



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **ETC 609: September Experience**

1 Credits
Effective: Fall 2020/2021

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this September Experience, candidates complete the required number of days in a school classroom with guidance from a cooperating mentor teacher and field supervisor. Topics include essential dispositions and skills in planning for instruction, engaging students, and assessing learning. Completion of this introductory internship provides candidates the field-based perspectives and reflection skills needed to understand the tasks the teacher completes prior to students starting school and during the first weeks of the school year.

COURSE RESOURCES

There are no required resources for internship courses.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity
- Strong communication and interpersonal skills
- Lifelong learning

COURSE OUTCOMES

In this course, learners:

- Establish professional habits and dispositions expected of a professional teacher
- Develop skills in planning for instruction, engaging students in learning activities, and assessing student learning
- Candidates learn from the collective experiences of the group by sharing collaboratively about their experiences and growth in the classroom.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Assessment strategies
- Classroom management and learning environment
- Collaboration among professionals
- Content area knowledge
- Cultural sensitivity
- Curriculum policies and resources
- Diversity characteristics of learners
- Endorsement competencies
- Essential dispositions

- Evidence
- Family & community as partners
- Human growth & development
- Instructional strategies
- Integrating technology
- Learning styles, special needs, exceptionalities
- Learning targets
- Legal & personal safety issues
- Observe, describe, analyze, and reflect
- Paradigm shift: a teacher's view of the classroom
- Professional practice & growth
- Reflective practitioner
- Roles of school personnel
- School and classroom policies and procedures
- State learning standards
- Supporting students
- Theory to practice
- Working with individual students and small groups

OVERVIEW OF COURSE GRADING

This course will be graded on a Pass/No Pass basis based on submission of all required assignments with satisfactory quality:

Overview of Required Assignments

Student Interest Survey

Reflective Teaching Assignment

Context for Learning

Hours Log

Other Instructor Determined Assignments
(if applicable)

SPECIFICS OF COURSE ASSIGNMENTS

Student Interest Survey

Candidates will create and implement a survey for their students to gain valuable insights and data on students' personal, academic, cultural, and/or community assets.

Reflective Teaching Assignment

Candidates will write a 3-4 page reflection paper on their experience in their placement during September. Consider including in your reflection paper how teachers build connections with students and with each other, lesson planning and your lesson successes and struggles, professional learning communities, etc. Remember that a reflection paper includes your analyses and evaluations of events. Expand even further by exploring how you might handle certain situations/lessons/incidents the same, or differently from your mentor, and why. Include at least one paragraph summarizing the teacher evaluation system (TPEP) used in your local district and your mentor's insights/experiences with it.

Hours Log

Candidates will complete an hours log representing the time spent in their field experience placement. Candidates should complete separate hours logs for each endorsement area.

Context For Learning

Candidates will complete a context for learning for the school, classroom, and students in the field experience placement.

Other Instructor Determined Assignments (if applicable)

The instructor may add additional assignments and/or make alterations to meet changes in program, state, and/or district guidelines for teacher candidates. Any additions or adaptations will be noted in the blackboard shell. Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

COURSE POLICIES

Late Assignments

This is a pass/fail course. All assignments are due by the posted deadline. If you have extenuating circumstances and will need an extension, contact the instructor to determine a pre-approved timeline. A “Y” grade may be awarded in this instance until requirements have been completed.

Participation

You will be required to participate in one seminar session for this internship. This seminar will be offered live and/or virtually. Instructions for seminar participation will be communicated through blackboard and/or email each quarter.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Meham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES**Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.