

Syllabus for
GCSE 673—Internship (Curriculum)
3 Credit Hours
Summer 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Examines the effectiveness of current curricula through active participation in innovative elementary Christian schools. Provides opportunities to create unique designs.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain learning experiences in educational leadership. The experiences range from an introduction to administration for the person new to the role to an in-depth project for the person with years of administration experience.
- B. Do extensive research and writing in curriculum.
- C. Benefit from the individualized collection of administrative experiences.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Analyze and write current curricula based on effectiveness in the classroom.
- B. Analyze and write current curricula based on unique needs of each Christian school.
- C. Analyze and write current curricula based on biblical principles.
- D. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
None
 - 2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Department Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

- b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 - 4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

- 1. Evaluation Procedures

The letter grade for the internship is based upon the following:

 - a. Timeliness and completeness of the reports.
 - b. Punctuality, dependability, resourcefulness, camaraderie, and problem solving in the internship.
 - c. Adherence to the style manual regarding format, punctuation, etc., in the written report.
 - d. Adequacy and relevance of bibliography and references.
 - e. A log of time spent on the internship. List by date, hours spent, and description of activity.
 - f. At least 40 hours of activity is expected of the student for each credit hour enrolled. A three-semester credit internship would entail at least 120 clock hours of a student's time for the semester.
- 2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements.

However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures
 - a. Telephone conversations, letters, or personal visits by the student with the faculty advisor are encouraged in order that the internship activity proceeds in a timely fashion and for the benefit of the student.
 - b. Enrollment:
 - (1) Complete the admission information, and return before the deadline.
 - (2) One to three hours of graduate credit may be selected by the student.
 - c. After an internship has been established and a faculty advisor selected by the Dean of Education, the student needs to develop an activity schedule, which may include research, project development, and activity experiences.
 - d. The student intern is assigned by the faculty advisor to a variety of work experiences under the daily supervision of another individual.
 - e. The student intern must keep an activity log, as well as a written report or project, which will culminate the internship experience.
 - f. An area of leadership activity will be agreed upon by the student and the faculty supervisor of the internship.
 - g. Students enrolling in an internship do so at the beginning of a semester at the usual time of enrollment and complete the work within the semester.
 - h. Only upon petition and unusual circumstances is a student given an "incomplete" and allowed to finish the course work in the subsequent semester.
 - i. Activity and Written Report:
 - (1) Activity
 - (2) Gaining useful administrative/leadership experience is a key ingredient in the internship. This should, however, be planned in such a way to give some breadth and depth of experiences. A work schedule and a plan should be developed before the internship begins.
 - j. Written Report:

The following outline should be followed in developing documentation of the internship:

 - (1) Outline
 - I. Title Page
 - II. Outline or Table of Contents
 - III. The Report
 - A. Purpose of the Internship
 - B. Written Description of Activity
 - C. Outcomes
 - IV. Bibliography and References
 - V. Work Schedule and Activity Log
 - (2) Format
 - (a) All reports must be typed, single spaced, and placed in a presentation folder or notebook.

- (b) Formatting and style must conform to that outlined in the *Publication Manual of the American Psychological Association*, Sixth Edition.
- k. The student may be assigned to a project for curriculum development, documented by a final ePortfolio.

VI. COURSE CALENDAR

Week	Topic
1	Establish internship placement, projects, faculty advisor, and schedule
4	Submit a written progress report to faculty advisor
8	Submit second written progress report to faculty advisor
12	Submit third written progress report to faculty advisor
16	Submit completed written report or project and activity log for final evaluation

Course Inventory for ORU's Student Learning Outcomes
GCSE 673—Internship (Curriculum)
Summer 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 2, 3, 4, 5, 13, 14, and 15