

The University of South Carolina Aiken
School of Education

Senior Seminar
AEDL 476 – AEDS 476 - AEDX 476 -AEDM 476
Spring 2009

Meeting Place

All sessions will meet in the B&E Building in Room 116 or Room 124

Meeting Times & Dates

- Monday, January 5, 2009 (2:00 p.m.-6:30 p.m.) Meet with University Supervisors and CT
- Tuesday, January 6, 2009 (9:00 a.m.-4:00 p.m.) Interview Skills, Resume writing: PST,SCEA
- Friday, January 23, 2009 (9:00 a.m. – 4:00 p.m.) Teacher Work Sample, Diversity Workshop
- Friday, February 20, 2009 (9:00 a.m. – 4:00 p.m.) Parent/Guardian Interview, Parent/Teacher Conference Simulation
- Friday, March 6, 2009 District Interviews 9:00 a.m.-12:00 p.m.
- Monday, April 27, 2009 (5 p.m. p.m.-7 p.m.) Senior Celebration Banquet B&E 122

Instructor

Dr. Judith Miller judym@USCA.edu 641-3206 210D

- Elementary (AEDL 476)
- Secondary (AEDS 476)
- Special Education (AEDX 476)
- Music Education (AEDM 476)

I. Descriptive Information

- A. Course: AEDL / AEDS / AEDX / AEDM Senior Seminar
- B. Catalog Description: Senior Seminar (3) (Coreq: Internship). The synthesis and critical evaluation of professional studies in education at the appropriate level.
- C. Intended Audience: This course is intended for candidates formally admitted to the Professional Program in Education and who have successfully completed all the course work required for the internship.

II. Course Goals and Objectives

A. Course Goals

The goals and objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course, the culmination of the teacher preparation program, will focus on the synthesis of the Dynamic Educator as Planner, Instructor, Manager, Communicator, and Professional as noted in the USCA School of Education's Conceptual Framework.

This seminar course is designed as a practical guide for USCA School of Education pre-service teachers during the teaching internship semester. This seminar will provide candidates with opportunities to integrate theory and skills with professional education practice.

B. Instructional Objectives

1. The seminar content and format will reflect the interests, needs, and concerns of the candidates.
2. Candidates will examine critical education issues raised through the internship experience including classroom management, collegial relationships, teaching diverse student populations, and communicating with parents.
3. Candidates will share information regarding effective instructional practices within the context of the state mandated assessment tool known as Assisting, Developing, and Evaluating Professional Teachers (ADEPT).
4. Candidates will participate in workshops and other activities designed to facilitate professional growth and employment.

III. *Course Readings*

There is no required text for this course. However, candidates are expected to read any materials assigned by the instructors.

IV. *Instructional Procedures*

The following procedures will be included to achieve the course objectives: lecture, discussion, small and large group activities, role-playing, communication simulations, guest speakers, and PowerPoint presentations.

V. *Course Requirements*

A. Administrative Requirements

Students with Disabilities: If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

Writing Quality: Your instructor values good writing in this course. It is critical that you demonstrate appropriate professional writing skills.

Academic Honesty: The School of Education adheres to the USCA Academic Code of Conduct (see the USCA Student Handbook for a full version). Any breach of this code will result in a zero for that assignment and can result in a failing grade in the course.

Late Assignments: Assignments are due on dates specified. Late assignments will be substantially penalized with loss of points.

25% loss 1st day

50% loss 2nd day

75% loss 3rd day

Attendance Policy: Senior Seminar is a 3-hour course requiring 45 hours in class time.

Attendance at all seminar sessions is mandatory. It is the responsibility of each candidate to sign the attendance sheet at the beginning of each session (both morning and afternoon). Arriving more than 10 minutes late or leaving more than 10 minutes early for a seminar meeting is equivalent to missing a half-day. **NOTE:** Instructors expect candidates to exhibit a high level of professionalism. Particularly, **all candidates must arrive on time and be prepared to begin working at the designated times.** This includes arrival in the morning, returning from lunch, and returning from all scheduled breaks.

Inclement Weather: On days when Senior Seminar is scheduled to meet on campus, adhere to the closing decision for USCA by accessing www.usca.edu. On days when interns are scheduled to be in the P-12 schools, adhere to the closing decision for your school (check the school district's website).

E-mail addresses: The faculty will use USCA e-mail addresses to communicate with all candidates enrolled in Senior Seminar. Candidates are expected to check their e-mail on a regular basis.

B. Required Activities

1. Each candidate will meet with the Director of USCA Career Services to discuss his/her resume & cover letter. This must be done by **January 14, 2009**.
2. The date for candidates to begin signing-up for interviews will be announced later in the semester. Sign up only after your cover letter and resume have been approved by Career Services. Candidates must sign-up for two (2) interviews. This will be done on a first-come, first-served basis.
Interviews will take place on **March 6, 2009**.
3. Each candidate will participate in parent-teacher conference simulations and demonstrate at least two techniques that facilitate effective communication.
In class on **February 20, 2009**.
4. Each candidate will develop and submit a Diversity Reflection Parent/Guardian Interview assignment via email in Word format.
Final paper due by 5:00 p.m. on April 10, 2009

Note: Candidates may submit final papers prior to April 10

VI. *Evaluation and Grading Scale*

Grades will be based on student work including:

- | | |
|------------|---|
| 150 points | Class Attendance & Participation (25 pts. for each of 6 seminar meetings) |
| 50 points | Parent-Teacher Conference Simulation (rubric to follow) |
| 200 points | Final Copy of Diversity Reflection Parent/Guardian Interview Paper |

400 Points Total

A	95-100% = 378-400 pts
B+	90-94% = 358-377 pts
B	85-89% = 338-357 pts
C+	80-84% = 318-337 pts
C	75-79% = 298-317 pts
D	70-74% = 278-297 pts
F	69% and below = 0-277 pts

Instructions for the Preparation of the Diversity Reflection Parent/Guardian Interview Paper

Electronic Submission of Assignments

The final copy of the Diversity Reflection Parent/Guardian Paper is to be submitted electronically as e-mail attachments (Word). Documents are to be labeled as:
Diversity Reflection Parent/Guardian Interview Paper

The professor will email each candidate to confirm that the paper was received.

The Diversity Reflection Parent/Guardian Paper is to be written in the format designated by the American Psychological Association (APA). Follow the specifications regarding the cover page, margins, headings, etc. For further information, consult the *APA Manual*, available at the Reserves Desk in the USCA Library. For additional help or questions on writing, refer to the Writing Room located in HS&S 112 or ext. 3262.

SAMPLE FORMAT

The Diversity Reflection Paper will open with an introduction of 1-2 paragraphs describing why the parent was chosen and how the parent and student are different from the intern. Each interview question will be noted and the parent response will be paraphrased. The intern will provide an in-depth reflection to each of the parental responses. The paper will end with a summary or conclusion of 1-2 paragraphs describing the specific instructional strategies that were introduced based on the knowledge that was gained as a result of the Parent/Guardian interview.

Fall 2008 Timeline

- 1/23/09 In class, candidates are provided the overview and rubric for the Diversity Reflection Paper.
- 4/10/09 Candidates **submit final copy** of Diversity Reflection Parent/Guardian Interview
- 4/24/09 Dr. Miller will grade Diversity Reflection Papers using rubric and provide candidates feedback electronically.

