



## **DVED 7336 Doctoral Internship in Developmental Education Spring, 2018**

*DVED 7336 is a required course for the Developmental Education Administration Ed.D. Degree Program*

### **College of Education, Department of Educational Leadership**

**Instructor:** Dr. D. Patrick Saxon  
TEC 337, Box 2119  
Huntsville, Texas 77341  
(936) 294-1124  
dps006@shsu.edu  
Office hours: Online and by appointment. We can meet online via GoToMeeting at your request. If you prefer, we can also schedule meetings at my office at SHSU.

**Class Format:** Online using Blackboard, GoToMeeting, and other technology applications as specified.

**Class day and time:** Mostly asynchronous. Synchronous sessions will be arranged and required.

**Class location:** Online

**Course Description:** Students participate and are evaluated in an intensive study and field experience in positions related to developmental education. Students will complete the internship in a developmental education setting distinct from prior or concurrent work experience. 3 credit hours.

**Textbooks:** None

**Course Objectives:** The following objectives will be met during this course:

1. Serve in a field internship in the field of developmental education.
2. Engage in record keeping to document what was done and learned.
3. Discuss and reflect on the internship experience in a collaborative environment.
4. Write about the experience in a descriptive, reflective, and professional manner.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the last page of this syllabus.

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

## **Course/Instructor Requirements**

**Technology Requirements:** High speed Internet access and computer equipment, webcam, and a willingness to engage in and navigate learning as filtered through sometimes unpredictable technology-based media.

### **Assignments and APA Format:**

All assignments should be prepared according to the specifications of the American Psychological Association (APA), 6<sup>th</sup> Edition. You should continue to work at your proficiency in APA format. It will be used throughout the doctoral program and is ultimately the format in which you will prepare your dissertation. As instructor, I am glad to answer questions about APA and I give detailed feedback regarding APA on writing assignments.

### **Advice and Information:**

The goal is to get you engaged in the field to learn about and reflect on a part of developmental education practice of your choice. With regard to other assignments, **you should take all writing and communication in this course seriously and present yourself and your ideas in a professional manner.** Course requirements are subject to change at the discretion of the professor.

## **Course Outline**

## **Assignments**

### **Internship Service**

Each student must negotiate and structure an internship in an area of developmental education in which they have an interest, but are not currently or previously employed in. Each student must complete 75 hours of service.

### **Discussion Boards and Instructor Check-ins:**

Occasionally during the semester, discussion boards will be assigned to discuss various topics/happenings with your internship and the field, in general. I'll make sure that everyone is aware of the start and end dates. In other words, I'll let you know when you need to log on to Blackboard. I will also meet with you occasionally to discuss how the internship is proceeding.

### **Internship Hours Served and Completed Log Sheets:**

You will need to maintain comprehensive log sheets describing the hours served, the dates, the duties performed, and the product of your efforts. These will be turned in for credit near the end of the semester.

### **Supervisor Evaluation of Internship Performance:**

Near the end of the internship the student and the supervisor will be asked to complete an evaluation of the experience and student performance.

### **Final Internship Report:**

Near the end of the semester, a written report about your internship will be required. Specifications will be posted to Blackboard around the midpoint of the semester. The paper will offer an opportunity to describe what you did, what you learned, and how the experience may have benefitted you personally and in your work/career. The report should be well written, address all requested content, and in APA format.

## Grades

<u>Assignment</u>	<u>Percent of Grade</u>
Discussion Boards and Check-ins	10
Hours Served	25
Completed Log Sheets	25
Supervisor Evaluations of Student	15
Final Report	25

### Assignments and APA Format:

Written assignments should be prepared according to the specifications of the American Psychological Association (APA), 6<sup>th</sup> Edition. You should continue to work at your proficiency in APA format. It will be used throughout the doctoral program and is ultimately the format in which you will prepare your dissertation.

### Grading of Written Assignments:

General deductions on writing assignments include:

- 1 point for each writing or APA mistake. In some cases, I may cap losses for the same mistake at -5.
- 3 points for erroneous logic or lack of support for an assertion or thesis.
- 5 points for “shallow” coverage of a content area.
- 10 points for lack of inclusion of requested content.

### Plagiarism issues:

All outside ideas and work developed by another author must be cited; otherwise you are likely engaging in plagiarism. Plagiarism will result in a zero grade and may have other implications as mentioned in the academic dishonesty policy. Please take this seriously. The website entitled “Purdue Owl” offers information on APA format and plagiarism issues.

**Late Assignments:** Generally, late assignments will receive a grade of zero. The instructor reserves the right to reconsider.

### Schedule

<b>Week of</b>	<b>Topic</b>	<b>Assignment Due Date</b>
January 17	Have paperwork completed, signed, and begin internship service	Jan. 17 (Assigned prior to semester start)
January 17	Post internship description to discussion board	Jan. 21
February 12	Schedule check-in with professor	Feb. 18
March 12-16	Spring Break	
March 19	Final report specifications and Evaluation forms posted	
April 23	Log Sheets and Supervisor Evaluation Due	April 29
April 23	Internship Final Report Due	April 29
	Last Class Day	May 4

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

### Attendance

It is expected that students will remain engaged in the course throughout the term. Course content and assignments are typically posted on a weekly basis. The student is responsible for checking their SHSU email account and the online course Learning Management System (currently Blackboard) on a regular basis in order to engage in the class.

### Course Expectations

Students are expected to fully participate in all course activities. Students should also exhibit respect and maintain a professional disposition when interacting with fellow students.

### Objectives/Assignments/Assessments Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)*
Serve in a field internship in the field of developmental education.	- Field Based Project	CLT
Engage in record keeping to document what was done and learned.	- Special Project - Course Participation	WA
Discuss and reflect on the internship experience in a collaborative environment.	- Topic-Based Assignments - Special Project - Course Participation	CLT, PI, WA,

Write about the experience in a descriptive, reflective, and professional manner.	- Writing Assignment	WA
---	----------------------	----

\*ART – Assigned Research Topics

CLT – Cooperative Learning Teams

CS – Case Studies

WA – Writing Assignments

PI – Presentations and Interviews

## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.