



VCU

Graduate School

Proposal and Course Completion Guide

GRAD 606: Internship/Externship in Professional Teaching

The Capstone Experience of the Preparing Future Faculty (PFF) Program

The purpose of the GRAD 606: Internship/Externship in Professional Teaching course is to provide the graduate student with a hands-on experience and practical applications of skills and knowledge gained through the PFF Program courses in a classroom, clinical, field, and/or studio instruction setting under the tutelage of a senior faculty member at an institution that most closely mirrors the institution of interest to the student.

Throughout this document, important deadlines and procedures are marked with this symbol:



Basic Course Information

Prerequisites

The following courses are prerequisites for the GRAD 606 Internship/Externship in Professional Teaching course: GRAD 601, GRAD 602, OVPR 603, and GRAD 604 or GRAD 605.

Credit Hours, Contact Hours, and Registration Information

A total of three credit hours are required for successful completion of the course. Each credit hour is equivalent to 50 contact hours in the form of preparation for and carrying out the project outlined in the student's proposal. This means that there will be 150 contact hours for the three credit hour course. All three credit hours must be completed during the same semester (cannot split credit hours across semesters). Records and registration actions, including grade changes, can only take place through the PFF Program office. ***Students will be registered for the course by the PFF Program Office upon approval of the proposal.***

Step One: Identifying Your Faculty Mentor

The student will select a faculty mentor who is a senior faculty member at an institution of interest to the student. The institution should be one that most closely matches the intended institution at which the student intends to seek faculty employment after completion of the graduate degree.

Roles and Responsibilities of the Student and the Faculty Mentor

During the internship/externship project, the student's role will be that of "junior faculty member". The faculty member's role will be that of guide and mentor. It is expected that the student and the faculty mentor will communicate regularly during the semester of enrollment in this course and that the nature and frequency of the mentoring relationship will be discussed both in the proposal and the final report.

Step Two: Developing Your Proposal

Timeline and General Information

General guidelines for the design of an internship/externship project are provided below. All questions, concerns, and comments should be directed by the student to the PFF Program office. We are also available to meet individually with students (and faculty mentor if desired) prior to the submission of the proposal. Please contact our office to schedule an appointment.



Please note that the completed proposal must be submitted to the PFF Program office at least one week before the first day of classes for the semester of intended enrollment. This deadline is established to ensure that the student and the faculty mentor have ample time to plan the proposal and that the PFF Program office has ample time to review, approve, and register the student for the class once the proposal has been reviewed. Proposals received after that deadline will be considered for the following semester.



Proposals should be submitted electronically, via e-mail to pffprogram@vcu.edu. Scanners are available in many departments and schools as well as in campus libraries.

Activities and Tasks to Consider:

As you and your faculty mentor work to develop your internship/externship project proposal, you may find the following list of activities helpful. These are activities/tasks that past students have included in their projects. *These are illustrative of the many possibilities and are not included as limitations or parameters!* Students should discuss project components with their faculty mentors. Please keep in mind that 50 contact hours are required for each credit hour for which a student is registered, which equals 150 contact hours for the semester since this is a three credit hour course. Students almost always combine a variety of activities/tasks in their projects in order to meet the learning objectives listed in the proposal. Students are expected to estimate the number of contact hours to be spent on each task component listed in the proposal since there is great diversity in activities and tasks among the many disciplines and professions represented within the PFF Program. Inclusion of this information will assist in the proposal approval process.

The student ***may*** utilize a teaching experience as a part of the proposal (such as a Graduate Teaching Assistantship or adjunct faculty position) that is concurrent with the semester of registration in GRAD 606 **as long as the proposed experience includes additional experiences aside from the paid assignment. The proposal must clearly articulate what enhancements are being added to the normal duties that will qualify this teaching experience as part of the PFF Program internship/externship in professional teaching.** Suggestions for other tasks and activities beyond basic duties of instruction are included in the “Proposal Content” section. ***It is crucial that the student be explicit about the dynamics of the mentoring relationship between the student and the faculty mentor, regardless of whether the teaching experience is paid or unpaid.***

Possible activities/tasks for inclusion in the GRAD 606 project¹:

- Teach a course, including but certainly not limited to, the following activities/tasks as appropriate for your profession/discipline:
 - Manage the BlackBoard components (discussion groups, postings, etc.) of a course;
 - Develop evaluation materials for course evaluation, analysis of evaluation, and dissemination of results;
 - Work closely with faculty mentor on research activities related to teaching, pedagogy, and instruction modules on profession/discipline-specific topics;
 - Course and lesson development, including development and evaluation of learning outcomes; course instruction; facilitation of seminar/discussion; etc.;
- Serve on a university, school, or department committee or shadow a faculty member in her/his role on a committee;

1. Remember to include the number of contact hours you anticipate spending on these tasks/activities.

- Engage in regular meetings with faculty mentor to discuss teaching, research, and service goals and planning for the student's career;
- Develop or revise the student's curriculum vitae;
- Engage in dialogue with faculty mentor on discipline-specific, profession-specific, or other unique dimensions of life as a faculty member;
- Exploration of and participation in professional development endeavors such as attendance at conferences/workshops, presentation(s) at conference/workshop, and volunteer at professional development activity;
- Discuss with faculty mentor the academic employment process and work toward student's preparation for the job search;
- Keep a reflective journal of the internship/externship process;
- Instruct or assist a professor with a service-learning course (contact PFF Program Office for more information about this option);
- Assist faculty mentor and colleagues with preparation for/orientation of new students including involvement with new student orientation and undergraduate student advising.

Proposal Outline:

- GRAD 606 Internship/Externship Course Approval Agreement Sheet: Please complete this sheet, available on the PFF Program website, and submit electronically with the proposal to pffprogram@vcu.edu no later than one week prior to the official first day of classes for the intended semester of enrollment.
- The proposal must include:
 - Institution where the project will take place.
 - Discussion of the dynamics of the mentoring relationship with the faculty mentor (Example: "Sally Student and Dr. Fran Faculty will meet each week on Wednesdays for approximately one hour to discuss the way that the class is going as well as Sally's progress on the professional development items listed in this proposal.")
 - A statement of the overall project rationale and purpose. (Example: "The roles and responsibilities of faculty in Social Work incorporate classroom, field, advising, research, and service duties. Sally Student has served as a Graduate Research Assistant (GRA) to Dr. Fran Faculty for two consecutive years and has served for one year on a school committee. The purpose of this internship project is to expose Sally Student to the dynamics of faculty life outside of research and service, which will include tasks associated with field liaison work, classroom instruction, and technology-based instruction. Sally Student will continue her mentoring relationship with senior faculty member Dr. Fran Faculty who has agreed to serve as Sally's faculty mentor during this internship.")
 - The learning objectives for the project. *Ask: What will I gain from this project?*
 - The student's goals associated with these learning objectives. *Ask: What do I hope to accomplish (tasks) in relation to this learning objective? How will I go about gaining the skills/knowledge outlined in the learning objective?*
 - The anticipated outcomes of the project. *Ask: What will the outcome be? How will I know that I accomplished the goal?*
 - The agreed-upon methods for evaluation of the project. *Ask: How will my faculty mentor be able to assess my progress in relation to this learning objective?*

Most students choose to group the goals, outcomes, and methods for evaluation directly underneath the statement of each individual learning objectives. Please ask the PFF Program office if you have any questions about this.

A **required method for evaluation** of the project **for all students** is the successful completion of an electronic portfolio that is appropriate for use in the student's job search. **Please make sure that you list this in your proposal.** The electronic portfolio requirements and a resource guide are both found on the program's website:

<http://www.graduate.vcu.edu/>. The faculty mentor will review the electronic portfolio at the end of the internship experience as a part of the overall evaluation.

Example of a proposal entry:

Learning Objective One: At the end of the project, Sam Student will have a thorough understanding of the issues associated with serving as a field liaison and will be equipped with the skills necessary to serve as a field liaison.

- Student's goals associated with learning objective one:
 - During the first month of the semester, I will sit in on at least four field liaison meetings with Dr. Fred Faculty. ***(Insert contact hours that you would anticipate spending on this task)***
 - During the second month of the semester, I will co-facilitate at least four field liaison meetings with Dr. Fred Faculty. ***(Insert contact hours that you would anticipate spending on this task)***
 - During the third month of the semester, I will serve as the lead facilitator for at least four field liaison meetings with Dr. Fred Faculty as a co-facilitator. ***(Insert contact hours that you would anticipate spending on this task)***
- Anticipated outcomes: At the end of the semester, I will have served as a primary facilitator for at least four field liaison meetings. Dr. Fred Faculty and I will discuss my progress during our mentoring meetings, and I will chart my progress and reflections on the experience in a journal that I will keep throughout the semester.
- Methods for evaluation: Through regular mentoring meetings, Dr. Fred Faculty will discuss my progress with me. By the end of the semester, I will incorporate my reflections from my journal into my final report for the internship project. Dr. Fred Faculty will evaluate me on this learning objective based on what she observed throughout the semester in regards to my work as a field liaison. Dr. Fred Faculty will review the final electronic portfolio based on the parameters we agreed upon during the internship as being appropriate for my future academic job search.

Step Three: Submitting Proposal and Your Registration for GRAD 606

Staff in the PFF Program office are available to meet individually with students (and faculty mentor if desired) prior to the submission of the proposal, but it is more common for the student and faculty mentor to work together to devise the proposal using this resource as a guide, and then provide a draft via email to pffprogram@vcu.edu for feedback. If you prefer to meet, please contact our office to schedule an appointment and please allow sufficient lead time.



Please note that the completed proposal must be submitted to the PFF Program office at least two weeks prior to the official first day of classes for the intended semester of enrollment.

Proposals should be submitted electronically, via e-mail to pffprogram@vcu.edu. Scanners are available in many departments and schools as well as in campus libraries. Upon receipt of your proposal, our office will review and may provide written request for edits via email using your VCU email address. Once the proposal is accepted, the PFF Program office will register you for the appropriate section of the course. This involves our office creating a section of GRAD 606 specifically for you with your faculty mentor as the primary instructor. Members of our office will be listed as secondary instructors for program administration purposes.

A student cannot be registered for this course if there is a hold on the student's account. We will advise the student of the hold; however, the student is responsible for handling the hold(s) in a timely fashion so that registration can take place before the end of the university's official add/drop period. Failure to do so will result in the proposal being considered for the next semester. The student must email the PFF Program office at pffprogram@vcu.edu once the hold has been lifted.

Once you have been registered for the course, you will receive an email from our office confirming the registration. This email will contain reminders related to the submission of the grade, final report, and e-portfolio. Your faculty mentor will be copied on this email. It is the responsibility of the student to plan accordingly to make sure that all tasks are completed by the established deadline. A member of our office staff will also attach a copy of the Student Checklist to the e-mail. This attachment will chart your progress toward the PFF Program Certificate of Achievement and will serve as a helpful reference to you as you work to complete the remaining program requirement. If at any point you should decide that you need to drop or withdraw from the GRAD 606 course, it is the responsibility of the student to notify our office of this action. Any drop or withdrawal must be initiated by the student according to the university's official registration schedule. Retroactive actions will not be approved.

Step Four: Final Report, Completion of the Electronic Portfolio, and Course Grade

Final Products of the GRAD 606 Internship in Professional Teaching:

- **Electronic Portfolio Completion:** By the end of the internship, the student will have made final edits and uploads of all relevant materials to her/his electronic portfolio using the specifications and expectations disseminated throughout the PFF Program courses and based on the consultation of the faculty mentor as to what is deemed appropriate for the student's academic job search. The electronic portfolio requirements are found in the document *Electronic Portfolio Requirements for the Preparing Future Faculty (PFF) Program*, which is found on the program's website: <http://www.graduate.vcu.edu/>. A resource guide for the e-portfolio is also found on the same webpage.
- **Final Report of the Capstone Experience:** The student will write a final report that contains critical reflection on the internship experience in such a way that explicitly addresses the extent to which the student was able to accomplish the stated learning outcomes. This report should be submitted to the faculty mentor and to the PFF Program office. Some students choose to include this as a part of the e-portfolio. It is your decision.
- **Any additional final products as outlined in the student's proposal:** You are not expected to submit these additional products to our office. For most students, the products listed on the proposal are related to the final report and/or are included in the e-portfolio. However, some students have additional outcome products listed. Our office only requests submission of the previous two items; all other items used for evaluation of the project can be submitted only to the faculty mentor.

Evaluation and Grading:

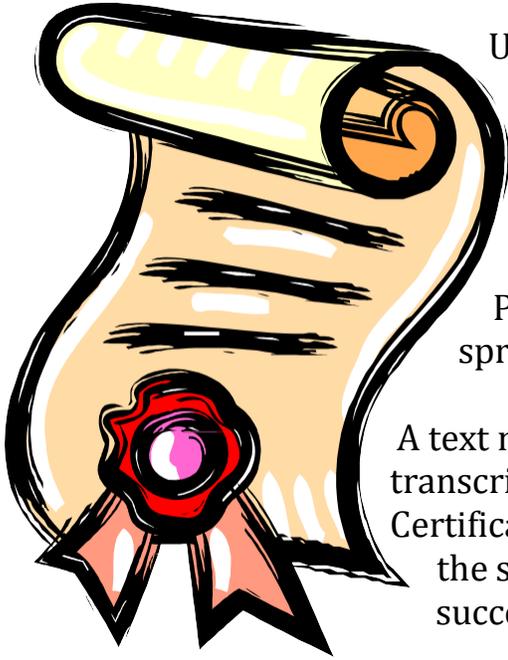


The faculty mentor will submit an email to pffprogram@vcu.edu **at least two business days before the university's official grade entry deadline for the semester of enrollment**. Please consult the academic calendar for this information http://www.pubinfo.vcu.edu/calendar/ac_fullViewAll.asp. If the date is not listed, then please contact the Records and Registration office.

The email submitted by the faculty mentor will provide a statement of the internship evaluation based on the agreed-upon methods for evaluation outlined in the proposal. The faculty mentor's written evaluation can be as brief or descriptive as deemed necessary by the faculty member. The internship is graded as pass/fail, and the grade is to be assigned by the faculty mentor within this email evaluation. It is expected that the student will complete all requirements within the semester of enrollment according to the schedule articulated in the proposal. A request for an Incomplete (I) will be considered for the most extenuating circumstances only.



The faculty mentor's grade assignment must be received by the PFF Program office at least two business days before the university's official grade entry deadline for the semester of enrollment. It is the responsibility of the student to ensure that the materials necessary for evaluation are completed and submitted for the faculty mentor's review and evaluation. Accordingly, the student is encouraged to build in a reasonable amount of time for review and evaluation within the agreed-upon methods for evaluation of the project, including the completion of the electronic portfolio.



Upon successful completion of the internship experience, the student will be awarded the Certificate of Achievement for completion of the Preparing Future Faculty (PFF) Program. Additional information about the certificate ceremony and mentor appreciation celebration will be communicated to the student and faculty mentor by the PFF Program office. The ceremony is usually held in the spring semester.

A text notation will be added to the student's academic history and transcript to indicate successful completion of the PFF Program Certificate of Achievement. The efforts to add the text notation to the student's academic transcript will begin immediately upon successful completion of program requirements.

Questions? Please contact the PFF Program office at pffprogram@vcu.edu!