



Graduate Course Syllabus

EDU 770: Certification Internship (for General Special Education ONLY)

Center: Online

Course Prerequisites

None

Course Description

All interns seeking additional certification will participate in 150 hours of internship at a specified school site. During the 10 weeks, the intern will receive supervision and guidance from the mentor teacher.

Goals: Mentor Teacher/Instructor

1. Provide support and opportunities for interns to share experiences in a collaborative environment.
2. Support interns so they will gain the confidence and skills needed to become reflective practitioners in the additional endorsement area.
3. Provide interns the opportunity to learn effective teaching and learning strategies from colleagues and education professionals.
4. Guide interns through the internship experience, enabling them to meet all criteria for additional endorsement.

Course Outcomes

- Utilize feedback to improve performance
- Use research-based strategies designed to promote student success
- Exhibit the knowledge, skills, and competencies that will lead to certification in an additional area of endorsement
- Provide evidence of personal and professional readiness for an additional endorsement through the use of an ePortfolio

Required Materials

None

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor

via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Course Evaluation

1. The following criteria must be included in the final evaluation of the student's performance. Additional criteria may be included by the course instructor. The weights applied to each assignment are assigned at the instructor's discretion.
2. Final Evaluation of teaching performance by course instructor (as identified via the Qualtrics™ Survey emailed to the instructor by the School of Education)
3. Case Study Project
4. Reflective Journal
5. Completed ePortfolio

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Case Study Project</p> <p>Working under the guidance of your course instructor, you will complete a case study of one student. The student could be part of your instructor's caseload who is scheduled for a reevaluation, or a student who is being referred for special education consideration. This case study should reflect your understanding of how assessment, instruction, and individual student needs are intertwined. If there are no reevaluations or referrals pending, you may select a child from your instructor's caseload who is presenting specific challenges. Be sure to obtain any needed permission from teachers and/or the family.</p> <p>Your case study will include the following:</p> <ol style="list-style-type: none"> 1. A student profile, including age, grade level, interest(s), educational history, pertinent family history, learning styles, and any other factors to be considered when planning instruction 2. Based on the referral question or reevaluation data being requested, determine the assessment data you will need to collect to respond to the questions or challenges. The data should come from multiple sources, such as work samples, observations, standardized tests, responses to instruction, behavioral charts, and so forth. You will administer and score at least one of the standardized tests. 3. Construct and teach three (3) lessons that incorporate and reflect ongoing assessment of student performance. Demonstrate your understanding of how assessment informs instruction and is an ongoing process (formative assessment). Your course instructor will conduct a formal observation for at least two of these lessons. 4. Use all the data you have gathered through both summative and formative assessments to construct an IEP. The IEP must include: <ul style="list-style-type: none"> ○ Student's needs (instructional, environmental, etc.) ○ Student's progress in general curriculum areas of need ○ Instructional goals and objectives <p>Recommendations for strategies and academic areas to be addressed in the student's present program. Include, when appropriate, any accommodations or modifications in instruction and assessment; appropriate assistive technology; supplementary aids and services; and/or support to school personnel.</p>
2	<p>Reflective Journal</p> <p>You will submit a weekly reflection to your course instructor reflecting on your experiences the prior week. The reflection should include a brief summary of experiences during the previous week, as well as a summary of successes and challenges during that week. Your course instructor may request additional information be included in the reflection.</p>
3	<p>Philosophy of Teaching and Learning</p> <p>Your Philosophy of Teaching and Learning should reflect your beliefs about teaching and learning as they relate to the additional endorsement area you are seeking. This may be a revision of this assignment completed in earlier coursework or for other purposes.</p>

4	<p>Professional ePortfolio</p> <p>Using Chalk and Wire, you will create a professional ePortfolio. At the completion of your internship, your ePortfolio must be shared with your mentor teacher/instructor and must include the following:</p> <ul style="list-style-type: none"> • A home page that includes your name • A copy of your current résumé and documentation of your current area(s) of certification • All required components of the Case Study Project • Philosophy of Teaching and Learning as it relates to the additional endorsement you are seeking. <p>TO BE RECOMMENDED TO THE NH DEPARTMENT OF EDUCATION FOR CERTIFICATION IN THE ADDITIONAL ENDORSEMENT AREA, YOU MUST SUBMIT YOUR COMPLETED ePORTFOLIO FOR ASSESSMENT IN CHALK AND WIRE.</p>
---	--

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See [this document](#) for more information.