**Auburn University**

**Course Syllabus**

**1. Course Number:** CTSE 7920/7926-FL1

 **Course Title:** Internship: Foreign Language Education

 **Course Hours:** 1- 10 semester hours

 **Prerequisite:**  Admission to Internship

 **Corequisite:** CTSE 4200/4203-FL1

**2. Date Syllabus Prepared**: August 1998; revised January 2007; updated August 2007

**3. Texts:** College of Education Internship Handbook

**4. Course Description:**

This course provides supervised, on-the-job experiences in a school, college, or other appropriate setting. These experiences will be accompanied by regularly scheduled discussion periods to provide positive evaluation and analysis of the intern experience.

**5. Course Objectives:**

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards (AQTS) and program-specific indicators. Indicators assigned to CTSE 7920/7926-FL1 are highlighted on the performance assessment templates included in the attachments.

**6. Course Content and Schedule:**

Students will complete all of the internship requirements specified in the College's *Internship Handbook*, any additional requirements as specified in the internship orientation meetings, and unique requirements of the cooperating school. Students will complete a minimum of 15 weeks of internship.

(**On-campus students:**  Four visits are required for on-campus students – one organizational visit and three observations. **Distance students:** The first organizational visit will take place online through Blackboard’s Live Classroom feature. The observations will be virtual with either Zoom or whatever technology is authorized by the school.

**7. Course Requirements/Evaluation:**

All objectives must be fulfilled in a satisfactory manner to pass this course. (S/U Grading)

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS) and program-specific standards. Key internship assessments aligned with the AQTS are (1) edTPA, (2) CIEP, and (3) the Inventory of Candidate Proficiencies. Assessment resources include the following:

* directions and rubrics for key assessments – Internship Handbook, pp. 21-39
* alignment of CIEP standards aligned with the CIEP’s Key Assessments
* Key Assessment: edTPA – Internship Handbook pp.40-42.
* alignment of candidate with Foreign Language portfolios described in Canvas

During every observation by the university supervisor, interns are evaluated with the appropriate foreign language education rubric for the type of lesson being observed. During the conference that follows, the supervisor, the cooperating teacher and the intern decide on what the strengths and weaknesses are for that lesson. A plan for improvement is developed for the next official visit.

As a final evaluation, Interns prepare an *exit portfolio* that includes 1) a resume; 2) a Professional Work Sample with specific reflections developed after conferencing with both the university supervisor and the cooperating teacher; 3) a unit assessment created and administered by the intern with reflections as to its strengths and weaknesses; and 4) the completed Foreign Language Questionnaires administered at the end of the internship period to all students taught by the intern along with an analysis of the questionnaires and reflections on these results.

All key assessments included in the Internship Handbook are completed by the cooperating teacher and the university supervisor.

**(On-campus students**: The evaluation process for CTSE 7920 takes place in the intern’s school during face-to-face conferences involving the cooperating teacher, the university supervisor and the intern. **Distance students:** The evaluation process for CTSE 7926-FL1 takes place online between the intern, the cooperating teacher and the supervisor through Zoom or whatever application that the school provides)

Graduate students are expected to have a higher level of proficiency in the target language and to perform at a higher level on all assessment rubrics. Their reflections on all the materials in the exit portfolio are expected to reflect a greater depth of understanding of the research and best practices for the profession based on the three graduate CTSE courses required for the A certification.

The final internship 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., Inventory of Candidate Proficiencies). The Inventory of Candidate Proficiencies (ICP) is completed by the cooperating teacher and university supervisor at two points: mid-term and the semester’s end.

(**Accommodations for Distance students:** All assessment forms from cooperating teachers will be faxed or submitted electronically to the university supervisor.)

**CLASS POLICY STATEMENTS:**

Attendance: Since this course is tied to certification, all students must complete 50 weeks or 300 hours of professional work in the public school setting. Students must notify the instructor and the cooperating teacher when there have an emergency and the student will not be attending school. All absences must be made up so that the number of days at school equals 15 weeks.

Participation: Students are expected to participate in all online conferences. It is the student’s responsibility to contact the instructor if they need to change observation dates. Students are responsible for providing the university supervisor with lesson plans and other materials to be used in the observed lesson. **Distance students** will email or fax all lesson plans and other materials for the university supervisor to use while viewing their videotapes.

Unannounced quizzes: There will be no unannounced quizzes.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Accommodations: Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Other: An advanced level of proficiency in Spanish or French is desirable to successfully meet the objectives required to pass this course.

The university supervisor cannot be available 24 hours per day, but will keep weekly electronic office hours as indicated at the first organizational meeting. During these periods, the instructor will check e-mail and discussion postings through Blackboard and will be available through Live Classroom as well as telephone. Students may request additional office appointments

**Distance students:** Videotaped lessons and related materials must be submitted by the scheduled due dates. Otherwise satisfactory completion of this course will be jeopardized.

Students and cooperating teachers must have access to a computer system with broadband Internet access (cable modem or DSL suggested), and a current Web browser program. Students must also have access to a VHS video camera or a digital video camera to tape their lessons for observation; however, the digital video camera must create a tape that can be played on any standard player using an adaptor. A FAX machine for cooperating teacher documentation is necessary as well. Students are responsible for knowing the operation of these aforementioned technologies. The university supervisor can give suggestions but cannot be relied upon to talk through problems that should be handled in detail by software/hardware experts.

**Justification for offering CTSE 7920/26 Internship: Foreign Language Education**

This course provides current teachers and pre-service teachers an opportunity to complete the requirements for an “A” Certificate from the State of Alabama. Pre-requisite to the course is the completion of an accredited bachelor degree in Spanish or French and admission to the master of foreign language education program.

**INFORMATION FOR DISTANCE APPROVAL PROCESS**

DELIVERY SYSTEMS

See Course Content and Schedule above concerning the four required observations. Graduate assistants will upload observation videotapes to the RealMedia server for viewing by the supervisor using the equipment available in Haley Center 1408. No other services or facilities beyond that normally provided for on-campus courses or distance students are needed.

RESOURCES

Students will need equipment and Internet access as described in the syllabus. They will also need access to a VHS or mini-DV camcorder. Normal student support for Blackboard and IT will be required.

ADJUSTMENTS

Distances students and their cooperating teachers will participate in discussion with the university supervisor via Live Classroom in Blackboard. Distance students will submit videotapes for observation lessons.

STUDENT EVALUATION

Evaluation processes are identical to the on-campus course. These are explained in the syllabus above for both on-campus and distance students. Cooperating teachers and university supervisors will determine whether a student receives a satisfactory or unsatisfactory evaluation in consultation with each other. **Distance students** will be assessed via Live Classroom.

COURSE REVIEW

This course will be evaluated with the AU Instructional Assessment System and anonymous surveys concerning the delivery mode. Faculty involved in the M.Ed. in Foreign Language Education will meet to periodically review the effectiveness of distance courses.

TARGET POPULATION

Students enrolled in the Alternative M.Ed. program in Foreign Language Education who need an internship experience for certification purposes and who are too far from Auburn for university supervisors to observe in person. This would include uncertified teachers from Alabama and any other southeastern state from which teachers can commute for the two weekend seminars required for the other courses in this curriculum.

LOGISTICAL SUPPORT

Two ¼ time graduate assistants in foreign language education are responsible for materials duplication and dissemination. Office staff in Curriculum and Teaching is responsible for financial management. The program advisor coordinates marketing with the help of graduate assistants. Since this course will be part of our comprehensive Distance Education program for Foreign Language Education the previously mentioned logistical support is already in place.

FINANCIAL ASPECTS

The tuition rate will be the same as that already set for the Distance M.Ed. and Ed.S. programs.