



University of North Alabama
College of Education and Human Sciences
Department of Teaching, Learning, and Leadership
Course Syllabus

Course Information

Course Title: ECE Early Childhood Internship P-3

Course Description:

ECE 472. Supervised observation, the study of learners, the study and use of desirable teaching methods in learning situations, grades preschool through grade three. The internship is a full day experience. Prerequisite: completion of all professional education courses, including ECE 474, HES 362. (Fall, Spring) Course Fees: \$60

Required Text: Student Internship Handbook, edTPA handbook and documents.

Technology Requirement: Tk20 membership

Term:

Course Objectives/Student Outcomes

Upon completion of the internship, candidates will provide evidence of their knowledge, abilities, and dispositions as articulated in the Alabama Quality Teaching Standards (AQTs), ISTE Standards, INTASC Standards, CAEP Standards and the UNA expectations as outlined in the Student Internship Handbook.

Standards:

State and national standards:

<https://una.edu/education/Accreditation/state-and-national-standards.html>

ISTE standards:

<https://www.iste.org/standards/for-educators>

INTASC standards:

https://una.edu/education/Accreditation/standards/InTASC_Model_Core_Teaching_Standards_2011.pdf

Program specific standards:

<https://una.edu/education/Accreditation/standards/AL%20State%20Standards%20for%20initial%20certification%20programs.pdf>

Key Assessments and Assignments

Course Assignments

INTASC	CAEP	ISTE	Key Assessment/Assignment	Method of Assessment
2, 3, 4, 5, 6, 7, 8, 10	1.1	6	Field Observation Rubric	Rubric
1, 2, 4, 5, 6, 7, 8	1.1	6	Lesson Plan Rubric	Rubric
1,2,3,4,5,6,7,8,9	1.1		edTPA	Rubric
5,6,7,8	1.1		Teacher Work Sample	Rubric
1, 2, 3, 4, 5, 6, 7, 8	1.1	6	Summative Evaluation	Rubric
1, 2, 3, 7, 9, 10	1.1, 3		Educational Disposition Assessment	Rubric

*CAEP/CIEP Key Assessments

Grading Policies:

Upon completion of the internship, supervising faculty will issue a letter grade for each half of the internship semester. Although all interns are expected to adhere to common expectations set forth by the university, there will be unavoidable differences in context between placements. These unique variances require interns, faculty, and staff to be flexible in their pursuit of learning and performance, while striving for a common standard of excellence. With this in mind, interns will be evaluated on the same criteria to the greatest extent possible. Feedback from cooperating teachers, school personnel, and other stakeholders is factored into an intern's grade via the dispositions/professionalism category. Internship grades will be based on the weighting below unless otherwise communicated by the supervising professor.

First Half of Semester	Second Half of Semester
Faculty Evaluations, 50% edTPA Completion, 30% Dispositions/Professionalism, 20%	Faculty Evaluations, 50% Teacher Work Sample, 30% Dispositions/Professionalism, 20%

Notes on Grading: Final grades must result from a sound evidence base aligned with the above categories. There should be consistent documentation of performance (resulting from items such as observation feedback, lesson plan quality, edTPA commentaries, Teacher Work Sample artifacts, and disposition referrals) across the semester. If an intern has not completed all requirements assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until all outstanding requirements are satisfied.

Professional Dispositions

All candidates are expected to demonstrate the professional attitudes and conduct that facilitate P-12 student learning and convey a positive image of the education profession. These attitudes and modes of conduct are known as professional dispositions. These are the values, actions, attitudes, and beliefs of educators as they interact with students, families, community members,

and professional colleagues. Professional dispositions are a critical element of teacher preparation and are the expected behaviors of all educators.

Our UNA Educator Preparation Program evaluates and monitors the professional dispositions of candidates at multiple points throughout the program using the Educational Disposition Assessment (EDA). Data from this assessment is collected in TK20 and used to track candidate progress, highlight exemplary dispositions and identify where additional support is needed to ensure candidate success.

If EDA data is collected in this course, your instructor will discuss the expectations for professional behavior with your class and will share your assessment results with you in order to help you grow as a professional.

COVID-19 Guidelines

1. Please follow physical distancing guidelines and remain at least six feet from others as much as possible while in the classroom. Cloth face coverings are **required** and must be worn during class to minimize virus transmission.
2. It is recommended that there be **no eating** at any time to avoid all finger/hand-to-mouth contact, unless approved in advance by the instructor (e.g. a diabetic student might require food items).
3. Wash or sanitize hands before campus activities. Students and instructors will wipe down their immediate areas with cleaning wipes **before class and after** you leave for the day. After campus activities, be sure to wash or sanitize your hands. You may wash or sanitize your hands at any time during the class if you think you may have contaminated them, and you may wipe any surfaces or equipment with cleaning wipes immediately if you suspect contamination (e.g. if you cough into your hands and touch a surface or experience an uncovered sneeze).
4. To prevent contamination of personal belongings, such as books, coats, backpacks, etc., please place them in a designated area, if available.
5. Because of the transmissible nature of microbes, cell phones should remain in your pocket or backpack. Laptops and tablets should be considered contaminated after use in class and disinfected afterward.
6. Any objects or papers on the floor at the end of the class period are to be picked up and discarded in the wastebasket.
7. Follow all directions given by the instructor. Bring any safety concerns to the attention of the instructor immediately.
8. Every student will be **required** to complete the daily Symptom Checker ([available here](#)) and be prepared to show the appropriate, dated passport for entrance into class.
9. If you have concerns about your personal needs which may interfere with the hybrid class model, please discuss this with your instructor and contact the [Office of Student Disability Services](#).

Course Requirements: A complete description of all expectations and requirements are detailed in the internship handbook. Additional assignments may be assigned by supervisors or cooperating teachers.

1. **Time:** The internship in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days. 290-3-3-.02(6)(f)2
2. **Lesson Planning/Collaboration:** The candidate will collaborate with the cooperating teacher and supervisor for daily lesson planning and instruction.
3. **Teacher Work Sample (TWS):** The candidate will complete a teacher work sample that will include planning, instruction, and assessment of a unit based off student needs.
4. **Notebook:** The notebook is used to facilitate the candidate's day-to-day planning and instruction.
5. **edTPA:** All teacher candidates will complete an edTPA portfolio during the internship experience. Interns are encouraged to stick closely to the edTPA timeline and communicate often with their university supervisor. All portfolios will be locally evaluated by their university supervisor and some will be submitted for national scoring.
edTPA Financial Responsibility Statement: Beginning Fall 2018, teacher candidates will be responsible for all fees associated with edTPA. For information regarding submission and associated costs, candidates should access edTPA.com. Pending the Alabama State Board of Education's approval, the Principles of Learning and Teaching Assessment will no longer be required after August 31, 2018,

Attendance Policy

Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance throughout the entire period of the internship. During internship, a serious personal illness or death of an immediate family member may require an absence from placement. **These absences must be documented through the Director of Clinical Experiences, university supervisor, and cooperating teacher.**

Tardy Policy: Interns are expected to be in their assigned classrooms every day at the same designated time as the cooperating teachers. A tardy is considered time from placement and will need to be documented. If illness or an emergency makes it necessary for you to be tardy from the internship assignment, please follow the three-step procedure for reporting and absence.

Three-Step Procedure for Reporting an Absence:

1. Notify the Cooperating Teacher and University Supervisor via phone or text by 7:00 a.m. If the Cooperating Teacher cannot be reached, call the school office and leave a message with the secretary.
2. Send one email including the Cooperating Teacher, University Supervisor, and Director of Clinical Experiences documenting the absence.

3. Fill out a Report of Absence form (see page 19). It must be submitted to the Office of Clinical Experiences **within three business days** following each absence. Email a copy or drop it by Stevens 502.

All absences will require make-up time and must be completed by the grade submission deadline. If the intern is unable to make-up time missed by the final submission of grades, internship credit may be delayed and the intern will not be eligible for graduation during the current term.

Code of Ethics for Educators

[NAEYC Code of Ethical Conduct](#)

[Alabama Educator Code of Ethics](#)

Minimum Skills Required

As an online student and a student in a hybrid course, you will have a much different "classroom" experience than a traditional student. In order to ensure that you are fully prepared for your online courses, following is a list of expectations and requirements: Students in a hybrid and/or on-line program should be comfortable with and possess the following skill sets: 1) Self-discipline; 2) Problem solving skills; 3) Critical thinking skills; and 4) Communicate effectively in the written word.

Technology Skills

As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

1. Communicate via email including sending attachments
2. Navigate the World Wide Web using a Web browser such as Safari, Chrome, FireFox, or Internet Explorer
3. Use office applications such as Microsoft Office to create documents
4. Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Website
5. Be comfortable uploading and downloading saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas. Instructions and tutorials are in your course.

Digital Literacy Skills

Collier Library provides a guide, "[Using the Library](#)" which will assist you in locating sources, evaluating sources, and using the Zotero Citation Management software. For additional information please visit [Collier Library's Website](#) or call (256) 765-4469.

Computer Specifications

Students must have headphones or speakers to view course videos. Additionally, students are strongly encouraged to use a computer to complete course assignments, especially quizzes. However, Canvas offers access through a variety of mobile devices. Students must have access to high-speed internet (through UNA or an independent provider. Please review the browser settings that support canvas. Additionally, students need access to Microsoft Office to complete assignments for this course. UNA provides access to Microsoft Office for all students.

Engaged Time Expectations

UNA is accredited by Southern Association of Colleges and Schools (SACS). [SACS](#) defines one credit hour as “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks... or the equivalent amount of work over a different amount of time.” That equates to 45 hours of instructional time, plus 90 hours of out of class work, or a combined 135 hours of expected time engaged for an entire 3 credit hour course. Our condensed course schedules (such as summer, 8-week semesters, or 3-week May semesters) are expected to meet the same minimum hours of engaged time to award the course credit for a semester. Please anticipate this course will take a good bit of time, 135 hours according to SACS. Plan time within your schedule to give adequate time toward instructional material, learning activities, assignments, and assessments.

Student Support

Academic Support Services

Please visit the [University Success Center](#) for additional resources to make your experience at UNA a success! This site offers guidance on advising, first year experiences, the center for writing excellence, the mathematics-learning center, study skills, tutorial skills, testing services, and additional resources for students.

Institutional Support Services

Please visit the [Resources for Students](#) page to connect with other UNA resources. The offices described and linked from this page are waiting to help you make the most of your UNA experience. This site offers information including but not limited to the Registrar's office, Financial Aid, Healthcare, Career Planning and Development and Student Engagement.

Important Technical Support Contact Information

Canvas Support: If you have questions about Canvas, need instructional assistance, or are having trouble inside Canvas, please go to the page/item in Canvas where you are having the problem and click Help (the question mark), then Report a Problem. Please include a description of the problem you are having, your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. If you cannot login, there is a Help link on the login page. UNA Canvas support should reply to you via UNA email within one business day. If you cannot log-in to Canvas, or are otherwise having trouble with UNAPortal or email, then please contact UNA Information Technology Services: helpdesk@una.edu include your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. You may also contact UNA ITS via phone at 256-765-4865 Monday-Friday from 8:00am-4:30pm. Please view additional information on the [ITS website](#).

For Technology Assistance: Please visit [Canvas Support for Students](#) for frequently asked Canvas questions. If Canvas misbehaves, please use the HELP icon on the bottom left of this page to report the problem.

If you cannot log-in to Canvas, then please e-mail UNA Information Technology Services Support: helpdesk@una.edu include your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. You can also find additional information

on [UNAPortal Information and FAQs](#), [Canvas Frequently Asked Questions](#), [UNAPortal Frequently Asked Questions](#), [Microsoft Office 365 Free Download](#).

UNA Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Full text available here: [UNA's Disability Support Website](#)

Accessibility Statements

[Canvas Accessibility Statement](#)

[Collier Library Databases & Accessibility](#)

[Microsoft Office Accessibility Statement](#)

[UNA Disability Support Services](#)

Privacy Policies

[Canvas Privacy Policy](#)

[Microsoft Office Privacy Policy](#)

[UNA Privacy Information](#)

Title IX Policy

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

Title IX – [Title IX Resources](#)

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues.

Confidential Reporting

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

Student Counseling Services	256-765-5215
University Health Services	256-765-4328
Women's Center	256-765-4380
Rape Response	256-767-1100 (hotline)/256-765-0025 (office)
Safe Place (domestic violence)	256-767-6210 (hotline)/256-767-3076 (office)

University Policies and Information

Academic Integrity and Plagiarism Statement - University Policy

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on

meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.
5. Full text available here: [Academic Honesty](#)

Diversity Statement – University Policy

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.”

Email Drop Procedure – University Policy

Process to Drop Courses by E-mail (Preferred): Any student wishing to drop a class may logon to their secure UNA email account and send an email to their instructor of record and a copy of the email to the Registrar's Office at registrar@una.edu. This will be valid for online courses as well as regular courses. The email MUST come from the student's UNA Portal account. The Registrar's Office will officially drop a student from the course after receiving a response from the instructor which includes permission to drop and their grade of W. In the email, be sure that you include your full name, UNA ID number, course section and 5-digit course registration code. Please review complete [withdrawal instructions](#).

Information Technology Acceptable Use – University Policy

This acceptable use statement governs the use of computers, networks, and other information technologies at the University of North Alabama. This statement applies to all students and employees of the University, and to all other persons who may legally or illegally use or attempt to use a computer resource owned by the University, and/or is connected by any means to the campus computing network. As a user of these resources, you are responsible for reading and understanding this document. Please view the entire [Information Technologies Acceptable Use Statement](#).

Emergency Procedures

Building evacuation

Full text available here: [Emergency Management – Building Evacuation Procedures](#)

Cancelled class

In the event that classes are cancelled, the instructor will provide information about assignments through Canvas.

Syllabus and Expectation Acknowledgement

Mandatory Liability Coverage

Teacher candidates may be subject to lawsuits during their field or clinical placements. ***Liability insurance is a requirement for all courses that have a field or clinical experiences component.*** Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of \$1,000,000.00 MUST be provided to your professor if requested. Teacher candidates can also obtain this coverage, by becoming members of a professional organization such as National Education Association's Student Program (SAEA), Association of American Educators (AAE) or Alabama Conference of Educators (ACOE). Teacher candidates interested in joining SAEA, AAE, or ACOE on-line can visit [National Education Association](#), [Association of American Educators](#), or [Alabama Conference of Educators](#). Teacher candidates must maintain liability coverage throughout the program and should be able to show proof of membership to the University at any time. A final proof of membership will be submitted during the internship orientation meeting prior to the student teaching experience.

The University of North Alabama Ethics Pledge

I profess my intention to maintain high standards of ethical conduct in the field and clinical setting. I have read and understand the Alabama Educator Code of Ethics standards reflected on the ALSDE website. I pledge to act according to its principles.

The University of North Alabama Confidentiality Pledge

I acknowledge that all information regarding students and any other school related information learned during the field and clinical setting are confidential. As such, I will not disclose it through social media or other communication. If I learn of a situation that may be harmful to any individual, I will immediately report it to the proper parties.

The University of North Alabama Policy and Procedures Acknowledgment

I am knowledgeable and informed of all policies and procedures associated with the College of Education and Human Sciences.

Syllabus Contract to be verified through Canvas

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

_____ student signature _____ date