

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 11/16/17 Department ESPMIC College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BER 672

Add Change Inactivate

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number _____ Old _____
New _____

Classification of Instructional Programs (CIP) # _____

Title BER 672: Mentored Teaching in Educational Research Methodology

Short Title (30 characters or less) _____

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course provides students with the opportunity to assist with teaching a research methods course. Working closely with an Educational Research faculty member, students will gain experience in designing curriculum, implementing thoughtful pedagogical practices, as well as insight into the affordances and challenges that accompany teaching various research-related topics.

1. Credit Hours 3

2. Prerequisites The completion of 4 BER courses in good standing

3. Corequisites _____

4. Cross Listed (Equivalent Courses) _____
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) _____

Slash listed courses refer to the courses offered by the same department at different levels.

„Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata- log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar _____

(c) Independent Study _____

(e) Thesis/Dissertation _____

(g) Recitation/Discussion/Quiz _____

(i) Activity/Performance/Studio _____

(k) Research _____

(m) Blended _____

(b) Lecture _____

(d) Laboratory _____

(f) Field Experience _____

(h) Lecture/Laboratory _____

(j) Clinic _____

(l) Online _____

(n) Lec w/Recitation/

Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: _____

Signature

11/16/2017

Date

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME BER 672: Mentored Teaching in Educational Research Methodology

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.

C. Provide the following information for review by the Department Head.

1. Describe the rationale for the course.

This course provides students with the opportunity to assist with teaching a research methods course. Working closely with an Educational Research faculty member, students will gain experience in designing curriculum, implementing thoughtful pedagogical practices, as well as insight into the affordances and challenges that accompany teaching various research-related topics.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

Kelly W. Guyotte, Ph.D., is a member of the qualitative research faculty and is formally trained in K-12 education. She has a Ph.D. in Art/Art Education as has over 12 years of teaching experience at the secondary and postsecondary levels. As a graduate student, she attained the University of Georgia's Graduate School Teaching Portfolio Certificate.

Aaron M. Kuntz, Ed.D., is a member of the qualitative research faculty. He is the recipient of the McCrory Faculty Excellence Award, Distinguished Teaching, College of Education, University of Alabama, 2016.

of the enrolled students. In addition, the instructor will meet regularly with the student about their experiences in the course and constantly assess the effectiveness of the course based on these experiences. The instructor will be responsible for keeping a pulse on the College and the broader community as a means of making sure the course stays current with these fluid cultures.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

To support this course, one faculty member will be required as instructor of record as needed. This course will not count toward the instructor's load.

RECOMMEND FOR APPROVAL:



Department Head

11/14/17

(date)

RECOMMEND FOR APPROVAL: _____
Chair, Curriculum Committee (date)

APPROVED _____
Dean (date)

BER 672

Mentored Teaching in Educational Research Methodology Fall 2018 | 3 hours

Mondays, 5:00-7:50 pm

Location: Graves 228

Instructor: Dr. Kelly W. Guyotte

Email: kwguyotte@ua.edu

Department of Educational Studies in Psychology, Research Methodology, & Counseling

Office: 306E Carmichael Hall

Office Phone: (205) 348-6878

Office Hours: Mondays 10:00-12:00 & by appointment

Course Description:

This course provides students with the opportunity to assist in teaching a research methods course. Working closely with an Educational Research faculty member, students will gain experience in designing curriculum, implementing thoughtful pedagogical practices, as well as insight into the affordances and challenges that accompany teaching various research-related topics.

Course Objectives:

As a learner in this course, you will...

- Identify and investigate issues of power, responsibility, ethics, and relationality in teaching research.
- Understand your philosophical positions regarding teaching (and specifically teaching research methods) and construct a teaching philosophy statement.
- Critically reflect on your role and practices as a teacher.
- Conceptualize the curriculum for a research methods course through the development of a syllabus and course outline.

Student Learning Outcomes:

In this course, you will learn...

- the relationship between theory and practice in teaching research methods;
- how to design curriculum for a research methods course;
- various methods for engaging students in research theory and methodology;
- and how to be a reflective teacher.

Required Texts:

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Conduct, Policies, & Procedures:

Classroom Culture: This course will be dialogic in nature. You should feel free to engage in an open expression of ideas and should demonstrate an openness to the expression of your colleagues. It is expected that students will bring differences of experiences and opinions to the class context, and I believe that communicating these differences contributes to a valuable space of learning. In other words, we need to be respectful of one another, no matter how strongly we may disagree. You are encouraged to not only take advantage of these opportunities to reflect on your own work, but also to learn from the information and ideas shared by other students.

Further, please be mindful in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate and contribute.

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

Attendance Policy: Prompt and regular attendance is expected. Students are permitted *one (1)* absence, regardless of reason. Missing **two (2)** class meetings results in completing a final exam paper, the topic of which will be made available during week 12 of the semester. **You are responsible for contacting me to get the paper topic.** Failure to complete the final exam paper will result in the deduction of 5 points from your final grade. Missing **three (3) or more** classes will result in receiving an Incomplete for the course. **Arriving late or leaving early counts as missing a class.** Please email me or see me privately if you have a conflict with a scheduled class meeting.

Class Interruption Policy: Cell phones should be turned off during class. Browsing the internet, social networking, tweeting, checking email, instant messaging, texting, or other forms of distraction are not permitted.

Originality Policy: All work submitted for this course is expected to be original and properly cited according to APA guidelines. Further, work completed for other courses cannot be submitted for this course.

Statement on Disability Accommodations:

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog. The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

Academic Integrity:

Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog (<https://catalog.ua.edu>).

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:

- Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
- Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication: Presenting as genuine, any invented or falsified citation or material.
- Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.

Statement on Academic Work Duplication:

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

Assignments:

Please complete reading and written assignments by the due date. **Late submissions will not be accepted.** In extenuating/emergency circumstances, please contact me to schedule a meeting in order to negotiate a possible extension. Extensions may be granted on a case-by-case basis at my discretion.

It is important that written assignments reflect a thoughtful attention to both content and quality. Additionally, all assignments should meet the standards of APA Style including 12-point font size, Times New Roman, 1-inch margins, and proper citations and references. Electronic submissions should be saved as Word documents (.doc or .docx) or as a .pdf for image-based files in the following format:

last name_assignmentname.doc (i.e. Guyotte_ReflectiveTeachingMemos.doc)

*Note: All rubrics for the following assignments will be provided separately.

Assignment #1: Reflective Teaching Memos

Throughout the semester, you will be responsible for keeping a visual journal/researcher notebook that documents your reflections of the teaching experience. A minimum of one memo entry is expected per week of class meetings. These memos should demonstrate an attention to curriculum and pedagogy, theory and methodology, and your engagement in the class as both teacher and observer. Further, they should attend to concepts important in inquiry such as responsibility, ethics, power, and relationality. Consider both areas of strength and areas for improvement in future practice. Memos should be either scanned or otherwise submitted as a digital file.

Deadline: Friday, December 7th (11:59 pm)

Assignment #2: Teaching Philosophy Statement

In addition to the Reflective Teaching Memos, you are responsible for developing a Teaching Philosophy Statement. This statement should discuss your conception of teaching and learning, a description of your pedagogical approaches, and a justification for these approaches. Importantly, this statement should speak to specific practices, providing examples of such practices, and bridging philosophy and practice.

Length: 2 pages, single spaced

Deadline: Friday, October 19th (11:59 pm)

Assignment #3: Evaluation of Teaching

Together we will coordinate a class meeting in which you create and conduct a lesson based on relevant course content. This lesson should thoughtfully engage students with the research topic and should demonstrate a deep knowledge of its methodological/theoretical implications. Comprised in this lesson should be a lecture, an interactive or practice-based component, and time for dialogue/questions. Specific expectations regarding the length of the lesson as well as content covered should be negotiated with the instructor. Criteria for this evaluation will be discussed with you in advance and focus on knowledge/communication of content material, student engagement, preparation/organization, professionalism, and pedagogical practice.

Deadline: TBD

Assignment #4: Course Syllabus

Finally, students should conceptualize a college-level inquiry course (undergraduate or graduate level) and design a syllabus for that course. The syllabus will follow the current requirements of the College of Education and should (at least) consist of a description, objectives, learning outcomes, required texts, policies and procedures, assignments, grading policy, and an outline of topics and texts. You should consider how this course will fit into a broader research program of study.

Deadline: Friday, December 7th (11:59 pm)

Grading Policy:

All students are required to complete the following assignments with the final grade based on the indicated grade distribution:

Assignment	Points
Reflective Teaching Memos	40 points
Teaching Philosophy Statement	20 points
Course Syllabus	25 points
Evaluation of Teaching	10 points
Attendance	<u>5 points</u>
Total	100 points

Grades will be determined according to the following scales:

- Pass 71-100 points
- Fail Less than 70 is not passing

Course Schedule:

This course is taught in conjunction with [a BER methods course] and will meet during those class times. You will be provided a syllabus and course outline for the class in advance of the semester. Together, we will also coordinate specific days in which you will assist in teaching as well as days in which you will take the lead in developing lessons and activities that relate to the respective content. As expressed above, it is vitally important that you attend all meetings with me, all class meetings, and come prepared to implement the expected work.

Mission of the College of Education:

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

Vision of the College of Education:

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.



UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their field; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

Dispositions:

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

CACREP Objectives:

The CACREP Objectives met in this course are:

- Understands qualitative designs and approaches to qualitative data analysis.
- Demonstrates the ability to formulate research questions appropriate for professional research and publication.
- Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
- Demonstrates professional writing skills necessary for journal and newsletter publication.

Severe Weather Guidelines:

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the [National Weather Service](#) and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvuatv.com/content/weather>. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check <http://wvuatv.com/content/free-email-weather-alerts> for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Statement on Religious Observances:

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

Elasticity Statement:

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs.*