# Johnsonville High School

**Teacher Cadet-Experiencing Education**

**Course Syllabus**

**2025-2026**

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**Instructor:** Kimberly Shelley

**Room:** 120

**Telephone**: 843-386-2707

**Email:** [kshelley@fsd5.org](mailto:kshelley@fsd5.org)

**Planning:** 4th Block (1:55 – 3:25pm)

**Website:** Cerra.org

**College Partner:** Francis Marion University

**I. Course Description:**

Teacher Cadet Experiencing Education is a dual enrollment course sponsored by the Center for Educator Recruitment, Retention, & Advancement (CERRA) for high school juniors and seniors. Teacher Cadet is a unique course that provides students the opportunity to explore the field of education through authentic learning experiences. This program provides not only rigorous academic instruction and hands-on learning, but also allows students to explore teaching as a potential career path and develop into thoughtful, engaged community leaders. The curriculum is broken down into six modules, which are all aligned to the Profile of the South Carolina Graduate.

**II. Objectives:**

The curriculum is broken down into six modules, which are standards-based and aligned to the Profile of the South Carolina Graduate Competencies. The six modules and the goals of each module are outlined below.

1. **Who I Am and How I Learn**: Provides the opportunity for Cadets to begin reflecting on who

they are and learn how to be reflective young adults.

1. **Learner Growth and Development**: Stresses the importance of understanding the various

ways learners develop cognitive, emotional, and social skills.

1. **Exceptional Learners**: Explores the dynamics of living and working with diverse groups.
2. **Preparing for the Classroom Experience**: Explores the characteristics of effective teaching

and provides experiences for cadets in teacher-like roles.

1. **The Field Experience**: Allows Cadets opportunities to truly experience education from the

perspective of the teacher in the classroom.

1. **Educational Practice and Professionalism**: Encourages Cadets to consider education from

multiple professional perspectives.

By the end of the course, Cadets will develop an evidence-based Philosophy of Education as well as a portfolio showcasing their progression of learning and experiences throughout the course, along with reflections and products from the field experience.

Success often requires the collective efforts of many people: parents/guardians, teachers, administrators, school counselors, community members, and students. It is a pleasure to welcome you and your child to Teacher Cadet.

**III. Course Materials:**

* *Curriculum Resources*:
  + There is no student textbook for this course; however, the lessons, activities, and content taught are from CERRA’s course curriculum, Teacher Cadet Experiencing Education, 12th Edition.
* *Student Text:*
  + Experiencing Education 12th Edition: Teacher Cadet Student Guide
* *Suggested Materials:*
  + Three-prong folder; 1.5” binder with clear plastic insert cover for portfolio

**IV. Fees:**

There is no fee charged for the Teacher Cadet course through Francis Marion University.

**VII. Course Credit:**

Teacher Cadet is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferable college credit upon successful completion of the course. The type of college credit (programmatic/elective) awarded is determined by the partnering institution

Students at Johnsonville High Schoolreceive college credit through Francis Marion University. Students complete registration paperwork provided by the college, and at the annual College Day on Francis Marion University’s campus; they may receive a college ID.

The course is a three-hour (credit) course that can be transferred to any college or university, either in S.C. or out-of-state. If the student attends Francis Marion University, the grade received will count toward the student’s GPA. If the credit is transferred to another college, only the credit transfers, not the grade. Each Teacher Cadet high school is partnered with a college or university in its area to be the credit-granting institution. **It is the student’s responsibility to request that this credit be transferred to the college of their choice. Forms will be provided to students at the end of the year.**

**VIII. Grading, Student Records, and Homework:**

Student progress is assessed during each grading period of the course. Methods of demonstration, modeling, teamwork in pairs and small groups, hands-on activities, projects, research, computer, video, or multi-media presentations, tests, readings, essays, participation, and self-evaluations will be used for assessment. The field experience will be assessed through journal writing, lesson plans, and a portfolio. Each Cadet will also be assessed on their culminating assignment, Philosophy of Education.

High School Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F=59 and below

Francis Marion University Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F=59 and below

Note: High school grades will be converted to the College Partner’s grading scale.

**Power School Parent Portal:**

The most recently posted student grades may be seen via the PowerSchool Parent Portal internet-based reporting system. Parents must register online through the school’s website – www.jhs.fsd5.org and receive a password to access the system.

**Homework Policy:**

Students are expected to finish the required daily written work and reading assignments for homework if the work is not completed in class.

**IX. Class Procedures and Class/School Rules:**

Student Behavior: Teacher Cadets are given many responsibilities. They must be mature, dependable, responsible, but most of all trustworthy.

To promote positive choices, prevent discipline measures, and enhance the credibility of the Teacher Cadet Program, Teacher Cadets must comply with duties and responsibilities set forth by CERRA, the College Partner, the Teacher Cadet instructor, and school administration, in addition to school/district rules outlined in the Student Handbook.

Students are advised to follow the rules and procedures, as well as the expectations, for the class. The Teacher Cadet instructor will explain those procedures as part of the course overview.

**School / District Rules about Misbehavior:**

The school and district clearly outline school rules and policies governing student behavior. For a first offense, the student will be issued a verbal warning; at the second offense, the student’s parent/guardian will be contacted; at the third offense, the student will be referred to the office and include a conference with an administrator. The parent/guardian will be notified if an unacceptable behavior persists. The student will be referred to the school administration for disciplinary action if behavior causes class disruption or interferes with the rights of other students to learn.

**X. Classroom Management:**

Students are expected to behave in a respectful way as it relates to people, property, and others’ rights to learn at all times and in every situation. Failure to do so will result in appropriate action.

All Teacher Cadets must remember that, once they become a Teacher Cadet, they are responsible for their actions both **inside the program and out**. When students are the guests of other district schools during observations and field experience, they are expected to follow all rules of Johnsonville High School and represent the school in a manner that brings honor and dignity to themselves, the school, and the Teacher Cadet program. Failure to do so may result in removal from the program.

Any discipline infraction that results in a formal disciplinary action is grounds for immediate dismissal from the Program. If, because of a student’s actions at school or in public, the Teacher Cadet instructor or principal of Johnsonville High School believes that the Teacher Cadet will not maintain the honor, dignity, or trust required to be a Teacher Cadet, the Cadet may be summarily removed from the Program.

If removed and a TC has paid for college credit at the partnering college/university, all rights to credit from the Teacher Cadet course will be forfeited, and no refund of any payment will be given. This is a college/university policy. Neither the Teacher Cadet instructor nor the school will be held liable for fees already processed by the partnering college/university. Additionally, if a student withdraws from the course or is removed for reasons stipulated in the syllabus, he or she will receive an F at the college level.

During the Field Experience, all Teacher Cadets must be professional in the school and classroom they are placed in. This includes the attire worn while at the placement. If failure to do so, the Teacher Cadet could be expelled from the Program.

**XI. Absences & Make-up Policy:**

Students are expected to make up previously announced tests or turn in previously assigned projects the day they return to class. For all other work, they have **3 days** to make up the work they missed.

**Attendance/Tardy Policy:**

The policies are set forth by the school **and** the partnering college or university. Each will be strictly observed. Please note that there are time restrictions at the collegiate level for dropping this class.

**If you miss more than five (5) unexcused days in this class, you will not receive credit.**

During the field experience, students must inform the supervising teacher at the assigned school **and** the Teacher Cadet Instructor that the student is to be absent. This may be done the day before, but must be **no later than 8 a.m. on the day of the absence**. Absences from field experience will be counted as absences from class. Field experience days are not optional; if missed, they must be made up.

**XII. Communication:**

The quickest way to get in touch with your Teacher Cadet Instructor is by email.

**XIII. Non-Instructional Routines:**

Each Teacher Cadet will have parents or guardians sign a permission form for observations and field trips for the course.

**XIV. Academic Assistance:**

Students may arrange to meet with the instructor at any time that is mutually convenient.

**XV. Suggestions for Study Skills:**

As this is a college credit course, students are expected to maintain all work at the level expected of a college freshman. This means fulfilling all assignments, whether they are journals, essays, research projects, group projects, or reading assignments. Timeliness is not just expected; in this course, it is required. **Late work will not be accepted**. Be aware that grades below a C will not transfer in college; therefore, the student will not receive the college credit if the grade is a D. As a college level course, the grade you earn in this class will affect your SC scholarship GPA and will count toward your freshman year GPA should you decide to attend your College Partner institution.

**XVI. Honor Code:**

The Academic Honesty Policy is being implemented to ensure that students submit credible work that is evidence of their content mastery. Students should seek to be honest in their dealings with others. They should complete their own work and be evaluated based on its originality. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**XVII. Course Instructor Concerns:**

If a question or problem should arise, the Cadet should talk to Mrs. Shelley.

**Syllabus Acknowledgement & Contact Information**

**Teacher’s Name: Kimberly Shelley**

**Course Title: Teacher Cadet Experiencing Education**

I have read and thoroughly understand with great detail the expectations, rules, and procedures that are expected of me while enrolled in this course. I realize that I am responsible for these rules, regulations, procedures, and course requirements, and I will be held accountable for adhering to the contents of this course syllabus and code of conduct.

Student Name (Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read thoroughly the contents of this syllabus and discussed with my child the expectations of him/her in this course.

Parent/Guardian Name (Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contact Information**

Name of Parent/Guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best Contact #: (Parent/Guardian 1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Parent/Guardian 2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Addresses: (Parent/Guardian 1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Parent/Guardian 2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_