

THE UNIVERSITY OF ALABAMA

Course Inventory

Date _____ Department Student Services College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. EDU 400

Add Change _____ Inactivate _____

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number _____ Old _____
New _____

Classification of Instructional Programs (CIP) # 13.0101

Title Internship Seminar

Short Title (30 characters or less) Internship Seminar

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This seminar course serves as a support mechanism to facilitate reflection and performance
assessment through regularly scheduled seminars during teacher internship. Class activities
involving lecture, group discussions, portfolio development, and successful completion of a
culminating teacher performance assessment will be used to facilitate professional development.

1. Credit Hours 1

2. Prerequisites Meet all qualifications for Teacher Internship

3. Corequisites To be taken with full-semester Teacher Internship

4. Cross Listed (Equivalent Courses) _____
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) _____
Slash listed courses refer to the courses offered by the same department at different levels.

„ Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata- log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail X

7. Indicate one of the following types of instruction:

(a) Seminar X (b) Lecture _____

(c) Independent Study _____ (d) Laboratory _____

(e) Thesis/Dissertation _____ (f) Field Experience _____

(g) Recitation/Discussion/Quiz _____ (h) Lecture/Laboratory _____

(i) Activity/Performance/Studio _____ (j) Clinic _____

(k) Research _____ (l) Online _____

(m) Blended _____ (n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

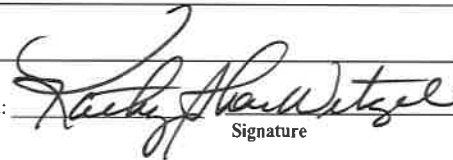
(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 1 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head:


Signature

11/28/17
Date

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME: EDU 400 Internship Seminar

A. Complete the University of Alabama *Course Inventory Form* and attach it as the cover page to this request.

B. Attach a syllabus for the course which includes:

1. Course number, title and number of credit hours
2. Catalog course description, including all prerequisites.
3. Course goals and specific educational objectives for each major instructional unit.
4. Required text(s) and/or readings.
5. Description of required clinical experiences and assignments, if appropriate.
6. Description of assignments.
7. Number and nature of examinations, including policy for make-up tests.
8. Grading procedures for tests and assignments.
9. Procedures for determining final grades.
10. Attendance policy.
11. Policy on academic misconduct.
12. Policy on reasonable accommodation.
13. Course bibliography, if appropriate.

C. Provide the following information for review by the Department Head.

1. *Describe the rationale for the course.*

This seminar course serves as a support mechanism to facilitate reflection and performance assessment through regularly scheduled seminars during teacher internship. Class activities involving lecture, group discussions, portfolio development, and successful completion of a culminating teacher performance assessment will be used to facilitate professional development.

2. *Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.*

Proposer: Dr. Kathy Wetzal and Shari Reid-Gilbert

Other qualified faculty: Instructor must have an in-depth knowledge of the edTPA performance assessment process and must have worked to support teacher interns through the edTPA process. National Scorer Training and National Board Certification is preferred.

3. *Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.*

Education: Elementary, Secondary, Special Education, MAP, Early Childhood/Early Childhood Special Education, Music Education, and Physical Education

4. *Indicate how frequently and during which semesters the class will be offered.*

The course will be offered during each fall and spring semester.

5. *If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.*

There is a \$300 fee for the edTPA.

6. *Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.*

Data on edTPA official score results will be collected by the College of Education edTPA coordinator. The success of the course will be determined by the student success rate on the edTPA.

D. Provide the following information for review by the Department Head and the Dean:

1. *Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).*

A large meeting space to accommodate approximately 100 teacher interns will be required for the edTPA sessions.

RECOMMEND FOR APPROVAL:


Department Head

11/28/17
(date)

E. Provide the following information for review by the Academic Issues Committee:

1. *New Course Proposal Form with required signatures*
2. *List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.*

None

3. *Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).*

The course will be required to ensure student support and compliance with edTPA submissions.

4. *If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.*

None

5. *Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).*

The course will provide support to teacher interns during the edTPA process. The edTPA performance assessment will become consequential for certification in Alabama in the fall of 2018. The performance assessment requires teacher candidates to provide evidence of instruction that is focused on student learning, including students' needs and cultural, community, and personal assets.

RECOMMEND FOR APPROVAL: _____
Chair, Academic Issues Committee (date)

APPROVED: _____
Dean (date)

**The University of Alabama
College of Education
EDU 400**

Internship Seminar

1 Credit Hour – Pass/Fail

Fall Semester 2018

Time: TBA – See edTPA Academy Session Schedule
Location: TBA – See edTPA Academy Session Schedule

Instructor: Shari Reid-Gilbert
Office Phone: 205-348-5697
E-mail: sagilbert@ua.edu
Office: 101-A Carmichael Hall
Hours: before/after class and by appointment

UA College of Education Mission Statement

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

Course Description

This seminar course serves as a support mechanism to facilitate reflection and performance assessment through regularly scheduled seminars during teacher internship. Class activities involving lecture, group discussions, portfolio development, and successful completion of a culminating teacher performance assessment will be used to facilitate professional development. Grade of Pass/Fail only.

Prerequisites: Senior standing for undergraduates, admission to the Teacher Education Program, teaching methods course, minimum GPA as required by each certification field and content area.

Co-requisite: To be taken concurrently with a candidate's full semester Teacher Internship

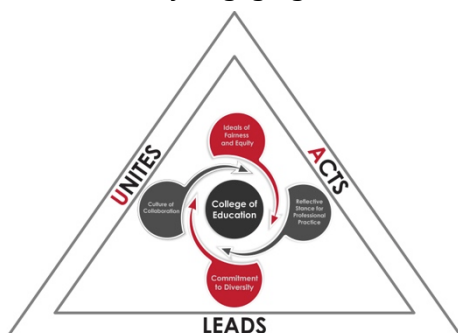
Conceptual Framework of the College of Education

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their fields; and



LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

College of Education Dispositions

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

Readings/Texts/Software

Required Text/Readings

edTPA Handbook (content specific), *Making Good Choices*, and *Understanding Rubric Level Progressions* (available on a password protected visitor page in LiveText)

Other Course Materials

- edTPA Commentary and Context for Learning Templates are available on the General Resources password protected visitor page in LiveText along with other tools and resources to support you throughout the process.
- The required \$300 edTPA national assessment fee may be paid via a voucher purchased from Pearson or may be paid utilizing course fees to purchase a voucher issued by the instructor.

Course Objectives and Overview

Teacher interns will demonstrate the ability to

- develop and apply knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students' needs;
- consider research and theory about how students learn within their practice and utilize it to justify instructional strategies; and
- reflect on and analyze evidence of the effects of instruction on student learning.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways (©2016 SCALE). The edTPA measures five discrete but interrelated dimensions of teaching, including a teacher candidate's ability to:

- Plan for Instruction and Assessment
- Instruct and Engage Students in Learning
- Assess Student Learning
- Analyze and reflect on teaching
- Identify, support, and analyze students' use of academic language

Student Learning Outcomes

- Students will use content knowledge and professional skills in practical settings to meet the needs of those they serve.
- Students will incorporate authentic assessments into their work with stakeholders and engage in critical reflection on those assessments to improve practice.
- Students will analyze and address issues related to diversity and social justice in the learning environment.

- Students will consider research and theory within their practice and utilize it to justify their instructional strategies.

Outline of Topics

Fall 2018 edTPA Academy Sessions

Please bring your **laptop/device (fully charged) and **headphones/earbuds** to each session. **

Required edTPA Sessions	Date	Location	
Academy Session 1: Task 1 Deep Dive/Tips and Tools	Friday, August TBA 8:00 to 11:00	GR 118	
Academy Session 2: Task 2 Deep Dive/Video Tips and Tools/Equipment training	Friday, September TBA 12:00 to 3:00	GR 102	
Academy Session 3: Task 3 Deep Dive/Registration & Submission Directions	Friday, September TBA 8:00 to 11:00	GR 118	
Elementary Only: Task 4 Deep Dive/Tips and Tools/Review of Video Tools	Wednesday, September TBA 4:00 to 6:00	GR 118	
Optional Support Sessions	Date	Location	
*Tech Session: Cutting and Compressing Videos (Times are specific to MAC or PC Users)	Wednesday, September TBA Mac Users: 4:00 – 5:00 PC Users: 5:00 – 6:00	GR 118	
*Academy Session 5: Final Submission Step 1	Wednesday, October TBA 3:00 to 6:00	GR 102	
*Academy Session 6: Final Submission Step 2	Thursday, October TBA 4:00 to 6:00	GR 3	
Wednesday Work Sessions (individual/small group meetings available by appointment)			
*Wednesday, August TBA 4:00 to 6:00	GR 118	*Wednesday, Oct TBA 4:30 to 6:00	GR 102
*Wednesday, Sept TBA 4:00 to 6:00	GR 118	Meeting with Content Area Professors	

*Optional Wednesday Session for additional support

Assignments

Assignments to be uploaded to LiveText:

1. Task 1 Files (See your content specific **Evidence Chart** in the edTPA Handbook)
 - Part A: Context for Learning Information (template provided)
 - Part B: Lesson Plans for Learning Segment
 - Part C: Instructional Materials
 - Part D: Assessments
 - Part E: Planning Commentary (template provided)
2. Task 2 Files (See your content specific **Evidence Chart** in the edTPA Handbook)
 - Part A: Video Clips (separate, unedited video clips, correctly identified-see Evidence Chart)
 - Part B: Instruction Commentary (template provided)
3. Task 3 Files (See your content specific **Evidence Chart** in the edTPA Handbook)
 - Part A: Student Work Samples (separate file for each focus student)
 - Part B: Evidence of Feedback (separate file for each focus student)
 - Part C: Assessment Commentary (template provided)
 - Part D: Evaluation Criteria
4. Task 4 Files (Elementary Education Only)
 - Part A: Mathematics Context for Learning Information (template provided)
 - Part B: Elementary Mathematics Learning Segment Overview (template provided)
 - Part C: Mathematics Chosen Formative Assessment
 - Part D: Evaluation Criteria
 - Part E: Student Mathematics Work Samples (separate file for each focus student)
 - Part F: Examples of Student Work from Re-engagement Lesson (separate file for each focus student)
5. Final edTPA Portfolio Submission (edTPA Portfolio must be completed and submitted to LiveText and transferred to Pearson by the scheduled date)

If you have questions about the assignments, please contact the instructor, Shari Gilbert, at sagilbert@ua.edu. If you have any LiveText related questions, please email Dr. James Hardin at jhardin@ua.edu. In order to earn a passing grade in this course, all work submitted for national scoring must meet the State of Alabama minimum score for passing edTPA (37 for all 15 rubric portfolios, 33 for all 13 rubric portfolios, and 44 for all 18 rubric portfolios).

Grading Policy

Grade of Pass/Fail only:

In order to receive a passing grade for the course, the following items must be met:

- student must attend required scheduled sessions – 30%
- student must complete and submit assignments to LiveText – 20%
- student must submit completed edTPA portfolio for national scoring by the scheduled date – 5%
- student must receive a passing score on the edTPA portfolio as required by the State of Alabama for certification (37 for all 15 rubric portfolios, 33 for all 13 rubric portfolios, and 44 for all 18 rubric portfolios) – 45%

Retake Policy: In the event a candidate does not pass edTPA, a grade of incomplete will be applied to the course until a passing score is achieved. See The University of Alabama – College of Education Retake Policy for more information.

Policy on Missed Assignments and Coursework:

A timeline for all assignments has been established according to a final submission deadline for national scoring set by Pearson. In order to meet the national deadline, students must adhere to the established schedule for each task. Late submissions are unacceptable. Late assignments or missed in-class activities will be accommodated only with an officially excused absence and/or with prior approval from the instructor.

Attendance Policy

Attendance is mandatory. Each class session in this course is important to you as an edTPA candidate and for The University of Alabama's Teacher Education Program (TEP). Class sessions are developed and sequenced to achieve the objectives of this course, specifically successful completion of each task in the edTPA portfolio. An absence from any session will result in missing critical content. Candidates are expected to attend all sessions unless extraordinary circumstances dictate otherwise. Any absence for illness or death of a relative will require proper documentation. You will attend seminars prior to your placement and throughout the semester in addition to your daily school placement.

All teacher interns will be placed in fulltime field placements within an appropriate school setting by the Office of Clinical Experiences. You will report to your placement each school day. Internship placements arranged by the Office of Clinical Experiences include state requirements for full days of teaching. See your subject area internship syllabus for specific information about placement requirements.

Course Policies

Academic Misconduct:

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.
- "All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:

- Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
- Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication: Presenting as genuine, any invented or falsified citation or material.
- Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

Disability Accommodations:

- Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.
- The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

Severe Weather Protocol:

- Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UAct Statement:

- The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

Religious Observance Policy:

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

Academic Work Duplication:

- Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

Cell Phones and Mobile Devices: All cell phones and mobile devices must be turned off upon entering class and remain so until exiting.