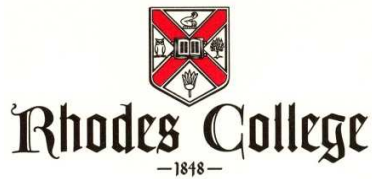


EDUC 460-01, Internship in Education, Fall 2012

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**Educ 451 – Directed Research in Education
Educ 460- Internship in Education
Fall 2012**

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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 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 in both oral and written form.

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.

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 Educational Studies. 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.

SETTING FOR THE CAPSTONE EXPERIENCE

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

EDUCATION PROGRAM: PURPOSE, ATTRIBUTES & LEARNING OUTCOMES

The **Purpose** of the Education Program is to provide a Minor in Educational Studies which enables the student to develop a broad-based understanding of the system of education in the United States and the various factors that contribute to a successful teaching and learning experience in hopes of fostering the student's interest in education.

Program Attributes: The minor is designed to reflect the liberal arts tradition of Rhodes College and features a set of required courses in education and psychology as well as courses in selected supporting fields. In addition, the program includes a diverse set of field experiences and the opportunity for the student to tailor both course selection and the field experiences to his/her interests and goals.

Student Learning Outcomes: Students completing the program will be able to:

- 1) Demonstrate a basic knowledge of the system of education in the United States.
- 2) Identify the characteristics of a successful school.
- 3) Understand the principles of school improvement and the role that improvement planning plays in successful schools.
- 4) Develop and utilize daily and unit lesson plans utilizing the Core Principles identified by the Interstate New Teacher Assessment and Support Consortium (INTASC).
- 5) Identify factors that affect student learning, including those which relate to diverse learners.
- 6) Utilize research skills, content and field, in order to meaningfully examine topics in education.
- 7) Have the skills necessary to deliver effective written and oral presentations.
- 8) Develop a clear, focused personal philosophy of education and if appropriate, be able to state a possible continued path in education.

INTASC CORE STANDARDS

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.

PROGRAM COMMITMENTS

In addition to supporting the **Vision** of Rhodes College, the Education Program fully subscribes to:

- › the College's **Commitment to Diversity**
- › provision of a **Safe Zone** for all members of the Rhodes College community
- › the goals of the **Rhodes College Foundations Curriculum**

Students desiring to receive academic accommodations must provide documentation from the **Office of Student Disability Services**. As with all courses at Rhodes College, the **Honor Code** of the College is observed. Full observation of the Honor Code pays proper respect to one's self, peers, the faculty, the college, and to the profession of teaching.

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)
- Students will meet with Professor on an individual basis a minimum of four times during the semester and in seminar setting on an announced basis (approximately 3-4 times during the semester).
- Develop and present the results of the research in electronic, print, and oral formats (oral presentation dependent upon possibilities for presentation).

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 scheduled basis during the semester. The meetings will be conducted in seminar style. Attendance and

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

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 devote attention to leadership and reform in education.

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 **November 1** for the Spring Semester course or **April 1** 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

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. All written work will be word processed.

Outline for the Written Report (final paper)

- I. Table of Contents
- II. Abstract
- III. Introduction: Purpose and Objectives
- IV. Literature Review
- V. Methodology
- VI. Analysis and Findings
- VII. Discussion
Reflection/Impact

Evaluation of Experience
VIII. Appendix
Record of Time
Supporting Materials

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. Submits a weekly log of activities with reflections at mid-term and upon submission of final paper.
6. Must include scholarly references specific to the focus of the internship in the final summative reflection.
7. Presents the summative reflection to an appropriate group as designated by the Program Director.

THE HOST (for the internship)

1. The internship experience is a focused experience and the student 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 student 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 directing this project will:

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 is one text for the course and class meetings will be devoted to discussion of the issues derived from the text. However, discussion leaders are expected to use information from other resources to augment their presentations. Text to be determined following the 1st class meeting.

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*

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
- Quality of oral presentation

NOTE:

1. **Eligible students** must:
 - Have a minimum of a C grade in Educ 201 and Educ 355.
 - Sign the Waiver of Liability form
 - Provide a positive Criminal Background Check
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. Capstone students may not 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 unprofessional conduct** during the experience may result in the withdrawal of the student and a failing grade. This is at the discretion of the Program Director.

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