

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2081 (Spring 2008)

Subject Area - Course Number: EDUINDP 726
(See Note #1 below)

Cross-listing:

Course Title: (Limited to 65 characters) Capstone Advising I: Project Planning and Review of Literature

25-Character Abbreviation: Capstone Advising I

Sponsor(s): John Zbikowski / Tony Truog

Department(s): Curriculum and Instruction / Ed Foundations

College(s): Education

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: MSE-PD

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: EDFOUND / CEGENRL 723 and EDFOUND 780 and at least 9 additional graduate credits; Corequisite: EDUINDP

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: {Select from drop-down list} **Dept/Area(s):**

Instructor: Each student's graduate advisor
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Computer Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours:
Number of credits: 1 Total contact hours: 16

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:

No of times in degree:

No of credits in degree:

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form3.htm>)

Course justification: As part of a revision of the Master’s in Curriculum and Instruction, the capstone experience is being revised. Students are being introduced to the requirements of the graduate programs, the critical issues in education, and the relationship of research and these issues to their own practice in the first course of the program. In an initial research course students learn to be critical consumers of research. After taking several courses in their emphasis areas, students then take EDUINDP 724 which is intended to help them develop an idea for their capstone course, to analyze the research on the topic, and to develop a design to study their idea. This two-credit course is taken in conjunction with this one-credit advising course where the students share this work with their graduate advisor to write the first three chapters of their capstone project.

This sequence of courses is followed by additional coursework in the emphasis area, data collection or carrying out the project, another one-credit advising course, and, finally a capstone course where they analyze the data collected and complete the writing of the final project.

Relationship to program assessment objectives: : This course supports numerous competencies of the revised graduate program:

VOICE	Assess= X Content=C
1. Provide evidence to indicate that they can function as an advocate for students and programs within and outside of the workplace.	
2. Work as a change agent by leading and/or supporting workplace efforts to move towards a targeted improvement or goal.	C
3. Present evidence that they can communicate effectively in written, visual, oral, and technological formats to achieve desired outcomes in and outside of the school setting	X
4. Demonstrate an ability and commitment to engage in professional, collaborative relationships with parents, teachers, administrators, and others.	C
5. Demonstrate understanding of and commitment to the legal and ethical norms of their profession	C
6. Articulate a personal philosophy of education	
RESEARCH	
1. Identify a problem worthy of examination	X
2. Locate and critically read relevant educational research	X
3. Use technology effectively as an information-gathering tool	X
4. Distinguish appropriate uses for different types of literature	X
5. Analyze research on learning and teaching and apply it to practice	C
6. Demonstrate the ability to design investigations that yield useful information	X
PRACTICE	
1. Plan learning experiences that are informed by research and identified student needs	
2. Evaluate their own assumptions, perspectives and values related to teaching and learning practice	C
3. Adjust their own practice by developing, testing and analyzing potential solutions to problems	C
4. Demonstrate a deeper content-related expertise	C
5. Create and implement a plan for ongoing professional development	C
6. Discuss the influence of social, political, historical, and economic conditions on educational practice	X
7. Use technologies appropriately, effectively and ethically in their professional practice	C
8. Demonstrate equitable treatment of and respect for all individuals	C

Budgetary impact: Taught by existing faculty in Educational Foundations and Curriculum and Instruction departments.

Course description: (50 word limit)

The purpose of this course is to advise and provide feedback to students developing their Capstone proposals and the first three chapters of their Capstone projects.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus: See attached syllabus

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

- Bassey, M. (1999). *Case Study Research in Educational Settings*: Open University Press.
- Caro-Bruce, C. (2000). *Action Research Facilitator's Handbook*: National Staff Development Council.
- Creswel, J. W. (2002). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.): Sage Publications, Inc.
- Galvin, J.L (2006). *Writing literature reviews: A Guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pryczak Publishing.
- Gubrium, J. F., & Holstein, J. A. (2002). *Handbook of Interview Research: Context & Method*: Sage Publications.
- Hancock, D. R. (2006). *Doing Case Study Research: A Practical Guide for Researchers*. New York: Teachers College Press.
- LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.). (1992). *The Handbook of Qualitative Research in Education*: Academic Press.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The SAGE Handbook of Qualitative Research* (3rd. ed.): Sage Publications, Inc.
- Baumann, J.F. & Duffy, A.M. (2001). Teacher-research methodology: Themes, variations, and possibilities. *The Reading Teacher*, 54, 608-615.
- Beck, C., & Kosnik, C. (2001). Reflection-in-Action: In Defence of Thoughtful Teaching. *Curriculum Inquiry*, 31(2), 217.
- Brown, T., & England, J. (2005). Identity, Narrative and Practitioner Research: A Lacanian perspective. *Discourse: Studies in the Cultural Politics of Education*, 26(4), 443-458.
- Dana, N.F. (1995). Action research, social change, and the silencing of teacher voice. *Action in Teacher Education*, 16 (4), 59-70.
- Dana, N.F., Yendol-Hoppey, D. & Snow-Gerono, J.L. (2006). Deconstructing inquiry in the professional development school: Exploring the domains and contents of teachers' questions. *Action in Teacher Education*, 27(4), 59-71.
- Hubbard, R.S. & Power, B.M. (1993). *The art of classroom inquiry: A Handbook for teacher-researchers*. Portsmouth, NH: Heinemann.

- Johnson, A.P. (2005). *A Short guide to action research* (2nd ed.). New York: Pearson Education.
- Richardson, V. (1994). Conducting research on practice. *Educational Researcher*, 23(5), 5-9.
- Schön, D. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass, Inc.
- Schön, D. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
- Waks, L. J. (2001). Donald Schon's Philosophy of Design and Design Education. *International Journal of Technology & Design Education*, 11(1), 37-51.

Notes:

1. Contact the Registrar's Office (x1570) for available course numbers. A list of subject areas can be found at <http://acadaff.uww.edu/Handbook/SubjectAreas.html>
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.
3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.