

NCP



THE GRADUATE SCHOOL

THE GRADSCHOOL PREFERS TYPED DOCUMENTS. ENTER (TYPE) INFORMATION INTO FORM AND THEN PRINT DOCUMENT

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	851		1-9

Cross-Listing:

Designator	Number	Suffix	Credit Hours

2. Title: Internship in Research

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

4. Bulletin Description:

Placement in an agency or teacher education setting to gain supervised research experience in higher 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: 5/1/09 Phone: 777-2502

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 851
Internship in Research in Teaching and Learning

I. Descriptive Information

- A. Course Number and Title: EDTE 851 - Internship in Research in Teaching and Learning
- 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 research in teacher education settings.

Objectives: Students will:

- 1. Help plan and/or conduct research under the advisement of faculty
- 2. Take a critical stance towards research in teacher education.
- 4. Understand and articulate issues of power, control and equity in relation to research in teacher education.

III. Required Texts and Readings

Readings from:

Sikula, J. (ed). (1996). Handbook of Research on Higher Education. 2nd Ed. NY: McMillian

Various current research journal articles related to teacher education as recommended by the doctoral advisor and/or field supervisor

IV. Academic Course Requirements

A. Field Process and Planning Document. Students will submit a detailed plan for their internship experience, including a summary of predicted functions, scheduled participation, and product outcomes. The roles and responsibilities of the student will be explicated within the planning document. Additionally, goals, strategies and an evaluation component will be devised to provide direction for assessing personal performance and professional growth. The plan must be approved by the student's advisor prior to the internship semester.

B. Inquiry Project. Students will fully participate in the field experience as defined in the agreement between the advisor, field supervisor and the student. Additionally, they will design and/or implement a research project so that they might intentionally and systematically inquire about teaching and research while engaging in such endeavors. To do so, they will pose questions, collect, organize and/or analyze significant data regarding teaching, research in

teacher education. Specific details regarding the design of the inquiry project will be outlined by the advisor and internship supervisor. However, inquiry projects will include sections such as:

- Guiding questions;
- Description of study including a basic review of the literature;
- Strategies for data collection and analysis;
- Insights and implications; and
- Time line.

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 internship supervisor. 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.

Tentative Calendar

Weeks 1-2: Produce and get approval of Planning Document

Weeks 3-7: Independent work on approved project

Week 8: Midpoint check on research process and project goals

Weeks 9-14: Independent work, Completion of approved research product

VI. 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>
Field Process and Planning Document	30%
Inquiry Project	70%

VII. Major Topics of the Course

Students will select an appropriate agency or teacher education setting that provides them with the opportunity to participate in research in teacher education. Common topics across internship experiences will include:

- Critical issues related to research in teacher education;
- Examination of the relationship between beliefs, practices, research agendas and policy decisions in teacher education.

VIII. 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.