

AECT Internship Handbook

2011

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

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AECT INTERNSHIP HANDBOOK

Department of Adult and Community Education

Indiana University of Pennsylvania

I. Introduction

While an internship is an optional part of the Adult Education and Communications Technology (AECT) program it provides a valuable opportunity for students in the program to gain valuable experience, hone abilities, acquire new skills, put theory into practice, and work independently.

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, while others use it to bolster and develop pre-existing skills. For example, a student interested in technical training and program development, but with no prior experience in that field, can use the internship to gain a working knowledge of the training business. Whatever the reason, the internship must satisfy three purposes:

1. Provide an opportunity to put theory into practice
2. Provide new learning opportunities
3. Provide students with the opportunity to work independently

For the most part, AECT students develop their internships in conjunction with the AECT internship coordinator. Ideas for potential internships can come from other students, AECT literature, class discussions, the faculty, and the community. Working in conjunction with the student, the internship coordinator and AECT staff use their personal connections to help find internships that are beneficial to the students' education. AECT students have had internships in many different types of institutions, agencies, and businesses ranging from private businesses to the state government.

During the internship, the student's main duties are predetermined by their internship proposal and proposal. Depending on the organization and the proposal, the number of tasks may vary. These projects allow the student to contribute to the organization while gaining knowledge from the experience. Past students have engaged in projects involving developing education and training programs, creating and maintaining web design, instructional design projects and assisting with educational programs at local schools.

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

1. Using class assignments to prepare for the internship
2. Looking for potential internship opportunities
3. Giving the student and the internship coordinator time to construct an internship proposal.
4. Giving the student, the internship coordinator, and the site supervisor time to communicate and organize the internship's details, goals, and objectives.

People and Terms to Know in an AECT Internship

Internship Coordinator – This is the person that will help the student identify goals/objectives, find an internship site, organize and complete an internship proposal, find a faculty supervisor, and give final approval for the internship.

Faculty Supervisor – This person is appointed by the internship coordinator to monitor the performance of the intern and internship site. The faculty supervisor works with the student to find fair ways to evaluate the completion of the internship proposal objectives.

Site Supervisor – This is the person at the internship site who will work with and monitor the intern as they work on the assigned projects. This person will assist in rendering a final grade for the intern.

Internship Proposal – The internship proposal is an individualized document to describe what goals/objectives will be accomplished during the internship, what will be learned during the internship (projects), how this will be accomplished (procedures), and how that learning will be demonstrated (evaluation). Created by the intern in conjunction with the internship coordinator, this document is an agreement between the internship coordinator and the student that binds all parties to set terms of the internship.

II. Requirements for Internships

1. In order to create a beneficial learning experience for students, internships have several requirements:
2. Students may not take their internship during their first semester in the AECT program. It is preferable that they take the internship during their third semester of the program. This allows the internship to serve as a cumulative activity that combines many of the skills and knowledges acquired throughout the program.
3. The semester before the internship, the student needs to meet and discuss the internship with the internship coordinator. This meeting should occur before the student begins searching for an internship.
4. 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 real-world situations. Therefore, the internship must be based on learning new information or skills, and new related experiences, not just a reiteration of previously learned activities.
5. Each student is required to register for COMM 698, Internship in Adult Education and Communications Technology. If the student intends to take the internship for 3 credits, they must register for COMM 698 once. If the student intends to take the internship for 6 credits, they must register for COMM 698 twice to constitute 6 credit hours.

6. Each student is required to prepare an internship proposal that must be approved by the internship coordinator prior to beginning the internship.
7. Each student must complete a minimum of 120 hours “time-on-task” for the 3-credit internship or 240 hours “time-on-task” for the 6-credit internship.
8. 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 an internship. Sometimes the site supervisor changes, the organization changes its priorities, or the student may have difficulties completing the project(s). If it becomes evident that there will be changes in the internship, the student should contact the faculty supervisor as soon as possible. Some changes will not affect the outcome of the internship very much and will not result in changes to the internship proposal. If changes to the proposal are necessary, then the student, the faculty supervisor, and the site supervisor should meet to discuss the proposal and how it needs to be changed.

III. Instructional Technologist Certification

The Instructional Technology Specialist Certification is issued by the Pennsylvania Department of Education (PDE). To be eligible for this certification, students must complete the regular sequence of courses in the Adult Education and Communications Technology track in the Adult and Community Education Department.

In addition, those students seeking the Instructional Technologist Certification must complete an internship with a school district or an intermediate unit. This internship must be approved by the internship coordinator. The internship, PRAXIS I exam, and any other requirements necessary for completing the AECT program must be accomplished prior to application.

A) Students must complete the following requirements prior to applying for certification.

1. Students must acquire Act 34 and Act 151 clearance.
2. Students must complete an approved, graduate-level course in Special Education and Clinical Services (EDEX).
3. Students must complete an approved internship in a media center in a school district or intermediate unit. The internship must include activities that meet PDE standards. (See the AECT Internship Handbook explanation of these standards.)

B) Application for Certification

1. If you are already a Pennsylvania Department of Education-certified teacher, then no testing is necessary. If you are not a PDE-certified teacher, then you must take the PRAXIS I exam (PPST I). This test features reading, writing, and mathematics. This

exam can be taken manually or via computer. For more details about the PRAXIS I Exam, contact the IUP Career Services Office at 724-357-2235.

2. After completing and passing the PRAXIS I exam, and following the completion of the entire AECT program, the applicant must complete the General Pennsylvania Education Department Application. This can be obtained at 104 Stouffer Hall, 724-357-2480, or at <http://www.state.pa.us>. If using the web site, download forms 338G and 338C. **Note:** If the student does not possess an Instructional I certification, the student will need a doctor's signature on item no. 10. This may require a TB Test.
3. Complete and mail the application forms with a copy of the front page of your PRAXIS scoring report and a \$75 check payable to IUP (processing fee) to Evelyn Mocek, 104 Stouffer Hall, Indiana University of Pennsylvania, Indiana, PA 15705. Processing will take 2-3 weeks.
4. Once the application has reached the office, the chairperson of the Communications Media Department is contacted to verify completion of the AECT program.
5. Once verified, the forms will be held until enough have been collected (about 5). If faster application or processing is needed, see Evelyn Mocek at 104 Stouffer Hall.
6. The forms are then sent by express mail to the Pennsylvania Department of Education. The form processing period is two weeks.
7. After the processing period, certification status will appear on the PDE's web site, <http://www.pde.state.pa.us>. This may be accessed by going to the site and logging in with your social security number. If the status reads "in process," any school superintendent can expedite certification.
8. The actual certification forms will arrive in 6-8 weeks at the address listed on the General PDE Application form.

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 effectively and efficiently as possible. Students should consult with the internship coordinator to discuss deviations from these steps and other individual differences.

1. *Talk with your academic advisor* – The initial discussion should occur the semester before the internship is to take place. It is advisable to schedule the meeting as early as possible because of the limited number of positions for some internships, especially Instructional Technology Specialist internships. During the initial planning meeting, the student and the internship coordinator discuss the internship process and what the student's objectives are for the internship. Once personal objectives are finalized, site search strategy may be discussed.

More than one meeting may be necessary to finalize the goals, objectives, and internship sites.

2. Write the internship proposal – The student will receive a sample proposal on which to model their proposal's format. This may be written prior to a site being established. In which case, the student should consider the goals and objectives that they would like to meet during the internship. The student should consider their site and the goals and objectives that they must meet to complete their project, their personal goals and objectives, and any scholarly goals and objectives that must be met. The proposal must then be given to the internship coordinator for approval.
3. Receive internship approval – When the internship proposal is approved by the internship coordinator and the student locates an internship site, the process of site approval may begin. The internship coordinator will investigate the site to ensure that it will meet the needs of the student and the proposal objectives and goals.
4. Assignment of Faculty Supervisor – Once internship coordinator approves the site, a faculty supervisor will be chosen for the student. The student and the faculty supervisor will then meet to finalize any details of internship. The faculty supervisor and student may then discuss the internship project(s) to be submitted at the completion of the internship.
5. Assignment of Site Supervisor – After a faculty supervisor is assigned, and the proposal is approved. A site supervisor will be chosen at the internship site. This individual will supervise and manage the student's projects.
6. Register for COMM 698 – Once the student is assigned a faculty supervisor, the student will schedule the appropriate number of credit hours for the internship. Students performing a 3 credit-hour internship will schedule COMM 698 once, and students performing a 6 credit-hour internship will schedule for COMM 698 twice.
7. Perform the internship – Once the internship has begun, the faculty supervisor will periodically contact the site supervisor and student to evaluate the progress of the internship.
8. Submit Finished Project(s) – As the internship is completed, the student will be expected to honor the terms set previously by the internship coordinator and faculty supervisor. The student will be expected to submit evidence of the completed objectives. 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.
9. Evaluation – Once the internship is completed and all evidence is submitted, the faculty supervisor will evaluate the materials and render a grade based on the project(s) performed, and the completion of the goals/objectives stated in the proposal.

Schedule of Process Internship

The internship process should begin the semester before the internship is to take place. As many students complete many different parts of the process in different time frames, the process schedule is designed to accommodate that by using many “floating” dates. There are, however, a few specific dates that must be kept.

One Month before this semester – Make initial contact with internship coordinator, and start writing the internship proposal

March 15 – Turn in an internship proposal and begin brainstorming ideas for internship sites

Week 10 – Receive approval or rejection of proposal from internship coordinator. If approved, the student may discuss a site with the internship coordinator. It is the student’s responsibility to make contact if the site is deemed appropriate by the internship coordinator.

Week 11 – After the site is approved, a faculty supervisor is assigned. The student and the faculty supervisor can then agree on the terms of project evaluation. The student can now register for the appropriate amount of COMM 698 credit hours.

April 15 – Submit a final draft of the proposal.

Week 13 – A site supervisor is chosen to manage the student and their project(s) at the internship site.

Week 14 – Final details are concluded. The student is now ready to perform the internship.

V. Internship Proposal

The internship proposal is an individualized document to describe what will be accomplished during the internship, what will be learned during the internship, and how that learning will be demonstrated. The proposal ensures purposeful experience with an employer by removing any vagueness of what the intern will accomplish, learn, and complete. This holds the internship site to a commitment in regard to what the student is to complete during their time.

A learning proposal consists of three parts described below. For an example see Appendix C: Sample Internship Proposal.

I. Internship Goals/Objectives

- The project(s) should be broken into smaller tasks in order to measure the success and completion of the objectives.
- The objectives should be listed in a lettered outline.
- Each objective must be specific and explain what is to be accomplished for the site supervisor and the internship coordinator.

II. Procedures to Accomplish the Internship Objectives

- Each objective needs a procedure.
- The Procedures should detail briefly how each objective will be accomplished.
- The procedures should be simply stated and specific to eliminate any confusion of purpose.

III. Artifacts, Items, or Documentation for Evaluation

- The faculty supervisor sets the standard as to what projects, documentation, or artifacts may be required to demonstrate the successful completion of the internship and objectives.
- Acceptable items depend on the project(s) and objectives.

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 AECT Program

The Master of Arts in Adult Education and Community Education (AECT) is an intensive 36 semester hour program which provides a balance of educational training, technological training, and communications skills. Topics covered in the courses include distance education, educational philosophies and teaching techniques, program planning, communications theory, technological communications skills, instructional design research skills, and current issues and trends in the field. The program has both a thesis and nonthesis option. Nonthesis option students have the choice of taking six credits of related courses, taking a six credit internship, or taking a three-credit internship and three credits of related liberal arts classes.

About the Internship Program

The purpose of the internship program is for students to acquire and bolster skill, gain experience, and expand their concepts of adult education and its interactions with technology.

The internship option is a required part of the AECT curriculum. Students may take a three-credit (160 hours) or six-credit (240 hours) time-on-task internship. This means that only the hours spent directly working on internship projects will be recognized for fulfilling the time requirements of the internship.

Many students in the AECT 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. Instead, arrangement can be made with the student's employer. Generally, the internship coordinator will arrange for new duties, tasks, or projects to be assigned to the student as their internship. These projects should contribute to the organization as well as the intern's learning.

The Internship Proposal

Each student is required to create an internship proposal. This document lists the expectations of the student, the goals/objectives, procedures to complete goals/objectives, and evaluation procedures. This must be created prior to the start of the beginning of the internship. The proposal is organized with the following sections:

1. Goals and objectives which identify what the student will accomplish during the internship
2. Procedures which detail how the student will complete reach the goals and objectives

3. Evaluation criteria that will allow the site supervisor to judge the student's performance on the objectives.

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

Responsibilities of the Intern

The primary responsibility of the intern is to complete the agreed-upon projects and satisfy the goals/objectives specified in the internship. A student cannot leave "complete" the internship until the assigned projects are satisfactorily completed or at a stage that satisfies the site supervisor and faculty supervisor. A secondary responsibility is to provide the host organization with the benefit of the student's professional knowledge and experience. Since many AECT students bring a professional background or unique skill set to the internship, they have many skills that may benefit the host organization. During the internship, it is the student's responsibility to behave in a professional manner fitting of the internship site and the IUP ACE Department. This includes 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 proposal. 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 proposal that is submitted to the internship coordinator for review. When the internship coordinator has approved the proposal 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.

Responsibility 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 proposal 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
Internship Setup Checklist

Internship Setup Checklist

This checklist is designed to assist students in managing the internship process. As each step is completed, check off the corresponding event. Make sure to update this list regularly.

Prior to the Internship Setup Semester

One Month before internship setup semester – Make initial contact with internship coordinator, and start writing the internship proposal

The Internship Setup Semester

This semester is usually the second semester for fulltime AECT students. As many internship opportunities develop at different rates, the dates are relatively flexible, but each item should be completed as close as possible to its respective date.

- Week 8 (about March 15) – Turn in an internship proposal
 - Begin brainstorming ideas for internship sites

- Week 10 (about March 29) – Receive approval or rejection of proposal from internship coordinator.
 - If approved, begin discussing sites with the internship coordinator. Make contact with the mutually agreed upon site

- Week 11 (about April 5) – Meet with assigned faculty supervisor and set terms of internship project evaluation
 - Register for the appropriate amount of COMM 698 credit hours

- Week 12 (about April 15) – Submit a final draft of the proposal.

- Week 13 (about April 22) – Site supervisor is appointed to manage internship site project(s).

- Week 14 (about April 29) – Final details are concluded. The student is now ready to perform the internship.

Appendix C

Sample Internship Proposals

Sample Proposal 1

Jane Q. Student
Internship Proposal
Summer of 2004

Thank you for the possible opportunity in participating in an internship this summer. I appreciate the courtesy your organization engages in with summer internships. What follows is a list of objectives I wish to accomplish during the internship. Following each objective are a few tasks that would guarantee achievement of the objective. Please note that these objectives and tasks are strictly tentative and can be changed however is needed in order to fit your organization's agenda.

Objectives and Tasks

1. Learn the daily aspects of being an employee of your organization.
 - Observe company employees.
 - Assist in daily activities.
 - Run errands for company employees.
2. Gain knowledge of organization's clientele and their needs.
 - Observe employees and their interaction with clients.
 - Attend company client meetings.
 - Be involved with real clients and projects.
3. Learn the abilities and duties of an instructional design professional.
 - Listen to other employee's advice from their experiences.
 - Observe the actions of your employees.
 - Be able to accept constructive criticism in order to grow.
4. Increase my personal knowledge base of instructional design.
 - Help with the brainstorming process in instructional design.
 - Assist in task analysis and needs assessment.
 - Assist in implementation and evaluation.
5. Expand my personal knowledge base in emerging trends in instructional design.
 - Familiarize myself with industry publications.
 - Attend company conferences, functions, and appearances.
 - Observe company board meetings.
6. Learn instructional strategy better.

- Design
- Develop
- Evaluate

7. Learn more technology in the field of instructional design.

- New software packages.
- New delivery systems.
- Other tricks of the trade.

8. Learn better team management skills.

- Observe leadership techniques and qualities.
- Be involved in a team setting.
- Aid the management of a professional staff.

Evaluation Criteria

- Site visits and telephone conversations with faculty internship advisor.
- Ability to carry out tasks on site and to effectively surpass evaluated expectations.
- Oral reports along with mid-term and final internship performance reviews from site supervisors.
- Daily log on observations and experiences gained.
- A comprehensive final internship project submitted to my faculty internship advisor.

Sample Proposal 2

John Q. Student
Internship Proposal
Summer of 2003

Thank you for considering me for an internship with your organization this summer. What follows is a list of objectives I wish to accomplish during the internship. After each of the objectives listed are some suggested procedures or tasks that would ensure that I reach these goals listed. Please consider these objectives/procedures as tentative and to be added to, changed, or modified given our future discussions.

Objectives and Procedures

1. Learn the daily aspects of being a public relations/promotions employee
 - a. Observe company employees
 - b. Run errands for company employees
 - c. Assist in daily activities
2. Gain knowledge of organization's clientele and their needs
 - a. Work with/ observe employees and their interaction with clients
 - b. Work phone lines and process calls
 - c. Be involved with customer service
3. Learn the abilities of a public relations professional
 - a. Listen to other employee's advice from experience
 - b. Accept constructive criticism
 - c. Observe the actions of professionals in the organization
4. Expand my knowledge base of promotions
 - a. Help to brainstorm ideas for promotions
 - b. Assist in writing/ editing/ graphic design
 - c. Assist in finishing the product
5. Expand my knowledge of technical and emerging trends in public relations
 - a. Familiarize myself with industry publications
 - b. Attend company conferences/ functions/ appearances
 - c. Observe company board meetings
6. Learn promotional strategy and analysis
 - a. Concept design
 - b. Planning
 - c. Implementation

7. To learn promotion and media management
 - a. Attend promotional activities to understand their structure
 - b. Observe professionals in the activities' setting
 - c. Aid in the execution of a promotional activity

8. To learn better team management skills
 - a. Working closely with colleagues
 - b. Observing leadership techniques
 - c. Observing team management skills
 - d. Aid the management of a professional staff

9. To learn skills used in media relations
 - a. Observe the preparation for media and analyst review
 - b. Assist the preparation
 - c. Understand the relationship between the organization and the media

10. To learn how to develop print media for clients
 - a. Observe the design of print media from idea stage on up
 - b. Assist and observe the production
 - c. Assist and observe the development of product news announcements, news pitches, feature articles, and advertisements

Evaluation Criteria

- Site visits and telephone conversations with faculty internship advisor.
- Ability to carry out tasks on site and to effectively surpass evaluated expectations.
- Oral reports and mid-term and final Internship Performance Reviews from site supervisors.
- Daily log on observations and experiences gained.
- A comprehensive final internship project submitted to my faculty internship advisor.

Appendix D

Sample Internship Application

AECT Program Internship Application

Instructions: Graduate's are requested to initiate this application and have it processed through the AECT Program as early as possible so that it may be received no later than the end of April.

I. Educational Data *(Please Print in Dark Pencil Carefully)*

Name: _____ IUP Banner ID#: _____
Last First M.I.

Social Security Number: _____ / _____ / _____

Graduate's E-mail address: _____

Home Address: _____
Street
City State Zip

Home Phone: (____) _____ - _____

University Address: _____
Street
City State Zip

University Phone: (____) _____ - _____

Projected Credit Hours Completed or Transferred Prior to Internship Experience (including credits this semester): _____

Anticipated Graduation Date: _____

Academic Advisor: _____

II. Internship Data

Internship Year: _____ Semester (check one): ____ Fall ____ Spring ____ Summer
CRN No.: _____ Dept.: **COMM** Course No.: **698** Course Title: **Internship** Credits:

Company/Agency: _____

Department (Optional): _____

Address: _____
Street
City State Zip

Company/Agency Main Phone: (____) _____ - _____

On-Site Supervisor's Name: _____

On-Site Supervisors Phone: (____) _____ - _____

Internship Starts: _____ / _____ / _____ Internship Ends: _____ / _____ / _____
Mo. Day Year Mo. Day Year

Daily from _____ a.m./p.m. to _____ a.m./p.m.

Paid Rate _____ Nonpaid: _____ Other Benefits:

Are you seeking State Certification as a Media Specialist? ___ Yes ___ No

III. Internship Approval

Please Read: A typed, two (or more) page proposal of the internship job duties or education experience to be undertaken must attached to this form for approval. **This form will not register you for you internship. You MUST use the URSA system for proper registration. IUP does not provide liability coverage for graduates.**

Please Circle One I do / do not wish to have a newsrelease submitted regarding my internship

Graduate's Signature

Date _____

Intern Coordinator Signature

Date _____

Program Chairperson

Date _____

If known at time of application (*if not, please provide later*)

Graduate's Address during Experience: _____
Street

City State Zip

Graduate's Phone During Experience: (____) _____ - _____

Reminder: Attach your Internship Proposal

Appendix E

Instructional Technology Specialist Certification Forms

Instructional Technology Specialist Certification

Students in the AECT program have the opportunity to become certified as Instructional Technology Specialists in the Commonwealth of Pennsylvania. The Instructional Technology Specialist Certification is granted by the Pennsylvania Department of Education.

This certification is applicable in elementary and secondary schools, school districts, and intermediate units in Pennsylvania. People with this certification work as directors of media centers in schools. To be eligible for certification, students must complete the AECT program and an internship in an approved school district or intermediate unit.

Students wishing to apply for certification will complete the regular sequences of courses in the AECT track in the Department of Adult and Community Education. In addition, students wishing to receive the certification must complete the following requirements:

- Students must receive Act 34 and Act 151 clearances.
- Students must complete an approved, graduate-level course in Special Education and Clinical Services (EDEX).
- Students must complete an approved internship in a media center in a school district or intermediate unit.
- Students must complete and submit all required forms and \$75 fee to IUP and the Pennsylvania Department of Education for certification.
- Students must take the designated PDE PRAXIS I exams.
- Students must complete an AECT portfolio.
- Students must receive the recommendation of the AECT internship program coordinator, Dr. Kurt Dudt.

More information regarding certification requirements is available through the College of Education and Educational Technology administrative office, 104 Stouffer Hall, Indiana University of Pennsylvania, Indiana, PA, 15705, 724-357-2485.

*For students wishing to transfer the certification to another state, the Pennsylvania Department of Education has important information regarding Interstate Certification Agreements and provides a list of those states with which Pennsylvania has agreements. Also, consult the department of education for the state in which you intend to use the certification. It will be up to the department of education of the state in question to determine if the Pennsylvania requirements meet their state's requirements.

PRAXIS information for ALL Education Students

The following are the specific PRAXIS test that must be taken by Education Students. They are broken down by Program.

ALL Students must take Praxis I (also known as PPST). This is a series of 3 tests that can be taken either by means of standardized format at specific times and locations or by means of the computer Monday-Friday at available time slots as determined by University Test at Career Services. Specific information can be obtained at Career Services in Pratt Hall (724-357-2235) for both the paper and computer versions or through the ETS website (www.ets.org) regarding the paper testing version. Successful completion of Praxis I testing is required prior to applying for Step one of the Three Step process for Education students.

If taking PPST test by means of standardized paper format, the test codes are as follows:

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
PPST Reading	10710	172
PPST Writing	20720	173
PPST Mathematics	10730	173

If taking PPST test by means of the computer, the test codes are as follows:

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
Computerized PPST Reading	5710	172
Computerized PPST Writing	5720	173
Computerized PPST Mathematics	5730	173

PRAXIS II tests can ONLY be taken by means of standardized paper format. They are taken on specific dates as determined by ETS. Generally, there are 2 opportunities in the fall semester and 4 opportunities in the spring/summer to take these tests. Refer to the ETS website for specific dates (www.ets.org). Successful completion of all required Praxis II testing is required **PRIOR** to student teaching.

PRAXIS II requirements by Program (in alphabetical order)

Art

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
Fundamental Subjects: Content Knowledge	30511	150
Art: Content Knowledge	10133	161

Biology

Biology: Content Knowledge	20235	147
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Business

Fundamental Subjects: Content Knowledge	30511	150
Business Education	10100	560

Chemistry

Chemistry: Content Knowledge	20245	154
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Citizenship (previously Social Studies)

Citizenship: Content Knowledge	10087	148
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Cooperative Education

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
Cooperative Education	10810	770

Curriculum and Instruction Supervisor

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
Educational Leadership: Administration and	10410	580

Supervision

Early Childhood

Fundamental Subjects: Content Knowledge	30511	150
Early Childhood Education	10020	530

Earth and Space Science

Earth Science: Content Knowledge	20571	157
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Elementary Education

Fundamental Subjects: Content Knowledge	30511	150
Elementary Education: Curriculum, Instruction and Assessment	10011	168

English

English Language, Literature & Composition: Content Knowledge	10041	160
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Family and Consumer Science

Fundamental Subjects: Content Knowledge	30511	150
Family and Consumer Science	10120	600

French

Fundamental Subjects: Content Knowledge	30511	150
French: Content Knowledge	20173	170

German

Fundamental Subjects: Content Knowledge	30511	150
German: Content Knowledge	20181	165

General Science

General Science: Content Knowledge	10435	146
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Health and Physical Education

Fundamental Subjects: Content Knowledge	30511	150
Health & Physical Ed: Content Knowledge	20856	146

Hearing Impaired Education

Fundamental Subjects: Content Knowledge	30511	150
Education of Deaf & Hard of Hearing Students	10271	164

Mathematics

Mathematics: Content Knowledge	10061	136
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Music

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
Fundamental Subjects: Content Knowledge	30511	150
Music: Content Knowledge	10113	158

Physics

Physics: Content Knowledge	10265	140
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Principal

School Leadership Licensure Assessment	11010	159
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Reading Specialist

Reading Specialist	20300	570
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School Counseling

School Guidance and Counseling	24020	590
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School Psychologist

School Psychologist	10400	560
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Spanish

Fundamental Subjects: Content Knowledge	30511	150
Spanish: Content Knowledge	10191	166

Special Education

Fundamental Subjects: Content Knowledge	30511	150
Education of Exceptional Students: Core Content Knowledge	20353	136

Speech and Language Pathology

Fundamental Subjects: Content Knowledge	30511	150
Teaching Speech to Students with Language Impairments	10880	590

Supervisor of Vocational Education

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
Educational Leadership: Administration and Supervision	10410	580

Vocational Education Director

School Leadership Licensure Assessment	11010	159
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Vocational II

<u>Test</u>	<u>Test Code</u>	<u>Qualifying Score</u>
Vocational General Knowledge	10890	560

Vocational I

Must take PPST Reading and Writing only

Appendix F

Sample Internship Log

Internship Log

March 10, 1999	Talked with Donna Showalter 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 Susie Oleyar 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 Charles Mondin – United Seniors Health Cooperative at 202-434-2277; Spoke with Janet Wells	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 Don Lackey from the Appraise program	1.5 hrs
May 28, 1999	Spoke with Sylvia Detar, Coordinator of the Appraise Program	1.0 hrs
June 2, 1999	Spoke with Donna Showalter to clarify several points about the project	0.5 hr
June 3, 1999	Spoke with Priority Director Susie Oleyar at Latrobe Area Hospital regarding my project. This program will be shared between the departments.	1.0 hrs

Appendix G

Site Supervisor Feedback Form

Supervisor Feedback Form

Internship in Adult and Education and Communications Technology
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. Gary L. Dean, Internship Coordinator, Department of Communications Media, 121 Stouffer Hall, 1175 Maple St., Indiana University of Pennsylvania, Indiana, PA, 15705.

