



OFF-CAMPUS DELIVERY APPROVAL

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

OCD

INSTRUCTIONS: This form must be completed for each semester in which the course instructor meets face-to-face with the students for any amount of time at a site other than the home campus of the offering university. Internships, practica, studio/PE and field work courses do not require the OCD form. The OCD form is available online at www.sc.edu/provost/acadprog.

Date: May 2012 Campus: USC-Columbia

College/School: College of Education

Department (if applicable): Instruction and Teacher Education

Undergraduate Graduate

COURSE INFORMATION

Course Designation: EDUC 635 M 3
4-letter Designator Prefix Course Number Suffix # Credit Hours

Section Number: _____

Course Title (24 character limit): A Viking Excursion: Norwegian Education In Context

Cross-listed with which course?

4-letter Designator Prefix Course Number Suffix

Course Scheduling: Regular Session Schedule Exception

(If a schedule exception is being requested, attach a completed Schedule Exception Request (SER) form.)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)

(If distance technology delivery is being requested, attach a completed Distance Education Delivery (DED) form.)

Course Scheduling: Yes No

(If yes, please contact Office of Educational Outreach (OEO) for processing.)

Proposed Effective Term for Off-Campus Delivery:

Year: 2012 Fall Spring Summer I Summer II

COURSE DELIVERY LOCATION

Course Delivery Location: 1 % On-Campus 99 % Off-Campus

(If course is offered 50% or more using distance delivery and/or at an off-campus location, please notify Department Chair.)

Proposed Location of Course: Oslo Norway
Facility Address(es) City State Country

Beginning Date at Location: May 6, 2012 Ending Date at Location: May 25, 2012

INSTRUCTOR INFORMATION

Name of Instructor: David Virtue Virtue@mailbox.sc.edu 803-777-6234
Print Name Email Address Phone Number

If this is a graduate course, is the faculty member in the regular Graduate Faculty or Term Graduate Faculty database?

Yes No

REQUIRED ATTACHMENTS (The following documents as appropriate must be attached to this form before submission)

- Course syllabus
- Schedule of all course meeting dates and times, with tally of contact minutes
- Memorandum of Agreement (if applicable)
- USC Study Abroad Program Proposal (if applicable)

MEMORANDUM OF AGREEMENT

If the course is part of an academic program established through an MOA, has the Provost Office approved the MOA?

Yes No If yes, date of approval: _____

If the course is offered at an international location as a part of an agreement governed by an MOA, has the Office of International Programs approved the MOA?

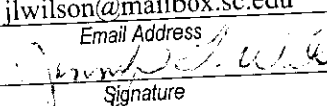
Yes No If yes, date of approval: _____

If the course is offered under the auspices of an MOA of any type, has the Office of Legal Counsel approved the MOA?

Yes No If yes, date of approval: _____

CONTACT INFORMATION

Contact Person:


Jennifer L. Wilson
Print name
 jlwilson@mailbox.sc.edu
Email Address

Signature

Associate Professor
Title
 803-777-4707
Phone Number
 8-23-11
Date

REQUIRED APPROVALS

Department Chair or Graduate Director:


Gloria Boutte
Print name
 gboutte@mailbox.sc.edu
Email Address


Signature
 777-2489/2018
Phone Number

8/24/11
Date

Academic Dean:

Zach Ketchum
Print name
 zk@sc.edu
Email Address


Signature
 7-0323
Phone Number

9/2/11
Date

Office of International Programs

Print name

Email Address

Signature

Phone Number

Date

Dean of the Graduate School (as appropriate)

Print name

Email Address

Signature

Phone Number

Date

Provost's Office

Print name

Email Address

Signature

Phone Number

Date

- Graduate Council Faculty Senate

Date of Faculty Governance Approval (if appropriate)



U N I V E R S I T Y O F
SOUTH CAROLINA

EDUC 635 N:A Viking Excursion: Norwegian Education In Context

Instructor: Jennifer Wilson
Office: Wardlaw 227
Email: jlwilson@gwm.sc.edu
Phone: 777-4707
Office Hours: Tuesday 2:00-4:30
Wednesday 2:00-4:30
By Appointment

Course Description

This course is a general overview of the Norwegian education system. It is appropriate for any student who is interested in global education and does not require any previous education experience. The Scandinavian educational system is known to be exceptional and this part of the world has historically done extremely well on international tests. Looked to as leaders in education, this course will explore how the Scandinavian educational systems differ from that of the US and contextualize the system by inquiring into the sociohistorical and political influences. Students will read, attend lectures, and visit local sites focusing on the cultural context of Norwegian education. Students will also explore current educational initiatives, particularly those focusing on English language instruction, assessment, and integration of technology. Students will spend a significant amount of time in a lower secondary school (or *ungdomsskole*) working closely with an English teacher. This hands on experience will ground the readings and the lectures providing an authentic learning experience related to the theory studied. The homestays and the *ungdomsskole* visits will also provide students a change to establish relationships with the local people which will provide an additional (more personal) cultural interaction.

Course Credit: 3 hours.

Prerequisites: None

Intended Audience: Pre-service and practicing teachers K-12.

Learning Outcomes: Students will:

1. Understand how culture impacts education specifically by identifying the key aspects of Norwegian culture and its influence on its educational system
2. Learn to develop culturally responsive lessons for students of English as a Second Language
3. Visit cultural sites that hold significance for the Norwegian people
4. Work one-on-one with a Norwegian English teacher, teach small and large groups of Norwegian students, and live with a Norwegian family therefore gaining an understanding of everyday life in Norway
5. Challenge their own values, beliefs, and cultural biases through their interactions with host nationals. They will also have time to explore the three cities (Halden, Oslo, and Bergen) on their own and learn how to navigate foreign surrounds which will develop their independence and self-confidence.

Required Texts:

Course Requirements:

1. Professionalism As this course is offered on-site at local *ungdomsskoler* in Norway, it has many opportunities for active participation including group discussions, working with students, and in-class engagements. Active participation in group discussions will help make meaning of the course content. Professional points will be given daily, based on:
 - Attendance and Participation (30 points)
 - Readings and Discussion (30 points)*

You should arrive to class on time with prepared assigned materials printed off, participate in online and in-class discussions (small group and whole class), engage appropriately with the Norwegian students and teachers, and listen to others. Appropriate class behavior and professional conduct is expected. All work is due as assigned. Late work will have a reduced grade.

This class will engage in a great deal of in-class work. Student attendance is vital. If, for some reason an absence is unavoidable, *please notify the instructor prior to class* and take full responsibility to make up any missed work. There are no excused absences. (See USC attendance policy).

Professionalism in this class, due to the on-site dimension, also means appropriate dress, professional communication with all Norwegian teachers and faculty as well as your professor, confidentiality regarding students, keeping cell phone turned off at all times while in the schools, and projecting yourself as a role model at all times.

**Graduate students will have one additional reading each week.*

2. Blog This on-going blog will document your growth and learning that takes place throughout the course. You will reflect on the readings and lectures and how they are contextualized through experiences in the classroom. You will also reflect on how the cultural excursions shed additional light on how culture and education impact one another. Each blog must include photos, videos, and narrative with a minimum of 5 entries for undergraduates and 10 for graduates. The blog is worth 50 points. Please see our blackboard page for the assignment sheet and rubric.

3. Lesson Plan(s) Undergraduates will be expected to design and teach at least one lesson plan in accordance with the partner teacher's long term plan. Graduate students will be expected to teach at least two lessons. The lessons will be taught in your field experience and will include a reflection and debriefing session with me. These will each be worth 25 points. Please see our blackboard page for the assignment sheet and rubric.
4. Inquiry Project The inquiry project is a chance for you to explore a topic of personal interest to you in terms of the Norwegian education system. You will need to have your inquiry question and basic research plan approved before leaving the US. To complete your inquiry you will need to conduct a literature review on your topic. You will also be expected to include information from what you observe in the schools, talking with teachers, etc. Graduate students will be required to cite at least 5 research articles related to their question in their literature review and complete an IRB prior to leaving. Final projects for undergraduates will be an I-Search paper; for graduates the final project will be a publishable article. All students will be expected to share their projects in poster format in Wardlaw upon returning. The inquiry project is worth 75 points. Please see our blackboard page for the assignment sheet and rubric.

Undergraduate Point Totals:

| | |
|--|-------------------|
| Professionalism | = 30 pts. |
| Blackboard postings | = 30 pts. |
| Blog | = 50 pts. |
| Lesson Plans and Micro-teaching | = 25 pts. |
| Inquiry Project | = 75 pts. |
| Total | = 210 pts. |
| A= 93%- 100% B+ = 90%-92% B= 85%-89% C+=82%-84% | |
| C=77%-81% D+74%-76% D=70%-73% | |

Graduate Point Totals:

| | |
|--|-------------------|
| Professionalism | = 30 pts. |
| Blackboard postings | = 30 pts. |
| Blog | = 50 pts. |
| Lesson Plans and Micro-teaching | = 50 pts. |
| Inquiry Project | = 75 pts. |
| Total | = 260 pts. |
| A= 93%- 100% B+ = 90%-92% B= 85%-89% C+=82%-84% | |
| C=77%-81% D+74%-76% D=70%-73% | |

Late Policy:

Late work will not be accepted. However, if a student is unable to turn in an assignment on time, he/she must contact the professor prior to the due date. Under this condition an extension of one week will be allotted with a 10% deduction of the final grade. After the week extension, no further extensions will be granted.

Accessibility Statement:

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services or me immediately. Reasonable efforts will be made to accommodate your special needs.

Academic Honesty Statement:

Academic honesty is expected of all USC students. Any incident of academic dishonesty will be dealt with per USC policy. Academic dishonesty may affect both your course grade and your enrollment status in the University. If you have any questions concerning what constitutes academic dishonesty please see me.

Tentative Schedule

| Week | Topic | Assignment Due | Contact Hours |
|----------------------|--|--|---------------|
| Prior to Leaving | Basic Orientation (go over syllabus, discuss assignments, what to pack, answer any questions) | 1. Research question and outline approved 2. For Grad Students: IRB approval for research | 3 |
| May 8 th | Travel Day | | |
| May 9 th | Afternoon Lecture | 1. Read and respond to articles in packet #1 | 3 |
| May 10 th | School Visit in ÅS | | 8 |
| May 11 th | Oslo Tour | | 6 |
| May 12 th | Oslo Tour | | 6 |
| May 13 th | Free Day in Oslo | | |
| May 14 th | School Visit | 1. Read and respond to articles in packet #2 2. Blog Check | 8 |
| May 15 th | School Visit | | 8 |
| May 16 th | School Visit | 1. Blog Check | 8 |
| May 17 th | Oslo Celebration | | 6 |
| May 18 th | Norway in a Nutshell | | 6 |
| May 19 th | Norway in a Nutshell | | 6 |
| May 20 th | Norway in a Nutshell | | 6 |
| May 21 st | Oslo Tour | 1. Lesson plan(s) and reflection due | 6 |

| | | | |
|--------------------------------------|-----------------|---|----|
| | | 2. Read and respond to articles in packet #3 | |
| May 22 nd | Travel Day | | |
| May 25 th | Final Paper Due | | |
| Total Number of Contact Hours | | | 80 |



The World - See It For Yourself!

USC Global Classroom Program Proposal

Directions: This proposal is to inform the Study Abroad Office of anticipated faculty-led programs in order that the office staff may best assist faculty in planning, logistics, marketing, and crisis management. Please thoroughly complete this proposal with the most accurate information possible. All questions can be directed to the Study Abroad Office by calling (803) 777-7557.

GENERAL INFORMATION

Faculty Name: Jennifer L. Wilson Department: Instruction and Teacher Education

Email: jlwilson@mailbox.sc.edu Phone: 803-777-4707

Office Address: Wardlaw 227

Proposed Program Location (City(s), Country(s)): Oslo, Norway

Proposed USC Course Number(s)/Title(s)/Number of Credits:

EDUC 635 N: Special Topics: A Viking Excursion: Norwegian Education in Context
3 Credits

Is this an existing course? Yes No

Estimated Costs*: Airfare \$1200 Lodging \$975 Site Visits \$925

In-country Transportation \$400 Other \$500

Total Estimated Program Fee (not including tuition) \$4000

*If needed, contact the Study Abroad Office for assistance with cost estimates

Anticipated Time Frame: Spring Break Maymester Summer I

Summer II Other _____

General Program Description: Please describe the travel learning experience including educational activities and the overall fit between program destination and the proposed course.

This course is a general overview of the Norwegian education system. It is appropriate for any student who is interested in global education and does not require any previous education experience. The Scandinavian educational system is known to be exceptional and this part of the world has historically done extremely well on international tests. Looked to as leaders in education, this course will explore how the Scandinavian educational systems differ from that of the US and contextualize the system by inquiring into the sociohistorical and political influences. Students will read, attend lectures, and visit local sites focusing on the cultural context of Norwegian education. Students will also explore current educational initiatives, particularly those focusing on English language instruction, assessment, and integration of technology. Students will spend a significant amount of time in a lower secondary school (or ungdomsskole) working closely with an English teacher. This hands on experience will ground the readings and the lectures providing an authentic learning experience related to the theory studied. The homestays and the ungdomsskole visits will also provide students a change to establish relationships with the local people which will provide an additional (more personal) cultural interaction.

Safety and Health: What is the outlook for this destination in terms of safety and health? Please refer to <http://travel.state.gov>, <http://www.smarttraveller.gov.au/>, and <http://www.who.int/en/> for details. If a travel warning does exist for your proposed destination, please contact the Study Abroad Office.

Norway is an extremely safe country. No travel warnings exist. The Norwegian standard of living is much higher than the average American standard of living thus safety and health concerns are at a minimum (e.g., drinking water is safe, violent crime rates are low, etc.)

OUTCOMES

Learning Outcomes: Please describe the intended learning outcomes of the program for student participants.

Academic:

Students will understand how culture impacts education specifically by identifying the key aspects of Norwegian culture and its influence on its educational system. Students will also learn to develop culturally responsive lessons for students of English as a Second Language.

Cultural:

Students will visit cultural sites that hold significance for the Norwegian people. They will also have the opportunity to work one-on-one with a Norwegian English teacher, teach small and large groups of Norwegian students, and live with a Norwegian family therefore gaining an understanding of everyday life in Norway.

Personal:

The students will challenge their own values, beliefs, and cultural biases through their interactions with host nationals. They will also have time to explore the three cities (Halden, Oslo, and Bergen) on their own and learn how to navigate foreign surrounds which will develop their independence and self-confidence.

Evaluation Tools: What evaluation tools will be used to assess these learning outcomes?

Students will reflect on their learning through an on-going blog, including but not limited to responses to the readings and lectures, experiences in the classroom, and visits to the cultural sites. They will collaborate with their teacher partner to create and implement at least one English lesson. Finally they will participate in an inquiry project in which they delve deeper into one aspect of Norwegian education. This paper will be due upon the return of the trip.

PROGRAM LEADER PROFILE

Leader Experience: Please briefly describe your previous travel experience in this country, previous travel to other countries, and experience leading student groups, including duration/time frame and where within the country(s) you traveled.

I spent a year (2008-2009) in Norway as a Fulbright Scholar. I was a visiting research professor at the University of Oslo and worked in over 45 different lower secondary schools around the country. I have also travelled to Tanzania and China for extended (1-5 months) trips and most countries in Europe for several smaller (less than 1 month) trips. Though I have never taken a group of students abroad, the last 2 years I have been awarded a grant from the US Embassy in Oslo to bring Norwegian teachers to the US for study trips.

Do you speak the language of the host country (if other than English)?

- Native Advanced Level Intermediate level Beginner level Do not speak

If you checked *Beginner* or *Do not speak*, please explain how you intend to facilitate communication while traveling within the host country.

Norway is a bilingual country in which English is considered the second language. The majority of Norwegians speak English and a working knowledge of Norwegian is not necessary.

What other experience do you have that provides you with the background required to lead this program?

I am very interested in teaching students outside the traditional classroom environment and currently teach one of my courses on-site at a local middle school. I find that this mixture of hands on experience with lecture to be engaging for students and offer true authentic learning experiences. I have travelled extensively in Norway over the past 3 years and have worked closely with the Ministry of Education as well as local ungdomsskoler (or lower secondary schools).

How are this program destination and/or subject matter in line with your recognized field of expertise?

My field of expertise is in adolescent literacy. My scholarly work has focused on this particularly new field of research. Recently my teaching has also focused on this as well as the courses I teach focus on teaching English to this specific developmental age group.

Is there anything else you would like to share about you and/or this program?

I am willing to adjust this course to meet the needs of a variety of students which includes making connections with teachers in Norway who teach younger and older students. I can also focus on policy issues for those who are more interested in the politics of global education.

Also, I am offering the course as a 600 level course so that undergraduates and graduates can take it. If an undergraduate or graduate is older than 26 they would not be eligible for the student rate. However, several of the above rates will be less expensive under the student rate.

The following websites may offer scholarships to students for this experience to offset the course cost: 1) American-Scandinavian Foundation <http://www.amscan.org/public.html>, 2) http://www.sofn.com/foundation/showPage.jsp?document=foundation_scholarships.html, and 3) http://www.sofn.com/foundation/showPage.jsp?document=foundation_grants.html.

ATTACHMENT: COURSE SYLLABUS

Please attach an initial draft syllabus that includes the following:

1. Course title (including department designator and number)
2. Course objectives as expressed learning outcomes
3. Course requirements and grading
 - a. Assignments and/or exams with brief descriptions of expectations and values for each
 - b. Grading scheme and weights including what a student must do to receive a grade of A to F
 - c. A time allocation framework (e.g. number of pre-departure class meetings and duration of each, number of contact hours expected each day while on-site) to meet minimum contact hour/credit requirements (ACAF 2.03)

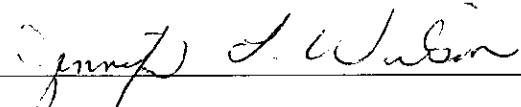
* This will meet the syllabus requirement for the Off-Campus Delivery Form

FACULTY LEADER AGREEMENT

As the faculty leader of a USC Global Classroom Program, I agree to:

- Submit all program contracts to the Study Abroad Office prior to taking student deposits;
- Complete and submit a Deposit and Withdrawal Information Form for this program to the Study Abroad Office prior to taking any student deposits;
- Participate in the Crisis Management Workshop offered by the Study Abroad Office;
- Submit a Global Classroom Program Participant Roster to the Study Abroad Office by March 1st;
- Become familiar with the USC Study Abroad Program Development Handbook

I have read the USC Study Abroad Program Development Handbook section entitled "Faculty Leader Roles and Responsibilities" and understand what is involved with leading a program abroad.

Faculty Signature:  Date: 5/31/2011
Name: Jennifer L. Wilson Title: Assistant Professor Department: ITE

This program is approved as a study abroad opportunity by the Department/College of Education for academic credit.

Dean/Department Chair Signature:  Date: 8/24/11
Name: Gloria Boutte Title: Department Chair Department: ITE