Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: CTCH

2. Course Prefix and Number: CTCT 4923

3. Effective Term: Fall 2014

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

5. Requested Action:
   ○ Renumber a Course
   ○ Add a Course
   ○ Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision:
   description, title, hr, sch

6. Course Credit:
   Contact/Group Hours
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment

   | Maximum Hours (Repeatability): 12 |
   | Contact Hours: 40 |
   | Scheduled Type: DSL (Distance Learning) |
   | Weekly or Per Term?: weekly |
   | Credit Hours: 12 |
   | Anticipated Enrollment: 20 |
   | Total Credit Hours: 12 |

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.
   P: Admission to Clinical Residency; Restrictions: Only allow majors CAGB (B.S. Agriscience Ed) and CBMB (B.S. Business/Marketing Ed).

9. Restrictions: List specific restriction in space above.
   □ College  □ Major  □ Standing  □ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Supervised clinical residency experiences in Career and Technical Education in a school or other appropriate setting. Evaluation and analysis of the clinical residency 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 Agriscience Ed (CAGB)  Required
    □ Major  BS Business & Marketing Ed (CBMB)  Required

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    □ Major  BS Agriscience Ed (CAGB)
    □ Major  BS Business & Marketing Ed (CBMB)

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:
Clinical Residency is required by the Alabama State Department of Education and National Council for Accreditation of Teacher Education to meet teacher education professional standards. Data from Clinical Residency is used for program and unit ALSDE, NCATE, and SACS accreditation assessments.

(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:
Any additional resources needed such as supporting technology and staff for enhanced clinical supervision (e.g. clinical faculty, travel to schools, stipends for cooperating teachers, iPad conferencing, etc) will be funded by distance course revenue.

(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:
As a result of participation in this course, the clinical residency provides prospective school teachers with many opportunities to demonstrate abilities as described by Educate Alabama Standards.

Standard 1. Content Knowledge
1.1 Possesses deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills
1.2 Activates learners’ prior knowledge to introduce content
1.3 Connects curriculum to other content and real-life settings to promote retention and relevance
1.4 Designs instructional activities based on state content standards
1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

Standard 2. Teaching and Learning
2.1 Designs a classroom organization and management system built upon age-appropriate expectations and research-based strategies
2.2 Creates a climate that promotes fairness and respect
2.3 Creates a safe, orderly, and stimulating learning environment that nurtures motivation and engagement of learners
2.4 Develops challenging, standards-based academic goals for each learner
2.5 Engages learners in developing and monitoring goals for their own learning and behaviors
2.6 Designs lessons that integrate a variety of effective instructional strategies
2.7 Creates learning activities that optimize and support each individuals’ growth and achievement
2.8 Uses formative assessment to provide specific and timely feedback to assist learners and to adjust instruction
2.9 Uses summative assessments to measure learner attainment of specified learning targets
2.10 Maintains evidence and records of learning to communicate progress
2.11 Analyzes disaggregated standardized assessment results to inform planning for individual learners and classes

Standard 3. Literacy
3.1 Demonstrates standard oral and written communication
3.2 Fosters and responds to effective verbal and nonverbal communications during instruction
3.3 Uses age-appropriate instructional strategies to improve learners’ skills in fluency, vocabulary and comprehension
3.4 Integrates narrative and expository reading strategies across the curriculum
3.5 Solves mathematical problems across subject areas using different strategies to verify and interpret results and to draw conclusions
3.6 Communicates mathematical concepts, processes, and symbols within
the content taught
3.7 Identifies and integrates available emerging technology into the teaching of all content areas
3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency
Standard 4. Diversity
4.1 Develops culturally responsive curriculum and instruction
4.2 Communicates in ways that demonstrate sensitivity to diversity
4.3 Demonstrates an understanding of how personal and cultural biases can affect teaching and learning
4.4 Supports learners to accelerate language acquisition
4.5 Guides second language acquisition and utilizes English Language Development (ELD) strategies
4.6 Differentiates between learner difficulties related to cognitive or skill development and those that relate to language learning
4.7 Understands and recognizes the characteristics of exceptionality in learning to assist in appropriate identification and interventions
4.8 Facilitates inclusive learning environments that support and address the needs of learners
4.9 Helps students access their own learning styles and build upon strengths
4.10 Designs learning experiences that engage all learning styles and multiple intelligences
Standard 5. Professionalism
5.1 Collaborates with stakeholders to facilitate student learning and well-being
5.2 Engages in ongoing professional learning to move practice forward
5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives
5.4 Promotes professional ethics and integrity
5.5 Complies with local, state, and federal regulations and policies

(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 will complete all of the clinical residency requirements specified in the College of Education Internship Handbook, any additional requirements as specified in the internship orientation meetings, and unique requirements required by the university supervisor and/or cooperating teacher. Students will complete a full semester of clinical residency following the suggested schedule:

Week 1  Orientation of school, classroom, rules, policies, and procedures
Week 2  Begin assuming some teaching responsibilities and duties as determined by the supervising teacher/university supervisor
Week 3  Continue assuming more teaching responsibilities and duties as determined by the supervising teacher/university supervisor
Week 4  Continue assuming more teaching responsibilities and duties as determined by the supervising teacher/university supervisor
Week 5  Continue assuming more teaching responsibilities and duties as determined by the supervising teacher/university supervisor
Week 6  Continue assuming more teaching responsibilities and duties as determined by the supervising teacher/university supervisor
Week 7  Continue assuming more teaching responsibilities and duties as determined by the supervising teacher/university supervisor
Week 8  Assume full time teaching responsibilities and duties in the classroom
Week 9  Assume full time teaching responsibilities and duties in the classroom
Week 10 Assume full time teaching responsibilities and duties in the classroom
Week 11 Assume full time teaching responsibilities and duties in the classroom
Week 13 Assume full time teaching responsibilities and duties in the classroom
18. Assignments / Projects:

Students will access class materials through the use of Canvas. There are no lectures in this course. Assignments and assessment forms will be submitted electronically via e-mail allowing for timely delivery and subsequent instructor response. The technology used is appropriate for this program as it provides distance education students with materials and equal access to the instructor for assistance and assessment feedback. Students will interact using Canvas discussion tools and chat. Students will have access to the instructor via e-mail and phone as necessary in lieu of utilizing on-campus office hours.

1. Teach daily for most of the semester, taking over full responsibility for teaching all classes for a minimum of 20 school days (of which 10 must be consecutive). Submit lesson plans for each of the 10 consecutive days to cooperating teacher and university supervisor.
2. Submit tentative week-long plans for all teaching responsibilities each Friday to the cooperating teacher.
3. Review plans with supervising teacher before implementing them; discuss teaching performance with supervising teacher after implementing them.
4. Reflect on and self-evaluate lessons after teaching them.
5. Schedule a minimum of three formal observations of teaching with the university supervisor. {Use Classroom Observation Instrument to evaluate teaching performance}
6. Following the university supervisor’s observations, discuss teaching performance and implications for future planning.
7. Participate fully in three clinical residency meetings: orientation session(s), COE Interview Day, and an exit conference.
8. Attend and participate appropriately in faculty meetings, teacher-parent conferences, and all other school functions that the regular faculty is expected to attend.
9. Support and work cooperatively with the school’s faculty, administrators, and support staff.
10. Plan, implement, and reflect on a specific lesson that is formally observed by either the supervising teacher or university supervisor. Intern will write a Professional Work Sample based on criteria in the AU COE Internship Handbook.
11. Successfully complete the full semester of Clinical Residency. Field experience hours in this course are linked to certification standards. Students must complete the full semester of field experience to receive credit for this course. {Use Educate Alabama Internship Assessment and Professional Dispositions Checklist to evaluate clinical residency semester performance}

19. Rubric and Grading Scale:

The course is graded based on Satisfactory/Unsatisfactory (S/U). The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Educate Alabama Standards (AQTS) and program-specific standards. Key internship assessments aligned with these standards are (1) the Professional Work Sample (PWS), (2) Classroom Observation Instrument (COI), (3) the Professional Disposition Checklist, and (4) Educate Alabama Internship Assessment form. See the COE Internship Handbook and the COE Assessment web page for directions and rubrics for key assessments. The final clinical residency grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout.
the semester (e.g., Professional Disposition Checklist). The Professional Disposition Checklist is completed by the cooperating teacher and university supervisor at two points: mid-term and the semester's end. Students' final course grade (S, U) will be determined by the following assessments and percentages:

- Professional Work Sample – 30%
- Professional Dispositions Checklist – 30%
- Classroom Observation Instrument – 20%
- Educate Alabama Internship Assessment – 20%
- State Attendance Requirement – Required to Pass – Full university semester

Students must achieve a satisfactory grade (70% or higher) on each of the above assignments in order to pass this course. Students must also meet the minimum attendance requirement as stated by the Alabama State Department of Education current guidelines.

(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)

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<thead>
<tr>
<th>20. Justification for Graduate Credit:</th>
<th>NA</th>
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</thead>
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(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(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, 844-2086 (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>
</thead>
<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>
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7. Justification for DE Delivery:
   (Include a concise, yet adequate rationale for accreditation, as part of a proposed distance education program; expansion of opportunity for working professionals/students; etc.)
   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 impact across the state.

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

9. Course Content Delivery:
   (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)
   Course content and requirements can be accessed in Canvas and by e-mail. Students will submit assignments by e-mail and in TK20.

10. Course Interaction:
    (Provide specific information regarding the adjustment between the student and instructor and peers via -- if applicable -- any time that the student would
    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 supervisor will visit the intern at least one time and the intern will send videos of three teaching activities for the supervisor to evaluate.