

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** ED 409A
2. **Course title:** Practicum Capstone A - Internship
3. **Abbreviated title for class schedule** (30 characters or less): Capstone A – Internship
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course provides students with the opportunity to expand and refine skills and knowledge that are important for educating children. Students spend time in educational settings for their internship where they can observe and interact with children and their families. ED 409A Capstone is a major culminating experience for the Education Studies Degree Program students as part of graduation requirements. This course offers opportunities for students to apply what they have learned from previous coursework and practicum experiences. Students will conduct their Community-Based Learning (CBL) by planning, implementing, and reflecting on a developmentally appropriate CBL service project for children and their families in their internship placements during winter term. Weekly class meetings will serve as an important practical forum for students to assess their growth, discuss critical perspectives, and reflect and evaluate on their professional development in internship experiences. Students will present their final capstone project in meaningful and engaging ways to share their experiences with their peers in the class.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
 - A. (course prefix, (space) and number) ED 493 or or or
 - B. (course prefix, (space) and number) or or or
 - C. (course prefix, (space) and number) or or or
7. **Co-requisites (including labs, if any):**
 - A. (course prefix, (space) and number) or or or
8. **Major/Class restrictions:** Please indicate any class or major restrictions: This class is restricted to Seniors in the Education Studies Major.
9. **Is course repeatable?** Yes ☐ No ☒ If Yes, list maximum credits:
10. **Labs requirements:** If course includes a lab: # of hours lecture: 0 ; # of hours lab: 0

11. Fees: List any course fees: 0

12. Grade Mode: (Graded (A-F) only)

13. Course Type: (Hard Numbered Course)

14. Banner Schedule Type: (C - Capstone/Research/Thesis - Attached to all dedicated capstone courses. Also added on a term-by-term basis to courses that are serving as capstone alternatives in that particular term.)

15. CIP Code: Six-digit CIP code (check with your Division Director):

16. Special qualifications; Is course proposed for (yes/no):

A. University Studies? Yes ☐ No ☒ If yes, list Strand(s)

B. Honors? Yes ☐ No ☒

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? This course is currently required for all seniors in the Education Studies Major program and is being proposed as a hard-numbered course with an increase of credits (3 to 4) in the program.

In this course, the education senior students develop their capstone project as a significant culmination of their learning experiences and self-development throughout their career in the Education Studies program. This requires a number of professional development opportunities. Providing additional time will provide students with better success in the following:

- Identifying their internship placement site
- Initiating communications with the site supervisors or mentors in their community- based learning project
- Building and planning a curriculum unit based on their literature review
- Creating lesson plans or a curriculum unit and teaching children in meaningful pedagogical approaches
- Reflecting on their development
- Writing up their final capstone paper
- Presenting their project in creative and engaging ways

This course is very robust as part of the graduation requirements, thus asking students to build and broaden their personal and professional development as a final step toward completion of their college education. Students will benefit from

more mentoring support and individual guidance and time to process and apply their learning in real settings.

B. Alignment:

1. How does this course align with the unit's mission plan? This course is a pre-existing required course in the Education Studies Major.

2. How does the course fit into the rest of the unit's curriculum? See above.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 ; Year 2 ; Year 3

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Dr. Erin Gravelle, Dr. Younghee Kim, & other faculty in Education Studies
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Drs. Kim and Gravelle have taught this course for the past 13 years and will continue to teach the course into the future.
- c. If additional faculty members are needed, how will that need be met? Drs. Kim and Gravelle are already loaded for this course as it's part of their regular teaching load. Additional faculty members won't be needed.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course?
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

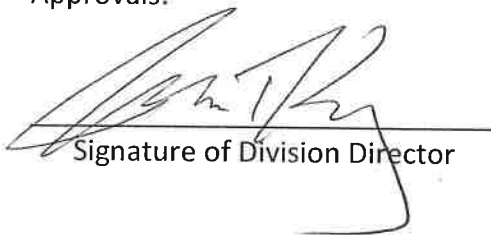
1. Students will design, deliver, and evaluate a community-based project or, as an alternative, design a curriculum that advocates for and benefits children, families, and communities according to student-conducted research.
2. Students experience teaching and learning holistically, as interactive and reflective processes, enhanced through authentic relationships within collaborative learning.
3. Students develop and articulate their personal and professional assets (strengths, passions, values, ethics, and beliefs) and demonstrate integrity in aligning their assets with their language and behaviors in fieldwork and in the classroom.
4. Students model positive professional attitudes and actions (e.g. demonstrate respect, self-awareness, responsibility, flexibility, and open-mindedness; are reflective, handle conflict with care, show initiative, receive and integrate feedback into practice, and collaborate effectively).

C. Required texts - Miller, J. P. (2006). *Educating for wisdom and compassion: Creating conditions for timeless learning*. Corwin Press.

D. Course format-Face to Face

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:


Signature of Division Director


Date