

Guidelines for Ph.D. in Education Internships (EDUC 994)

One complete copy of the proposal with signed individualized section form:

<http://registrar.gmu.edu/wp-content/uploads/IS.pdf>.

This 3-4 page proposal should describe:

1. Proposed internship, including its: learning objectives (stated in terms of what I will know and be able to do as a result of this internship)
2. Activities/duties to be performed
3. The role of the on-site supervisor
4. Paper(s)/report(s)/other product(s) to be developed or produced
5. On-site working schedule
6. Evaluation procedures

This proposal is due at least one week before the beginning of the semester in which you will be registering for the internship.

- 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 student'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 not 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 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.
- 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 program advisory committee chairperson and of the Ph.D. in Education Director. Initial arrangements for the internship must be made by the student through his/her committee chairperson in consultation with the site supervisor. The deadline for Ph.D. in Education Director approval of internships is one week prior to the start of the internship. Internships not approved in advance will not be counted toward meeting program's requirements.
- One signed copy of the proposal and individualized section form must be submitted to the Ph.D. in Education office for final approval by the Ph.D. in Education Director. Unapproved proposals will be returned for revision. Final approval of all proposals is the responsibility of the Ph.D. in Education Director.

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