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Educ 451 and 460 serve as the capstone courses for the Minor in Educational Studies. 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 course is normally scheduled for each Spring Semester but will be offered during the Fall Semester if student demand is sufficient.*

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 and if possible, relate the exploration to a particular INTASC Core Principle.
2. Acquire additional knowledge and skills which could assist the student's entrance into a graduate education program or work environment.
3. Gain insight into the work of professional educators (especially requisite 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. Present the results of the project with others in both oral and written form.

In addition, the seminar topics will emphasize leadership, especially in regard to quality and school improvement. Toward the end of the semester, students will be asked to engage in an assessment of the Rhodes College Education Program.

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** for the Spring Semester course or **March 15th** for the Fall Semester course

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 for the experience
- current student resume
- description of possible or suggested placement sites
- proposed methodology
- a preliminary list of literature sources

COURSE DESCRIPTIONS

EDUC 451 – Directed Research in Education

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 Program Director, scholarly research, a mid-term progress 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*)

EDUC 460 – Internship in Education

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 will:

- Develop and complete a research project on an approved topic which is based on a thorough examination of a particular issue in education. Students must use a combination of field and literature research. Internship students must become directly involved with the particular issue being researched while research students (using both field and literature research) develop information about the issue.
- Maintain a current journal of research and internship activities. (Required: 46 hours of work outside of the classroom per credit)
- Attend weekly seminars with the Program Director and other students.
- Develop and present the results of the research 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 Educational Studies 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

(The program purpose will be revised during this academic year)

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 1½ hours. 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. In addition, texts and other assigned readings will help focus attention to leadership and reform in education.

Students are also expected to meet with the Program Director on an as-needed basis.

WRITTEN AND ORAL REPORT

A progress report (maximum length 3 pages) will be due at mid-term and is to summarize the progress with the project. Also, a bibliography of resources consulted is to be attached. At the conclusion of the capstone experience, the student will prepare a comprehensive written report which follows the suggested outline. 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 or research project. Projects which are judged to be especially noteworthy can be submitted for possible presentation at the Undergraduate Research and Creative Activity Symposium (URCAS).

The **Rhodes College Guide to Effective Paper Writing** is recommended for guidance in writing the final paper. As noted in the guide, writing a paper is a process and should be approached as such. For citations, APA style is preferred but not required.

Suggested Outline for the Written Report

- Table of Contents
- Abstract
- Purpose and Objectives
- Methodology
- Literature Review
- Report
- Reflection/Impact
- Appendices
 - › Record of Time
 - › Evaluation (self and host)

ASSESSMENT OF CAPSTONE EXPERIENCE

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, including class presentations
- Quality of written report and sources of information
- Performance on the final examination
- Quality of oral presentation
- (Educ 460) Performance in internship with evaluations conducted at 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, the 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.

It is expected that the internship and the research projects will be of **mutual benefit** to the student and to the Host.

The Student

1. Is responsible for fulfilling all of the course objectives for interning and for submission of written work.
2. Must represent the standards and expectations of the Education Program and of Rhodes College.
3. Must subscribe to the rules and regulations of the host institution and is the person most responsible for the success of the experience.
4. Should share all pertinent information regarding the project with the Host(s).
5. All written work will be word processed.
6. The summative reflection must also include scholarly references specific to the focus of the internship.
7. Presentation of the summative reflection to an appropriate group as designated by the Program Director.

The Host (for Educ 460 – Internship) (TBA)

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. This communication will assist the intern in gaining both insight and confidence necessary to become a professional.
 - Successful internships usually begin with a good orientation to the work environment.
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 direct responsibility for students at the host institution.
3. The Host will be expected to complete a formal evaluation of the student intern upon the completion 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.

RESOURCES

There are two texts for the course:

1. ***Enhancing Student Achievement: A Framework for School Improvement.*** Charlotte Danielson, ASCD Publications, 2002. Dr. Danielson is a nationally recognized authority on school improvement and has authored numerous publications for ASCD. This text provides a practical approach to school improvement based on the use of data and the role of the members of the school community.
2. ***The Big Picture: Education is Everyone's Business.*** Dennis Littky, ASCD Publications, 2004. Dr. Littky has 35+ years service as a principal, taught at leading higher education institutions, and is recognized for his innovative school leadership. *The Big Picture* is one of his many publications and was written to provide information and support for all who want to help improve education.

In addition to the texts and the readings necessary for the focused activity; the following may also serve as resources for the course:

- Current readings assigned throughout the semester
- The most recent academic strategic plan for Memphis City Schools
- SACS-CASI School Improvement literature (AdvancED)
- SACS-COC *Principles of Accreditation*

NOTE

1. Eligible students must:
 - Have a minimum of a C grade in Educ 201 and Educ 355.
 - Sign the Waiver of Liability form
2. It is possible that the original goals and objectives for the project could change as the work of the project develops. If so, the student must consult with the Program Director.
3. It is also 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. **Safety first** is always important whether traveling to/from the workplace or while at the workplace. The student should consult the Education Program Safety Guidelines on the Academic Department Fileserver.
6. 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

Directed Study Projects

Elizabeth Cooper, B.A. Business Administration, 2002: "The Teaching of Language Arts and Reading in the Primary Grades"

Kate Christup, B.A. Music, 2003: "Teaching and Learning in Kindergarten"

Mary Ridgley, B.A. Psychology, 2004: "Classroom Management in Kindergarten"

Rebecca Karem, B.A. Psychology, 2004: "Reading Instruction & Montessori Education"

Danielle Mashburn, B.A. Philosophy and Greek & Roman Studies, 2006: "School Improvement Issues at Springdale School" (2005 Rhodes Institute for Regional Studies)

2006 Spring Semester

D. J. Bentley, B.A. History, Education, 2006: "No Child Left Behind: Who is Accountable?" (Educ 451, 2 credits)

Ann Burruss, B.A. Religious Studies, Education, 2006: "The Pre-School Classroom: A Comparison between Typical Classrooms and Classrooms with Autistic Children" (Educ 460, 2 credits)

Lauren Roussel, B.A. French, Education, 2006: "Teaching as Vocation: Called to Serve as Catholic School Educators" (Educ 451, 2 credits)

2006 Fall Semester

Edith Garrett, Mathematics, Education, Class of 2007: "A Look into the Changing Face of Deaf Education" (Educ 451, 2 credits)

Semmes Humphreys, Psychology, Education, Class of 2007: "The Psychological Environment of Classrooms" (Educ 460, 2 credits)

2007 Spring Semester

Rebecca Batey, History, Education, Class of 2007: "Curriculum Development at the National Civil Rights Museum" (Educ 460, 2 credits)

Megan Benson, Psychology, Education, Class of 2007: "Internship with Down Syndrome Children – Language Acquisition" (Educ 460, 2 credits)

Lindsey Mull, Religious Studies, Education, Class of 2007: "Religious Studies Curricula of Elementary Schools serving Disadvantaged Populations" (Educ 451, 2 credits)

Claire Patrick, Greek & Roman Studies, History & Education, Class of 2007: "Mentoring Programs for New Teachers" (Educ 451, 2 credits)

Amanda Sakla, Psychology, Education, Class of 2007: "Reading Intervention Strategies based up PALS Assessment" (Educ 451, 2 credits)

Jessica Stepp, History, Education, Class of 2007: "An Examination of the High Scope Curriculum utilized by the Perea School of Memphis (Educ 460, 2 credits)

2008 Spring Semester

Anne Bradshaw; Psychology, Education, Class of 2008:

Gerri Diamond;

Kathryn Ingels; English, Education, Class of 2008:

Catharine McKellar; Religious Studies, Education, Class of 2008:

Carrie Menist; Psychology, Education, Class of 2008:

Justin Sealand; Psychology, Education, Class of 2008:

*Acad Dept Fileserver: Education
Folder: Educ 451 and 460
File: Educ 451,460 Syllabus
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