

# NCP



# THE GRADUATE SCHOOL

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## NEW COURSE PROPOSAL

YOU MAY SAVE THIS FORM IN ADOBE READER OR ADOBE ACROBAT STANDARD OR PROFESSIONAL.

Mail to:  
The Graduate School  
901 Sumter St. #304  
Columbia, SC 29208  
Fax to:  
803-777-2972

1. Requestor fills in form.
2. Requestor e-mails a copy of this form along with all attachments to gradcurr@mailbox.sc.edu.
3. Requestor prints out a second copy of the form and has department chair and academic dean sign.
4. Requestor mails form to The Graduate School.

**1. Proposed Course Designation:**

Designator	Number	Suffix	Credit Hours
EDTE	850		1-9

**Cross-Listing:**

Designator	Number	Suffix	Credit Hours

**2. Title:** Internship in Teaching

**3. Prerequisite(s):** Six (6) hours of required courses in PhD in Teaching and Learning program and approval of doctoral adv.

**4. Bulletin Description:**

Placement in an agency or teacher education setting to gain supervised teaching experience in teacher education

**5. Required Attachments:**

- A. Justification.** Explain need for proposed course and its relation to present or proposed curricula.
- B. Course Syllabus.** List course objectives; instructional delivery strategy; describe content and course requirements -- weighting of grades on assignments; list topical outline of content to be covered - include a sense of time allocations, (e.g., week 1, week 2, etc.). Courses at the 500 or 600 level **must** contain an explanation of the differences in requirements for graduate and undergraduate credit.
- C. Basic Bibliography.** List required text(s) and readings.

**6. Does this affect the students or the academic interests of any other unit?**  Yes  No

If yes, identify unit(s) and attach letter(s) of concurrence.

**7. Proposed Instructor(s):** graduate faculty in the Teaching and Learning program

**8. Does this require additional faculty, facilities, library resources, or funding?**  Yes  No

If yes, attach letter(s) of commitment from appropriate official(s).

**9. Enrollment Information:**  Standard  Pass/Fail  Not Auditable

**Restricted to:** \_\_\_\_\_ **Excluded:** \_\_\_\_\_

**Special Permission Required:**  Department  Professor

**10. Is Distance Education offering being requested?**  Yes  No

If yes, attach a completed Technology Assisted Instruction Delivery Proposal Form (TIP).

**11. Requested effective term for addition to database:**

Term	Year
Spring	2010

**12. Has this proposed new course been approved by the unit faculty?**  Yes  No

**13. Contact Person:** Mary Styslinger **Phone:** 777-2233 **Email:** mstyslin@mailbox.sc.edu

Approval: Department Chair: Diane Stephens Date: 5/11/09 Phone: 777-2233

Academic Dean: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

**Justification of EDTE 850 Internship in Teaching and EDTE 851 Internship in Research in Teaching and Learning**

The faculty in the Elementary and Secondary programs in Instruction and Teacher Education met and reviewed the Ph.D. in Teaching and Learning and found a need for two new internship courses. The teaching internship course (EDTE 850) requires students in the Teaching and Learning Ph.D. program to participate in a teaching internship in which they will gain experience teaching adult learners. The internship will be designed with the student's advisor to provide a teaching experience most suited to the students' future professional teaching goals. This course is also aligned with the Commission for Higher Education Document that requires doctoral candidates to have experience teaching in higher education. The Research in Teaching and Learning course (EDTE 851) is a focused independent study that will provide students with an early research experience in which they will conduct a research project. Through this research experience, that will be designed by the student in consultation with an advisor, the student will gain experience in designing guiding questions, writing a review of the literature; and collecting and analyzing data. This project may be used as a pilot study for the students dissertation or an early research experience that results in a publication or additional research skills.

**EDTE 850**  
**Internship in Teaching**

**I. Descriptive Information**

- A. Course Number and Title: EDTE 850 - Internship in Teaching
- B. Course Credit: One (1) to nine (9) semester hours.
- C. Prerequisites: Six (6) hours of required courses in the Teaching and Learning Program, and approval of doctoral advisor and field supervisor.
- D. Intended Audience: Doctoral students in the Teaching and Learning Ph.D. Program.
- E. Instructors: Teaching and Learning faculty

**II. Statement of Course Goals and Objectives**

Goal: To provide advanced graduate students with intensive and systematic experiences in teaching in teacher education settings or working with teacher candidates in the role of supervisor

Objectives: Students will:

1. Assist with the planning and implementation of a course in teacher education.
2. Take a critical stance towards curriculum, in teacher education.
4. Understand and articulate issues of power, control and equity in relation to teaching in higher education.

**III. Required Texts and Readings**

Readings from:

- Ayers, W. (1995). *To become a teacher: Making a difference in children's lives*. New York, NY: Teachers College Press
- Barth, R. (1990). *Improving Schools from Within*. San Francisco, CA: Jossey-Bass.
- Beyer, I. and Liston, D. (1996). *Curriculum Conflict: Social Visions, Educational Agendas and Progressive School Reform*. New York, NY: Teachers College Press.
- Darling-Hammond, L. (1998). *The Right to Learn: A Blueprint for Creating Schools that Work*. San Francisco, CA: Jossey-Bass.
- Greene, M. (2000). *Releasing the Imagination: Essays on Education, the Arts and Social Change*. San Francisco, CA: Jossey-Bass.

Other current professional literature related to their internship responsibilities (books, journal articles, and online material) as recommended by the internship supervisor.

## IV. Academic Course Requirements

### Preparation for Teaching Internship

The student will prepare for the teaching internship prior to its implementation. Preparations will include activities and study that further the student's expertise in the area in which he or she plans to conduct the internship as well as developing a detailed plan/proposal for the internship.

**A. Activities and study to develop further expertise:** Students will enhance their expertise in the area in which they plan to implement the internship through course work, readings, observations, interviews, and conversations. For example, through joint decisions made by student and advisor, the student might decide to: take a course (or courses) that will contribute to the student's expertise in the area in which he or she will be teaching; observe other professionals who work in that area; and/or interview other professionals who work in that area.

**B. Reading to develop further expertise/Reading Log:** During the preparation period, the student will begin readings in the area of teacher education that will extend his or her understandings as recommended by the advisor and other faculty. Readings should be focused in the area in which the internship will be implemented. In addition to recommendations from the advisor and other faculty, the student will identify related readings by conducting a thorough search of the professional literature in the area in which his or her internship will be implemented (parent education; teacher education; preservice education; and so on).

The student will keep a reading log in the area of teacher education in which key points/findings are recorded in connection with specific authors and studies. These readings should be continued through the internship implementation period and beyond. These readings will ultimately be synthesized in a culminating paper (see "F" below).

**C. Planning Document/Internship Proposal:** Students will submit, to their advisor, a detailed plan/proposal for their internship experience. The plan must be approved by the student's advisor prior to working with teacher candidates.

The Components of the Internship Plan/Proposal will include:

- A two-fold description of goals for the internship experience: (a) What do YOU hope to get out of this experience? (b) What goals do you have for the adults you will teach?
- A detailed schedule for participation (what will you do when – teaching plans).

- An observation instrument to be used in the 3 observations (see “E”) – including questions that the student would like to ask of herself/himself to elicit helpful feedback.
- An evaluation rubric to be used to collaboratively (with your advisor) assess all components of your internship experience: What do I hope to gain from this internship experience for me and for the adults with whom I will be working?
- A letter of permission/consent from an on-site authority who has read and approved the internship plan/proposal.

### **Implementation of Internship**

The student will implement the planned and approved internship for a period of time determined by the student and the advisor.

- D. **Reflective Journal:** The student will keep a reflective journal that includes entries for each session conducted during the internship (class session, professional development session, parent education session). The entries will include reflective components: key goals for that session; the extent to which those goals were met; questions that emerged for the student; new understandings about teaching and learning based on that session; what might be done differently based on those learnings.
- E. **Three Observations:** The student will be observed three times during the internship period. Those observations will be conducted:
1. By a peer in the Teaching and Learning Ph.D. program
  2. By a colleague or associate in the school or institution.
  3. By the student’s advisor via video tape.

The student will provide copies of the prepared observation instrument (see “C” above) to each observer prior to the observation. The student will schedule a conference with each observer following each observation in which the student will elicit feedback to inform his or her teaching. The student will then add an “Observation Reflection” to that week’s journal reflection describing the feedback received and his or her reaction to that feedback. **The written reflection should include the student’s use of observation feedback to inform or refine his or her teaching.**

- F. **Culminating Paper: Review of Literature and Teaching Critique:** Based on the ongoing reading of articles and books in the field of teacher education AND on reflections on the internship experience, the student will construct an academic paper that is a critique of his or her teaching and a presentation of related learning as situated within professional literature in the field. The student might construct this paper with thoughts

of submitting it for publication in a professional journal. The paper will include:

- A well-constructed review of literature in the field of teacher education focusing on an area (or areas) that pertains (pertain) specifically to the student's internship experience. The review of literature will be used to preface or to ground the student's written critique of his or her own teaching (see following bullet).
- A description of specific learnings through the internship experience as related to a critique of the student's teaching. The student will review internship journal entries and observation feedback to construct this critique. The critique and related learning should be supported by specific examples taken from video tapes of teaching, observation feedback and/or reflective journal entries. The critique will also include specific connections between the student's teaching experience and the literature reviewed. This paper will be turned in to the student's advisor following the completion of the internship experience.

#### **V. Administrative Course Requirements**

Attendance and participation in the internship setting will be defined in agreement among the student, the advisor and the on-site authority. The student will participate in a minimum of 42 hours of internship experience over the course of the semester under the supervision of the advisor.

#### **VI. Administrative Course Requirements**

Attendance and participation in the internship setting will be defined in agreement among the student, the advisor, and the on site internship supervisor.

##### Tentative Calendar

Before Internship Placement: Prepare Reading Log and find suitable internship placement, begin Planning Document

Weeks 1-2: Begin Internship Placement, Complete Planning Document

Weeks 3-6: Observation #1, Write Reflective Journal, Literature Review

Week 7-9: Observation #2, Write Reflective Journal, Begin Culminating Paper

Weeks 10-12: Observation #3, Write Reflective Journal, Write Culminating Paper

Weeks 13-14: Write Reflective Journal, Finalize Culminating Paper

## **VII. Grading and Evaluation**

A traditional scale of A-F will be used, based on expectations defined in the internship plan.

Letter grades will be assigned on the basis of a percentage scale

**A: 100 – 90    B: 89 – 80    C: 79 – 70    D: 69 – 65    F < 64**

<u>Evaluation</u>	<u>% of Grade</u>
Reading Log	10%
Planning Document	15%
Reflective Journal	15%
Observations	10%
Culminating Paper	50%

## **VIII. Major Topics of the Course**

Students will select an appropriate agency, clinical experience, or teacher education setting that provides them with the opportunity to gain supervised experience in teacher education. Common topics across internship experiences will include:

Responsive teaching cycle and curriculum inquiry;

Critical issues related to designing instruction, research and policy in teacher education;

Examination of the relationship between beliefs, practices, research agendas and policy decisions in teacher education.

## **IX. Mode of Instruction**

Students will engage in supervised participation and inquiry into the field setting. While each setting will necessarily be unique, all students will be provided:

Direct observation and feedback;

Demonstrations of teaching, research; and

Individual conferences with advisor and internship supervisor.