<u>Syllabus</u>

<u>Fall, 2011</u>

Guidelines for Ph.D. in Education Internships

EDUC 994: Advanced Internship in Education

All Ph.D. in Education candidates must take at least one 3-credit internship (EDUC 994). With committee approval, students may also take up to 6 additional credits in internships (EDUC 890). Regardless of the total number of credits in internships in their doctoral programs, at least 3 credits of internship must be in a setting other than the candidate's work setting. To meet these requirements Ph.D. in Education candidates may take two types of internships. The EDUC 994 internship customarily serves as the internship in the non-workplace setting.

Doctoral internships should meet accepted standards of doctoral study and practice. These internships must involve the student actively in an educational function related to his/her program of study, provide competent supervision of an instructional nature, and include analysis and evaluation of a task or function related to the student's career plans. A Ph.D. in Education internship may <u>not</u> consist of clerical or monitoring tasks. Instead, it should involve the student in continuing interaction and analysis that integrate the experience with the student's prior learning and extend the student's previous program coursework and professional experience.

As a minimum, each internship must consist of 33 1/3 hours of on-site experience for each graduate credit earned. No internship may be taken for less than one credit. Every internship, of whatever length, must include as a culminating product, a detailed paper or written report which communicates the key learnings and outcomes developed by the student in the internship. This product must include (1) an analytical section in which the experience and outcomes are related to the student's previous experience and learning and (2) an evaluative section in which the student appraises the internship as a learning experience in terms of his/her program goals and of doctoral level study. Other written products may also be prepared as part of an internship. Copies of all materials produced as part of the internship should be filed in the Ph.D. in Education office in the student's portfolio upon the conclusion of the internship.

Internship supervision is provided by an on-site supervisor selected by the student. This individual may also direct the student's internship experience on a day-to-day basis. The faculty advisor oversees the internship and may make site visits as deemed necessary. Customarily the advisor meets periodically with the student while the internship is in progress to discuss the internship and the developing learnings.

To be applied to a student's doctoral program, an internship must receive the prior approval of the student's faculty advisor and of the Ph.D. in Education Director. Initial arrangements for the internship must be made by the student through his/her faculty advisor in consultation with the site supervisor. The deadline for Ph.D. in Education Director approval of internships is <u>one week prior to the start of the internship</u>. Internships not approved in advance will <u>not</u> be counted toward meeting program requirements.

Four signed copies of the proposal must be submitted to the Ph.D. in Education office for final approval by the Ph.D. in Education Director. Each copy of the proposal must have a completed and signed cover sheet. Unapproved proposals will be returned for revision. Final approval of all proposals is the responsibility of the Ph.D. in Education Director.

Satisfactory completion of an internship must be certified by memo to the Ph.D. in Education Director by the on-site supervisor and by depositing final copies of all written products of the internship in the Ph.D. in Education office. Internship grades are given by the faculty advisor or the Ph.D. in Education Director.

It is the student's responsibility to secure approval by the due date for any internship proposal.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling,

workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].