving.

Topical Outline (major areas of coverage):

• The student teaching experience
• Certification and legal considerations
• Focus on responsibilities of a teacher
• Classroom management
• The learner
• Curriculum
Recommended maximum class size for this course: 7

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: Dr. James Kern

Date: December 21, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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