



VCU

Graduate School

GRAD 606 Proposal Checklist

This checklist is designed to provide an *overview* of what is required in a GRAD 606 internship/externship proposal. For more detailed information please see the GRAD 606 proposal and course completion guide. Contact the PFF Program Office at pffprogram@vcu.edu with specific questions.

1. Completed all prerequisites; GRAD 601, GRAD 602, OVPR 603, & GRAD 604 or GRAD 605.
2. Completed Proposal Agreement Sheet (can be found PFF Program website).
3. Reviewed 'Proposal and Course Completion Guide' found on PFF Program website.
4. Submit proposal at least 2-weeks prior to the first day of class of the intended semester of enrollment.

Proposal includes:

- a. 150 hours (3-credit-hours)
 - b. Professional and complete presentation
 - c. A statement of the overall project rationale and purpose
 - d. Clearly stated:
 1. Learning objectives for the project
 2. Goals associated with learning objectives
 3. The anticipated outcomes of the project
 4. Agreed upon methods for evaluation of the project

* Most students choose to group the goals, outcomes, and methods for evaluation directly underneath the statement of each individual learning objective
 - e. A plan for completing an electronic portfolio.
5. Activities included in the 150 hours of work are not required by another teaching position, graduate assistantship, adjunct faculty position, or any other responsibility for which the student is receiving credit or being paid. No 'double dipping.' Although students are permitted to build upon another position, the activities for the PFF Program must be above and beyond the requirements for the original these activities must be explained in a detailed manner.
6. Internship/externship should mimic a faculty position, some suggested activities are:
- a. Teach undergraduate or graduate level course, dependent upon discipline, activities may include, but are not limited to, the list below.
 1. Manage Blackboard components.
 2. Develop evaluation materials for course evaluation, analysis of evaluation, and dissemination of results.
 3. Work closely with faculty mentor on research activities related to teaching, pedagogy, and instruction modules on profession/discipline specific topics.
 4. Course and lesson development, course instruction, facilitation of seminar/discussion, etc.
 - b. Serve on a university, school or department committee or shadow a faculty member in his/her role on a committee.
 - c. Engage in regular meetings with faculty mentor to discuss teaching, research, and service goals and planning for the student's career.
 - d. Develop or revise the student's curriculum vitae.
 - e. Engage in dialogue with faculty mentor on discipline specific, profession specific, or other unique dimensions of life as a faculty member.
 - f. Exploration of and participation in professional development endeavors including attendance at conferences/workshops, presentation(s) at conference/workshop, and volunteer at professional development activity.

- g. Discuss with faculty mentor the academic employment process and work toward student's preparation for the job search.
- h. Keep a reflective journal of the internship/externship process.
- i. Instruct or assist a professor with a service learning course.
- j. Assist faculty mentor and colleagues with preparation for/orientation of new students including involvement with new student orientation and student advising (undergraduate and graduate).

Example Proposal 1

GRAD 606 Proposal Fall 2018

Student: **Name**
 Contact information

Faculty Mentor: **Name**
 Contact information

Internship With: **VCU School or department, course that you will be teaching/assisting with**

Credit Hours: Proposed internship will consist of **three (3)** credit hours (150 hours),
to be completed during the _____ semester

I certify that I have completed the prerequisites for this class: GRAD 601, 602, 603, 605

Overview of the Project:

I will serve as a teaching assistant and secondary instructor for one section of the basic research methods course that is offered for master's degree students in the School of Education. The primary instructor for the course is Dr. Jennifer Smith.

Because the focus of my degree program is research and evaluation, I will be looking for a teaching job in a graduate education program. My research focus is also higher education, which is not typically taught at the undergraduate level. For these reasons, it makes sense for me to gain some experience in the classroom with graduate students.

I have completed the coursework for my degree, and my comprehensive examination required me to design an advanced statistical methods course for graduate students in education. This task made me realize that I needed some additional preparation before designing and/or teaching a course of my own. I asked Dr. Smith to mentor me through this process, and he agreed. Upon further discussion, Dr. Smith expressed an interest in implementing some new learning strategies with his introductory research methods course. Since these strategies fit with my teaching interests, the internship will give me an opportunity to try some of the techniques taught in GRAD 602, while also being supervised by a seasoned faculty member.

I will assist with all aspects of the course, beginning with development of the syllabus. I will attend all class meetings, assisting with class discussions and activities as well as lecturing for some class sessions. I will also manage the course Blackboard site and assist with the student assessments.

Learning Objectives:

Learning Objective 1: Become comfortable teaching (lecturing, leading discussions, and facilitating activities) in a graduate classroom.

Project component: Attend all class sessions, leading specific sessions decided in consultation with primary instructor. 45 hours.

Project component: Assist with preparation of course syllabus and selection of resources. 3 hours.

Project component: Assist primary instructor with planning activities, development of student assessment measures, and grading papers. 30 hours.

Learning Objective 2: Practice using active learning strategies (e.g., group work, hands-on data analysis with SPSS) with students in a basic research methods course.

Project component: Plan lecture material and activities for the course that I will be leading. 15 hours.

Learning Objective 3: Experiment with selected technological tools to facilitate learning (e.g., Blackboard, electronic portfolios)

Project component: Manage Blackboard component of the course. 20 hours.

Learning Objective 4: Practice mentoring through the process of learning challenging content, such as statistics as well as engaging in a mentorship relationship with my faculty advisor.

Project component: Mentor students in the development of an electronic portfolio. 15 hours.

Project component: Engage in weekly meetings with faculty mentor to discuss teaching goals and strategies as well as discipline-specific dimensions of life as a faculty member. 15 hours.

Project component: Discuss with faculty mentor the academic employment process and job search strategies. 2 hours.

Learning Objective 5: Enhance the teaching experience conveyed through my personal website and e-portfolio.

Project component: Build and maintain personal website and maintain reflective journal as a blog in this site. 5 hours.

Methods for Evaluating Project:

Dr. McMillan will evaluate my progress by observing the class sessions and activities that I lead and providing feedback during our weekly meetings. Assessment will be focused on lecturing skills, interactions with students in the classroom, and student learning outcomes. All lessons and activities that I create for the course will be posted to my personal website/ electronic portfolio for assessment by Dr. McMillan. In addition, I will prepare and administer brief polls/surveys for students to complete to provide formative assessment for me after each session I lead.

Project Component	Estimated Time
Attend all class sessions, leading specific sessions decided in consultation with primary instructor.	45 hours
Assist with preparation of course syllabus and selection of resources.	3 hours
Assist primary instructor with planning activities, development of student assessment measures, and grading papers.	30 hours
Plan lecture material and activities for the course that I will be leading.	15 hours
Manage Blackboard component of the course.	20 hours
Mentor students in the development of an electronic portfolio.	15 hours
Engage in weekly meetings with faculty mentor to discuss teaching goals and strategies as well as discipline-specific dimensions of life as a faculty member.	15 hours
Discuss with faculty mentor the academic employment process and job search strategies.	2 hours
Build and maintain personal website and maintain reflective journal as a blog in this site.	5 hours

Summary of Project Components:

Example Proposal 2

Student Name

GRAD 606: Proposal

Institution: Virginia Commonwealth University

Faculty Advisor: Dr. Smith

Team Dynamics: Dr. Smith and I will meet once a week for about an hour to discuss my progress with respect to the objectives and goals outlined in the proposal. If either one of us is unavailable to meet in person, there will be an email update that week.

Rational and Goals: I have been a graduate student in Dr. Smith's lab for the last three semesters and we have a mentee/mentor relationship. In addition I have also been a graduate teaching assistant (GTA) for the past three semesters for two biology laboratory classes of about 24 students. I am also the lead GTA, in which I assist newer GTAs and set up the lab each week for classes. Since I have only taught in a small laboratory setting, my goal for GRAD 606 is to work with and assist Dr. Smith with teaching her large Oceanography lecture class. Since teaching large classes is a requirement for most faculty members it would be beneficial for me to gain experience with the help of a mentor before I am required to do it myself. A second goal is gain a better understand of what it means to be a faculty member and experience some of the responsibilities that come with the position.

Learning Objective 1: By the end of the internship the student will be equipped with new teaching techniques to engage students and understand the time commitment required to plan a large enrollment lecture style-classroom.

Project Components:

1. During the first month of the semester, student will assist Dr. Smith with planning at least three lectures (hours)
2. During the second month of the semester student will review Dr. Smith's plan for the lecture and create at least three on her own. Dr. Smith will review the new lectures and provide suggestions for improvement.
3. During the last month of the semester the student will independently plan for three lectures and review them with Dr. Smith.

Outcomes: By the end of the semester the student will have assisted Dr. Smith with planning lectures, created lectures with assistance, and finally planned at least three on her own. The student will understand the techniques used in planning and the time commitment associated with planning. The progress on each of the goals will be discussed in the weekly meeting.

Evaluation: Dr. Smith will evaluate the student based on discussions in the weekly meetings as well as a review of the independently generated lecture plans. She may also take in to consideration my reflections of my planning through my weekly blog.

Learning Objective 2: By the end of the internship the student will understand techniques and gain practice leading a large enrollment lecture style class.

Project Components:

1. Student will be observed at least three of the lectures conducted by Dr. Smith and discuss techniques in the weekly meetings
2. When the student feels comfortable, the student will lead the lecture class with Dr. Smith observing in the audience. Dr. Smith will provide feedback in the weekly meetings.
3. The student will independently lead at least three classes without the help or observation of Dr. Smith. Reflection and discussion will take place in the weekly meetings.

Outcomes: Student will be exposed to teaching and managing large-enrollment classes. The student will gain experience and techniques used to teach in large enrollment classes as well as reflect on their strengths and weaknesses.

Evaluation: Dr. Smith will evaluate the student by observing the student while she is teaching. She will consider things such as classroom learning environment, tone, speaking pace, active learning, etc. The evaluation will be discussed in the weekly meeting. The students in the class will also be asked to evaluate the student at mid-semester and at the end. These evaluations will be discussed in the weekly meetings and teaching may be adjusted based on the students' perspective.

Learning Objective 3: By the end of the internship the student will have learned the responsibilities of a faculty member at a four year research institution.

Project Components:

1. Student will attend the Ocean Science Meeting (a conference) in February with Dr. Smith.
2. Student will attend at least one faculty meeting
3. Student and Dr. Smith will talk about the tenure process, as well as other jobs that can be acquired after graduate school.

Outcomes: The student will be involved in several responsibilities of a faculty member as well as discuss the process of getting tenure and the difficulties that come along with it. Student will reflect on these responsibilities on the blog.

Evaluation: Dr. Smith will evaluate the student's performance via her participation in all three of the above goals. She will also evaluate the student's blog posts and reflection on the responsibilities of a faculty member.

Learning Objective 4: By the end of the internship the student will have engaged in reflective practice through maintaining a blog and piecing together a portfolio.

Project Components:

1. Each week the student will post a blog topics such as successes and failures, areas for improvement, active learning, reflection on a research paper etc.
2. Student will fulfill the requirements of the GRAD 606 portfolio.

Outcomes: The student will reflect each week on what was learned. By the end of the internship the student and Dr. Smith will be able to review progress from the beginning of the semester to the end as well as identify areas that could be improved.

Evaluation: Dr. Smith will review the blog and portfolio for completeness as well as thoroughness, thoughtfulness, and content.

Summary of Project Components:

Project Component	Estimated Time
During the first month of the semester, student will assist Dr. Smith with planning at least three lectures.	15 hours
The student will lead the lecture class with Dr. Smith observing in the audience. Dr. Smith will provide feedback in the weekly meetings.	10 hours
During the last month of the semester the student will independently plan for three lectures and review them with Dr. Smith.	30 hours
Student will observed at least three of the lectures conducted by Dr. Smith and discuss techniques in the weekly meetings	10 hours
Student will attend the Ocean Science Meeting (a conference) in February with Dr. Smith	30 hours
Student will attend at least one faculty meeting	2 hours
Student and Dr. Smith will talk about the tenure process, as well as other jobs that can be acquired after graduate school.	3 hours
Each week the student will post a blog topics such as successes and failures, areas for improvement, active learning, reflection on a research paper etc.	30 hours
Student will fulfill the requirements of the GRAD 606 portfolio.	20 hours
Total hours	150 hours

Example Proposal 3

Student Name & Contact Information GRAD 606 Internship/Externship Proposal

Institution & Mentor

1. The project will take place at the School of Social Work at Virginia Commonwealth University
2. The student will meet with his faculty mentor, Dr. Smith, Assistant Professor for the School of Social Work at Virginia Commonwealth University, for a minimum of one hour per week throughout the summer (12 weeks), from May 23rd through August 13th.

This will cover the span of two summer terms

The 8 week term from May 23rd - July 13th

The 4&1/2 week term from July 15th - August 13th

Meetings will take place in person with additional correspondence by telephone and email as needed (*minimum of 12 contact hours*)

Rationale

1. In the Social Work academe one of the primary access points for the distribution of scholarly products, networking, faculty recruiting and interviewing, continuing education, and collaborative relationship building, is the national conference setting. The importance of distributing a future/junior faculty member's research among peers, and having access to this recruitment and networking environment cannot be overstated. These environments help to showcase a scholars' abilities and potential in the field, and allow emerging faculty to establish themselves among their national cohort and market their skills accordingly. Managing the balance between teaching and the production of scholarly products can be difficult. The purpose of this students GRAD606 experience will be not only to produce and disseminate independent scholarly products at the national level, but also to do that while developing and teaching an undergraduate social work class over the summer term.

a. The goal of first section of this internship project is to prepare the student for presentation of scholarly products at the conference and to develop networking skills and a networking plan that will allow the student to capitalize on his presentation by forging relationships with fellow scholars in his substantive area.

His proposal for presentation has already been accepted to the *American Professional Society on the Abuse of Children's Annual Colloquium 2011* in Philadelphia, Pennsylvania on July 13th -16th for the proposal titled *The Benefits of a Universal Definition of Sexual Assault: Using Comparative Analysis to Work Toward Inclusion*.

b. The goal of the second section of this internship project is to develop and implement a successful undergraduate (Introduction to Social Work) class where, above all, class engagement and participative exploration of topics are valued.

Learning Objectives

Objective (Scholarship) 1 – At the end of the project the student will have a thorough understanding of the issues associated with participation in a successful and productive national conference presentation and attendance. This will consist of the following:

1. During the first 8 weeks the student will work on the development and construction of scholarly products to be presented in a professional and exemplary manner as to properly display the student's potential for scholarship and work toward positive personal marketing for the professional faculty marketplace. *(minimum of 40 contact hours)*
2. During the first 8 weeks the student will work on the development of travel arrangements including scheduling, resource and funding access development, and budgeting. *(minimum of 8 contact hours)*
3. The student will physically travel to the *American Professional Society on the Abuse of Children's Annual Colloquium 2011* in Philadelphia, Pennsylvania on July 13th -16th where he will present and attend educational and networking functions. *(minimum of 84 contact hours)*
4. During the first 8 weeks the student will work on the development and construction of a personal marketing and networking plan to be implemented at the conference with focus on identification of individuals and groups whose interests closely mirror the substantive interest of the students', in order to forge relationships that could assist in career development. *(minimum of 10 contact hours)*
5. During the final 4 weeks the student will reflect on the experience of the conference including his participation in multiple facets of it, and the impacts this experience had on his development and conceptualization about the Social Work academe. The student will prepare a reflection statement representing this experience. *(minimum of 10 contact hours)*

Objective 2 (Teaching) – At the end of this project the student will have increased his ability to constructively engage a variety of different students, from various backgrounds, and of differing experiences, in a manner conducive to the translation of the courses educational objectives. In doing this he will have enhanced his understanding of the teaching, and learning process in classroom, using the tools of online, traditional, and alternative instructional methods. Some of the activities needed to accomplish this objective will include the following:

1. Developing a course syllabus. *(minimum of 4 contact hours)*
2. Managing blackboard and all of its components, including but not limited to a classroom collective wikispace and interactive individualized student blogs. *(minimum of 40 contact hours)*
3. Develop instructional class content based on traditional lecture and alternative activities. *(minimum of 80 contact hours)*
4. Implement instructional class content based on traditional lecture and alternative activities. *(minimum of 40 contact hours)*
5. Develop, administer, and grade mid-term and final examinations. *(minimum of 8 contact hours)*

Objective 3 (Portfolio) – At the end of the project the student will possess a thorough and comprehensive E-portfolio which will not only complete the requirements of the PFF program, but will also assist in the marketing of the student as a scholar on the academic job market.

During the final 4 weeks the student will assemble this portfolio which will consist of the following:

1. Statement of acknowledgement or reflection piece on the responsible conduct of research in the student's chosen professional/discipline specialty area
2. Curriculum vita

3. Statement of teaching philosophy and teaching interests
4. Statement of research interests
5. Sample syllabus for a mock course, including content on course objectives and student assessment
6. A lesson plan/activity/lecture outline for a give unit or class meeting
7. Student's final report of GRAD 606 Internship of Professional Teaching experience
8. Other materials that are deemed crucial to the student's job search

Assembly of the E –portfolio will consist of a (*minimum of 40 contact hours*)

Outcomes

1. At the end of the summer the student will have prepared for and successfully traveled to a professional national conference in his substantive area where he presented scholarly products and networked in efforts to advance his position on the academic job market and improve access to scholarly partnerships in his substantive area.
2. At the end of the summer the student will have successfully prepared for and taught an undergraduate class in the VCU School of Social Work.
3. At the end of the summer the student will have a dynamic understanding of the complexities of the academy and the balance of teaching expectations and the production of scholarly products, as well as navigating the intricate networks, both personal and professional, through which scholars travel.

Evaluation

Through regular mentoring meetings the student will discuss the progress of these projects with his faculty mentor, and will apply these reflections and advice to the projects as they develop. The faculty mentor will acknowledge the successful completion of each facet of the internship and its learning objectives and will review the students final E-portfolio. Completion and reflection on all of the above listed components of the internship, or amended components as deemed appropriate by the faculty mentor, Dr. Smith, will qualify the student for successful completion of GRAD 606.

Total Contact Hours

The total project will consist of (*minimum of 376 contact hours*)