

**The University of North Carolina at Greensboro**  
**School of Education**  
**Department of Specialized Education Services**

**Course Syllabus – Spring 2006**

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1. **Course Prefix and Number:** SES 350 B
2. **Course Title:** Interprofessional and Instructional Field Experience
3. **Course Credit:** 2
4. **Course Prerequisites/Corequisites:** Pr. SES 250 Introduction to Professions in Specialized Education, SES 350A Interprofessional and Instructional Field Experience, Pr. or Coreq. SES 360 Assessment in Special Education, Coreq. SES 447 Service Delivery and Role Management, Coreq. SES 471 Teaching Exceptional Learners the General Curriculum I, or permission of the instructor.
5. **For Whom Planned:** Undergraduate level students seeking the Special Education: General Curriculum initial teacher licensure.

**6. Instructor Information:**

**Instructors:** Christina Bunch

**Phone:** 336 643-6320

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[bunchchristina@hotmail.com](mailto:bunchchristina@hotmail.com)

**Office Hours:** By Appointment

**Observation Days:** Monday and Wednesday

**Class Meetings:** Thursdays 4:00- 5:50 in Graham 310/304

7. **Course Purpose/Catalog Description:** **SES 350B** is the second of three field-based special education teacher components of the special education teacher preparation program. It is a companion to other coursework, providing experiences in an elementary, middle, or high school setting. Preservice teachers are to implement techniques and strategies being learned in core program coursework, interact with colleagues in applied settings, and problem solve with peers about the interprofessional and instructional issues. Weekly seminars will include these instructional topics: *Disposition of a Competent, Caring, and Collaborative Educator, Development of a Professional Goal, Field Experience Expectations and Feedback, Individualized Education Programs (IEP), NC Standard Course of Study for English/Language Arts, Lesson Plan Implementation, Collaboration with General Educators.* As part of the field experience, students will maintain a weekly log/activity and

reflection journal that shows creative and critical thinking. In seminar, students will share and respond to positive and problematic situations that arise in field settings.

**8. Teachers Academy Conceptual Framework Mission Statement:** The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitment to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and school personnel.

**9. Student Learning Outcomes: (assessment of outcomes)**

- demonstrate professional interest by self-assessing one's disposition as a competent, caring, and collaborative educator as well as identify and write a professional plan for at least one professional goal area needing improvement (professional goal plan)
- describe the educational setting in which services to students with disabilities are being delivered. (journal)
- work with individual students and groups (3 to 8 students) on instructional and behavioral goals included in those students' IEPs (observations and supervisor's reports)
- participate in a range of activities, routines, and procedures of the educational setting. (e.g. team meetings, staff meetings, IEP conferences, staff development sessions) (journal)
- apply in working with general educators skills related to effective instructional practices for students with disabilities (supervisor and cooperating teacher's observations, observation reports, and journal)
- apply in working with professionals and parents/families knowledge and skills related to effective collaboration and a system of care philosophy (cooperating teacher's report and journal)
- critique IEPs to determine if student needs are clearly communicated, if the content of the IEP reflects what is being taught, how goals and objectives are being assessed, and what the relationship is to the standard course of study (journal and in-class activity)
- reflect on and analyze positive and problematic situations that arise in the field setting (journal and in-class reflections)
- serve as both a teacher and coach incorporating the peer coaching model
- participate in problem solving about field setting issues with cooperating teacher, field supervisor, and seminar participants in an effort to clearly identify the problem, generate solutions, select and implement solution, and evaluate outcome. (in-class reflections)

**10. Teaching Strategies:** Student will work in the field for 10 hours per week with guidance by a cooperating teacher and a university supervisor. The seminar component of the course will

be delivered in a weekly seminar on the UNCG campus. Seminars will consist of lecture, small group collaborative exercises focused on problem solving and completion of team assignments, field experience reflections shared by students with the class, discussions, teacher-student conferences, and readings.

## 11. Evaluation Methods and Guidelines for Assignments:

- Internship Attendance and Participation: Students are expected to be present during all scheduled field experiences unless serious illness or other extraordinary circumstances prevent it. Students' attendance, punctuality, and active participation are key components of the seminar portion of the course. Students are expected to arrive on time and stay until the class is over. If you must be absent you must contact both your cooperating teacher and university supervisor. Be aware that your grade may be impacted by both tardiness and absences and you will be expected to make up the hours.
- Attendance and Class Participation: You are expected to attend and be on time for all classes. There will be graded activities shared and/or completed during classes. If you **must** miss a class, you must notify me **before** class. You are responsible for any concepts missed, but you cannot typically make up the activities. Be aware that your grade may be impacted by both tardiness and absences. You are expected to be actively engaged in class discussions and activities. You are expected to participate by sharing reflections about your field experience and responding to what others share. You are expected to listen attentively when others are speaking, interact appropriately, and take initiative for your own learning. Any distractions caused by you during class will result in a lower grade.
- Internship Notebook: Students will develop a notebook that contains the following items:
  - Attendance and Activity Log
  - Copy of Reflections
  - Observation Forms
  - Information about the School
  - Schedule
  - Course Assignments
- Weekly Reflections: Weekly reflections must be submitted to [bunchchristina@hotmail.com](mailto:bunchchristina@hotmail.com) by midnight Thursday evenings. Reflections should represent the reflective cycle. Reflections can be recorded after the cooperating teacher signs the journal to verify attendance. A copy of each week's reflection must be placed in the notebook. Additional information about the reflections will be covered in the first class meeting.
- Instructional Observations: Students will receive a minimum of three formal observations and several unscheduled school visits. Formal observations will be completed by your cooperating teacher and your university supervisor. Observation criteria will be provided to students at the beginning of the semester.
- Weekly Class Assignments: Students are expected to complete all weekly assignments. Assignments reinforce class content.

**Grading Scale:**

**Attendance at Field Placement/Attendance at Seminar** **200 points**

*Students will be allowed 2 absences for the field placement and 1 absence for seminar. After that 50 points per unexcused absence will be deducted. Excused absences are those related to documented illness, bereavement, or significant emergency.*

**Journal** **200 points**

*Twenty Points will be deducted for each omitted or late Entry. This applies to all 4 sections.*

**Observations** **300 points**

*Three formal observations will be made; one by the cooperating teacher and two by the university supervisor.*

**Weekly Assignments** **400 points**

*Weekly assignments must be completed by due dates listed on the syllabus. Assignments must be placed in the Internship Notebook. Failure to do so results in 0 points for the assignment.*

**Class Participation** **100 points**

*Participation includes sharing and responding.*

**TOTAL = 1200 points**

**Grading Scale:**

|           |                         |           |                         |           |                         |
|-----------|-------------------------|-----------|-------------------------|-----------|-------------------------|
| <b>A</b>  | <b>&gt;= 92.5%</b>      | <b>B-</b> | <b>= 80.0% to 82.4%</b> | <b>D+</b> | <b>= 67.5 to 69.9%</b>  |
| <b>A-</b> | <b>= 90.0% to 92.4%</b> | <b>C+</b> | <b>= 77.5% to 79.9%</b> | <b>D</b>  | <b>= 62.5% to 67.4%</b> |
| <b>B+</b> | <b>= 87.5% to 89.9%</b> | <b>C</b>  | <b>= 72.5% to 77.4%</b> | <b>D-</b> | <b>= 60.0% to 62.4%</b> |
| <b>B</b>  | <b>= 82.5% to 87.4%</b> | <b>C-</b> | <b>= 70.0% to 72.4%</b> | <b>F</b>  | <b>&lt;= 59.9%</b>      |

**12. Textbook:** The following texts will be used as resources.

Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: ASCD. (Available at the Jackson Library.)

Friend, M & Bursick, W. (2003) *Including Students with Special Needs*. Allyn and Bacon  
Cruikshank, Donald. (2003). *The Art of Teaching*. McGraw-Hill

### 13. Topical Outline and Tentative Schedule:

| <b>Date</b> | <b>Topic</b>   | <b>Assignments</b>  |
|-------------|--|---|
| 1/12        | Syllabus, reflections, and forms.  | Walk through Assignment form<br>Introduction to Principal   |
| 1/19        | Talking about the school environment and culture                                       | <i>Read The Act of Teaching Chapter 7</i>   |
| 1/26        | Lesson Plan Development<br>The Act of Teaching Chapter 7 Presentations<br>(100 points) | Walk Through Due (100 points)<br>Sign up for First formal observation by University Supervisor<br><i>Read The Act of Teaching Chapter 8</i> |
| 2/2         | Lesson Plan Development<br>The Act of Teaching Chapter 8 Presentations<br>(100 points) | Develop Lesson Plan and Presentations   |
| 2/9         | Lesson Plan Presentations  | Lesson Plans are due (100 points)<br><br><i>Read The Act of Teaching Chapter 10</i>   |
| 2/16        | The Act of Teaching Chapter 10 Presentations<br>(100 points)                           |   |
| 2/23        | Effective Teaching (Graphic Organizers-guest speaker)                                  | In class activities<br><i>Read The Act of Teaching Chapter 14</i><br>Sign up for Second formal observation by University Supervisor         |
| 3/2         | The Act of Teaching Chapter 14 Presentations<br>(100 points)                           | First Formal Observation Completed-<br>File in Notebook   |
| 3/9         | Spring Break   | Relax and Enjoy!!!!   |
| 3/16        | Effective Teaching (Assistive Technology-guest speaker)                                | In class activity   |
| 3/23        | Effective Teaching (Lesson Design-guest speaker)                                       | In class activity   |
| 3/30        | Co-teaching and Collaboration  | Collaboration Assignment (100 points)   |
| 4/6         | Effective Teaching (Diversity-guest speaker)   | Collaboration Assignment Due<br>In class activity<br>Second Formal Observation Completed-File in Notebook                                   |
| 4/13        | Effective Teaching   | In class activity   |
| 4/20        | Effective Teaching   | Third Formal Observation Completed by host teacher- File in Notebook<br>Notebooks Due<br>Disposition, Intern Evaluation Due                 |
| 4/27        | Prepare for Honoring Seniors 4/28  |   |

**14. Other Information:**

- **Academic Integrity Policy:** It is understood that student at UNC Greensboro subscribe to the Academic Integrity Policy.
- **Flexibility Clause:** Circumstances may arise which prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change, but with the understanding that students will be notified of any changes that affect assignments and their deadlines.
- **Procedures to Accommodate Students with Disabilities:** If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in the event of an emergency, please indicate on the student information form provide during the first class meeting and/or schedule an appointment with the instructor. Should you have questions concerning students with disabilities and appropriate documentation, please consult the Office of Disability Services.

- 15. Alignment with State and National Standards:** Course Standards are based on CEC and NCDPI standards as noted in the matrices that are attached. Field experiences are systematically planned, implemented and integrated into the program. They are linked to the goals of the program and provide candidates the opportunity to acquire, practice, and refine competencies in a developmental recursive manner. Field experiences provide candidates opportunities to work in a variety of settings with the full range of ages, types and levels of abilities commensurate with the license for which they are preparing. All field experiences are supervised by personnel with experience and knowledge base commensurate with the license for which the candidates are being prepared.