Kevin Snyder

From: Leane Skinner
Sent: Friday, October 05, 2012 2:47 PM
To: Sara Wolf, Kevin Snyder
Subject: RE: University Curriculum Committee Meeting Information/Results

I just remembered that I spoke to both of you about this, but I never sent the responses in writing. Sorry....I hope it is not too late.

1a. Contact hours are 40 hours a week – Full-time 16 week internship
1b. Yes
1c. Yes, this is the capstone course. While objectives are also covered in other courses, all objectives are evaluated in Internship. These objectives are in alignment with ALSDE Standards.
1d. In order to get “S” the student must get a satisfactory ranking on several rubrics (PEPE, ICP, PWS). The students are evaluated by both a university supervisor and a cooperating teacher in the school internship site. Both must agree. (I can send the rubrics if needed)

Let me know if you need additional information?

Leane

From: Sara Wolf
Sent: Friday, September 21, 2012 5:19 PM
To: Susan Villaume
Cc: Leane Skinner; Sandra Davis; Kimberly Walls
Subject: University Curriculum Committee Meeting Information/Results

Hello,

The UCC met today, and the following items affect the College:

1. Proposal for CTCT 4923: This course proposal was tabled pending resolution of the following issues:
   a. Contact Hours (item #6). How many CONTACT hours per week will students be expected to complete? As the form is currently completed, it appears as if students have only 10 contact hours per week. That would be insufficient for 10 credit hours for the course.
   b. Scheduled Type: This is an INT course. The committee needs verification that the information listed is correct.
   c. Questions that the committee asked and may need resolution when the course is revisited by the committee:
      i. “Are we expected to believe that every one of the 84 objectives listed in item 17 are formally assessed in this course?”
      ii. There didn’t appear to be a strong connection between the assignments and the rubric/grading scale. There isn’t a specific mention of what the student has to do to earn the “S” grade vs. the “U” grade. As it is written, it appears as if the student must simply “show up” and will get the “S”.
      iii. The “Detailed Course Information” supplied for the corresponding face to face course lists “Bachelor of Music Education” as being one of the “MUST” options. Is the list of restrictions accurate?

2. A request from the History department was put forward to include a prerequisite for all HIST 5000-level courses. In the memo, it stated that this prerequisite would NOT apply to our CSTB students. However, the
Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Education
   Department: Department of Curriculum and Teaching

2. Course Prefix and Number: CTCT 4923

3. Effective Term: Fall 2013

4. Course Title: Internship
   Abbreviated Title (30 characters or less): Internship

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - [ ] Current Course Number:
   - [ ] Proposed Course Number:
   - [ ] Type of Revision:

6. Course Credit:
   Contact/Group Hours: 10
   Scheduled Type
   (e.g.: Lab, Lecture, Practicum, Directed Study)
   Distance Agriscience - DAG
   Distance Business - DBU
   Weekly or Per Term?
   Weekly 10
   Credit Hours
   10
   Anticipated Enrollment
   12

   Maximum Hours (Repeatability): 10
   Total Credit Hours: 10

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P: to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

   Restriction: Admission to Teacher Education
   (See detailed information on CTCT 4920)

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [X] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)

    Supervised internship experiences in a school or other appropriate setting. Evaluation and analysis of the internship experience.

11. May Count Either: CTCT 4920 or CTCT 4923
    (Indicate if this particular course cannot be counted for credit in addition to another)

    Program Type
    (e.g.: minor, major, etc.)
    Program Title
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    (required or optional?)

    Major
    BS in Agriscience Education
    Requirement

    Major
    BS in Business / Marketing Education
    Requirement

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)

    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

Distance education version of the existing CTCT 4920 course. Providing the course in distance format supports the university’s strategic plan of extending outreach impact across the state.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Funds generated by distance course tuition will be used to help pay travel expenses and salaries for internship supervisors.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:

Upon completion of the course objectives, the student will be able to:

1. Demonstrate knowledge of The Alabama Course of Study – Business/Marketing, Career Tech Core, and/or Agscience. And how it relates to other areas (290-3-3-.23-1.a.3) (290-3-3-.04-2.a.1.iii)
2. Advise Career/Technical student organizations for the development of leadership skills, and to enhance career objectives. (290-3-3-.23-1.b.1)
3. Design career/technical education instruction which accommodates all student learning styles, needs, abilities, interests and backgrounds. (290-3-3-.23-1.b.2)
4. Teach academic core concepts specific to career/technical education teaching fields. (290-3-3-.23-1.b.3)
5. Organize, manage, and maintain classroom and laboratory facilities using proper safety procedures. (290-3-3-.23-1.b.4)
6. Recruit and retain students based upon assessment of needs and interests. (290-3-3-.23-1.b.5)
7. Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines. (290-3-3-.04-1(c).1(i))
8. Ability to use students’ prior knowledge and experiences to introduce new subject-area related content. (290-3-3-.04-1(c).1(ii))
9. Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings. (290-3-3-.04-1(c).1(iii))
10. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. (290-3-3-.04-1(c).1(iv))
11. Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching fields as defined in the Alabama courses of study for those teaching fields. (290-3-3-.04-1(c).2(i))
12. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner. (290-3-3-.04-1(c).2(ii))
13. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. (290-3-3-.04-1(c).2(iii))
14. Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. (290-3-3-.04-2(c).1(i))
15. Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student’s achievement. (290-3-3-.04-2(c).1(ii))
16. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences. (290-3-3-.04-2(c).1(iii))
17. Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students. (290-3-3-.04-2(c).2(i))
18. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners. (200-3-3-.04(2)(c).2.(vi))
19. Ability to collect and use data to plan, monitor, and improve instruction. (200-3-3-.04(2)(c).2.(vii))
20. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student. (200-3-3-.04(2)(c).2.(viii))
21. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. (200-3-3-.04(2)(c).2.(ix))
22. Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities. (200-3-3-.04(2)(c).3.(iii))
23. Ability to communicate with parents and/or families to support students' understanding of appropriate behavior. (200-3-3-.04(2)(c).3.(iv))
24. Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning. (200-3-3-.04(2)(c).3.(v))
25. Ability to use individual behavioral support plans to proactively respond to the needs of all students. (200-3-3-.04(2)(c).3.(vi))
26. Ability to create a print/language-rich environment that develops and extends students' desire and ability to read, write, speak, and listen. (200-3-3-.04(2)(c).3.(vii))
27. Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning. (200-3-3-.04(2)(c).3.(viii))
28. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. (200-3-3-.04(2)(c).4.(v))
29. Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives. (200-3-3-.04(2)(c).4.(vi))
30. Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (200-3-3-.04(2)(c).4.(vii))
31. Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. (200-3-3-.04(2)(c).4.(viii))
32. Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving. (200-3-3-.04(2)(c).4.(ix))
33. Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. (200-3-3-.04(2)(c).4.(x))
34. Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives. (200-3-3-.04(2)(c).5.(v))
35. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. (200-3-3-.04(2)(c).5.(vi))
36. Ability to collaborate with others to incorporate accommodations into all assessments as appropriate. (200-3-3-.04(2)(c).5.(vii))
37. Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. (200-3-3-.04(2)(c).5.(viii))
38. Ability to develop rubrics and to teach students how to use them to assess their own performance. (200-3-3-.04(2)(c).5.(ix))
39. Ability to develop and select appropriate performance assessments. (200-3-3-.04(2)(c).5.(x))
40. Ability to engage all students in assessing and understanding their own learning and behavior (200-3-3-.04(2)(c).5.(xi))
41. Ability to interpret and use reports from state assessments and results
of other assessments to design both group and individual learning experiences. (290-3-3-3-04(2)(c)5(xii))
42. Knowledge of standard oral and written communication. (290-3-3-3-04(3)(c)1(i))
43. Ability to model appropriate oral and written communications. (290-3-3-3-04(3)(c)1(iv))
44. Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening. (290-3-3-3-04(3)(c)1(v))
45. Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. (290-3-3-3-04(3)(c)1(vi))
46. Ability to integrate skill development in oral and written communications into all content areas that one teaches. (290-3-3-3-04(3)(c)1(vii))
47. Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students. (290-3-3-3-04(3)(c)1(viii))
48. Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students’ pace of learning and competence in reading, writing, speaking, and listening. (290-3-3-3-04(3)(c)2(i))
49. Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction. (290-3-3-3-04(3)(c)2(ii))
50. Ability to integrate reading instruction into all content areas that one teaches. (290-3-3-3-04(3)(c)2(iii))
51. Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure. (290-3-3-3-04(3)(c)2(iv))
52. Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions. (290-3-3-3-04(3)(c)3(v))
53. Ability to communicate with others about mathematical concepts, processes, and symbols. (290-3-3-3-04(3)(c)3(vi))
54. Ability to integrate technology into the teaching of all content areas. (290-3-3-3-04(3)(c)4(iii))
55. Ability to facilitate students’ individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate (290-3-3-3-04(3)(c)4(iv))
56. Ability to use technology to assess student progress and manage records. (290-3-3-3-04(3)(c)4(v))
57. Ability to evaluate students’ technology proficiency and students’ technology-based products within content areas. (290-3-3-3-04(3)(c)4(vi))
58. Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction. (290-3-3-3-04(4)(c)1(iv))
59. Ability to communicate in ways that demonstrate sensitivity to diversity, such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation. (290-3-3-3-04(4)(c)1(v))
60. Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that are related to language learning. (290-3-3-3-04(4)(c)2(ii))
61. Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom. (290-3-3-3-04(4)(c)2(iii))
62. Ability to identify and refer students for diagnosis for special services. (290-3-3-3-04(4)(c)3(iii))
63. Ability to address learning differences and disabilities that are prevalent in an inclusive classroom. (290-3-3-3-04(4)(c)3(iv))
64. Ability to help students assess their own learning styles and to build upon identified strengths. (290-3-3-3-04(4)(c)4(iii))
65. Ability to design learning experiences that encourage all learning styles.
(290-3-3-.04(4)(c)4.(iv))
66. Ability to involve families, community agencies and organizations, and
colleagues in helping support academic achievement of diverse learners.
(290-3-3-.04(4)(c)5.(ii))
67. Ability to create a learning community in which individual differences are
respected. (290-3-3-.04(4)(c)5.(iii))
68. Ability to assess and diagnose individual students’ contexts, strengths,
and learning needs and to tailor curriculum and teaching to address these
personal characteristics. (290-3-3-.04(4)(c)5.(iv))
69. Ability to involve parents and/or families as active partners in planning
and supporting student learning. (290-3-3-.04(5)(c)1.(iv))
70. Ability to share instructional responsibility for students with diverse
needs, including students with disabilities, and to develop collaborative
teaching relationships and instructional strategies. (290-3-3-.04(4)(c)5.(v))
71. Ability to share responsibility for all students’ learning across the school
and collaborate with colleagues to support every student’s growth.
(290-3-3-.04(5)(c)1.(vii))
72. Ability to participate as reflective members of different types of teams
including, but not limited to, Building Based Support Teams.
(290-3-3-.04(5)(c)1.(vii))
73. Ability to collaborate in the planning of instruction for an expanded
curriculum in general education to include Individual Education Plans and
other plans such as Section 504 goals for students with disabilities.
(290-3-3-.04(5)(c)1.(viii))
74. Ability to communicate and collaborate effectively with colleagues,
students, parents, guardians and significant agency personnel who are
included and valued equally as partners. (290-3-3-.04(5)(c)1.(ix))
75. Ability to exhibit the professional dispositions delineated in professional,
state, and institutional standards while working with students, colleagues,
families, and communities. (290-3-3-.04(5)(c)1.(x))
76. Ability to articulate and reflect on a personal philosophy and its
relationship to teaching practice and professional learning choices and
commitment. (290-3-3-.04(5)(c)2.(iv))
77. Ability to use best practices, professional literature, and collegial
assistance to improve as a teacher and a learner. (290-3-3-.04(5)(c)2.(v))
78. Ability and willingness to inquire into one’s own practice by designing
action research to determine the effectiveness of identified instructional
strategies. (290-3-3-.04(5)(c)2.(vi))
79. Ability to participate in the creation and nurturance of a learning
environment that supports standards-based inquiry, reflective practice, and
collaborative learning for teachers at all stages of their careers.
(290-3-3-.04(5)(c)2.(vii))
80. Ability to integrate statewide programs and initiatives into the curriculum
and instructional processes. (290-3-3-.04(5)(c)3.(iii))
81. Ability to communicate with students, parents, and the public about
Alabama’s assessment system and major state educational improvement
initiatives. (290-3-3-.04(5)(c)3.(iv))
82. Ability to participate in school improvement planning by working
collaboratively with teams focused on specific improvement initiatives.
(290-3-3-.04(5)(c)4.(iii))
83. Ability to assume increased leadership responsibility in school, district,
and state improvement initiatives over the course of one’s professional
career. (290-3-3-.04(5)(c)4.(iv))
84. Ability to use and maintain confidential student information in an ethical
and professional manner. (290-3-3-.04(5)(c)5.(iii))
85. Ability to practice safe, responsible, legal and ethical use of technology
and comply with school and district acceptable-use policies including fair-
use and copyright guidelines and Internet-user protection policies.
(290-3-3-.04(5)(c)5.(iv))

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)
17. Course Content Outline:

Students in the distance education section of this course will access class materials through the internet, e-mail and Canvas. Students' assignments will be submitted in TK20 and by e-mail. Students will have access to the instructor via e-mail and telephone as necessary in lieu of on-campus office hours. The university supervisor will visit the intern at least one time and the intern will send videos of three teaching activities for the supervisor to evaluate.

Students will complete all of the internship requirements specified in the College of Education Internship Handbook and any additional requirements by the university supervisor and/or the cooperating teacher. Students will complete a full semester of internship following the suggested schedule:

Week 1
Orientation of school, classroom, lab, rules, policies, and procedures.

Week 2
Begin assuming some teaching responsibilities and duties as determined by the supervising teacher.

Week 3
Continue assuming more teaching responsibilities and duties.

Week 4
Continue assuming more teaching responsibilities and duties.

Week 5
Continue assuming more teaching responsibilities and duties.

Week 6
Assume full time teaching responsibilities and duties in classroom and lab.

Week 7
Assume full time teaching responsibilities and duties in the classroom and lab. DUE: SUBMIT TEACHING VIDEO #1 TO UNIVERSITY SUPERVISOR

Week 8
Assume full time teaching responsibilities and duties in classroom and lab.

Week 9
Assume full time teaching responsibilities and duties in the classroom and lab. DUE: SUBMIT TEACHING VIDEO #2 TO UNIVERSITY SUPERVISOR

Week 10
Assume full time teaching responsibilities and duties in classroom and lab.

Week 11
Assume full time teaching responsibilities and duties in the classroom and lab. DUE: SUBMIT TEACHING VIDEO #3 TO UNIVERSITY SUPERVISOR

Week 12
Assume full time teaching responsibilities and duties in classroom and lab.

Week 13
Gradually shift teaching responsibilities and duties back to cooperating teacher. DUE: UPLOAD PROFESSIONAL WORK SAMPLE IN TK20.

Week 14
Gradually shift teaching responsibilities and duties back to the cooperating teacher.

Week 15
ATTEND COLLEGE OF EDUCATION INTERNSHIP EVALUATION MEETING

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

The student will...

1. Teach all classes for a minimum of 20 school days, of which 10 must be consecutive. Submit lesson plans for classes taught to the cooperating teacher and the university supervisor.

2. Submit tentative lesson plans to the cooperating teacher each Friday for review and discussion.

3. Schedule a minimum of four formal observations with the university supervisor.
4. Following the university supervisor's observation, discuss teaching performance and implications for future planning.
5. Participate in all internship meetings, College of Education Interview Day, and exit conference.
6. Attend and participate in school faculty meetings, teacher-parent meetings and other school functions that regular faculty attend.
7. Support and work cooperatively with the school's faculty, administrators, and support staff.
8. Submit the Professional Work Sample in TK20 at the specified time.
9. Submit all lesson plans, tests, handouts, Power Points, and videos of three teaching activities to the university supervisor.
All assignments may be submitted through Canvas, e-mail, or TK20 or given directly to the university supervisor.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale: The course is graded as Satisfactory/Unsatisfactory (S/U). Intern assessments will include the Professional Work Sample (PWS) Rubric, the Professional Education Personnel Evaluation (PEPE), the Inventory of Candidate Proficiencies (ICP), and observations by the university supervisor and the cooperating teacher. The University supervisor will visit the intern at least one time and the intern will send videos of three teaching activities for the supervisor to evaluate. Field experience hours in this course are linked to certification standards. Students must complete the full 15 weeks of internship to receive credit for this course.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: Not Applicable

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 944-2066 (V/TT).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: Education  
   Department: Curriculum and Teaching (CTCH)

2. Course Prefix and Number: CTCT 4923  
   3. Effective Term: Fall 2012

4. Course Title: Internship  
   Abbreviated Title (30 characters or less): Internship

5. On-Campus Pre/Corequisites:  
   Prerequisite(s): N/A  
   Corequisite(s): N/A  
   Pre/Corequisite(s): N/A  
   DE Adjustment: N/A

6. Affected Program(s):  
   (Respond “N/A” if not included in any program; attach memorandum if more space is required)  
<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
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<tbody>
<tr>
<td>Major</td>
<td>BS Agriscience Education</td>
<td>Requirement</td>
</tr>
<tr>
<td>Major</td>
<td>BS Business/Marketing Education</td>
<td>Requirement</td>
</tr>
</tbody>
</table>

7. Justification for DE Delivery:  
   This course will be the distance education version of the existing CTCT 4920 course. Providing the course in distance format supports the university’s strategic plan of extending outreach and impact across the state.

8. Access to Resources:  
   Distance Education students will have access to course materials through Canvas, e-mail, and the internet.
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)

9. Course Content Delivery:  
   Course content and requirements can be accessed in Canvas and by e-mail. Students will submit assignments by e-mail and in TN20.  
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:  
   Students will interact through Canvas discussion tools. Students will have access to the instructor via e-mail and phone as necessary in lieu of utilizing on-campus office hours. The university's supervisor will visit the intern at least one time and the intern will send videos of three teaching activities for the supervisor to evaluate.
   (Provide specific information regarding the adjustments to the student-instructor and student-peer interaction(s) -- if applicable -- any time that the student would normally interact with the instructor and peers on campus.)
CTCT 4920 - Internship

Supervised internship experiences in a school or other appropriate setting. Evaluation and analysis of the internship experience. ADDITIONAL PREREQUISITES: Admission to internship.

10.000 Credit hours

Levels: Graduate, Professional, Second UG Degree, Third UG Degree, Undergraduate
Schedule Types: Internship

Curriculum & Teaching Department

Course Attributes:
Coll of Education, S/U Grade Option Only

Restrictions:
May not be enrolled in one of the following Programs:
ED, BS, Third Degree
BS Adult Education
BS Health Promotion
BS Exercise Science
BS Rehab & Disability Studies
EDS, Education, Non-Certified
MED Adult Education
MED Admin of Higher Education
MED Commun Agency Counseling
MED Counselor Educ Supervision
MED Health Promotion
MED Exercise Science
MED Rehabilitation Counseling
MS Adult Education
MS Commun Agency Counseling
MS Health Promotion
MS Exercise Science
MS Rehabilitation Counseling
ED, BS, Second Degree

Must be enrolled in one of the following Degrees:
Master of Science
Educational Specialist
Master of Education
Bachelor of Music Education
Bachelor of Science

Must be enrolled in one of the following Colleges:
College of Education