

ACE Internship Handbook

2012

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ACE INTERNSHIP HANDBOOK
Department of Adult and Community Education
Indiana University of Pennsylvania

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Department of Adult and Community Education

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I. Introduction

An internship is a required part of the Adult and Community Education (ACE) program. The internship experience serves several purposes:

1. To provide an opportunity to put theory into practice.
2. To provide for new learning opportunities.
3. To provide students with the opportunity to work independently.
4. To provide students with the opportunity to reflect on practice and scholarship.

For the most part, ACE students develop their own internships. ACE students have had internships in many different types of institutions, agencies and businesses. Ideas for potential internships can come from other students, the literature in adult and community education, class discussions, the faculty and the students' knowledge of their own community. The program faculty have contacts and suggestions for internship sites for students who are not sure how or where to develop an internship.

The ACE department has an internship data base that provides ideas of prospective internship sites that previous students have completed and that has been collected by the Adult and Community Education office. There are two ways in accessing the data base, directions as follows:

Access from Internet

- First you need to access the internet and go to <http://www.acad.iup.edu> that will take you to the Internet Browser Access to Network Drives.
- Then you will see the link for the Instruct drive ("I drive"), double click on it.
- Then a pop up window will appear, you will have to type "**iupmsd**" then your issued four letters from the university. The password will be the same as the password you use to log on to the public computers, then click enter.
- Once you have access and in the "I drive" then you need to locate a folder by the name of "**gdean**", double click and you should be able to see a file that is named Internship. Double click and review the database.

Access from On-Campus Computers

- You need to log on to a computer that is on campus, logged on, open up My Computer (this will be either on the desktop of your computer or under the start menu button on the bottom left hand corner).
- Once on my computer, you should locate the "I drive" and double click.

- Once you have access and in the "I drive" then you need to locate a folder by the name of "**gdean**", double click and you should be able to see a file that is named Internship. Double click and review the database.

Most internships in the ACE program are “project-centered” as opposed to “desk-time” internships. A desk-time internship is where a student logs a certain number of hours at an organization. In this case, the intern’s duties are determined primarily by what activities occur during the internship period. Although some students may have the time and desire to do this type of internship, most ACE students will complete a project-centered internship. In a project-centered internship, students research the organization in advance of the internship and identify projects that they could do for the organization. The projects usually center around one or more activities that allow the student to contribute to the organization as well as learn from the experience. Some of the different types of internship projects in which students have engaged include developing education and training programs, teaching workshops or courses, assisting with administration of a program, conducting needs assessments, evaluations, or other programmatic research, developing marketing strategies and materials, building interagency networks and designing new programs.

Students can use the internship experience to meet different educational goals. Some students use the internship to gain experience in an area or organization that is new to them. For example, a student interested in training and development, but with no prior experience in that field, can use the internship to gain a working knowledge of the training business. Other students have used the internship to develop new skills or sharpen skills they already possess. In these cases, students may engage in a project that allows them to develop and sharpen the desired skills. Whatever the reason, the internship should satisfy the three purposes outlined in the first paragraph.

Although the internship is usually completed later in the program, students should start thinking about it early. Such early consideration will allow students to do several things:

1. Use class assignments to prepare for the internship
2. Look for and become aware of potential internship opportunities as they become available
3. Develop possible relationships between the Internship (ACE 740), Seminar (ACE 735), and Practical Research (ACE 745) or Thesis (ACE 850).

II. Requirements for Internships

There are several requirements for internships that are enumerated below.

1. Each student must be able to demonstrate that their internship project constitutes new learning. The internship is a theory-to-practice exercise in which students apply what they have learned in classes to actual real-world situations. Therefore, the internship must be based on new learning and experiences for the student, not just a reiteration of previously learned activities.
2. Each student is required to register for ACE 740, Internship in Adult and Community Education, twice. ACE 740 is a three-credit course, therefore, a total of six internship credits will appear on the student's transcript. (See section III, Registration and Grading.)
3. Each student is required to prepare an internship contract that must be approved by the internship coordinator prior to beginning the internship.
4. Each student must complete a minimum of 150 hours of "time-on-task" internship related activity.
5. Each student must submit a final report of their internship activity as described in section VI, Internship Final Report.
6. Each student must have an evaluation form submitted by the internship site supervisor to the internship coordinator.

Life is not always predictable. Sometimes things don't go as planned during the internship. Sometimes the site supervisor changes, the organization changes its priorities or the student may have difficulties. Any number of things can happen that will cause the internship to go off course. If it becomes evident that there will be changes in the internship, the student should contact the internship coordinator as soon as possible. Some changes will not affect the outcome of the internship very much and so will not result in changes to the internship contract. If changes to the contract are necessary, then the student, the internship coordinator, and the site supervisor should meet to discuss the contract and how it needs to be changed.

III. Registration and Grading

ACE students are required to register for six credit hours of internship. Internship is offered as a three-credit course, ACE 740. Therefore, in order to complete six credits of internship, students must register for ACE 740 twice. Despite the fact that students must register for ACE 740 twice, there is only one internship project worth six credit hours.

Students should consult with their academic advisor prior to registering for ACE 740. Although the student is not required to complete the internship project the same semester in which they register for ACE 740, the registration for ACE 740 should make sense in the overall completion of the student's program of study. Typically, ACE 740 is offered two times per year: once in the spring semester and once during the summer semester. Students enrolled in a Monroeville cohort are encouraged to register for one section of ACE 740 each summer of their two-year program. Students enrolled in courses in Indiana may register for ACE 740 in either spring or summer semesters.

Since the completion of the internship does not usually coincide with the term in which students register for internship, a grade of "L" is typically given for ACE 740. A grade of "L" signifies that the work for a given course cannot be completed during the regular time frame of the course. Upon submission of the final report by the student, the instructor will submit a grade for the internship. The grade submitted will apply to both sections of ACE 740. For example, if a student receives an "A" for the internship project, then the student will receive an "A" for each of the three credit courses (ACE 740) for which he/she has registered.

If a student does not complete the internship the "L" grades will eventually default into an "F." This occurs at the end of one year from the date the student was registered for ACE 740. For example, if a student registered for ACE 740 during the summer semester, but did not complete the internship project prior to the end of the term, the instructor would submit an "L" grade for that student. That grade would turn into an "F" at the end of the summer semester of the next year. As long as the student is making satisfactory progress toward the completion of their internship and degree, the instructor will extend the "L" so that it does not convert to an "F." If the student is not making satisfactory progress, the instructor will not extend the "L" and it will convert into an "F" grade.

IV. Internship Process

The steps for successfully completing an internship are described below. Please keep in mind that each student is unique, and each internship is also unique. These steps are intended as a guide to help students complete their internships as expeditiously as possible. Students should consult with their academic advisor or the internship coordinator to discuss deviations from these steps and other individual differences for each internship project.

1. *Talk with your academic advisor* – In the initial planning meeting, and on other occasions as needed, students should discuss the internship process and ideas for internships with their academic advisor. It is usually helpful if students are aware of how the internship process

works early in the program. In addition, it is useful to begin thinking about ideas for internships early in the program as well.

2. Research potential internship sites – It is important to know something about the agencies and organizations in which internships can be done. Students should prepare for an internship by learning as much about potential internship site organizations.
3. Contact potential internship sites – Students should contact the organization when they are ready to talk about a potential internship. The information contained in Appendix A: Information for Internship Site Supervisors may be of help at this stage. This material may be duplicated, or Site Supervisors Information Packets are available from the internship coordinator. In some cases, a special letter can be sent to the internship site by the internship coordinator.
4. Register for ACE 740 in the appropriate semester – Remember that even though only one internship project is done, students must register for ACE 740 twice. Also, keep in mind that the internship project does not have to coincide with the semesters in which ACE 740 is scheduled.
5. Acquire approval of your internship idea from the internship coordinator – Contact the internship coordinator to seek approval for your internship idea prior to investing time and energy in the project.
6. Submit an internship contract to the internship coordinator – The contract must be approved by the internship coordinator prior to the student proceeding with the internship. The contract is discussed more fully in the section V, Internship Contract; also see Appendix B: Sample Internship Contract.
7. Schedule an internship meeting – A meeting between the internship coordinator, the student, and the site supervisor must be scheduled prior to the student starting the internship project. The purpose of this meeting is to review the internship contract so that all parties are in agreement as to what the student will do during the internship.
8. Complete the internship project and keep a Log of activities – The student is now ready to complete the internship project. The student must keep a log of the internship activities (see Appendix C: Sample Internship Log).
9. Submit the final report – Each student must submit a comprehensive report of the internship project. Due to the variety of internship projects, the format and contents of the final reports will vary. There are some common components, however, which will be found in all final reports: internship record form (see Appendix D: Internship Record Form), contract, log, reflective paper, and products generated during the internship. The final report is discussed more fully in section VI, Final Report.
10. Get evaluated – Make sure that the site supervisor follows up by submitting the evaluation form to the internship coordinator (see Appendix E: Internship Evaluation Form).

V. Internship Contract

The primary purpose of the internship contract is to make as explicit as possible what will be done during the internship, what will be learned during the internship and how that learning will be demonstrated. A learning contract consists of the parts described below. For an example see Appendix B: Sample Internship Contract.

1. Student Information

- a. Student's name
- b. Banner ID number (eight-digit number beginning with the @ sign).
- c. Student's address
- d. Work phone
- e. Home phone
- f. Fax
- g. E-mail address

2. Internship Site Information

- a. Name of site supervisor
- b. Site supervisor title
- c. Name of organization
- d. Organization address
- e. Phone number
- f. Fax
- g. Site supervisor's e-mail address

3. Dates

In this section, identify the starting and ending dates of the internship as precisely as possible. If it is not possible to identify precise starting and ending dates, at least state the months in which the internship project will be started and ended.

4. Description of Proposed Activity

In this section, briefly describe the proposed internship project. Be as specific as possible at this stage including identifying the activities as well as any tangible products that may result from the internship.

5. New Learning

In this section, identify what will be learned during the internship. This should be new learning that the student will acquire as a result of doing the internship project.

6. Internship Activities

- a. *Goals and objectives* – In this section, identify the goals and objectives which will be accomplished during the internship. Usually a goal is a broad statement that describes a general area of activity. Objectives are more specific statements, each of which addresses

a part of a goal. Usually, a goal will be divided into several objectives. Also, each objective must be related to an activity in the internship as well as a learning outcome.

- b. *Activities* – For each objective, describe what you will do to meet that objective. An internship activity may meet more than one objective. The description of each activity should be as detailed as possible.
- c. *Documentation of learning* – Describe what you will submit to demonstrate that each objective has been met. The purpose of this section is to provide proof or evidence that all objectives have been met. There are a number of ways that objectives can be demonstrated. For example, students may develop tangible products such as a curriculum for a course, a plan for a workshop, handbooks, web pages, etc. Also, there may be other evidence of accomplishments such as letters, memos or evaluations from people involved in the internship. Another way to demonstrate learning is to include a description of what has been learned in the log or other sections of the final report.

7. Signature Block

Provide a space for signatures and dates for the intern, the site supervisor and the internship coordinator.

VI. Final Report

The composition of the final report will vary depending on the type of internship and what projects were undertaken on the internship. Some final reports are contained in a notebook, others have been delivered in boxes. The final report should be put together as the internship progresses, not at the end of the internship. This will make it possible to collect information as it becomes available and avoid a mad scramble to find everything at the end of the project. The final report must contain the following information in this order:

1. Internship Record Form – see Appendix D
2. Internship Contract – see Appendix B
3. Internship Log – see description in this section and Appendix C
4. Reflective Paper – see description later in this section
5. Products and materials generated on the internship

The Internship Log

This is a diary of the internship activities. It serves two purposes: it is a way to document that the 150 hours time-on-task required for the internship have been fulfilled, and the log is a list of the activities that have been completed on the internship. Each entry of the log should consist of

the date, the number of hours devoted to the activity on that date and a brief description of what was done on that date. For an example, see Appendix C: Sample Internship Log.

The Reflective Paper

The reflective paper is an opportunity for each student to reflect on their thoughts and feelings about the internship. Students may choose to focus on what they have learned during the internship, how they have changed as a person, what could have been done differently, as well as other topics. This paper should be 5-10 double-spaced pages.

Appendix A

Internship Information for Site Supervisors

Internship Program Information for Site Supervisors

Department of Adult and Community Education
Indiana University of Pennsylvania

About the ACE Program

The Master of Arts in Adult and Community Education (ACE) is an intensive 36 semester hour program which provides a balance of academic preparation, individual research and practical field experience. Topics covered in the courses include history and philosophy of adult and community education, adult development and learning, program planning and evaluation, teaching and learning methods, organizational theory, leadership and management, research skills, and current issues and trends in the field. In addition, students develop a detailed literature review in a specialized area of interest and complete an internship. The program has both a thesis and nonthesis option. Nonthesis option students conduct an empirical research project, and take a comprehensive exam consisting of both written and oral components. Both the thesis and nonthesis option students are required to complete an internship.

About the Internship Program

The purpose of the internship program is for students to acquire new learning through practical application of material learned in classes.

The internship is a required part of the ACE curriculum. Students are required to complete a six-credit internship consisting of 150 hours of time-on-task. This time on task consists of preparation time, training time and any other activities directly related to completing the internship.

Most students in the ACE program are full-time working professionals who complete their master's degree part time. The average student has more than five years of professional experience. It is not expected that students will quit their jobs in order to complete the internship. As a result, most of the ACE students complete "project-centered" as opposed to "desk-time" internships. This means that they develop one or more projects or activities which they plan to complete during the course of the internship. These projects should contribute to the organization as well as the intern's learning.

The Internship Contract

Each student is required to complete an internship contract prior to the start of the internship activities. The contract is a document in which the student outlines all of the activities that will take place on the internship. The contract is organized with the following sections:

1. Goals and objectives which identify what the student will do
2. Strategies which detail how the student will complete reach the goals and objectives
3. The evidence of learning that the student will submit to demonstrate that they completed the goals and objectives of the internship

The student, the site supervisor and the internship coordinator must all agree on the contract. The contract then becomes a record of the internship of the student. If the contract must be modified during the course of the internship all three parties must agree to the modifications and sign the new contract.

Responsibilities of the Intern

The primary responsibility of the intern is to engage in new learning through the practical experience of doing the internship. A secondary responsibility is to provide the host organization with the benefit of the student's professional knowledge and experience. Since most ACE students bring a professional background to the internship, they have many skills that may benefit the host organization. In addition, it is expected that interns will act professionally and carry out their duties in a responsible manner including obeying all rules and regulations of the host organization.

Responsibilities of the Site Supervisor

The site supervisor, as representative of the host organization, has three primary responsibilities. First, the site supervisor must approve the internship contract. This usually involves one or more preliminary discussions with the student to define the internship project. When the project has been defined, the student will prepare a contract that is submitted to the internship coordinator for review. When the internship coordinator has approved the contract a meeting is scheduled in which the student, site supervisor and internship coordinator review the internship activities. The primary purpose of this meeting is to make sure that all parties are in agreement on what the student is to do during the internship.

The second major responsibility of the site supervisor is to supervise the student during the internship. This involves staying in touch with the student on a regular basis, monitoring progress on the internship project, providing assistance to the student as needed, and making information and resources available to the student as needed.

The third responsibility of the site supervisor is to evaluate the performance of the student during the internship. A form is provided for this purpose. The form should be completed and returned to the internship coordinator when the internship project has been completed. Of course, the site supervisor may talk with the student intern or contact the internship coordinator at any point in the internship to discuss concerns or ideas for improving the internship project.

Responsibilities of the Internship Coordinator

The internship coordinator has several responsibilities. First, the internship coordinator works with students to help them develop ideas for internships and fit the internship experience into their overall academic program. Second, the internship coordinator must approve the internship contract along with the site supervisor and the student. Third, the internship coordinator will assist the student and the site supervisor during the course of the internship as needed. Fourth, the internship coordinator reviews and approves the final internship project submitted by the student. Last, the internship coordinator assigns a grade for the internship based on the final report, the evaluation of the site supervisor and the internship coordinator's observation of the student during the internship.

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Appendix B

Sample Internship Contract

Internship Contract
Adult and Community Education
Indiana University of Pennsylvania

1. Student Information

- a. Name: _____
- b. Banner ID: _____
- c. Address: _____

- d. Work Phone: _____
- e. Home Phone: _____
- f. Fax: _____
- g. E-Mail: _____

2. Internship Site Information

- a. Name of Site Supervisor: _____
- b. Site Supervisor Title: _____
- c. Name of organization: _____
- d. Organization's address: _____

- e. Organization Phone Number: _____
- f. Organization fax: _____
- g. Site Supervisor E-mail address: _____

3. Date of Internship

Example:

The internship project(s) will commence at the end of February 2000 and is expected to culminate end of August 2000.

4. Description of Proposed Activity

Example:

The project will focus on developing a customized job training (CJT) grant to train employees of eastern Clearfield County private manufacturing businesses.

Once these businesses have been identified, each will be invited to meet with PSU staff to assess and discuss employee training and skill needs. Upon establishing a consortium of interested manufacturing partners who have described their particular training and other needs, concentration will be given to building a series of PSU educational opportunities to meet those identified needs. The CJT grant will be organized to show a legitimate need to fund training opportunities for partners of the consortium.

5. New Learning

Example:

As a result of this internship, I will have a basic understanding of the operation of a university continuing education department. While I have assisted in grant writing in my current position with the Agency on Aging in Clearfield, I have no experience writing grants for higher education entities. Therefore, assisting in the customized job training grant application process will be new and extremely beneficial in determining future career choices.

6. Internship Activities

Example:

The purpose of this internship is to gain insight into the basic operation of the University Continuing Education, to participate in the research of training and educational needs, to develop a customized job training grant and to experience collaboration with private manufacturing businesses. The overall goal is to examine continuing education and training as possible career choices.

Objective One: To identify private industry manufacturers in eastern Clearfield County.

Activity:

- a. Utilize and examine inventories of current manufacturing businesses in eastern Clearfield County.
- b. Research and pinpoint manufacturers not on the inventory list.

Evidence of Learning:

- a. Database of eastern Clearfield County manufacturers

Objective Two: To organize a meeting of manufacturers and PSU staff to estimate their training needs, form a consortium of interested partners and encourage utilization of PSU's training and education options.

Activities:

- a. Compose and deliver invitations for businesses to meet with PSU staff
- b. Plan and implement informational meeting
- c. Establish consortium of interested partners
- d. Develop and execute an assessment tool
- e. Assess and identify specific training and educational needs of each partner
- f. Review recommendations of training and educational options with partners
- g. Identify and recommend PSU's most appropriate training and education options

Evidence of Learning:

- a. Sample letter of invitation
- b. Summary of planning process and meeting agenda
- c. Consortium register
- d. Assessment tool
- e. Summary of assessment results
- f. Summary of recommended options

Objective Four: Examine and describe the university's continuing education department's relationship with adults, businesses and the community.

Activity:

- a. Interview key PSU Continuing Education staff

Evidence of Learning:

- a. Summary of interview with PSU staff

7. Signatures

The signatures below attest that this ACE 740 Internship Contract has been reviewed and activities to be performed by the student have been approved by all parties.

Student: _____ **Date:** _____

Site Supervisor: _____ **Date:** _____

Internship Advisor: _____ **Date:** _____

Appendix C

Sample Internship Log

Sample Internship Log

March 10, 1999	Talked with ----- to further discuss my topic for developing an educational program. We decided on developing the topic of long-term care insurance.	0.5 hrs
March 11, 1999	Talked to ----- of the Priority Care Office at LAH to discuss her vision the educational plan	1.0 hrs
April 13, 1999	Attended Health Maintenance/ Well Adult Screening Task Force meeting	2.5 hrs
April 22, 1999	Attended meeting Task Force presentation to the community leaders in Norvelt	3.0 hrs
April 23, 1999	Called the American Cancer Society for literature for the HealthFest	0.5 hr
May 3, 1999	Spoke to -----, United Seniors Health Cooperative at 202-434-2277; Spoke with -----	0.5 hr
May 3, 1999	Called AARP for literature on long-term care planning options at 202-434-2277; Spoke with Janet Wells	0.5 hr
May 3, 1999	Called Area Agency on Aging for literature on their services	0.5 hr
May 6, 1999	Wrote memo to WCCC Nursing Coordinator asking for student volunteers	0.5 hr
May 17, 1999	Spoke to Nursing class regarding volunteerism and the HealthFest project	0.5 hr
May 26, 1999	Spoke with representative from the Appraise program	0.5 hr
May 27, 1999	Met with ----- from the Appraise program	1.5 hrs
May 28, 1999	Spoke with -----, Coordinator of the Appraise Program	1.0 hrs
June 2, 1999	Spoke with ----- to clarify several points about the project	0.5 hr
June 3, 1999	Spoke with Priority Director at Latrobe Area Hospital regarding my project. This program will be shared between the departments.	1.0 hrs

Appendix D

Internship Record Form

Record of Internship

Department of Adult and Community Education

This form will be used to enter information about your internship into the data base maintained by the department

A. Student Information

Student name: _____

Dates of internship: _____

Organization where internship took place:

Organization name: _____

Address: _____

Phone number: _____

Name of site supervisor: _____

B. Institution Type (please check one)

- | | |
|--|--|
| <input type="checkbox"/> Adult Basic/ Literacy Education | <input type="checkbox"/> Higher Education |
| <input type="checkbox"/> Business & Industry | <input type="checkbox"/> K-12 Education |
| <input type="checkbox"/> Government | <input type="checkbox"/> Religious Organization |
| <input type="checkbox"/> Health Care | <input type="checkbox"/> Social Service/Community Agencies |
| <input type="checkbox"/> Other: _____ | |

C. Type of Internship Activity (check all that apply)

- Administrative and Policy/Procedure Development
- Curriculum/Instructional Development
- PR/ Marketing
- Program/Event Planning
- Research (needs assessment, program evaluation, etc.)
- Teaching/Training/Tutoring
- Publications
- Other: _____

D. Brief description of internship project (Print below. Use back if necessary):

Appendix E

Site Supervisor Feedback Form

Site Supervisor Feedback Form

Internship in Adult and Community Education
Indiana University of Pennsylvania

Please Print

Student Intern: _____

Place of Internship: _____

Site Supervisor: _____

Please respond to the following items. Circle only one response.

1. What is the quality of work of the student intern?

Excellent Above Average Average Below Average Unacceptable

2. How professional did the student intern behave?

Excellent Above Average Average Below Average Unacceptable

3. What is the level of the contribution of the student intern to your organization?

Excellent Above Average Average Below Average Unacceptable

4. What is your overall assessment of the student intern's performance?

Excellent Above Average Average Below Average Unacceptable

5. Additional comments (use the back or attach additional pages as needed):

Site Supervisor's Signature

Date

Please sign and return this form to: Dr. Jeffrey A. Ritchey, Internship Coordinator, Department of Adult and Community Education, 104 Davis Hall, 570 South 11th St., Indiana University of Pennsylvania, Indiana, Pa. 15705.
Phone: 724-357-2470; Fax: 724-357-7821; E-mail: jritchey@iup.edu