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Educ 451 and 460 serve as the capstone courses for the Minor in Education. Students are expected to exhibit both scholarship and dedication to their choice of topics. In addition, it is expected that the student will consistently demonstrate and model the purpose of the Education Program and the Vision of Rhodes College.

The purposes of the capstone experience will vary as to the choice of activities (research or internship) as well as to the topics selected, but several basic purposes/objectives will remain constant --- to provide students with the opportunity to:

- 1. Explore, with some depth, an area of interest in education.*
- 2. Acquire additional knowledge and skills which could assist the student's admission into a graduate education program.*
- 3. Gain insight into the work of professional educators (especially necessary dispositions) and to explore a possible vocational choice.*
- 4. Combine both library and field experience in addressing the topic of interest.*
- 5. Discuss this topic on a regular basis with a professional educator and with peers.*
- 6. Share this information with others.*

THE PROSPECTUS

Students expecting to enroll in Educ 451 or 460 must submit a prospectus which outlines goals and objectives for the internship. The prospectus must be submitted to and approved by the Program Director no later than October 15th. Students are encouraged to work closely with the Program Director during the framing of the prospectus and initial placement.

The prospectus should be submitted in both electronic & print form and include the following:

- goals and objectives*
- student resume*
- description of possible or suggested placement sites*
- proposed methodology*
- a preliminary list of literature sources*

EDUC 451 – DIRECTED RESEARCH IN EDUCATION

COURSE DESCRIPTION

Students enrolling in the Directed Research course propose a research project to the Education Program Director and once approved, conduct appropriate research on the topic. Requirements will vary as to the selected topic and will include: regular meetings with the assigned faculty member, scholarly research, a mid-term report, and a final written report. An oral presentation will be made to an appropriate group or class.

Prerequisites: Educ 201 and Educ 355, junior/senior standing, and approval of the Program Director. *(Spring Semester; 2 or 4 credits)*

MAJOR ACTIVITIES

Students engaged in Directed Research will:

- Develop and complete a research project on an approved topic which is based on a thorough examination of a literature review, a study of a particular issue in education, and/or field research. The research may be supplemented by field experiences.
- Attend weekly seminars with the Program Director and other students.
- Develop and present the results of the research in electronic, print, and oral formats.

EDUC 460 – INTERNSHIP IN EDUCATION

COURSE DESCRIPTION

The Internship in Education is arranged on an individual basis and is designed to meet the identified needs and/or interests of the student. The internship serves as a cumulative experience for the Minor in Education. The internship will have a specific focus and the enrolled student will complete a minimum of 40 hours of field experience per credit earned as well as a scholarly reflective paper. An oral report will be made to an appropriate class or group. **Prerequisites:** Educ 201 and 355, junior/senior standing and presentation of an acceptable prospectus for the internship. *(Spring Semester; 2 or 4 credits)*

MAJOR ACTIVITIES

Students engaged in the internship will:

- Complete a minimum of 40 hours of field work and research for each course credit.
- Review literature and conduct other relative research which supports the chosen internship topic.
- Attend weekly seminars with the Program Director and other students.
- Develop and present the results of the internship in electronic, print, and oral formats.

SETTING FOR THE COURSES

Rhodes College Vision and Strategic Imperatives

Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world.

We will achieve our aspirations through four strategic imperatives:

- 1) To attract and retain a talented, diverse study body and engage these students in a challenging, inclusive and culturally-broadening college experience.
- 2) To ensure our faculty and staff have the talent, the time and the resources to inspire and involve our students in meaningful study, research, and service.
- 3) To enhance student opportunities for learning in Memphis.
- 4) To promote a residential place of learning that inspires integrity and high achievement through its beauty, its emphasis on values, its Presbyterian history, and its heritage as a leader in the liberal arts and sciences.

Approved, Rhodes College Board of Trustees – 17 January 2002

Program Purpose to enable students who complete the program and become educators to apply the Vision of Rhodes College through being caring, professional educators. Thus, students who earn the Minor in Education should possess the following attributes:

Professionalism – realizing that as a professional educator they must:

- stay current in their content field
- utilize pedagogy appropriate to their content field in an effective and creative manner
- understand how people learn and live in schools and society
- continue to be active participants, learners, and leaders in their profession

Student Advocacy – realizing that as an educator, they have a significant opportunity to impact the lives of their students through active engagement and therefore must:

- serve as role models with a high degree of integrity
- serve all students entrusted to their care
- advocate for the advancement of their students and their schools
- work as a team member with peers, parents, and other members of the community

Approved, Education Program Faculty - 10 January 2004

Modified – 18 July 2005

Major Component - In addition to the incorporation of the Vision of Rhodes College and the focus on the program purpose, the Education Program seeks to integrate the Core Standards adopted by the **Interstate New Teacher Assessment and Support Consortium (INTASC)**, www.ccsso.org/INTASC. INTASC is a consortium of state education agencies, higher education institutions, and national educational associations dedicated to the reform of education, licensing, and on-going professional development of teachers. Created in 1987, INTASC is guided by one basic premise:

An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.

The members of the Rhodes College Education Program subscribe to the basic premise and core principles of INTASC and in that regard, expect that all students minoring in education will have a pre-professional understanding of the ten INTASC Core Principles.

CLASS MEETINGS

Senior level students completing their required capstone experience in education, either as interns or researchers, will meet with the Program Director in a group setting on a weekly basis during the semester. The meetings will be conducted in seminar style and will generally last an hour. Attendance and participation are expected.

Topics addressed during the seminars will be based upon the purposes of the selected internship and research projects as well as those relevant to the Minor in Education including current issues and trends in education.

The class will usually meet once a week (Wednesday 3:00-3:50; 410 Halliburton Tower) but not always on campus.

WRITTEN AND ORAL REPORT

At the conclusion of the capstone experience, the student will prepare a comprehensive written report which follows the suggested outline given below. The written report is due no later than the last scheduled class meeting.

Toward the end of the semester the Program Director will select an appropriate public audience to receive an oral report on the internship. Projects which are judged to be especially noteworthy will be selected for possible presentation at the Undergraduate Research and Creative Activity Symposium (URCAS).

Suggested Outline for the Written Report

- › Table of Contents
- › Executive Summary
- › Purpose and Objectives
- › Methodology
- › Literature Review
- › Report
- › Reflection/Impact
- › Appendices
 - Record of Time
 - Evaluations (Educ 460)

ASSESSMENT

Student learning and performance in the capstone experience will be assessed by the Program Director and will use the standard Rhodes College grading system. The assessment will be based on the following:

- The meeting of course purposes
- Participation in the scheduled class meetings
- Quality of written report
- Quality of oral presentation
- (Educ 460) Performance in internship with evaluations conducted at the mid-point and the conclusion of the internship. Evaluations will be completed by the student intern and the host professional

PLACEMENT AND RESPONSIBILITIES

Placement of the student is the responsibility of the Program Director and is done after acceptance/approval of the student prospectus and consultation with the student. While every effort will be made to accommodate the requested placement site, placement location is at the discretion of the Program Director. It is possible that more than one placement site may be used for each student.

The Student

1. Is responsible for fulfilling all of the course objectives for interning and for submission of written work.
2. Must subscribe to the rules and regulations of the host institution and should be the person most responsible for the success of the experience.
3. All written work must be word processed.
4. The summative reflection must also include scholarly references specific to the focus of the internship.
5. Presentation of the summative reflection to an appropriate group as designated by the Program Director.

The Host (for Educ 460 – Internship)

1. The internship is a focused experience and the student intern is to be held responsible for performing at an **introductory professional level**. On-the-job progress with professional activities is expected and it is the responsibility of the Host to assist the intern with this progress. Good and open communication with regular, straight-forward feedback is one of the most important contributors to a successful internship experience for all of the parties involved.
2. The work of the student intern must at all times be satisfactory and the Host Partner should notify the Program Director about any unsatisfactory performance. At no time should the student intern be given full responsibility for students at the host institution.
3. The Host will be expected to complete two formal evaluations on the student intern (mid-term and end of term) as well as an evaluation of the program.

The Program Director

The faculty member assigned to the course is the Program Director for the Education Program and it will be his responsibility to:

1. Place the student in an appropriate learning environment and in cooperation with the Host Partner; monitor the performance and progress of the student intern.
2. Conduct regularly scheduled seminars with the students.
3. Stay in communication with the intern and the placement host.
4. Set timelines for completion of research project, internship, and written/oral report at the end of the experience
5. With recommendations from the Host, assign the final grade.

NOTE:

1. Eligible students must:
 - › Have a minimum 2.5 overall GPA and a minimum of a C grade in Educ 201 and Educ 355.
 - › Must sign the Waiver of Liability form
2. (Educ 460) Co-sign a placement agreement with the host partner and the Program Director.
3. It is possible (though not recommended) that the experience may be scheduled during the summer term (additional tuition is charged).
4. No academic interns in education may receive compensation for their work.
5. Unsatisfactory performance and/or professional conduct during the experience may result in the withdrawal of the internship and a failing grade. This is at the discretion of the Program Director.

RECORD OF RESEARCH PROJECTS

2002 Fall Semester	“The Teaching of Language Arts and Reading in the Primary Grades,” Elizabeth Cooper
2003 Spring Semester	“Teaching and Learning in Kindergarten,” Kate Christup
2004 Spring Semester	“Classroom Management in Kindergarten,” Rebecca Karem “Reading Instruction & Montessori Education,” Mary Ridgley
2005 Summer Term	“School Improvement Issues at Springdale School,” Danielle Mashburn (Rhodes Institute for Regional Studies)

*Acad Dept Fileserver: Education
Folder: Educ 451 and 460
File: Syllabus Educ 451 &460
Revised 12/09/05*