

UNIVERSITY OF ARKANSAS - COEHP

Student Handbook

Bachelor of Science in Education Degree Program in Educational Studies

Revised: June 2016

The Student Handbook contains the guidelines, rules, and regulations governing the Bachelor of Science in Education degree program in Educational Studies.

University of Arkansas
Bachelor of Science in Education Degree Program in Educational Studies

Student Handbook

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B.S.E. Degree Program in Educational Studies

The B.S.E. degree program in Educational Studies was implemented during the fall semester of 2014. It is the newest major in the College of Education and Health Professions and it falls under the auspices of the Department of Curriculum and Instruction (CIED). CIED is the academic unit primarily responsible for teacher preparation at the University of Arkansas. More specifically, the Department of Curriculum and Instruction prepares students for a breadth of careers in the dynamic field of education, offering majors and concentrations in the areas of career and technical education, childhood/elementary education, educational leadership, educational studies, educational technology, secondary education, special education, and gifted and talented education.

Overview of Program

The B.S.E. degree program in Educational Studies is designed to allow students with an interest in education outside of the traditional public licensure only program with a 4-year degree plan. By working with program advisors and faculty, students can tailor their learning experiences to focus on private teaching, public charter, private-religious teaching, alternative routes to public teaching, pre-professional postgraduate study, or preparation for occupations and advanced study in unique areas not commonly allowed for in many traditional degree programs. Individuals interested in school counseling, school social work, media specialist, and non-school based teaching at museums, non-profits, or other education centers typically do not require the same background and course focus as those mandated by K-12 state programs. As such, the Educational Studies program offers course work directed at education that is non-content area method specific and beneficial towards the wider field of educational service, not limited to the public classroom.

Education is a lifelong process, but current academic degree programs tend to segregate perspectives on individual learning into chronological grouping. Examples of this categorization process often include early-childhood education, elementary education, secondary education, and adult education. As such, this process may create some difficulty for individuals who have an interest in more generalized training areas or for those students who may have an interest in working in education-related fields (informal education, religious-based education, or non-profit-based education), but who are not presently interested in pursuing formal licensure-regulated positions. In essence, the program offers a segue for alternative pathways to career opportunities in education, or a multitude of other potential career tracks which become more readily accessible to graduates who possess a degree in Educational Studies.

Program Need and Uniqueness

The primary audience for the undergraduate degree in Educational Studies exists for those students who desire more latitude in shaping their academic program to coincide with career aspirations that may be non-licensure in nature (school counseling, school social work, non-profit activities, etc). However, it should be noted that the program of studies is also available to incoming freshmen and/or transfer students. Admission status to the B.S.E. degree program in Educational Studies is continuous throughout the academic calendar; however, several courses must be completed in a sequential order.

Admission to the B.S.E. degree program in Educational Studies

An admission request must be submitted to the Coordinator of the Educational Studies degree program (Dr. Hutchins). The student will need to request an advisement session with a program faculty member or program advisor. Upon completion of the preceding advising meeting, the student will be informed in writing by the program of studies Coordinator of his or her admission status and assignment for academic advising.

Declaring an Educational Studies Major or Changing Majors

Students desiring to major in Educational Studies or change their current major to an Educational Studies major must personally confer with the program's Coordinator, Dr. Rhett Hutchins or Mr. Doug Talbott. Contact information is as follows:

Dr. Rhett Hutchins
Program Coordinator & Clinical Assistant Professor, Educational Studies
119 Peabody Hall
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Fayetteville, AR 72701
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(479) 575-5561

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Program Advisor & Instructor, Educational Studies
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Basic Criteria for Program Retention and Continuation

The fundamental criteria governing a student's retention and continuation in the Educational Studies degree major are as follows:

- Maintain an overall 2.50 GPA
- Compliance with all of the stipulations outlined in the College's code of conduct for students
- Compliance with all of the stipulations found in the University's Code of Student Life
- Compliance with the University's Academic Integrity Policy

Basic Criteria for Program Termination

The fundamental criteria governing a student's dismissal from the Educational Studies degree major are as follows:

- Failure to maintain an overall 2.50 GPA and/or sanctions associated with the University's regulations governing academic progress, suspension and dismissal
- Consecutive dismissal from two or more internships.
- Academic dishonesty offenses or violations
- Non-compliance with the College's code of conduct for students
- Non-compliance with the University Code of Student Life

Academic Integrity

All students are expected to abide by and honor the cardinal principle of academic integrity. A detailed explanation of academic integrity appears under the academic regulations section of the University of Arkansas' Undergraduate Catalog of Studies. Violations of the University's academic integrity policy will result in a graded level of potential sanctions. These penalties range on a spectrum from reduced course grades to immediate and permanent expulsion from the University.

Code of Conduct

All students are required to honor and abide by the mandated student standards of conduct detailed in the Office of Student Affairs' Code of Student Life. Non-compliance and/or violations of any applicable University rule or governing statute will result in sanctions or penalties deemed to be appropriate for such offense. For a complete overview of appropriate student conduct or behavior, refer to the Office of Student Affairs' publication entitled the Code of Student Life, specifically Section I of the document which is headed as "Student Conduct and Disciplinary Proceedings".

Student's Initial Program of Study

Once a student is officially admitted into the B.S.E. degree program in Educational Studies, his/her program of studies will be examined with a program faculty member or academic advisor, should one exist. An attempt will be made to craft the most appropriate grouping of courses that will enable students to maximize the use of their degree upon graduation from the University of Arkansas. Usage of all previously completed credit hours is not guaranteed; however, the program coordinator will attempt to maximize the credit hours taken by a student upon admittance to the Educational Studies program.

The program of study will be set up to serve as the student's graduation check sheet. As such, it will contain all of the elective course offerings a student has planned to take and it will also be designed to track 1000/2000 level courses separately from 3000/4000 level course work.

The program coordinator will have a directory of participating faculty and, depending on the student's interest and their academic plan of study, recommendations will be made to place the student with a faculty member who has the background to facilitate the student's designed program of study. The ideal scenario would be to augment quality faculty-student mentoring relationships via the matching process.

Initial advisement of accepted students will be the primary responsibility of the degree program's coordinator or program lead advisor. However, advising by program faculty members can or will occur once an acceptable faculty member is identified and the faculty member agrees to advise and mentor a specific student.

Admission to the program will be continuous throughout the academic year. The program of studies is designed to be both an initial program of study for incoming university and transfer students and a degree program for students within the College of Education and Health Professions who later in their academic careers opt for professional alternatives that may be non-traditional or allied to one's original career goal.

The program is open to students entering the University of Arkansas as freshmen or to transfer students as well. Freshmen will be advised by the program advisor (Mr. Talbott) or program coordinator (Dr. Hutchins) until their junior year, and then the advisement role will be transferred to a faculty advisor if possible. Transfer students who select the B.S.E. degree program in Educational Studies **must** meet with the program coordinator to review the academic program's requirements.

Logistical Steps and Procedures for a B.S.E. Degree Program in Educational Studies

Step 1: Declaring a major in Educational Studies

A student must meet with a member of the Educational Studies program to explore the student's interests, the nature of their career aspirations, and the requirements of the major program of study. An information packet and appropriate forms will be provided to the student at that time. If a change of major is involved, a Change of Undergraduate Program/School Form, signed by the student and the faculty member, will be delivered by the student to the office of the Dean of the College of Education and Health Professions for processing. The Dean's Office will then process the request for a change of major and forward a complete record of the student's work to the office of the Coordinator of the Educational Studies program. A formal change of major cannot be made without verification that the student has met with an Educational Studies advisor.

Step 2: Ongoing Advisement

After declaration of the major, students are assigned an academic advisor from the Educational Studies program. You are required to meet with your advisor at least one time each semester. The purpose of advising is for both academic and professional guidance. Your advisor will assist you each semester with planning your immediate and long-term course work schedule. It is critical that students understand that academic planning is a shared activity, one that demands the active participation of both advisor and student.

Step 3: Transfer Students

Transfer students can be accepted into the Educational Studies degree program. However, transfer students must meet the same admission and retention requirements as all other students in the program. Program faculty will evaluate the content of transfer work to avoid duplication or redundancy of work previously taken, assess acceptable course work or credit hours, and designate any deficiencies that must ultimately be addressed for satisfactory academic progress in the Educational Studies major.

Step 4: State/University Core

If you are a freshman or sophomore in terms of academic status, your initial academic focus should be on the completion of the 35 hours of state and university core requirements.

Step 5: Follow the 8-semester degree plan found below or in the university course catalog. Some courses require a set sequence and may not be enrolled with required pre-requisites.

Step 5a: Teaching and learning component completed (45 hours)

Step 5b: Practical application (9 hours) phase of the academic program completed through 3- internships (2-120 hour and 1-90 hour internships w/ capstone)

Step 5c: Advisor-approved elective coursework (31 hours: 16-lower level hours, 15, upper level hours)

Step 10: Graduation

Follow and/or adhere to all of the steps that are required by the College of Education and Health Professions for graduation purposes. There are multiple tasks involved in the process and many of the steps have a deadline or are time sensitive.

Graduation Checklist

_____ University core requirements

- 35 semester credit hours
- Specified hours in each of six general education areas

_____ Enrollment requirement

- Minimum of 30 semester credit hours at the University of Arkansas, Fayetteville
- Upper division hours (3000/4000)

_____ Minimum credit hours

- 120 semester credit hours

_____ Minimum grade-point average

- See page 40 of the University of Arkansas Undergraduate Catalog of Studies for clarification of this requirement

_____ Application for graduation

- File an official application for the term in which degree requirements will be completed
- Pay the mandatory application fee
- Meet the appropriate application deadline for submission of required paper work – **please note that this requirement is a time sensitive task or process**

_____ Additional graduation requirements

- Check with your college or school for any additional graduation requirements

Curriculum Requirements for the B.S.E. Degree Program in Educational Studies

Curriculum requirements for the B.S.E. degree program in Educational Studies consists of 120 hours distributed into the following four areas:

- 1). State and university core requirements: 35 semester credit hours
- 2). Teaching and learning component: 45 semester hours
- 3). Application components: 9 semester credit hours
- 4). Advisor-approved elective course work: 31 semester credit hours

8-Semester Degree Plan

Semester 1 (Fall) – 16 credits	
ENGL 1013 – Composition I	3 credits
Mathematics Core	3 credits
Science Core w/Lab	4 credits
Social Science Core	3 credits
Fine Arts/Humanities Core	3 credits
Semester 2 (Spring) – 14 credits	
CIED 1013 – Introduction to Education	3 credits
ENGL 1023 – Composition II	3 credits
Social Science Core	3 credits
Humanities/Fine Arts Core	3 credits
Lower Level Elective(s)	2 credits
Semester 3 (Fall) – 15 credits	
PSYC 2003 – General Psychology	3 credits
Science Core w/Lab	4 credits
History Core	3 credits
Lower Level Elective(s)	5 credits
Semester 4 (Spring) – 15 credits	
ENGL 2173 – Literacy in America	3 credits
CDIS 2253 or PBHL 2613 or PBHL 2663 or RESM 2853 or HESC 2603 or SCWK 2133	3 credits
Lower Level Elective(s)	9 credits

Semester 5 (Fall) – 15 credits	
CIED 3033 – Classroom Learning Theory	3 credits
CNED 3053 or CNED 4003	3 credits
EDST 3113 – Introduction to Educational Studies	3 credits
EDST 3203 – Multicultural Education Issues	3 credits
EDST 3333 – Children’s & Young Adult Literature in Educational Settings	3 credits
Semester 6 (Spring) – 15 credits	
CIED 3023 – Survey of Exceptionalities	3 credits
EDST 3023 – Internship in Education	3 credits
EDST 3223 – American Educational History	3 credits
EDST 4113 – Advanced Educational Studies	3 credits
Upper Level Elective	3 credits
Semester 7 (Fall) – 15 credits	
CIED 4403 or CIED 4413	3 credits
EDST 3023 – Internship in Education	3 credits
EDST 4213 – Religion, Education & Religious Education	3 credits
HRWD 3123 or SCWK 3193 or SCWK 3233 or SCWK 3633	3 credits
Upper Level Elective	3 credits
Semester 8 (Spring) – 15 credits	
EDST 4003 – Philosophy & Inquiry in Education	3 credits
EDST 4113 – Capstone Seminar & Final Internship in Education	3 credits
Upper Level Elective(s)	9 credits

Advisor-Approved Elective Coursework

Educational Studies Lower Core Course Descriptions

CIED 1013 Introduction to Education w/ Practicum (Sp, Fa)

Integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. Encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. An 18-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education.

ENGL 2173 Literacy in America – 3 Required Hours (Sp)

A course that examines the myriad definitions of literacy (and illiteracy) and their connections to issues of social class, occupational status, economic and political structures, educational institutions, cultural organizations, and the media.

CDIS 2253* Introduction to Communicative Disorders (Sp, Fa)

An introductory course which surveys the professional interests of speech-language pathology and audiology with specific attention to the general recognition and classification of disorders of speech, language, and hearing, and general trends in rehabilitation. Consideration given to the classroom teacher's involvement in communication disorders.

HDFS 2603* Rural Families and Communities (Sp)

Meaning of sociology and sociological concepts with reference to rural society families and communities; interdependence of rural and urban populations in ecological areas; institutions; social chance and adjustment.

PBHL 2613* Foundations of Public Health (Sp)

Introduction to the principles and practices of public health education, inclusive of an examination of the philosophy, purpose, history, organization, functions, impact and results of public health practice.

PBHL 2633* Terminology for Health Professions (Sp)

Emphasis is on word roots and combined forms of words describing various facets of health and disease. Descriptive definitions with application of practical significance included for the health professional.

RESM 2853* Leisure & Society (Sp, Su, Fa)

This course is an examination of leisure and its effect on society. Course content includes identification and exploration of motivating factors related to various traditional and contemporary leisure expressions as it occurs across diverse populations.

SCWK 2133* Introduction to Social Work (Sp, Su, Fa)

Introduction to social work as a profession and to social welfare institutions from the perspective of the generalist, entry level social worker. Emphasis on empowerment function of social work.

*One course must be taken out of CDIS 2253, HDFS 2603, PBHL 2613, PBHL 2633, RESM 2853, and SWCK 2133.

Educational Studies Upper Core Course Descriptions

CIED 3203 Survey of Exceptionalities (Sp, Su, Fa)

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. Prerequisite(s) CIED 1013 or MUED 2012; or AGED 1123 and AGED 1031, or HESC 1501 or PSYC 2003.

CIED 3033 Classroom Learning Theory (Sp, Su, Fa)

A survey of the major theories of learning with special emphasis on human learning and implications for education. Prerequisite(s) CIED 1013; or MUED 2012; or PHED 1003; or AGED 1123 and AGED 1031; and PSYC 2003.

CIED 4403* Understanding Cultures in the Classroom (Su, Fa)

This course provides pre-and in-service teachers knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. It addresses issues for social justice education through understanding ways that children learn and communicate in their homes and communities.

CIED 4413* Acquiring a Second Language (Fa)

The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly of English.

CNED 3053^ The Helping Relationship (Sp, Fa)

Development of an understanding of the helping relationship. Topics include establishing a working alliance, problem recognition and referral to appropriate resources. Prerequisite(s) PSYC 2003.

CNED 4003^ Classroom Human Relations Skills (Sp, Fa)

A study of interpersonal skills important to improving teacher-student relationships and achievement in classrooms. Human communication systems related to motivation, achievement, and educator-student relationships are studied. The attainment of effective human relations skills is emphasized. Prerequisite(s) Junior or Senior standing; PSYC 2003.

EDST 3023 Internship in Education (Sp, Su, Fa) – 3 hours, repeated twice.

The internship is a prearranged on-site work experience serving in an educationally related field. Internships may be served at a variety of public or private based educational services or agencies. The internship experience must include a minimum number of practical work hours (120), reflective journaling, mid-semester evaluation, and final report. All arrangements for internships should be coordinated through the COEHP Office of Field Placement must be approved prior to the start of the semester by the Educational Studies program coordinator and Director of Field Placement. State of Arkansas background checks may be required for individuals completing internships at locations serving populations of minors. Prerequisite(s) Junior standing; EDSTBS major.

EDST 3113 Introduction to Educational Studies: Politics & Law in Education – (Fa)

This lecture provides an overview of current issues in the field of education coming out of political and legal developments in the United States over the last century. Special interest is paid to educational legislation, case law, and global comparative education.

EDST 3203 Multicultural Education Issues (Fa)

The purpose of this course is to give pre-service educators an opportunity to explore various facets of multiculturalism and their implications for future practice. We will examine the impact of race, class, gender, sexual orientation, religion, and other aspects of social group identities on teaching and learning as they relate to contexts in multiple learning environments. While this course is broad in scope, the primary aim is to assist future educators in exploring what it means to be an educator in a society that is multicultural, within a vast educational system (public and private) which is stratified according to multiple factors. Pre or Corequisite(s) EDST 3113.

EDST 3223 American Educational History (Sp)

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, parochial schools, arising out of the schooling conflict of the 1880's. Starting with the development of literacy skills and the formation of township or colony schools, the lineage of schooling will be investigated from the late 1600's to the present time. Prerequisite(s) EDST 3113 and EDST 3203 and EDST 3333 or instructor consent.

EDST 3333 Children's and Young Adult Literature in Educational Settings (Fa)

This course provides a comprehensive overview of children's, adolescent, and young adult literature across educational settings, both formal and informal. Picture books, novels, informational texts, and the novelization of movies and vice versa for children and adolescent audiences will be explored. Pre or Corequisite(s) EDST 3113.

EDST 4003/H Inquiry & Philosophy in Education (Sp)

This course provides a comprehensive introduction to research, methodologies, foundational theories, and philosophy in education. Students in the course learn about the nature of research, both theoretical and applied, and the process of developing future research based agendas. Students explore historical ideas in philosophy pertaining to education and how those ideas contribute to current educational practices. Prerequisite(s) EDST 3113 or instructor consent.

EDST 4013 Capstone Seminar and Final Internship in Education (Sp, Su, Fa)

The capstone course provides students with a culminating experience for Educational Studies. The course provides an opportunity for students to develop a portfolio of their learning and to evaluate their overall program performance in preparation for completion of their degrees. This course contains 100 hours of internship experience and will serve as the final internship experience for EDSTBS majors. This course includes 20 hours of coursework along with the required internship experience. This course should only be enrolled in after the completion of two EDST 3023 internship and during the student's final year of coursework. Prerequisite(s) EDSTBS major; senior EDSTBS standing, and completion of 6 hours of EDST 3023.

EDST 4113 Advanced Educational Studies: Informal Education (Sp)

In-depth exploration of natural/outdoors education, informal education, and policy advocating in education will be covered. Methods and techniques in the preparation and delivery of teaching in nontraditional instructional settings will be developed. It is recommended that three hours of EDST 3023 be completed prior to taking EDST 4113, or concurrent enrollment in EDST 3023. Prerequisite(s) EDST 3113, EDST 3203, and EDST 3333 or instructor consent.

EDST 4213 Religion, Education, and Religious Education (Fa)

This course provides a comprehensive introduction on the influences of religion in education, particularly in relation to the dynamic of religion in public education in the United States. Students in the course learn about the nature of the study of religion, religious studies, and religious education, as well as the teaching of religion. Prerequisite(s) EDST 3113, EDST 3203, EDST 3333, EDST 3223, and EDST 4113 or instructor consent.

HRWD 3123** Career Development (Fa)

This course introduces the concepts of career development and career theories. Career development in both the private and public sectors will be explored. Students will gain knowledge that should enable them to be effective in developing their careers and those of others.

SCWK 3193** Human Social Work and Diversity (Sp, Su, Fa)

An introduction to information basic concepts related to human diversity and social work. Provides content on differences and similarities in the experiences, needs, and beliefs of people distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age or national origin. The Live Section of this course is for Social Work Majors and Minors only. The Online Section (901) is open to Non-Social Work Majors.

SCWK 3233** Contemporary Issues in Juvenile Justice (Sp, Su, Fa)

This course is designed as a discussion of contemporary issues in juvenile justice. The focus is on the child and family system, including various theories related to underlying causes for involvement in the juvenile courts. This course will also describe the current workings of the juvenile court system and implications for the future.

SCWK 3633** Child Welfare: 21st Century Perspectives (Irregular)

Study of the needs of deprived children with some attention to methods and standards of care. Cultural competence and family-centered practice are emphasized.

*One course must be taken out of CIED 4403 and CIED 4413.

^One course must be taken out of CNED 3053 and CNED 4003.

**One course must be taken out of HRWD 3123, SCWK 3193, SCWK 3233, and SCWK 3633.

Honors Eligible Program

Honors eligible students in Education Studies will be required to complete 6 hours of honors courses in Educational Studies and Curriculum & Instruction apart from the required hours necessary to satisfy the University of Arkansas Honors Program. Required courses consist of EDST 4003H, CIED 3901H, and CIED 398VH. Per Honors College and COEHP Honors program requirements, CIED 3901H and CIED 398VH may not be taken concurrently. CIED 3901H and CIED 398VH are not offered in the summer sessions.

Initial eligibility and continued enrollment in the Honors College and the COEHP Honors Program is governed by specific criteria outlined in COEHP's Honors Program Faculty Handbook. The information may also be accessed at <http://honorscollege.uark.edu/195.php>.

Basic Internship Logistics and Procedures

- I. Time requirements/credits earned
 - A. A student will earn three (3) credit hours for each EDST 3023 experience in the applied component facet of the Educational Studies program. These internships are graded courses.
 - A three (3) credit internship equates to 120 hours during a complete 15 week semester.
 - Students may complete their internship in virtually any feasible setting conducting an educational service as long as it is approved by the program coordinator (Dr. Hutchins) and the Director of the Office of Field Placement (Mr. Ayo) and all appropriate procedures and forms are complete prior to the start of such internship.
 - An intern is expected to adhere to an organization's work schedules and its administrative policies. Failure to adhere to work activities and standing policies will result in termination of the internship experience.
- II. Pre-internship procedures
 - A. Schedule a meeting with your academic or program advisor early in the semester which will precede the semester in which you desire to schedule an internship course OR
 - B. Select a pre-arranged internship provided by Educational Studies and the Office of Field Placement and Licensure using the following criteria:

- Examine your career goals with learning opportunities afforded by the sponsoring organization
- Determine if the activities of the sponsoring organization fit with your career goals
- Determine if the experience will expand your knowledge and permit professional growth and development
- Consider the location of the organization itself
- Attend the EDST Internship Meeting on Dead Day of the preceding semester in which you will enroll in an internship OR after the Dead Day, schedule a meeting with the program coordinator or program advisor to complete internship application paperwork.

III. Steps to obtaining an internship

- A. Approximately 50 internships will be available through the COEHP Office of Field Placement each semester. Students may request their own internship location provided it is submitted to the program coordinator and the COEHP Office of Field Placement prior to the semester in which the internship is to be completed. It is ultimately the **student's** responsibility to identify a desired internship site and to obtain approval from their academic or program advisor prior to the start of the internship.
- B. Register for EDST 3023
- C. *Assignment by the COEHP Office of Field Placement does not mean automatic participation with a sponsoring internship agency or organization. Several host agencies require an internship interview and schedule coordination.*

Schematic Overview of EDST 3023 Course

- I. Pre-Internship
 - A. Internship Interest Advising
 - a. During semester registration, indicate to your program advisor, you intent to complete an internship during the next semester.
 - b. This task should be completed prior to the beginning of the semester in which the student will be interning.
 - B. Arranging an Internship (Form)
 - a. Attend the spring (December), or summer/fall (April) internship-planning meeting and complete the placement survey. This meeting traditional takes place on or around Dead Day of each semester. Should you miss the meeting or fail to attend the meeting, you will lose priority placement with host organizations.

- b. This task should be completed by the student prior to his/her internship experience
 - C. University Internship Supervisor
 - a. After assignment to an internship, you will be assigned an university internship supervisor. This will be Dr. Hutchins, Mr. Talbott, or another faculty member.
 - b. Turn in all internship related paperwork (work plan, time sheets, journals, evaluation, etc.) to your university internship supervisor by the assigned deadlines.

- II. Internship Work Plan
 - A. Develop a detailed work plan with your internship (agency/organization) supervisor. Turn in the work plan to your internship coordinator within the first 2 weeks of your internship.
 - B. Complete the required intern/internship contract provided by the Office of Field Placement (Mr. Ayo). This form must be returned to the Office of Field Placement no later than the 2nd week of the semester.
 - C. The work plan must include a schedule of work. Deviation from your schedule or work must be provided at least 48-hours from planned events and with the approval of the host organization and notification of your university internship supervisor.

- III. Weekly/Monthly Time Log Form & 20-Hour Journals
 - A. Use the required bi-weekly time log provided or a host-agency specific time sheet.. Submit a copy of your monthly log to your university internship coordinator.
 - B. Any absences from your approved work-plan schedule should be noted on your submitted time sheets. Absences will be check for notification with your host site and your university internship coordinator.
 - C. Internship journals/reports will be due upon completion of every 20 hours, roughly 2 to 3 weeks. Journal topics are explained in Appendix F. There are 5 journals required for every EDST 3023 course you register for.

- IV. Mid-Term and Final Evaluation
 - A. Supervisor Evaluation Form
 - B. The agency supervisor will submit a mid-term and a final evaluation of the intern's performance directly to the student's assigned university internship coordinator for that semester.
 - C. Mid-term evaluation forms are due within one week of the semester's mid-term deadline according to the University Academic Calendar.

D. Final evaluations are due by the semester Dead Day. Any delay in the submission of final evaluations will likely result in an I (incomplete) being entered into UAConnect.

V. Final Report

A. Complete this assignment during your last week of the internship. This report will also serve as an important document for your poster presentation or power point presentation during your capstone presentation at the end of EDST 4013. This report should be turned in to your university internship coordinator no later than the semester’s designated Dead Day. You may also opt to share a copy of this paper with your Agency Supervisor. Any delay in the submission of your final report will likely result in an I (incomplete) being entered into UAConnect.

VI. Capstone Seminar & Final Internship Presentation (EDST 4013 – taken only while concurrently enrolled in the final internship.)

VII.

- A. This project is designed to summarize or showcase your internship experience(s).
- B. These programs will be presented during a selected time frame towards the end of the capstone (EDST 4013) experience.
- C. Capstone presentations and grade will be determined by a committee composed by the program coordinator, program advisor, and COEHP Field Placement representative or and additional faculty member.

Assessment Guidelines for EDST Internships

The schematic outline below provides a visual set of guidelines for the completion and grading of an Educational Studies internship course.

Criteria	Percent of Grade	Assessment Method
Internship Preparation	10%	Develop an internship work plan and submission by the end of the second week of the semester
Internship Experience	60%	Submit a journal report which details your on-site experience every 2/3 weeks (x6)* Time log submission
Supervisor Evaluation	20%	Mid-term and Final Supervisor Evaluation
Final Summative Report of the Internship Experience*	10%	Completion of final internship report

Appendix A

Student Internship Checklist

Name: _____

Semester: _____

Year: _____

Required Tasks/Date Completed
<p>_____ 1. (Optional) Meet with your Academic Advisor in the semester preceding your internship experience. The purpose of this meeting is to discuss potential internship sites.</p>
<p>_____ 2. Complete the internship registration survey . This task must be completed in April (for Summer/Fall) and December (for Spring). <i>Late completion of the registration may result in missing out on an internship, even if registered in ISIS.</i></p>
<p>_____ 3. Identify and contact the host organization you have been assigned by the Office of Field Placement.</p>
<p>_____ 4. Complete and submit an Internship Registration Form (Appendix C) and Internship Work Plan (Appendix D) to your Internship Advisor by the 2nd week of the semester.</p>
<p>_____ 5. (Optional) Ask your internship agency to complete and submit an Internship Request Form to your Internship Advisor if they are not a pre-approved internship site.</p>
<p>_____ 6. Submit Journal #1 – required writing assignment; submit time log.</p>
<p>_____ 7. Submit Journal #2 – required writing assignment; submit time log.</p>

_____ 8. Submit Journal #3 – required writing assignment; submit time log; request mid-term evaluation by your agency supervisor be sent to your internship coordinator.

_____ 9. Submit Journal #4 – required writing assignment; submit time log

_____ 10. Submit Journal #5 – required writing assignment; submit time log

_____ 11. Submit Journal #6 – required writing assignment; submit time log

_____ 12. Submit final time log; request final evaluation by your agency supervisor be sent to your internship coordinator.

_____ 13. Your final paper is due prior to the start of the semester’s final examination schedule.

Appendix B

Arranging an Internship

I. STUDENT

Name: _____ Student ID: _____

Email address: _____ Cell Phone: _____

Academic Advisor: _____

Assigned University Internship Coordinator: _____

II. INTERNSHIP PROPOSAL

Intern Location: _____ Course Number: EDST 3023

Semester: ____ Fall ____ Spring ____ Summer Academic Year: _____

A. The Educational Studies program requires the following steps to be completed and submitted to the university intern's coordinator in order to earn proper academic credit for the internship experience. The materials must be submitted by the last regular day of classes per term (Dead Day). It should be noted that a faculty or program advisor may have additional mandated requirements deadlines for the internship for journals and timesheets.

- Work Plan/Schedule of Internship
- Verification of contact hours (Time Sheets)
- Journal submissions of experiences sent to intern advisors
- Summary Paper of Internship
- Midterm & Final Agency evaluation forms

III. INTERNSHIP LOCATION INFORMATION

Approved Employer Supervisor: _____

Title of Supervisor: _____

Company/Organization: _____

Address: _____

(Street)

(City, State)

(Zip Code)

Telephone: _____ Email: _____

Employer Signature: _____ Date: _____

IV. INTERNSHIP PROPOSAL OBJECTIVES

A. What are the specific responsibilities associated with your internship position?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

B. What are your primary learning objectives? (These objectives may be related to knowledge, skills, attitudes, and values)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

C. Student Signature:

_____ Date: _____

NOTE: Your signature denotes a clear understanding of all the required components of an internship experience.

D. APPROVALS

Director of the Office of Field Placement: _____ Date: _____

Program Coordinator or Faculty Supervisor: _____ Date: _____

Appendix C

Internship Syllabus and Requirements

General Requirements and Guidelines:

1. Professionalism is important. Always dress professionally to suit the workplace environment. T-shirts and gym shorts are rarely appropriate attire for a work place, unless athletically oriented. If you are in doubt, overdress the first couple of days and ask questions.
2. Be prepared to present your internship host organization with a resume and an unofficial copy of your academic transcript and experiences on the first day that you report/communicate with them.
3. Quality communication is not optional. Employers cannot read your mind and they may assume you know things that you do not know.
4. Address problems in a head-on or proactive manner. If something goes wrong, solve the problem or ask for help to solve the problem at hand. This is a valuable learning experience and meeting challenges or overcoming obstacles is a part of the hands-on experience.
5. Manage relationships in a positive manner. If you encounter conflict or differences of opinion, use the opportunity to improve your interpersonal skills.
6. Always be punctual; which in essence means that you are early. Notify for your host agency and your university internship supervisors at least 48 hours ahead of an absence, when possible. Excessive tardiness or absences will result in the termination of your internship by Dr. Hutchins.
7. Always display responsibility, accountability, integrity and loyalty while carrying out the duties associated with your internship position.
8. Be futuristic and plan ahead. You may want a reference from someone that you are working with or another Educational Studies major may want to intern in the same location. Present yourself and the University of Arkansas in such a manner that these choices will be welcomed options to the employer.

Internship Journals:

A journal is a tool that allows a student to reflect on the internship experience. Writing about the work environment, your responsibilities, your various interactions with people, and on-site processes will help to integrate what is being learned in the classroom with vocational and career exploration. Your Educational Studies internship coordinator will assess the journal entries for your ability to demonstrate what you are learning by engaging in an internship experience. The Educational Studies program coordinator and its faculty will review the journals to determine the extent that the internship site is providing a viable learning experience that contributes to the expansion of transferable skills.

Required Topics:

There are four (4) required topics for your journal assignments and the remaining two writing assignments may be written on a variety of topics as suggested under additional topics.

1. Knowledge – How has the internship experience added to your knowledge of the subject area or deepened your understanding of how this knowledge is applied outside of the classroom? What specific course work have you found that you refer to about what you are learning in the internship?
2. Skills – Which transferable skills have you developed? Give five (5) or more specific examples of skills related to communication, critical thinking, adaptability, and organization. (Use the list of transferable skills found at the end of the Additional Topics).
3. Attitudes/Diversity – Explore ways in which this experience has prepared you for world citizenship and aided you in developing a tolerance for ambiguity.
 - a. What are the backgrounds of the people in the work environment and do you think it affects how they do their job? In what ways?
 - b. How are the people that you interact with similar to you and your background? How do they differ from you and your background?
 - c. What are the factors that influence how the people you work with make decisions about how to accomplish a project or task?
 - d. How are the differences between genders reflected in the workplace?
 - e. Are the differences in socio, ethnic, religious, political or other demographic parameters addressed in the workplace? If not, why? If so, how?
4. Values – Articulate ways that you have gained self-awareness and respect for perspectives, communities, and/or value systems other than your own.

Additional Topics:

The following items represent topical suggestions. Your advisor may offer suggestions for additional topics that have specificity to your academic major.

5. Learning from the organization.
 - a. First impressions, people, place.
 - b. Organizational setting (appearance, structure, personnel, clients, etc.).
6. Your job/responsibilities
 - a. Organizational environment (people, structure, decision-making, leadership, information processing, funding, supervision, etc.).

7. Interaction with people in the workplace.
 - a. How many different types of people do you see and/or interact with during your assigned time?
 - b. Are there certain people that you enjoy working with more than others? Why?
 - c. Is there anyone you are working with that is hesitant about you being an intern for their program? How have you dealt with this issue?
8. Compare/contrast
 - a. Your present experience with a previous internship
 - b. Supervisors
 - c. Managers and support staff
 - d. Physical space
 - e. Clients
9. Communication methods
 - a. How does the organization get information to the staff? Are their methods effective and efficient?
 - b. When you start a daily session, who do you work with and how do you know what you are to accomplish for that day?
10. Critical incident, i.e., something that stands out and merits elaboration.
11. Solving problems – examples
12. Professionalism
 - a. What are the behaviors and values you associate with being a professional?
 - b. What are some specific behaviors and values that are considered the norm for your field of endeavor?
 - c. Is there an individual in your field that you have met via an internship experience that fulfills your definition of a true professional? What traits or characteristics do you admire or value in this person?
13. How has this internship experience impacted your career interests?