

UNIVERSITY OF ARKANSAS - COEHP

Student Handbook

Bachelor of Science in Education Degree Program in Educational Studies

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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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Educational Studies Associated Faculty

Dr. Rhett Hutchins

Program Coordinator, Educational Studies

Clinical Assistant Professor, Educational Studies

Office: 117 Peabody Hall

Telephone: (479) 575-5561

Email: rjhutchi@uark.edu

Courses: EDST 2003, 3003, 3113, 3223, 3333, 399V, 4003, 4013, 4213

Dr. Daniel Barth

Clinical Assistant Professor, STEM Education

Office: 213 Peabody Hall

Telephone: (479) 575-5564

Email: debarth@uark.edu

Courses: CIED 1003, EDST 4113

Dr. Charlene Johnson-Carter

Associate Professor, Childhood Education

Office: 201 Peabody Hall

Telephone: (479) 575-3129

Email: cjhonson@uark.edu

Courses: CIED 3033, EDST 3203

Mrs. Grace Kerr, M.Ed.

Clinical Instructor, Childhood Education

Office: 209 Peabody Hall

Telephone: (479) 575-5478

Courses: EDST 3333

Dr. Cathy Wissher

Clinical Associate Professor, Childhood Education

Office: 311 Peabody Hall

Telephone: (479) 575-2127

Email: cwissehr@uark.edu

Courses: EDST 3203, EDST 3333, EDST 4013, EDST 4113

Educational Studies Associated Graduate Students

Mr. Jonathan Allred, M.Ed. – Educational Technology
Mrs. Haley Carney – Curriculum & Instruction
Mr. William Davis, M.Ed. – Teaching English As A Secondary Language
Mr. Matthew Dingler, M.Ed. – Secondary Education - History
Ms. Courtney Erickson, M.Ed. – Curriculum & Instruction
Ms. Emma Hammons – Curriculum & Instruction
Ms. Jennifer Penaflora, M.Ed. – Secondary Education – English
Mrs. Angela Watson, M.Ed. – Education Reform

Educational Studies Associated Staff

Mr. Jake Ayo, M.Ed.
Director of Field Placement & Licensure
Office: 111 Peabody Hall
Telephone: (479) 575-4932
Email: ayo@uark.edu

Mrs. Cindy Folsom, M.Ed.
Office: 3rd Floor Graduate Education Building, Advising Suites
Telephone: 479-575-7052
Email: cfolson@uark.edu

Ms. Mellissa Goodger
Administrative Specialist
Office: 216 Peabody Hall
Telephone: 479-575-4201
Email: mmgoodge@uark.edu

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 an undergraduate 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 programs 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 Bachelor of Science in Educational Studies (BSE) is a degree option housed within the College of Education and Health Professions for any student who seeks to focus on the larger field of education including both formal and informal practices, as opposed to the only classroom teaching found in Childhood Education or Secondary Education. Educational Studies focuses on the theories of education and learning, as well as practice, through a well-rounded approach to education in aspects of community, non-profit, private and public education environments, not limited to traditional K-12 classrooms. Students completing the BSE in Educational Studies will have worked in a strong, interdisciplinary field constructed of courses offered in Educational Studies (EDST), Curriculum & Instruction (CIED), Counseling Education (CNED), Social Work (SCWK), as well as elective offerings through Psychology (PSYC), Sociology (SOCI), Recreation & Sports Management (RESM), and Public Health (PBHL). EDST BSE graduates traditionally seek employment through non-profit educational services, private and/or charter school teaching, for-profit business educational services, religious based educational ministries, community/government services, or academic graduate school placements for a variety of programs, or public K-12 teaching by completing additional licensure requirements not covered in the EDST curriculum.

The Bachelors of Science in Educational Studies (BSE) program does not include initial licensure as outlined by the Arkansas Department of Education for K-12 public classroom teaching. Private and or Charter classroom teaching in the State of Arkansas does not require a State of Arkansas K-12 teaching license; however, a bachelor's degree in an education field is traditionally required.

EDST BSE graduates may obtain a State of Arkansas teaching license for public classroom teaching by completing one the following options after graduation should they desire a K-12 public classroom placement: a) Masters of Arts in Teaching program at an accredited

institution, b) the Arkansas Professional Pathway to Educator Licensure (APPEL), c) Arkansas Teacher Corps, d) Teach for America, e) American Board for the Certification of Teacher Excellence (ABCTE), f) Provisional Professional Teaching License, or g) Reciprocity of a License from Another State. EDST BSE graduates may also apply for teaching positions in public K-12 Arkansas schools that have successfully applied for ACT 1240 hiring petitions through the Arkansas Department of Education. The College of Education and Health Professions, the Department of Curriculum and Instruction, or the Educational Studies program at the University of Arkansas do not provide hiring/job placement or licensure application services. It is the responsibility of program graduates to apply for licensure, should that be a career goal.

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 in education beyond that of traditional public classroom teaching. Career paths that may utilize the Educational Studies program include, but are not limited to private, charter, or religious school teaching, non-profit educator (camp director, youth minister, facilitator, etc.), non-profit education support services (testing specialist, special education therapy [may require additional certification], school counseling (Master's required), school social worker (Master's required), school media specialist (Master's required), public librarian, community/government educator, ministry work, human resources or managerial worker.

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

Students may initially select the Educational Studies program during freshman or transfer orientation. Any currently enrolled student at the University of Arkansas seeking to become an Educational Studies student should meet with one of the COEHP advisors located in the Graduate Education Building or schedule a meeting with the Educational Studies program coordinator, Dr. Rhett Hutchins. An interested student will need to request an advisement session with a program advisor, Mrs. Cindy Folsom.

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 meet with a program advisor, Mrs. Cindy Folsom. Contact information is listed on the program faculty and staff pages of this handbook.

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 2.00 GPA
 - Students falling below a 2.00 GPA may be prohibited from enrolling an internship course during a semester in which they are taking two or more program required core academic courses.
- 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 2.00 GPA and/or sanctions associated with the University's regulations governing academic progress, suspension and dismissal
- Dismissal from two or more internships.
- Academic dishonesty offenses or violations in any university courses.
- 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 by the program coordinator and academic advisor. 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. For second semester sophomores and higher standing students, it is unlikely that all 1000/2000 courses will be transferred for hours into the EDST B.S.E. curriculum. The academic advisor and EDST program coordinator will attempt to maximize completed credit hour usage.

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 mentor 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.

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. Students wishing to graduate under the traditional four-year plan should declare for their B.S.E. in EDST during their second semester sophomore year. Any declaration after a student has 60-credit hours of completion, cannot be guaranteed for completion within the traditional four-year/eight-semester time

frame. Summer and intersession courses may be required to keep a student on-track for the four-year graduation plan.

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 (program coordinator or academic advisor) to explore the student's interests, the nature of their career aspirations, and the requirements of the major program of study. 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 COEHP Office of Academic Success and Advising. 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 1-100 hour internships w/ capstone)

Step 5c: 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). Elective course work: 31 semester credit hours

8-Semester Degree Plan (as of 1/1/2019)

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
<i>Rec: PLSC 2003 - American National Gov't (not required)</i>	
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
<i>Rec: General Sociology</i>	
Humanities/Fine Arts Core	3 credits
<i>Rec: PHIL 2003 - Intro to Philosophy or PHIL 2013 - Intro to Logic (not required)</i>	
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
<i>Rec: EDST 2003 - Introduction to Educational Studies (not required)</i>	

Semester 4 (Spring) – 15 credits	
ENGL 2173 – Literacy in America	3 credits
<i>Sub: EDST 3003 - Critical Readings in Cultural Literacy</i>	
CDIS 2253 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 – Legal & Historical Developments in Education	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 3913 – Formal Classroom Internship	3 credits
EDST 3223 – American Educational History	3 credits
EDST 4113 – Teaching & Funding Outdoors & Informal Education	3 credits
Upper Level Elective	3 credits
Semester 7 (Fall) – 15 credits	
EDST 3923 – Informal Setting Internship	3 credits
EDST 4213 – Religion, Education & Religious Education	3 credits
SCWK 3013/3193/3233/3663 or PBHL 3443/3633/3643/3663 or 4643 or HRWD 3123	3 credits
Upper Level Elective	6 credits
Semester 8 (Spring) – 15 credits	
EDST 4003 – Philosophy & Inquiry in Education	3 credits
EDST 4933 – Capstone & Non-Profit Based Internship	3 credits
EDST 399V – Special Topics in Educational Studies or Approved Elective	3 credits
Upper Level Elective(s)	6 credits

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 (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. *EDST 3003 can be substituted.*

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 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.

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, 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.

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 3913 *Formal Classroom Internship (Sp)*

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. Pre/Co-requisite(s): CIED 3033

EDST 3923 *Informal Setting in Education (Fa, Su)*

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. Pre/Co-requisites(s): EDST 4113

EDST 3113 *Legal & Historical Developments 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. This course cannot be take during the same semester as CIED 4403. 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 *Philosophy & Inquiry 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 4913 *Capstone Seminar and Non-Profit Based Internship (Sp, 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 *Teaching & Funding Informal & Outdoors 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 3013 *Child Advocacy I: Perspectives on Child Maltreatment and Advocacy (Fa)*

Introductory course in child advocacy studies training. Covers the history, comparative perspectives, legal framework, responses to child maltreatment, skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy.

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.

PBHL 3443 *Introduction to Public Health (Fa, Sp)*

This course is intended for undergraduate students and will focus on the foundations of public health as a profession and its future outlook. Public health concepts and practice. Topics include philosophy, purpose, history, organization, functions, tools, activities and results at national, state, and community levels.

PBHL 3633 *First Responder-First Aid (Ir)*

Prepares persons to administer cardiopulmonary resuscitation and emergency aid to victims of serious bleeding, poisoning, shock, fracture, and other forms of injury until emergency medical services personnel arrive at the scene.

PBHL 3643 *Public Health Program Planning and Evaluation (Fa)*

Emphasis on community analysis; defining and verifying community health problems; establishing programs goals; defining and assessing health behaviors; formulating educational goals; objectives, methods, and activates; promoting programs; and designing program evolution.

PBHL 3663 *Principles and Practices of Mental Health Promotion (Ir)*

Understanding and practicing the principles of sound mental health are key elements in achieving high level wellness. This course encourages students' explorations of the mental dimensions of public holistic health and presents strategies to achieve a more healthful balance in life.

PBHL 4643 *Multicultural Health (Sp, Su)*

Through lecture, discussion, simulations, and case studies, students will develop an appreciation for the cultural traditions and practices of different groups. The importance and implications of these traditions on health outcomes and health status will be examined. Students will also develop skills of cultural competence that are essential for public health practitioners today.

HRWD 3123 *Career Development (Su, Fa)*

The 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 development their careers and those of others.

EDST Elective Course Offerings

EDST 2003 *Introduction to Educational Studies (Fa, Su)*

The course explores the field of education through the lens of educational studies, a unique interdisciplinary association of looking at education as a function of society, psychology, politics, religion, and economic interests. This course introduces non-education field students to the difference between the various fields of study within education, including, but not limited to: instruction, curriculum, comparative education, multicultural education, informal education, content education, pedagogy, education policy, support services, and community education. No field observation hours are required for this course.

EDST 3003 *Formative Readings for Cultural Education (Fa, Su)*

This course examines some of the historically important readings stemming from identification of the America Reads project produced by the Library of Congress (2014-2016). Special attention will be devoted to the understanding of the relevance of these historical documents and texts to the American identity. The course will focus on the role education plays in the creation of the current society through cultural transmission. The role of education through public schooling in the formations of citizens has been historically documented and deemed necessary under American political thought. This course is constructed to establish linkages of educational trends in the promotion of literacy and the popularization of popular cultural literature of the 18th, 19th, and 20th century that has

shaped the social, economic, environmental, and political landscape that a citizen may navigate over their lifetime.

EDST 399V *Special Topics in Educational Studies (I)*

Current Offerings

- Education in Space & Time – An Adventure in Education with Doctor Who
- Young Adult Literature – The Sequels (pre-req EDST 3333)
- Alternative Curriculum Formats – Montessori, Paideia, Waldorf, ect

Honors Eligible Program

Honors eligible students in Education Studies will be required to complete the minimum number of honors hours determined by the College of Education and Health Professions. Required courses in the Educational Studies program and Curriculum & Instruction department consist of EDST 4003H, EDST 399VH (students choice of offerings), 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 EDST 3913, EDST 3923, and EDST 4913 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 for EDST 3913/3923 OR three (3) credits for 100 hours and 20 hours class during a 15 week semester for EDST 4913.
 - 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 advisor early in the semester which will precede the semester in which you desire to schedule an internship course
 - B. Select a pre-arranged internship provided by Educational Studies and the Office of Field Placement and Licensure during the registration period 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
 - Contact the Field Placement coordinator (Mr. Jake Ayo) and complete your internship placement preference form.
- III. Steps to obtaining an internship
 - A. Approximately 40 internships will be available through the COEHP Office of Field Placement each semester.
 - B. Register for EDST 3913/3923 or EDST 4013.
 - 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.

Education Studies Internship Partners

Formal Based Locations

Bright Haven Christian Clearing Center, Fayetteville, AR
Fayetteville Montessori School, Fayetteville, AR
Jean Tyson Child Development Center, Fayetteville, AR
Ozark Montessori School, Springdale, AR
Prism Education, Fayetteville, AR
St. Joseph Catholic School, Fayetteville, AR
Wee Care Christian Preschool, Fayetteville, AR

Informal Based Locations

Apple Seeds, Fayetteville, AR
Botanical Gardens of the Ozarks, Fayetteville, AR
Boys and Girls Club of Fayetteville, AR
Camp War Eagle, Springdale, AR
CrossChurch/CrossKidz, Springdale, AR
Crystal Bridges Museum of American Art, Bentonville, AR
Fayetteville Public Library, Fayetteville, AR
Fayetteville Public Schools Sustainability Office, Fayetteville, AR
Hobbs State Park, Rogers, AR
Life Styles, Fayetteville, AR
Ozark Literacy Council, Fayetteville, AR
Ozark Natural Science Center, Eureka Springs, AR
Potter's House, Fayetteville, AR
Yvonne Richardson Community Center, Fayetteville, AR

Non-Profit Based Locations

American Cancer Society, Rogers, AR
Apple Seeds, Fayetteville, AR
Life Styles, Fayetteville, AR
Ozark Literacy Council, Fayetteville, AR
Potter's House, Fayetteville, AR
Prism Education, Fayetteville, AR
Yvonne Richardson Community Center, AR

Schematic Overview of Internship Courses (EDST 3913/3923 & EDST 4913)

- 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. 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.
 - 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 your host-agency specific time sheet or construct you own timesheet and submit a copy of your monthly log to your university internship coordinator by the assigned due dates.

- 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. There are 5 journals required for every EDST 3913, 3923 course you register for. EDST 4913 will require 4 journals.
- IV. Mid-Term and Final Evaluation
- A. Supervisor Evaluation Form available via Blackboard
 - 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 portfolio completion in EDST 4913. (Save a copy so you do not have to do this again in EDST 4913 for EACH internship.) 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 (EDST 4913 – taken only while concurrently enrolled in the final internship.)
- VII. Final Portfolio
- A. This project is designed to summarize or showcase your internship experience(s) and a requirement for success completion of EDST 4913.
 - B. A student's final portfolio will be composed of the following elements crafted during the EDST 4913 course: resume/cv, philosophy of education statement, reflective summary & reviews of all internships, and student generated whitepaper with professional presentation.
 - C. Whitepaper presentations and grade will be determined by a committee composed by the course instructor and the program coordinator or another faculty member

Assessment Guidelines for EDST Internships (3913, 3923, & 4913* 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	50%	Submit a journal report which details your on-site experience every 2/3 weeks (x5)* Time log submission FAILURE TO COMPLETE AT LEAST 120 HOURS AUTOMATICALLY ELMINATES AN A-GRADE
Supervisor Evaluation	30%	Mid-term and Final Supervisor Evaluation
Final Summative Report of the Internship Experience*	10%	Completion of final internship report

* the internship is a partial component of the EDST 4013 course comprising 80% of the grade component. *Failure to complete the required Capstone course components WILL result in failing the entirety of EDST 4913 regardless of internship completion.*

EDST 3919/3923/4913 Internship Student-Agency Responsibilities Form

I. STUDENT

Name: _____ Student ID: _____

Email address: _____ Cell Phone: _____

II. INTERNSHIP PROPOSAL

Internship Location: _____ Course: _____

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

III. INTERNSHIP LOCATION INFORMATION

Approved Employer Supervisor: _____

Title of Supervisor: _____

Agency/Organization: _____

Address: _____

Telephone: _____ Email: _____

IV. INTERNSHIP PROPOSAL RESPONSIBILITIES AND OBJECTIVES

The Agency/Organization will:

1. Provide a positive, supportive learning environment in which the student may participate in work directly correlating to his/her academic major (Educational Studies) and student learning objectives developed in the student's individualized internship proposal objectives.
2. Designate a professional within the agency/organization to serve as a supervisor for the student.
3. Provide an orientation for the intern to the agency's/organization's purpose, services, clientele, and operating practices.

4. Complete and discuss with the intern a minimum of 2 evaluations-midterm and final-and return them to the intern's academic adviser in a timely manner.
5. Review and sign weekly time logs. Notify the U of A director of field placement immediately in the event the intern's performance becomes unsatisfactory.
6. Understand that the internship is for the growth and development of the student academically and that interns are must maintain a balance with their academic priorities; to that point, interns are academic students first and are expected to priorities their academics accordingly.

The University of Arkansas student will:

1. Always dress appropriately for the internship placement environment. Contact his/her supervisor before beginning the internship to learn the appropriate dress code.
2. Always arrive on time when scheduled to be at the internship site. Notify his/her agency supervisor at least 48 hours ahead of an absence, when possible.
3. Notify his/her university EDST 3913/3923/4913 instructor/supervisor of any absences or deviations from assigned internship schedule.
4. Keep technology devices (phones, tablets, computers, etc.) put away when at the internship site (unless use is required for the internship responsibilities/duties).
5. Communicate effectively with the site supervisor and other staff within the organization.
6. Complete individualized internship proposal objectives with agency supervisor, verification of contact hours signed by agency supervisor (time sheets amounting to approximately 8.5* hours per week or there about), and all journal submissions by EDST 3023 instructor/advisor assigned due date.
 - *120 hrs into 14 weeks is 8.57 hours per week for EDST 3913/3923
 - *100 hrs into 14 weeks is 7.14 hours per week for EDST 4913
7. Start no later than the second week of the semester and will complete their internship hours no earlier than the fifteenth week of the semester. ***(If a student intern reaches 120 hours prior to the fifteenth week of the semester, they must still coordinate with intern agency for appropriate activity up until the***

fifteenth week of the semester). 120 hours is the minimum required for EDST 3193/3923; 100 hours minimum required for 4913.

A. Early internship completion requires approval from EDST program coordinator, director of field placement, and internship agency within the first two weeks of internship. Must be noted in the Responsibilities and Learning Objective section.

8. Complete any additional processes required by the internship site (background check, training, etc.).

9. Adhere to the University of Arkansas Code Of Student Life at all times. Visit <http://handbook.uark.edu/code-of-student-life> for more information

*Violation of any of the above may result in termination of your internship. The internship can be terminated at any time if requested by the cooperating agency leadership. Termination of an internship will not result in assignment to a new internship during the same semester. Termination of an internship will result in an 'F' assigned for the student/intern's EDST 3913/3923/4913 course grade.

Individualized Internship Responsibilities and Learning Objectives (to be completed by the intern and agency supervisor)

A. What are the specific responsibilities associated with your internship position? [Note early completion date if applicable.]

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. _____

V. Internship Grade

- a. An interns' internship grade is not based solely on the completion of 120 hours (EDST 3913/3923) or 100 hours (EDST 4923) midterm and final agency evaluations.
- b. Completion of 120 hours (EDST 3913/3923) or 100 hours (EDST 4913) of internship does not guarantee an A for the internship.
- c. Concerns about a student's internship grade should be communicated to the interns EDST 3912/3923/4913 instructor or the EDST program coordinator. Please contact Mr. Jake Ayo (ayo@uark.edu), Director of Field Placement for assistance in reaching these faculty.

VI. SIGNATURES (A-D)

A. Student: _____ Date: _____

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

B. Director of Agency: _____ Date: _____

C. Agency Approved Supervisor: _____ Date: _____

D. Director of Field Placement: _____ Date: _____

E. EDST 3913/3923/4913 Instructor: _____ Date: _____

F. EDST Program Coordinator: _____ Date: _____

Student Internship Checklist

(due dates updated each semester by internship faculty coordinator)

Name: _____

Hosting Agency: _____

- _____ Student-Agency Responsibility Form [Completed by intern and agency]
- _____ Journal 1 & Time Sheet **if you have not started your internship by this date; you should consider dropping the course/internship.*
- _____ Journal 2 & Time Sheet
- _____ Journal 3 & Time Sheet
- _____ Mid-term Agency Evaluation [Completed by agency]
- _____ Journal 4 & Time Sheet
- _____ Journal 5 & Time Sheet
- _____ Final Reflective Experience Journal & Cumulative Timesheet
- _____ Final Agency Evaluation Report [Completed by agency]

All assignments are due **via Blackboard** (including Evaluation Reports) during the internships. Assignments should not be turned in-mass. Journals are due with their corresponding timesheets.

REMINDERS

- Journals = 10 pts, Time sheets = 5 pts, Responsibility form = 20 pts, Midterm assessment = 10 pts, Final assessment = 10 pts, Cumulative time sheet = 10 pts, Final reflective journal = 20 pts.

Journal Requirements

- Always state your agency and your primary duties.
- Provide a detailed account of what you have completed since your last journal time period.
- Detail at least one positive experience during the reporting time period.
- Detail at least one challenge experienced during the reported time period. Be sure to discuss how you addressed the challenge and how it was resolved.
- Detail at least one connection to learned educational theory & practice.
- Journals should ALWAYS be typed and submitted via Blackboard in Word or PDF format ONLY.

- Journals should be single-spaced ***at least*** 1 page. It is unlikely you can complete the required details in sufficient detail above in a minimum of 1 page....though I have seen it done on occasion.

Final Reflective Experience Requirements

- Provide the name of internship, physical location/address, and contact information of supervisor.
- Provide and detail the duties that were required of you for your internship. DO NOT use a bulleted list.
- Provide at least one/best specific anecdotal positive example experience form your internship.
- Provide at least one specific anecdotal negative example experience form your internship. Be sure that you are specific on what the difficult part of the incident was and how you were capable of growing from it.
- State what you 'learned' from the whole internship in terms of connections to your college course work. Ie, connect educational theory to educational practice.
- Each of these sections should be well written, grammatically proofed and error free.
- This final reflective experience will be re-used for your portfolio in EDST 4913 – Capstone & Final Internship. Do this correctly the first time, so you don't have to do it again your final semester.

Mid-term & Final Evaluation

- Provide your evaluation form to you supervisor so they have at least a week to complete the form and get it back to you.
- Forms are due, uploaded to Blackboard, by the date listed on the checklist above.