



Course Syllabus
Internship in Deaf Studies
DFST 410 Fall 2009
Towson University

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Catalog Description:

Supervised field experience with children or adults who are deaf and hard of hearing. Students are required to attend one hour per week of class time (15 hours) and variable number of hours per week in their field placements, based on number of credits.

2 credits: minimum of 60 hours in field placement

3 credits: minimum of 90 hours in field placement

4 credits: minimum of 120 hours in field placement

Prerequisites:

Major GPA of ≥ 2.50 . Successful completion of ASL 4, Deaf Culture, and Career Exploration or consent of department. Completed criminal background check within two years if required by site.

Materials Required:

Course packet available though Towson University Bookstore.

Course Objectives:

As a result of participation in this internship experience, students will:

1. Explore and confirm career choices;
2. Identify differences in roles and responsibilities specific to various careers;
3. Gain practical experience with an agency or school serving people who are deaf and hard of hearing;
4. Demonstrate appropriate sign language skills and understanding of the Deaf Community by interacting with people who are Deaf and hard of hearing;
5. Demonstrate in writing through journal entries careful analysis, problem solving, critical thinking skills, and reflection;
6. Demonstrate the ability to integrate knowledge learned in classes with on-site experiences for both the students' own experiences and those of fellow students;

7. Demonstrate appropriate professional behavior and dress and the ability to make a professional presentation;
8. Develop skills needed to seek professional employment after graduation;
9. Develop professional relationships to aid in the job search process upon graduation.

Evaluation of Students:

Completion of required hours for internship	20%
Quality of journals submitted	20%
Midterm evaluation by on-site supervisor	10%
Final evaluation by on-site supervisor	10%
Presentation to class:	10%
Senior Portfolio	30%

(letter of inquiry, ad, cover letter, resume, interview thank you)

A score of less than 70% on the supervisor's final evaluation of the intern will result in a failing grade for the intern, and will supercede the above grading scale.

All students must comply with all procedures for internships through the Towson University Career Center. Students placed in schools will need to comply with procedures of the Center for Professional Practice. Failure to comply with these procedures will result in a penalty to the final grade.

Grading (plus/minus grading scale):

A	93-100	C	70-76.99
A-	90-92.99	D+	67-69.99
B+	87-89.99	D	63-66.99
B	83-86.99	D-	60-62.99
B-	80-82.99	F	59.99 and below
C+	77-79.99		

Students who disagree with faculty decisions regarding their grades or adherence to course policies must follow an appeal procedure approved by the department and available in the department office.

Students may not repeat a course more than once without prior permission of the Academic Standards Committee.

Course Policies: The Department of Audiology, Speech-Language Pathology, and Deaf Studies adheres to the Student Academic Integrity Policy approved by the Towson University Senate available on the university web page.

Code of Conduct: Refer to the 2009-2010 Towson University Undergraduate Catalog for information regarding College policies such as academic standing policy, academic honesty policy, grading, withdrawal from a course, services and facilities available to

students, and other policies relevant to the academic process. Cheating includes copying from others or using books or notes during quizzes and exams, fabrication of information, submission of work prepared for another class during another semester, submission of work not prepared by the student, permitting another person to copy from or use your work, and plagiarism. Incidents of cheating will result in a variety of penalties in accordance with the university's policy.

Attendance Policy: The Towson University policy regarding excused absences is outlined in the Towson University Catalog. Any student not attending the first two sessions of class, regardless of pre-registration status, will be dropped from the course. Due to the nature of the course material, regular attendance is mandatory. Any assignments due during an excused absence must be submitted upon return to class. Students are allowed to miss one class without a valid excuse. Students will lose 2 points from the total grade for each unexcused absence after the first absence. Validation of excused absence by an outside source is required.

Regarding H1N1: Students should not attend classes or other university events from the onset of flu-like symptoms until at least 24 hours after the fever subsides without the use of fever reducing medications. Such absences will be considered excused absences; however, students are responsible for the material covered during the period of their absence.

Academic Integrity Policy: This professor follows Towson University's Code of Conduct, which includes policy on Academic Dishonesty, Plagiarism, Fabrication and Falsification outlined in the Undergraduate Catalog in Appendix F and Student Academic Integrity Policy. Any assignment that is plagiarized, fabricated, or completed under dishonest circumstances will be given 0 points. If the situation occurs a second time, the student will receive a grade of "F" for the course and be referred to appropriate disciplinary channels. Plagiarism includes copying the text of others and using information without proper citation of the source. Fabrication or falsification includes making unauthorized alterations to information, or inventing any information or citation in an academic exercise including reporting false information about your Deaf event experience.

Medical Emergencies & Incompletes: Grades of incomplete will only be permitted for students with verified medical or family emergencies. If permission is granted, it is the student's responsibility to contact the instructor within one week of returning to campus to develop a timeline for completing incomplete work. Students who require an extended absence need to contact the instructor by email to develop a plan for completing work.

Students with Disabilities: This course is in compliance with the Towson University policies for students with disabilities. Students with disabilities are encouraged to register with Disability Support Services (DSS) York Road, Suite 232, 410-704-2638 (Voice or TTY). Students who suspect that they have a disability but do not have documentation are encouraged to contact DSS for advice on how to obtain appropriate evaluation. A memo from DSS authorizing your accommodation is needed before any accommodation can be made.

Course Repeat Policy: This course cannot be repeated for additional credit. Students who elect to retake the course will receive a maximum of 0 credits.

Appealing a Grade: *Students who disagree with any decision regarding grades or adherence to course policies may appeal according to the following procedure:*

1. Meet with the faculty member and discuss concerns.
2. If concerns remain after the meeting, appeal to the faculty member in writing (not an e-mail) and provide a rationale for reconsideration of the decision(s). The faculty member will respond in writing. If the appeal is denied, the letter will include information on the next step of the appeal process (i.e., the department chairperson).
3. To continue the appeal process, a cover letter should be addressed to the chairperson with copies of any correspondence (faculty and student).
4. If the written response from the chairperson denies the appeal, the next step is to appeal to the Dean of the College of Health Professions for undergraduate courses, and include copies of all correspondence (faculty, student and chairperson).
5. This appeal process, including appeal to the Dean(s), must be completed no later than the end of the semester following the one in which the decision was made.

These procedures are consistent with university procedures published in the current catalog. The appeal process for issues of academic integrity is also found in the University's current catalog.

Deadlines:

Assignments must be completed by established deadlines. The instructor reserves the right to give reduced points or a grade of a zero for late work. It is the student's responsibility to inform the instructor in advance of any difficulties and to use email correspondence to obtain permission to extend deadlines if necessary. ***Students are responsible for submitting hard copies of all assignments; emailed papers will not be accepted.***

Incompletes:

Grades of incomplete will be considered only in cases of verified medical or other emergencies. Documentation must be submitted promptly.

Ethical Behavior:

Refer to the current Towson University Undergraduate Catalog for information regarding College policies such as academic standing policy, academic honesty policy, grading, withdrawal from a course, services and facilities available to students, and other policies relevant to the academic process. Cheating includes copying from others or using books or notes during quizzes and exams, fabrication of information, submission of work prepared for another class during another semester, submission of work not prepared by the student, permitting another person to copy from or use your work, and plagiarism. Incidents of cheating will result in a variety of penalties.

Explanation of Course Expectations

Any papers submitted for this class longer than 1 page must be stapled in the upper left-hand corner. Any papers not stapled will have 10% of the grade deducted. Spelling, grammar, punctuation, and organization of thoughts will be considered in the grading of every paper for this class.

1. Completion of required hours for internship: 20%

Student will complete the required number of hours during a minimum of 12 weeks. At the end of the semester, the on-site supervisor will sign a time log verifying the number of hours worked.

2. Quality of journals submitted: 20%

Journals will be submitted weekly to the instructor. Each journal entry must include the information in the format shown in the sample in this syllabus. Each journal submission will be rated on a 1-10 scale, (factoring in timeliness, accuracy, and completeness = 3, depth of discussion and relationship to course goals = 4, spelling/grammar/writing style = 3). The final journal grade will be the average of all submissions ($x 2 = 20\%$). One point will be deducted for each week late. Journals must be submitted weekly and will be returned to students approximately every 3 weeks.

3. Evaluations by on-site supervisor: 20%

On-site supervisors will complete one midterm evaluation (upon completion of half of the intern's hours) and one final evaluation of the intern (upon completion of all of the intern's hours). The intern should discuss both evaluations with the supervisor. The purpose of these evaluations, particularly the midterm, is to help the intern identify and improve in any weak areas. Failure to submit these documents in a timely manner will result in a failing grade for the intern. **A score of less than 70% on the supervisor's final evaluation of the intern will result in a failing grade for the intern, and will supercede the above grading scale.**

4. Presentation to class: 10%

Each student will present a 10-minute case study or overview of his or her internship site to the class in ASL with no voice. No presentation should be less than 7 minutes. The presentation will be treated like a professional presentation. Students should prepare carefully, using media and handouts to hold the group's attention and enhance understanding. **Presenters should dress as if presenting at a professional conference** and use professional mannerisms and etiquette when in front of the group. Presentation should include:

- A dynamic opening and closing,
- the mission of the school/agency,
- the population served by your school/agency and any restrictions on who can be served,
- types of professionals represented on the staff, and their duties,
- at least three critical points about the functions of the school/agency,
- some of the tasks you perform on the job,
- how this school/agency meets the needs of the Deaf community,
- other agencies/schools that interact with your site, and how,
- activities in a typical day at this site,

- specific “Aha!” moments and lessons learned on this internship,
- appropriate media and handouts (spelling, grammar, punctuation, and aesthetics will be considered in calculating the grade)
- your critique on the quality of services being provided and suggestions for improvement.

The instructor will assign presentation dates when all interns have been placed.

Please upload your powerpoint to Blackboard (Discussion Board) before your presentation for fellow students to access, and submit a hard copy of your powerpoint to the instructor on the day of your presentation. Be sure to give your document the name of your topic so fellow students can easily identify it (“MSD.ppt”, not “internship.ppt.”)

5. Individual objectives developed and met: (submitted twice)

Students will meet with on-site supervisors during the first week of their internships and develop approximately 3 objectives for the internship experience, and identify strategies by which these objectives will be achieved. This 2-column chart will be submitted to the instructor during the second class meeting. At the end of the semester, while completing the final evaluation, the intern and on-site supervisor will review the list of objectives and discuss how they were met or not. Interns will re-submit their chart with a third column identifying how these goals were or were not achieved. Although this assignment is not graded, students will lose 5 points from their final grade if these charts are not submitted.

Objective	Strategies	Self-Evaluation (end of term)
Objective #1: Improve ASL skills	Strategies for achieving Objective #1 (start w/verb)	Comments on how Objective #1 was achieved, or why not
Objective #2: Learn more about Deaf culture	Strategies for achieving Objective #2 (start w/verb)	Comments on how Objective #2 was achieved, or why not
Objective #3: Learn about (your agency’s) policies and procedures or techniques.	Strategies for achieving Objective #3 (start with action verb)	Comments on how Objective #3 was achieved, or why not

Due: Objectives and strategies must be submitted by second week of internship. Final chart will be submitted at end of internship. This assignment is not graded.

6. Senior Portfolio: 30% (letter of inquiry, ad, cover letter, resume, interview thank you)

Letter of Inquiry: (5%) Students will identify one school/agency that hires individuals with their qualifications, and create a letter of inquiry to see if there are currently appropriate positions available. This part of the project will be graded on content of the letter, mechanics (spelling, grammar, organization) of the letter, and appearance of the letter (including choice of paper). Letter should be appropriately addressed and placed in an appropriate envelope.

Ad: (2%) Using professional publications, electronic communication, or other resources, students will locate one actual advertisement for a deaf-related job matching their personal skills and interests. (Job can be located anywhere.) This part of the project will be graded based on the appropriateness of the job selected and the timeliness of the ad (less than six months old).

Cover Letter: (10%) Students will develop a cover letter (to be paired with a resume) to be hypothetically submitted in application for the ad described above. This part of the project will be graded on the content of the letter, the mechanics of the letter, and the appearance of the letter, including choice of paper and envelope.

Resume: (10%) Students will develop a professional deaf-related resume to match their ad; this resume may also be used upon graduation. The resume may be in chronological, functional, or targeted format. Assistance may be obtained from staff in the Career Center, the instructor from this class by appointment, and other professional resources. This part of the project will be graded on the appropriate choice of style of resume, the ability to highlight the intern's strengths, design and layout, general appearance, spelling and grammar, and choice of paper.

Thank You Note: (3%) Students will prepare a "thank you" note to the employer as if they have recently completed an in-person interview for the selected position. This part of the project will be graded on choice of paper, content of the note, grammar and spelling, and general appearance of the note.

All documents should be submitted together in a 9 x 12 manila envelope addressed to the employer. Due Date: December 7, 2009.

Additional Course Information

Interns will work in schools and agencies under the supervision of on-site supervisors who will provide guidance and direction for daily activities and responsibilities. Daily activities should focus on providing services to, and interacting with, individuals who are deaf and hard of hearing to improve the intern's communication skills and understanding of the Deaf community and/or Deaf education. Activities may include one-to-one or small group tutoring, assistance with daily living skills, and other tasks involving direct communication and interaction with students/clients. The intern should provide services and support to the agency/school and clients/students. Interns are encouraged to be assertive and creative and begin to make their own contributions to the worksite early in the semester. This syllabus will be read and signed by the on-site supervisor so that expectations are known. The instructor will visit students in new sites. The purpose of the visit is to provide information and support to the intern and the supervisor, and to evaluate the site for future placements. Priority will be given to sites that have not been used by the Deaf Studies Internship Program before.

Off-Campus Placement Policy

It is the policy of the Department of Audiology, Speech-Language Pathology, and Deaf Studies that all off-campus internship sites be within a 2-hour drive of campus (driving time during business hours). Exceptions to this policy will be considered on a case-by-case basis. Students interested in off-campus placements beyond this limit must petition the department four months before the anticipated start date of the internship. Petition forms may be obtained from the department office. The final decision of the department will depend on the level of the student's academic performance, independence of the student, faculty evaluation of the site prior to placement, and availability of a faculty liaison. All documentation necessary for an off-campus placement must be submitted prior to beginning the internship. For all placements, there must be no familial relationship between the off-campus supervisor and the student.

Journal #2

Name: Suzie Signer	Site: Office of the Deaf and Hard of Hearing
Date journal submitted: Mon., September 9, 2009	Days/Hours worked this week: T 9/3 9-12 noon = 3 hours Th 9/5 9-12:30 pm = 3.5 hours
Total hours this week: 6.5 hours	Accumulated hours: 13 hours
“What I Did This Week” Schedule of the day or week’s activities	<p>Tuesday, 9/3/09 9-9:30 am: Met with supervisor to discuss tasks for this week, all communication in ASL 9:30-10: Researched legislation in other states for requiring smoke and fire alarms 10-11:30: Attended staff meeting conducted in ASL 11:30-12: Returned phone calls, filed articles</p> <p>Thursday, 9/5/09 9-9:15 am: Discussed schedule with supervisor 9:15-10:00 Drove to Annapolis for meeting with supervisor, discussed who will be at this meeting 10-12 noon: Attended meeting with State Task for on Fire Safety for Deaf People 12-12:30: Ate lunch with Deaf committee members</p>
“What I Learned or Noticed This Week” <i>New things I learned or realized, or something I had heard or read about and finally observed in person. This can be a cultural issue, technological issue, linguistic issue, new ASL vocabulary, bureaucratic procedural issue, etc. Be prepared to share these “Aha!” moments with the class.</i>	<p>I realized the importance of having strobe lights to alert Deaf people to smoke and fire hazards. I had never considered this topic before this week. When Deaf people move into rental apartments, the apartments are not equipped with safe ways to alert them to danger. They should not have to pay to buy and install their own strobe light systems since hearing people don’t have to pay for this extra cost; also they don’t take it with them if they move out.</p> <p>I learned the signs for “Strobe Light” and “Emergency Alert.” I noticed a lot of facial grammar during the Task Force meeting. Deaf participants used a lot of wide-eyes to show serious concerns. I also noticed the “wrinkled nose” to show doubt even when signs were not used. I was aware of some of the mouth-sounds Deaf people make with signs like “impossible!” I recognized the signs for many of the cities in Maryland.</p>
“Impact of this Week on My Life or My Future” <i>Critical Analysis of the Day/Week (reactions, insights, reflections, problem-solving, integration of information learned from classes or readings with on-site experiences. Refer to Course Objectives on page 1 of syllabus). Do not add additional descriptions of activities.</i>	<p>In DFST 345, we learned about technology used in the Deaf community such as strobe lights. This week I realized how Deaf people feel oppressed when their landlords refuse to provide safety features to protect them. It made me angry to realize that Deaf people are treated as second-class citizens and their safety is not respected. I enjoyed networking with professionals in the Deaf community at the Task Force meeting. I am accomplishing my personal goals, and the Course Objectives, of getting to know people and agencies in this field in MD and improving my signing skills.</p>

Frequently Asked Questions about the Internship Class:

1. *Why do we have to take this class?*
 - a. *Why can't we just do our internships?*
 - b. *Why do we need in-class time?*
2. *Why do we have to submit journals?*
 - a. *Why do we have to submit hard copies?*
 - b. *Why do we have to submit them every week?*
3. *What's the point of learning about resumes, interviewing, and business correspondence if we're going to grad school?*
4. *What if I already learned resume writing, business correspondence, and interviewing techniques in high school?*
5. *How can a hearing teacher help us enter the deaf community?*

First Day Activity:

What do you expect to get out of this class?

Name: _____ Semester: _____

Internship Site: _____ Supervisor: _____

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Course Grading Worksheet

Evaluation of Students:	maximum points	your points
Objectives submitted	(-5)	_____
Midterm evaluation by on-site supervisor:	10	_____
Quality of journals submitted:	20	_____
Completion of required hours for internship:	20	_____
Presentation to class:	10	_____
Final evaluation by on-site supervisor:	10	_____
Senior Portfolio Project:	30	_____
Self-evaluation of goals submitted	(-5)	_____

A score of less than 70% on the supervisor's final evaluation of the intern will result in a failing grade for the intern, and will supercede the above grading scale.

Total grade: _____

Final grade: _____