5-17-2011


University of South Florida St. Petersburg.

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UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG
UNDERGRADUATE CURRICULUM CHANGE REQUEST

Submit this form and related documents to the UGC on the 15th of the month preceding the UGC meeting.

Date Submitted: April 26, 2010

Date Change is Requested to become Active: Fall Semester 2010

Contact Name and E-Mail: Gwyn Senokossoff gsenokos@mail.usf.edu or Deanna Michael dmichael@mail.usf.edu

This change is for a:

___ CHG TO ACADEMIC POLICY  ___ NEW COURSE PROP  X___SUBSTANTIVE CHG  ___NON-SUBSTANTIVE CHG

Have the changes been entered online? ___ YES  X___ NO  Check all that apply:

<table>
<thead>
<tr>
<th>Change to Course Title</th>
<th>Change to Catalogue Description</th>
<th>Addition of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change to Course Number</td>
<td>Change to Admission Requirements</td>
<td>Change to Program</td>
</tr>
<tr>
<td>Change to Prerequisites</td>
<td>Suspension of Program</td>
<td>Deletion of Program</td>
</tr>
<tr>
<td>Addition of New Course(s)</td>
<td>Addition of Track/Concentration/Emphasis</td>
<td>Reinstatement of Program</td>
</tr>
<tr>
<td>Deletion of Existing Course(s)</td>
<td>Change to Track/Concentration/Emphasis</td>
<td>Other</td>
</tr>
</tbody>
</table>

Do the above changes mirror changes to the USF Tampa program? ___ YES  X___ NO

Description of Change (Attach supporting documents if necessary):

When the Bachelor’s of Science in Education was submitted the final Internship was set at a variable level between 8 and 10 credits because it was intended to be taken with the Final Internship Seminar and an online EDG 4909 Art, Music, Health, and PE. Once implemented, the program found that this course arrangement did not work pedagogically. Also, the variable hour structure meant that students would need different levels of assignments. For a certification internship experience to work, all students need to have the same responsibilities.

To meet the requirements of the program, it is requested that EDG 4944 Integrated Final Internship be changed to a fixed 11 credits, which is one more than the variable level approved, and makes this change a substantive change.

Impact on College and University Resources: There is no impact on college and University Resources.

APPROVALS (IF DISAPPROVE, NOTE AND ATTACH COMMENTS)

<table>
<thead>
<tr>
<th>TITLE / PRINT NAME</th>
<th>SIGNATURE</th>
<th>APPROVE</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Chair, College UGC Committee</td>
<td></td>
<td>YES / NO</td>
<td></td>
</tr>
<tr>
<td>College Dean</td>
<td></td>
<td>YES / NO</td>
<td>5/12/10</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
<td></td>
<td>YES / NO</td>
<td></td>
</tr>
<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
<td></td>
<td>YES / NO</td>
<td>11/10/10</td>
</tr>
</tbody>
</table>

CC. College Curriculum Committee / USFSP Graduate Curriculum Council / Office of Academic Affairs
For questions, contact Jennifer Baker at jbaker@stpt.usf.edu or 727-873-4469.

Ver 4/14/07
Course Number: EDG 4944
Course Title: Integrated Final Internship
Credit Hours: 11 hours
Course Prerequisites: completion of all program requirements and passing scores on all required sections of the Florida Teacher Certification Exam

Standards and Student Learning Outcomes Covered in this Course:
- Florida Educator Accomplished Practice 1-12
- Student Learning Outcome 1-8
- Exceptional Student Education Competencies 61.1 - 61.7
- Reading Competencies 3.2, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 6.1 – 6.12

Course Objectives and Standards Addressed
On completion of this final internship students will have demonstrated mastery of the twelve Florida Educator Accomplished Practices. The candidate will:

1. Use assessment strategies (traditional and alternative) to assist the continuous development of the learner. (FEAP 1, ESE 61.1; RC 3.2, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12)
2. Use effective communication techniques with students and other stakeholders. (FEAP 2)
3. Engage in continuous professional quality improvement of self and school. (FEAP 3)
4. Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students. (FEAP 4)
5. Use teaching and learning strategies that reflect each student’s culture, learning styles, special needs and socioeconomic background. (FEAP 5, 7, 8, 10, ESE 61.3)
6. Adhere to the Code of Ethics and Principle of Professional Conduct of the Education Profession in Florida. (FEAP 6)
7. Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all learners. (FEAP 7, ESE 61.1, 61.3, 61.4)
8. Demonstrate knowledge and understanding of the subject matter. (FEAP 8, ESE 61.1 – 61.7)
9. Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-
motivation. (FEAP 9, ESE 61.4)

10. Plan, implement and evaluate effective instruction in a variety of learning environments. (FEAP 1; ESE 61.1, 61.3, 61.5; RC 6.1-6.12)

11. Work with various education professionals, parents, and other stakeholders in the continuous improvement of the education experience of students. (FEAP 11, ESE 61.7)

12. Use appropriate technology in teaching and learning processes (FEAP 12, ESE 61.5)

Course Content
The overall goal of the final student teaching experience is to provide a full-time a general education as well as an ESE classroom experience in which the candidate, under the guidance of clinically trained cooperating teachers, will integrate the theoretical knowledge from university course work and previous field experiences to demonstrate mastery of the Florida Educator Accomplished Practices. Full-time teaching includes planning, lesson delivery, assessment and all procedural activities required of a classroom teacher. In order to facilitate skills as a teacher for all children, this internship will be split into two 8 week full time experiences: (1) general education elementary classroom; (2) ESE classroom (elementary level)

Instructional Strategies Used in this Course

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Cooperative learning</td>
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<tr>
<td>Direct Instruction</td>
<td>X</td>
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<tr>
<td>Large and Small Group Discussion</td>
<td>X</td>
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<td>Instructor Modeling</td>
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<tr>
<td>Lecture</td>
<td>X</td>
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<tr>
<td>Independent student activities</td>
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<td>Role playing</td>
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<tr>
<td>Peer assessment</td>
<td>X</td>
</tr>
<tr>
<td>On-line Threaded Discussion</td>
<td></td>
</tr>
</tbody>
</table>

Required Texts
“Educator Accomplished Practice: Pre-professional competencies for Teacher of the Twenty-First Century.” Florida Department of Education


Recommended Readings


**Clinical Experience Assignments**

This a full-time student teaching experience with embedded seminars. Candidates are in the classroom full time for the entire semester. Candidates will spend 8 weeks in a traditional elementary education classroom and 8 weeks with an ESE teacher.

**Assignments:**

1. **Letter of Introduction.** At the start of the final internship experience, the candidate will write a letter of introduction to be sent to all of the students in his/her classroom. (FEAP 2, 11)

2. **Reflections.** Candidates will provide weekly reflections to their university supervisors. These reflections should focus on experiences and insights gained during the week.

3. **Video self-evaluation.** Candidate will videotape self teaching at two different times during the semester and complete the self-evaluation form. (FEAP 3, 8, 9, 10, 11, 12)

4. **Family Contacts.** Candidate will keep a log documenting twenty family contacts. (FEAP 2, 11)

5. **Classroom Management Plan.** Candidate will develop and implement a classroom management plan. (FEAP 3, 5, 7, 9, 11)

6. **Teacher Website.** Candidate will create a website or webpage to use a communication tool with parents and students. (FEAP 11, 12)

7. **Unit Plan/Teacher Work Sample.** Candidate will develop a unit plan and or teacher work sample, which includes contextual frame, learning goals, instructional lessons, assessment of learning, reflection and self-evaluation (FEAP 1, 4, 6, 7, 8, 10)

8. **Intern Workshop:** Candidates will develop an in-service training module or activity which they can leave behind at their schools. (FEAP 6)

9. **Professional Development Plan.** Candidates will complete a professional Development Plan to be implemented during their internship. (FEAP 3, 6)

10. **Requirements to Earn Competency 6 Toward the Reading Endorsement (RC 6.1 – 12):**

    For this assignment, candidates will work with a student during reading and writing instruction. Candidates will:

    1. Develop an assessment plan to determine this student’s strengths and needs in reading and writing. (RC 3.2, 3.6)

    2. Administer the assessments. (RC 3.6)

    3. Observe the student’s interactions during literacy events in the classroom.

    4. Diagnose the student’s literacy development. (RC 3.6)

    5. Plan instructional strategies and select material to effectively work with this student. RC (3.8, 3.10-3.12)
6. Instruct the student. (RC 6.1-6.8, 6.10-6.12)
7. Administer ongoing assessments and modify instruction if necessary. (RC 3.9, 3.11, 3.12, 6.9-6.12)
8. Make recommendations for continuing instruction. (RC 6.10)

State Mandates Addressed in this Course

<table>
<thead>
<tr>
<th>Plans linked to Sunshine State Standards</th>
<th>Assignment #5</th>
<th>Assignment #5</th>
<th>Assignment #7</th>
<th>Assignment #10</th>
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<tbody>
<tr>
<td>Variety of Instructional Strategies, including strategies for teaching LEP students</td>
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<tr>
<td>Assessment of P-12 Student Learning</td>
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<tr>
<td>Technology</td>
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<tr>
<td>Classroom Management</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Grading criteria:
Grades in final internship are S – Satisfactory, I – Incomplete or U – Unsatisfactory
To receive a Satisfactory Grade:

- The Candidate will be observed teaching a lesson, a minimum of three times by their university supervisor and receive satisfactory ratings on the formative observation form.
- The Candidate must receive satisfactory ratings on the final intern summative evaluation form; no overall area may fall below 3.
- The Candidate must complete all written assignments at the satisfactory level.
- The Candidate must attend all professional seminars or take part in an alternative assignment.
**FINAL INTERNSHIP EVALUATION**
(You will receive two NCR copies of this form in your package from Sir Speedy's – one for your cooperating teacher and one for your university supervisor)

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>County</th>
<th>School</th>
</tr>
</thead>
</table>

Each section of this Evaluation Form correlates directly to a Pre-Professional Level of a Florida Accomplished Practice (AP) and one or more Domains. Use the rubric guidelines on the next page to rate the intern's competency on each indicator and the overall rating for the AP.

### ASSESSMENT
- Uses a variety of evaluation methods appropriate to the situation.
- Assesses individual and group performance.
- Involves students in self-assessment activities.
- Can explain how student readiness and performance data were used to plan instruction.
- Maintains accurate records to monitor student progress.
- Develops and uses assessments that sample a variety of cognitive levels.

### COMMUNICATION
- Delivers instruction and directions to students in a clear and understandable manner, emphasizing important points.
- Uses a variety of appropriate voice projection techniques.
- Communicates orally using appropriate grammar.
- Communicates in writing using appropriate grammar and spelling.
- Uses verbal and nonverbal skills to communicate interest and enthusiasm.

### CONTINUOUS IMPROVEMENT
- Reflects upon his or her teaching to determine what works, what doesn't, and ways to improve.
- Independently seeks out feedback from students, parents, and other educational colleagues.
- Develops short and long term goals related to self-improvement as a professional.
- Communicates and models high expectations for students.
- Encourages students to practice continuous improvement.

### CRITICAL AND CREATIVE THINKING
- Uses higher level questions to challenge students' thinking.
- Provides opportunities for critical and creative expression.
- Selects materials to foster critical and creative thinking skills within content being taught.
- Engages students in problem solving activities.
- Teaches cause and effect relationships and helps students make judgments based on evidence.

### DIVERSITY
- Maintains or enhances a classroom environment that respects social, cultural linguistic and cognitive differences.
- Models behaviors of acceptance, resolution, and mediation.
- Selects instructional materials that enhance students' understanding of differences among people and viewpoints.
- Implements lessons designed to accommodate students' social, cultural, and linguistic needs.

### ETHICS & PROFESSIONALISM
- Exhibits a sense of responsibility and dependability.
- Demonstrates emotional maturity and balance.
- Demonstrates professional concern for students.
- Adheres to the Florida Code of Ethics, as well as school and county codes.
- Meets expectations regarding attendance, and punctuality.
- Demonstrates enthusiasm and a positive attitude towards teaching.

### HUMAN DEVELOPMENT & LEARNING
- Selects developmentally appropriate materials for instruction and remediation.
- Develops lessons reflecting an understanding of human development and learning theories.
- Uses multiple activities to engage and motivate students.
- Demonstrates concern for students' cognitive and affective learning.

### KNOWLEDGE AND PRESENTATIONS OF SUBJECT MATTER
- Links the subject to standards other disciplines and applications in daily living.
- Presents subject matter accurately.
- Demonstrates effective usage of current events and other supplementary materials to extend beyond the text.
- Provides clear definitions, examples, and related concepts.
- Conducts beginning/ending reviews and guided practice.

### COMMENTS

| COMMENTS: |
| COMMENTS: |
| COMMENTS: |

| COMMENTS: | COMMENTS: |

| COMMENTS: | COMMENTS: |

| COMMENTS: |

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LEARNING ENVIRONMENT

____ Establishes an active environment.
____ Encourages student interaction (group activities, cooperative learning, etc.)
____ Uses specific praise selectively and effectively
____ Manages student conduct effectively while maintaining academic focus.
____ Uses a classroom management plan that helps set a positive classroom environment conducive to learning.
____ Assists students in developing responsibility and self-discipline.
____ Maintains learning momentum; keeps students on task.
____ Interacts with students in a positive manner while focusing on learning.

PLANNING

____ Links subject matter learning to the Sunshine State Standards and subject benchmarks.
____ Incorporates learning/study skills and/or test-taking strategies.
____ Structures/sequences lessons to lead to desired outcomes.
____ Collaborates with others to design learning experiences that meet students' needs and interests (inclusion, team members, etc.)
____ Selects and uses supplementary learning materials appropriate to students' needs (ESE, ESOL)
____ Develops lessons that excite students about learning.
____ Plans lessons designed to accommodate students' social, cultural, linguistic, and cognitive needs.

ROLE OF THE TEACHER

____ Communicates and cooperates with families to improve students' school experiences.
____ Communicates and cooperates with colleagues to improve students' school experiences.
____ Demonstrates professional care and concern about students' rights and well being.
____ Demonstrates interest and support for school related extracurricular activities.

TECHNOLOGY

____ Uses learning media, computer applications and other technology to enhance instruction and management of instruction.
____ When appropriate seeks assistance in using technology in the classroom.
____ Seeks ways to provide students with hands-on experiences using technology whenever possible.
____ Models a proactive attitude toward the use of technology in both school and world settings.

RUBRIC GUIDELINES

5 = The intern demonstrates this Accomplished Practice at a level exceeding that expected of a beginning teacher.
4 = The intern proficiently demonstrates this Accomplished Practice at a level expected of a beginning teacher.
3 = The intern demonstrates this behavior at a level expected of a beginning teacher, although not consistent yet over time.
2 = The intern demonstrates this Accomplished Practice inconsistently and at a level less than expected of a beginning teacher. More improvement needed.
1 = The intern in unsuccessful in demonstrating this Accomplished Practice.
NA = The rater has been unable to observe or review documentation that shows evidence of this behavior.
NR = Not relevant for this intern's situation or school context.

Comment here regarding this student's overall competency and probability of future success in final internship. Give examples supporting your opinion. In order to successfully complete/pass the internship, all final ratings must be at 3 or above.

Evaluator's Position ________________________________ Evaluator's Signature ________________________________ Date __________
Intern's Name ________________________________ Intern's Signature ________________________________ SS# __________
USF ST. PETERSBURG - SUBSTANTIVE COURSE CHANGE FORM SUBMITTED

**TRACKING NUMBER:** 8  **DATE/TIME:** 2011-02-28 14:18:44

1. **Department and Contact Information**

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<th>Contact Person</th>
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<th>Email</th>
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<tbody>
<tr>
<td>crossman</td>
<td>3-4143</td>
<td><a href="mailto:crossman@mail.usf.edu">crossman@mail.usf.edu</a></td>
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2. **Course Information**

<table>
<thead>
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<tbody>
<tr>
<td>EDG</td>
<td>4944</td>
<td>Integrated Final Internship</td>
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- Is the course title variable? N
- Is a permit required for registration? N
- Are the credit hours variable? Y

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<td>90-105</td>
<td>Integrated Final Internship</td>
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**Prerequisites**

EDG 4934

**Corequisites**

none

**Course Description**

Internship provides a full-time general education and an ESE classroom experience for candidates to integrate the theoretical knowledge from university course work and previous field experiences to master state and university standards.

3. **New Course Information**

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

- Is the course title variable? N
- Is a permit required for registration? N
- Are the credit hours variable? N
### New Credit Hours
11

### New Section Type
Class Lecture (Primarily)

### New Grading Option
Regular

### New Total Clock Hours
165

### New Abbreviated Title
(30 characters maximum)
N/A

### New Prerequisites
N/A

### New Corequisites
N/A

### New Co-Prerequisites
N/A

### New Course Description
N/A

### 4. Gordon Rule

Does this course meet the **writing** portion of the Gordon Rule?

N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).

N/A

Does this course meet the **computation** portion of the Gordon Rule?

N

### 5. Justification

A. Nature of change(s)

When the BS in Education was submitted, the final internship was set at a variable level between 8 and 10 credits because it was intended to be taken with the Final Internship Seminar as well as an on-line course. Once implemented, the program found that this course arrangement did not work pedagogically. Also, the variable hour structure meant that students would need different levels of assignments. For a certification internship experience to work, all student need to have the same responsibilities. To meet the requirements of the program, it is requested that EDG 4944 be changed to a fixed 11 credits.

B. Indicate how this course will strengthen the Undergraduate Program.

C. What specific area of knowledge is covered by this change that is not covered by courses currently listed.

D. What is the need or demand for this course? {Here you must indicate if this course is part of a required sequence in the major} What other programs would this course?

E. What qualifications for training and/or experience are necessary to teach this course?

F. What will be the effect of this change on the program and on the students? Do you plan to drop a course if this change is made?

### 6. Other Course Information

http://www.ugs.usf.edu/ugc/Proposals/STP/subinsert.cfm

2/28/2011
A. Objectives
On completion of this final internship students will have demonstrated mastery of the twelve Florida Educator Accomplished Practices. The candidate will: 1. Use assessment strategies (traditional and alternative) to assist the continuous development of the learner. (FEAP 1, ESE 61.1; RC 3.2, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12) 2. Use effective communication techniques with students and other stakeholders. (FEAP 2) 3. Engage in continuous professional quality improvement of self and school. (FEAP 3) 4. Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students. (FEAP 4) 5. Use teaching and learning strategies that reflect each student’s culture, learning styles, special needs and socioeconomic background. (FEAP 5, 7, 8, 10, ESE 61.3) 6. Adhere to the Code of Ethics and Principle of Professional Conduct of the Education Profession in Florida. (FEAP 6) 7. Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all learners. (FEAP 7, ESE 61.1, 61.3, 61.4) 8. Demonstrate knowledge and understanding of the subject matter. (FEAP 8, ESE 61.1 – 61.7) 9. Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. (FEAP 9, ESE 61.4) 10. Plan, implement and evaluate effective instruction in a variety of learning environments. (FEAP 1; ESE 61.1, 61.3, 61.5; RC 6.1-6.12) 11. Work with various education professionals, parents, and other stakeholders in the continuous improvement of the education experience of students. (FEAP 11, ESE 61.7) 12. Use appropriate technology in teaching and learning processes (FEAP 12, ESE 61.5)

B. Learning Outcomes
1. Students will demonstrate mastery of the Florida Educator Accomplished Practices. 2. Students will fulfill the requirements for a state of Florida Reading endorsement. 3. Students will fulfill the requirements of the Collaborative Digital Network. 4. Students will attain a Satisfactory in their student teaching experience. 5. Students will fulfill the requirements for certification in Elementary Education. 6. Students will fulfill the requirements for certification in Exceptional Student Education.

C. Major Topics
1. Florida Educator 12 Accomplished Practices 2. Florida Elementary Education competencies. 3. Florida Exceptional Student Education competencies. 4. Florida Code of Professional Ethics. 5. Florida Reading competencies

D. Textbooks

7. Syllabus (Anatomy of a Syllabus)
Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

8. Liberal Arts Certification
General Course Requirements
  o N/A
Exit Requirements
  o N/A

Skills and Dimensions
1. **Department and Contact Information**

<table>
<thead>
<tr>
<th>Department (code &amp; name)</th>
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<td>EP – SP Education</td>
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<tr>
<th>Contact Person</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Deanna Michael</td>
<td>(727) 873 - 4577</td>
<td>dmichael @mail.usf.edu</td>
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2. **Current Course Information**

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<tbody>
<tr>
<td>EDG</td>
<td>4944</td>
<td>Integrated Final Internship</td>
</tr>
</tbody>
</table>

- Is the course title variable? **No**
- Is a permit required for registration? **No**
- Are the credit hours variable? **Yes**
- Is this course repeatable for credit? **Yes**
- If yes, Maximum Number of Times? **10 credits**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 – 10</td>
<td>Internships</td>
<td>S/U</td>
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Total Clock Hours: **90-105**

**Prerequisites**

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**Co-requisites**

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<td>Final Intern Seminar</td>
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**Registration Restrictions**

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<tbody>
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<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
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</table>

**Course Description**

Internship provides a full-time general education and an ESE classroom experience for candidates to integrate the theoretical knowledge from university course work and previous field experiences to master state and university standards.

For questions, please contact Linda Crossman at 727.873.4143 or crossman@mail.usf.edu.
3. **New Course Information (only complete the data that will change)**

<table>
<thead>
<tr>
<th>New Prefix</th>
<th>New Number</th>
<th>New Full Title</th>
</tr>
</thead>
</table>

| Is the course title variable? |
| Is a permit required for registration? |
| Are the credit hours variable? | NO |
| Is this course repeatable for credit? | NO |
| If yes, Maximum Number of Times? | |
| Maximum Number of Credits? | |

<table>
<thead>
<tr>
<th>New Credit Hours</th>
<th>New Section Type</th>
<th>New Grading Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>New Total Clock Hours</th>
<th>New Abbreviated Title (30 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>165</td>
<td></td>
</tr>
</tbody>
</table>

**New Prerequisites**

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Test Code</th>
<th>Test Score</th>
<th>Subject</th>
<th>Course</th>
<th>Level</th>
<th>Grade</th>
<th>Concurrency</th>
<th>'}'</th>
</tr>
</thead>
</table>

**New Co-requisites**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**New Registration Restrictions**

<table>
<thead>
<tr>
<th>Include/Exclude</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
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</tbody>
</table>

**New Course Description**


4. **Gordon Rule**

**Does this course meet the writing portion of the Gordon Rule?**

If yes, specify how the 6,000 words will be covered (exams, papers, etc.)

**Does this course meet the computation portion of the Gordon Rule?**
5. **Justification for the change**

a. Nature of Change: please be specific and consider the following:
   1. Indicate the nature of all changes (change of objectives, course level, etc.);
   2. state the reasons why the change is necessary and how it will improve the course program;
   3. include a structural analysis of the course;
   4. indicate where this course is in relation to other courses in the program;
   5. how will the change impact the enrollment for this course;
   6. does this change affect accreditation or certification?

   When the BS in Education was submitted, the final internship was set at a variable level between 8 and 10 credits because it was intended to be taken with the Final Internship Seminar as well as an on-line course. Once implemented, the program found that this course arrangement did not work pedagogically. Also, the variable hour structure meant that students would need different levels of assignments. For a certification internship experience to work, all student need to have the same responsibilities. To meet the requirements of the program, it is requested that EDG 4944 be changed to a fixed 11 credits.

b. Indicate how this course will strengthen the Undergraduate Program.

c. What specific area of knowledge is covered by this change that is not covered by courses currently listed.

d. What is the need or demand for this course? [indicate if this course is part of a required sequence in a major.]

e. What qualifications for training and/or experience are necessary to teach this course?

f. What will be the effect of this change on the program and on the students? Do you plan to drop a course if this change is made?

6. **Other Course Information (required for submission to SCNS)**

A. Objectives

On completion of this final internship students will have demonstrated mastery of the twelve Florida Educator Accomplished Practices. The candidate will:

1. Use assessment strategies (traditional and alternative) to assist the continuous development of the learner. (FEAP 1, ESE 61.1; RC 3.2, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12)
2. Use effective communication techniques with students and other stakeholders. (FEAP 2)
3. Engage in continuous professional quality improvement of self and school. (FEAP 3)
4. Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students. (FEAP 4)
5. Use teaching and learning strategies that reflect each student's culture, learning styles, special needs and socioeconomic background. (FEAP 5, 7, 8, 10, ESE 61.3)
6. Adhere to the Code of Ethics and Principle of Professional Conduct of the Education Profession in Florida. (FEAP 6)
7. Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all learners. (FEAP 7, ESE 61.1, 61.3, 61.4)
8. Demonstrate knowledge and understanding of the subject matter. (FEAP 8, ESE 61.1 – 61.7)
9. Create and maintain positive learning environments in which students are actively engaged in
B. Learning Outcomes

1. Students will demonstrate mastery of the Florida Educator Accomplished Practices.
2. Students will fulfill the requirements for a state of Florida Reading endorsement.
3. Students will fulfill the requirements of the Collaborative Digital Network.
4. Students will attain a Satisfactory in their student teaching experience.
5. Students will fulfill the requirements for certification in Elementary Education.
6. Students will fulfill the requirements for certification in Exceptional Student Education.

C. Major Topics

1. Florida Educator 12 Accomplished Practices
2. Florida Elementary Education competencies.
3. Florida Exceptional Student Education competencies.
5. Florida Reading competencies

D. Textbooks


7. Liberal Arts Certification

General Course Requirements (check all categories for which you are requesting certification.)

<table>
<thead>
<tr>
<th>English Composition</th>
<th>Quantitative Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>Historical Perspectives</td>
</tr>
<tr>
<td>Social Science</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>African, Latin American, Middle Eastern, or Asian Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

Exit Requirements (you may apply for certification in both of the following. If you choose Literature and Writing, you will also be certified for Gordon Rule.)

| Major Works and Major Issues | Literature and Writing |

Skills and Dimensions (Indicate which of the following are given significant consideration in the course.)

<table>
<thead>
<tr>
<th>Values and Ethics</th>
<th>Race and Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>International Perspectives</td>
</tr>
</tbody>
</table>

For questions, please contact Linda Crossman at 727.873.4143 or crossman@mail.usf.edu.
8. Syllabus

Please provide the syllabus with this form when the course is approved for submission.