

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** ECE 490
2. **Course title:** Capstone A: Internship Community-Service Learning
3. **Abbreviated title for class schedule** (30 characters or less): Capstone Project A Internship
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

Catalog description: This course provides students an opportunity to expand and refine skills and knowledge that are important in educating children. Students will conduct internship in educational settings where they can observe and interact with children and their families. Capstone Internship is a major culminating experience for the Early Childhood Development program students as a part of graduation requirements. This course offers opportunities for students to apply what has been learned through the previous years of coursework and field experiences. Students will be engaged in Community-Based Learning (CBL) by planning, implementing, and reflecting on a developmentally appropriate, culturally sensitive and responsive, CBL service project for children and their families in their internship setting. Weekly online meetings will serve as an open forum for students to self-assess their growth, discuss critical perspectives in their internship, and reflect on their professional development in the field experience.

5. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples) ECE 460 and ECE 470.
6. **Co-requisites (including labs, if any):** None Required
7. **Major/Class restrictions: Please indicate any class or major restrictions:** Online Only
8. **Is course repeatable?** Yes No ☒ **If Yes, list maximum credits:**
9. **Labs requirements: If course includes a lab: # of hours lecture:** N/A ; **# of hours lab:** None
10. **Fees: List any course fees:** None
11. **Grade Mode:** Graded only: ☒ Pass/No Pass only: **Option:**
12. **CIP Code: Six-digit CIP code** (check with your Division Director):
13. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? If yes, list Strand(s)

B. Honors?

15. **Cross-listing: List any cross-listing:** and and and and

16. Strategic justification for proposed course:

Rationale:

A. The ECD Capstone (A) Internship course is a culminating experience for students in the Early Childhood Development (ECD) major. This course offers opportunities for our senior students to apply what they have learned in the program to the work they are conducting in the field. Course assignments facilitate student growth in areas of leadership and professionalism as they collaborate with early childhood professionals and work directly with young children and families throughout the term. The Community-based Learning project (CBL), the root assignment of this course, has rigorous expectations with levels of depth and breadth that guide students to practice advanced methods in their internship settings.

Currently, Capstone A (ED409) is structured as a 3-credit course, requiring 40 hours of study and fieldwork over the term. As we transition from the 3 to 4-credit model, we expect that the extended 60 hours of study and fieldwork will allow students to complete their project with an even greater range of quality and effectiveness.

B. Alignment:

1. How does this course align with the unit's mission plan? In this course we examine the needs and issues around early childhood education in the community and our interns will conduct community-based learning project to make a difference in their local community. By contributing to make their community a better place for children and families of needs and of diverse backgrounds, we are linking student meaningful learning and applications to the School of education's mission of preparing our students, early childhood teachers, for the educational challenges of a changing and increasingly diverse society.

2. How does the course fit into the rest of the unit's curriculum? As a final culminating place-based experience in the ECD program, this course provides opportunities for students to bring their learning gains to apply in their local community. Students use critical thinking skills to examine local issues and needs in the current field of education and take an action to make a positive difference in their living area. They increase their professionalism through interactions with professionals already working in their communities. The Capstone project focuses heavily on planning, implementing, and reflecting on a developmentally appropriate, culturally sensitive and responsive service project in the internship setting. These are final student learning outcomes that we intentionally build over the course of the program, aligned with the broad curriculum of School of Education.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 - 15; Year 2- 20; Year 3 - 20

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? Younghee Kim, Professor of Education
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Appropriate allocation
- c. If additional faculty members are needed, how will that need be met?
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

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? Students will need the individual ability to complete an online 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? N/A

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)

See Attached

Approvals:

Signature of Division Director

Date

Southern Oregon University
School of Education
Early Childhood Development Program

ECE 490 Capstone A: Internship Community-Service Learning
(CRN: XXXX)
Term/Year

Instructor: Younghee Kim, Ph.D.
Contact Information: 541-552-8247, kimy@sou.edu, EP 122

Office Hours: Will be determined
Phone conference during the office hours, email, or by appointment

Credits: 4 Credits

Class Meetings Online with conference calls as needed, and two Zoom meetings required

Course Description

This course provides students an opportunity to expand and refine skills and knowledge that are important in educating children. Students will conduct internship in educational settings where they can observe and interact with children and their families. Capstone Internship is a major culminating experience for the Early Childhood Development program students as a part of graduation requirements. This course offers opportunities for students to apply what has been learned through the previous years of coursework and field experiences. Students will be engaged in Community-Based Learning (CBL) by planning, implementing, and reflecting on a developmentally appropriate, culturally sensitive and responsive, CBL service project for children and their families in their internship setting. Weekly online meetings will serve as an open forum for students to self-assess their growth, discuss critical perspectives in their internship, and reflect on their professional development in the field experience.

Relation to the Undergraduate Conceptual Framework and Program Goals

ECD 490 Capstone A course provides an opportunity for undergraduate Early Childhood Development students to work with children and their families in educational settings. Students may choose to participate in an internship within a school setting or in a community organization that serves the needs and interests of children and their families. This course is a valuable opportunity to connect theory to practice within educational settings.

Capstone Expectations

In this Capstone A, students will demonstrate a professional maturity beyond what has been expected in their previous courses. This course is considered to be a professional practice, and their leadership skills, initiation, time management, organization, professional communication skills and responsibility should be practiced **as they complete their best work and interact professionally in their internship, with their instructor, and their peers.**

NAEYC Standards for Early Childhood Professionals Preparation Programs

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

SOU Early Childhood Development (ECD) Course Outcomes for Becoming a Professional

- A. Communicate effectively in writing, speech, and technology.
- B. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
- C. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
- D. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

ECD Program Expectations for Internship Dispositions

- Students will actively advocate for children and the profession of early childhood education.
- Students will be self-aware and sensitive to the needs of others.
- Students will respect and honor all young children, families, colleagues, and the community in their daily interactions.
- Students will model positive professional ethics: Handle conflict with care; consistently meet academic and professional expectations in a timely manner; assumes responsibility for personal conduct, receiving and integrating feedback into practice; maintain confidentiality, an open mind, and be flexible in thinking, and collaborate effectively.

Course Outcomes

- Students will be able to practice professionalism in their internship settings. Students will experience personal, professional growth with inner development as a dedicated professional.
- Students will be able to record and analyze their field observations and self-reflective journals in their internship with critical mind and insights for inner development.

- Students will conduct a research, literature review, related to their CBL project in order to provide strong rationale and understanding of previously conducted works in a manner that demonstrates an ability to apply theoretical principles of educating and serving young children and their families through their capstone project.
- Students will be able to analyze, discuss, and reflect on the areas of growth, critical issues and challenging perspectives of early childhood education, and their professional growth and development through capstone CBL project.
- Students will demonstrate professional conduct and leadership at all times in fulfilling the required internship, class participation, and community-based learning project that are aligned with the NAEYC standards and ECD Program Outcomes.

Required Course Materials

Required readings related to Community-Service Learning, Civic Engagement, and early childhood professional development will be assigned by the instructor during the term.

Attendance Policy

This is an online course using SOU Moodle as a platform for weekly class attendance, participation, and discussions. Students are expected to actively participate regularly and practice professional communication and leadership skills in all Moodle forums and complete each week's assignments following the guidelines indicated in the syllabus.

Assignments and Expectations

Active Participation and Attendance (Moodle Forum Discussions)

Students are expected to prepare for each discussion forum by reviewing assigned readings or thinking deeply about the prompt provided by the instructor. Keep in mind how the readings or prompts apply to other SOU courses, experiences in the field, or connections of these materials to professional development. Leadership and cooperative learning skills will be practiced in online discussions. Scoring of the forum discussions will be based on how well a student encourages a deeper development of the concepts. Initial postings and comments to peers should be thought-provoking, reflective, and beneficial for group discussions. In the initial postings, students will respond to a prompt from the instructor by Saturday at midnight. Students will then respond by Sunday at midnight.

Internship

In this advanced practicum, students are given the option to work with an organization other than a school in what is termed as an Internship. Students may also choose to complete their practicum experience in a preschool or elementary school setting. Students should plan to spend 60 hours this term (e.g., 6 hours per week) working in their practicum/internship setting. It is required that students have someone serving as a supervisor in their practicum/internship setting. Students will need to complete a contract, keep a time log for the internship hours, and ask the supervisor to complete an evaluation each term. *All of the documents above will be submitted to the instructor by scanning them in and submitting them on Moodle.*

Leadership Capstone Project

Students will take a leadership role in developing, implementing, and assessing a Capstone Project. Students are encouraged to think broadly about their dreams and goals for themselves as professionals in the field of early childhood education. The Capstone Project should reflect these goals and be substantial. It should also reflect the guidelines for community-based learning (see below) and serve a need within the community. It is expected that this Capstone Project will involve about 60 hours of work during this term.

Students will write a brief paragraph in Week Two outlining the Capstone Project Idea and the organization involved. A more substantial Project Plan will be submitted by Week Four. This is a collaborative project within a school or community organization. Students will spend some of their 60 hours working within the internship and some of their time planning offsite.

NOTE: *If a student is currently working full time in an educational setting, the CBL Leadership Capstone Project **must** be something that extends beyond normal work hours and experiences.*

Community-Based Learning Project Guidelines:

- Providing developmentally appropriate activities for children and/or their families to participate in community based settings.
- Creating and connecting resources for diverse groups of children and families with special needs or who are at risk, culturally and linguistically different, homeless, as well as with low income backgrounds.
- Focusing on the "greater good" to identify and support active community participation, and positive parenting and child rearing practices.
- Advocacy on behalf of children and families by participating in local/state level organization meetings, planning meetings, grant writing, and field research.
- Creating opportunities to network, communicate, connect, initiate, organize, serve, and learn in the supportive community.

Course Outline

Due	Weekly Class Expectations
Week 1	- Introduction/Term planning
Week 2	- Capstone Project Idea (one paragraph) - Research notes – Students will need to formally research the basis for their Capstone Project. This information should be used to develop the project and determine its success.
Week 3	- Conduct literature reviews through educational, research based articles - Build annotated bibliography of 3-5 relevant, credible sources (e.g., ERIC)
Week 4	- Capstone Project Plan (2-3 pgs.) 1. Summary of project idea 2. Rationale for its importance – cite research 3. Dates and plan for project work 4. Expected outcomes/goals

	5. Plan for documenting planning process (artifacts) 6. Plan for evaluating success
Week 4-9	- Implement Capstone Project in the Internship setting after approval
Week 9	- Capstone Project Paper (9-10 pgs. including at least 5 research articles) (Cover page + abstract + main text + reference page)
Week 10- Finals week	- PowerPoint Presentation of Capstone Project - Public Presentation to a supervisor or mentor in the Internship setting

The Capstone Project Paper should include the following subtitles:

- **Introduction/Background:** Topic of interest. Brief background of the topic.
- **Literature Review:** Include at least three research based articles/books to address the importance of your capstone project topic in relation to what has been done in the past in the field of education. What is in the literature that shows that this is a problem or issue that needs to be addressed? Include citations from the literature using APA style.
- **Rationale:** Why were you interested in this topic? Why did you choose this topic and for what purpose? Why was it important to you and participants/recipients in the community?
- **Description of the Process**
 1. **Goals for Learning:** What did you want to learn from this project? What were the goals?
 2. **Process:** What was the plan? How did it occur? What was important in the process?
 3. **Evaluation of the process:** How did it go? How could you improve it next time? What did it take to make it successful? How did this benefit the participants and the community?
 - 1) **Reflections:** What did you learn? What was helpful to your process? What strengths/core qualities have you found in yourself to make it happen? Where do you go from here? What do you recommend for yourself and others in the future?
 - 2) **The paper must be professional containing no conventional errors.**
(College level paper: Grammar and spelling; deep analysis and reflectivity; APA citations; words count 1800 minimum – and include Cover page, Abstract, and Reference page)

Capstone Project Public Professional Presentations:

Capstone Project Presentation: Students are required to provide a PowerPoint presentation on Moodle (and via Zoom as needed) and to set up a professional presentation of their Capstone work with leaders of the organization involved. This should include some type of presentation tool (PowerPoint, Prezi, WIKI, Binder, etc.). A certification of presentation must be signed by the evaluator who approved and supervised the Capstone Project. Moodle PowerPoint presentation is due Week Ten. The public professional presentation evaluation form (filled out & signed by your supervisor) will be scanned and emailed to the instructor during Finals Week.

Criteria for Evaluating Student Achievement

Attendance and Participation - Moodle Forums <ul style="list-style-type: none"> • Discussion Prompts will be provided on Moodle 	20 points
---	------------------

Internship & Evaluation	
<ul style="list-style-type: none"> - Contract - Time Log - First Internship Discussion/Reflection Forum - Second Internship Discussion/Reflection Forum - Internship (total 60 hours) - Supervisor Evaluation 	30 points
CBL Capstone Leadership Project	
<ul style="list-style-type: none"> - Capstone Project Idea - Capstone Project Research Bibliography - Capstone Project Plan - Capstone Project Implementation (Scope, organization, quality, impact) - Capstone Project Paper - Capstone Project PowerPoint Presentation - Capstone Project Public Professional Presentation Evaluation 	50 points
TOTAL Term Points	100 points

Grade Scale

A: 96-100 A-: 90-95 B+: 87-89 B: 84-86 B-: 80-83
C+: 77-79 C: 74-76 C-: 70-73 D+: 67-69 D: 64-66 D-: 60-63 F: <59

Class Timeline/Assignment Schedule: *Forum postings are due by Saturday at midnight. Responses to peers are due by Sunday at midnight. This timeline is subject to adjustments; please check Moodle weekly for current assignments.*

Course Assignment Schedule	
Week 1:	Introduction Forum posted Develop an idea for Capstone Project
Week 2:	Set up internship placement in your area <ul style="list-style-type: none"> • Develop an idea for Capstone Project • Begin research on Capstone topic
Week 3:	Work in internship setting <ul style="list-style-type: none"> • Research on Capstone topic
Week 4:	Work in internship setting <ul style="list-style-type: none"> • Work on Capstone Project Plan
Week 5-9:	Work in internship setting <ul style="list-style-type: none"> • Work on Capstone Project
Week 10:	Work on PowerPoint presentation of Capstone Project
Week 11:	Work on Public Professional Presentation of Capstone Project

**This syllabus schedule is subject to change in response to student needs and unforeseen situations.*

References

Hansen, D. T. (2001). *Exploring the moral heart of teaching: Toward a teacher's creed*. New York: Teachers College Press.

- Intrator, S.M. & Kunzman, R. (2006). Starting with the soul. *Educational leadership* 63(6), 38-42.
- Henderson, J. G. (2001). *Reflective teaching: Professional artistry through inquiry* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Korthagen, F.A.J., Kim, Y.M., & Greene, W.L. (Eds.) (2013). *Teaching and learning from within: A core reflection approach to quality and inspiration in education*. New York, NY: Routledge
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass Publishers.
- Wink, J. (2005). *Critical pedagogy: Notes from the real world* (3rd ed.). Boston, MA: Pearson Education Inc.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from

inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors

(<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form

https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources,

make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.