

University of South Alabama
College of Education
Department of Leadership and Teacher Education

1. EDU 497, Internship ECSE, 6 credit hours

2. Catalog Description

Observation and supervised ECSE teaching experience providing the opportunity to synthesize all previous instruction. This culminating activity provides opportunity for study and discussion of problems and issues encountered in the practicum situation.

3. Required Text

None

4. College of Education's Conceptual Framework

A purpose of this course will be to prepare professional educators through teaching, research, and service, to become committed to life-long learning and to facilitate the process of building better communities.

5. Program Statement

The Early Childhood Special Education program applies a decision-making model for preparing teachers. Through a combination of classroom and intensive field experiences, prospective teachers master the technical skills needed to provide systematic, individualized instruction to all students, promote student welfare, and serve as effective professional team members across diverse educational settings.

6. ALSDE Standard(s)

290-3-3-.37 2(c)2 Ability to adapt research-based strategies and resources to the needs of children with varying exceptionalities from birth through age eight.

290-3-3-.37 2(ii) Ability to: Plan, implement, and evaluate family-centered programs designed to meet the needs of children with disabilities from birth through age eight.

290-3-3-.37 2(e)2 Ability to use family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight.

290-3-3-.37 2(f)2 Ability to: Work collaboratively with members of an interdisciplinary team, including the family, in assessment and intervention efforts.

290-3-3-.37 2(i) Ability to: Provide developmentally appropriate early childhood programs for infants, toddlers, and young children with disabilities.

290-3-3-.37 2(f)1 Ability to: Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with disabilities.

7. Student ePortfolio Assessment

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the license (\$30.00 per year) to use Foliotek beginning with the first College of Education course (which contains teacher education standards) taken and continue to use Foliotek throughout their program of study.

Students must document mastery of all standards associated with each course and provide evidence in the e-portfolio to receive credit for the course. In general the process consists of students submitting evidence/artifacts, as facilitated by the course instructor, related to the knowledge, skills, or abilities taught in a course or internship. The instructor evaluates the student's evidence/artifacts based on a standardized scoring rubric and the results are kept in an electronic database. The progress of the student in meeting the required competencies is monitored throughout their program. For e-portfolio instructions go to <http://www.southalabama.edu/coe/eportfolio.shtml> and click on the appropriate help screen.

8. Course Objectives

EDU 497 students will demonstrate the skills required of a teacher in early childhood special education.

Specifically, EDU 497 students will:

Objectives	Activities & Resources	Assessment
290-3-3-.37 2(c)2 Ability to adapt research-based strategies and resources to the needs of children with varying exceptionalities from birth through age eight.	Field based teaching	Thematic Unit
290-3-3-.37 2(ii) Ability to: Plan, implement, and evaluate family-centered programs	Field based teaching	Environmental Assessment

Objectives	Activities & Resources	Assessment
designed to meet the needs of children with disabilities from birth through age eight.		
290-3-3-.37 2(e)2 Ability to use family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight.	Field based teaching BDI 2 Play based Assessment	Assessment Project
290-3-3-.37 2(f)2 Ability to: Work collaboratively with members of an interdisciplinary team, including the family, in assessment and intervention efforts.	Field based teaching	IFSP/IEP Project
290-3-3-.37 2(i) Ability to: Provide developmentally appropriate early childhood programs for infants, toddlers, and young children with disabilities.	Field based teaching	Thematic Unit
290-3-3-.37 2(f)1 Ability to: Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with disabilities.	Field based teaching	IFSP/IEP Project

9. Course Content

- a. Formal and Informal Assessment
- b. Play based Assessment
- c. Specific intervention techniques and strategies for use with infants, toddlers, and young children with disabilities and their families.

- d. Developmentally Appropriate Practices.
- e. Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).
- f. Procedures and techniques for ensuring family involvement in early intervention, preschool, and elementary school programs for infants, toddlers, and young children with disabilities.

10. Course Requirements:

Each participant must:

1. **Attendance: Arrive on time and prepared for your internship.**
2. Complete assignment based on time line.
3. **Foliotek assessment licensures** is required of this and all education courses (\$30, see Section 7)
4. Go to USA Online and login to access the EDU 362 **eCompanion course site** at: <http://usaonline.southalabama.edu>

11. Procedures for Assessing Student Performance:

***The tentative grading scale will be as follows:**

Grading: The instructor assumes that all students will be successful in this course. The student is responsible for his/her grade and should keep in contact with the instructor to monitor his/her progress.

Grading:

A=90 - 100%

B=80 - 89%

C=70 - 79%

D=60 - 69%

F=Below 60%

- Evaluation of course requirements (see #7)
- Attendance and participation
- Completion of Projects
- Foliotek artifacts

***Please note** that the instructor has the right to raise or lower grades due to subjective matters. Lack of professionalism will result in the loss of points based on the instructor's discretion.

Attendance Policy:

According to the *University of South Alabama Bulletin*: "An individual student is responsible for attending the classes in which the student is officially enrolled. The quality of work will ordinarily suffer from excessive

absences..." Therefore, attendance and promptness are required. Furthermore, "For excessive absences (two or three consecutive class meetings) due to illness, death in family, or family emergency, the Dean of Students' office should be advised."

- 12. Instructor:**
Office Hours: *and by appointment*
Office:
Phone:
Email:

13. Student Academic Disruption Policy

The University of South Alabama respects the right of instructors to teach and students to learn. Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property, and/or is otherwise prejudicial to the maintenance of order in an academic environment. Disruptive behaviors include, but are not limited to: sleeping in class, routinely entering class late or departing early, repeatedly talking in class without being recognized, the use of cell phones, and excessive noise in a quiet setting. (See *The Lowdown*, pp. 129-130, for common disruptive behavior and University procedures for dealing with disruptive behavior.)

14. Student Academic Conduct Policy

The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, *The Lowdown*, defines plagiarism as one form of academic misconduct which is "subject to investigation and disciplinary action through appropriate university procedures." Plagiarism is using somebody else's ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the instructor may be penalized or may not be accepted at all." (See *The Lowdown*, pp. 176-182, for

academic conduct policy and University procedures and penalties for academic misconduct.)

15. Students with Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The office of Special Student Services (OSSS) will certify a disability and advise faculty members of reasonable accommodations, **“If you have a specific disability that qualifies you for academic accommodations, please notify your professor and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is located in the Student Center, Room 270, Phone 460-7212.”**

16. Changes in Course Requirements

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.

17. Bibliography

Goethalls, M.S., Howard, R.A., & Sanders, M.M. (2004). *Student teaching: A process approach to reflective practice* (2nd ed.). Upper Saddle River, NJ: Merrill.

Rosenberg, M.S., O’Shea, L.J., & O’Shea, D. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.). Upper Saddle River, NJ: Merrill.