Dear CFDC Internship Student:

The purpose of an internship is to provide an academically and professionally-based “broadening” experience that integrates multiple learning goals from the degree program and allows you to gain new knowledge in a work setting relevant to your academic and professional goals. It can be helpful in advancing in a career or making a career transition, or as professional development in your current role.

Please refer to the ELFH 690 Internship in Postsecondary Education: Internship Guidelines document for specific information about course requirements, including internship guidelines and the materials needed to evaluate your internship performance.

The internship instructor will work with students on an individual basis to plan and conduct internships. Your advisor is also available to discuss the steps and make recommendations on projects, work activities, and career advice.

Note that it is possible, but not required, to plan your internship and complete your project hours before formally registering for the course. If you would like to do so, please consult with your advisor, who will help you to complete related actions.

As a faculty, our interest is that you obtain the best supports and achieve professional success. Therefore, please do not hesitate to contact your advisor or other faculty who will best support your professional goals.

Sincerely,
The Higher Education Administration Program Faculty
ELFH 690: Internship in Postsecondary Education (3 cr.)

Guidelines

I. Description

This course provides “on-the-job” opportunities to practice what has been learned in classes and develop leadership abilities. Internships should not be simply job shadowing or reading the literature relevant to the field types of experiences. You must have at least one significant and tangible end product. Locations and designs for internships are limited only by one’s imagination and career objectives, and the availability of appropriate supervision from an experienced college or university administrator. Your site supervisor must have at least a Master’s degree. The supervisor must also be willing to meet with you every 1-2 weeks to discuss your project and relevant higher education issues.

Students may work with administrators in a college, university, or professional association. Students may attend staff and faculty meetings, work on various projects involving program and staff management, and assist the staff in a variety of ways. Students may also fill an administrative or supervisory role for a planned period of time. Internships can consist of more than one experience at more than one site.

II. Explanation and Rationale

A. Individuals involved

1. University Coordinator/Internship Instructor – a UofL faculty member assigned to guide and coordinate the internship.

2. Site Supervisor - An on-site individual who has authority, and willingness, to accept the responsibility for overseeing the internship and providing appropriate supervision.

B. Requirements

1. A minimum of 50 work hours are required. These hours do not include the time you will spend responding to discussion prompts, completing a journal and writing your learning summary paper.

2. The grading system (Pass-Fail) is noted in the course syllabus. A final grade for the course will be awarded upon evaluation of supporting information as described in these Guidelines. The University of Louisville’s Graduate Bulletin is used as a guide for interpreting the grading system.

III. Planning for Your Internship Procedures

Ideally, you should start planning the internship at least one semester prior to internship registration. The required steps for organizing the internship are:
A. First, make a preliminary investigation of the kinds of experiences available. In consultation with the course instructor, contact appropriate persons for possible sites and schedule a visit. When talking to a potential Site Supervisor, explain your intentions to locate a site that will provide experiences acceptable to the organization, to you, and to the University. Describe the responsibilities of the intern and the Site Supervisor and discuss what you would like to experience.

Make notes about the experiences that are available. Keep track of the following: (1) kinds of experiences in which it is possible to be involved; (2) quantity, quality, and depth of the experiences; (3) breadth of experiences; and (4) relationship of experiences to your program and career goals. Inform the Site Supervisor that you will discuss what is available with the course instructor and you will contact him/her at a later time with a detailed proposal for internship experiences.

B. Second, finalize the proposal to reflect quality standards of a University-sponsored course. To do this, coordinate with the course instructor to report what you found during the visit. Be prepared to propose, support, and discuss experiences you believe should be included in the internship. The course instructor may suggest additions and deletions to the experiences. The meeting (either in person or by phone) should culminate in agreement that the internship is suitable.

IV. Contract Procedure for the Student

The ELFH690 Internship guidelines provide information important for formalizing and documenting the internship. You, the Site Supervisor, and your advisor or the internship instructor will need to sign off on the internship learning objectives and work activities. When you have discussed the objectives with the Site Supervisor, share them with your advisor or instructor for approval by e-mail. When approved, put the objectives on the form contained in the 690 internship guidelines. Then, the three of us sign and date the form.

A. First, complete the Internship Contract (See Appendix I) with word processing. This is accomplished by completing the contract as follows:

1. Complete the general information requested on the contract.

2. Develop measurable professional and personal learning objectives. These objectives are what YOU as the student will learn from this experience – not what you will be doing. List in the “Planned Specific Learning Objectives” section.

3. Submit the completed internship contract to the instructor for final approval. No contract is approved until signed by the instructor (an e-mail of approval will suffice).

4. Schedule a meeting or telephone call with instructor, you and your site supervisor to review the contract and agree to everything listed to occur after 2-3 weeks of starting the internship.
B. Second, complete the internship as planned. To receive a grade for successful completion of the internship the intern must complete a minimum of 50 hours and submit the following items:

1. Internship journal entries briefly summarizing your internship activities for the period of time noted in the syllabus. Your journal entries should include reflections regarding your entries. Do not just list the activities as the reflections are given more weight. The syllabus contains the due dates for the journal.

2. A completed evaluation form done by the Site Supervisor, by mail or e-mail. The evaluation form will be available on Blackboard and the site supervisor must review the evaluation with you before it is sent to the instructor.

C. Third, the final course project is a synthesis of the student’s learning from the entire internship experience (See Appendix III). This will be done in the form of an 8-10 page double-spaced learning summary paper in which the student reflects on the experience as a whole in terms of what he or she has learned from the internship. The final course project should integrate material from at least two of your higher education program courses in a synthesis of the student’s learning from the entire internship experience. The directions for this assignment are included in the syllabus.

D. Prompts will be posted in Blackboard on the Discussion Board for each student to respond. Directions for the prompts are in the syllabus.
Appendix I
ELFH 690 Internship Contract

Semester of Registration: Year:
Credit Hours Contracted: 3

Student Name: UofL ID#:
Home Phone: Home E-mail:
Work Phone: Work E-mail:

***********************************************************************************************************************************************
Location of Internship: Phone:
(repeat if multiple locations)
Site Supervisor: Phone:
(repeat if multiple locations) E-mail:
Signature of Site Supervisor: Date:
(indicating approval of plan and willingness to serve actively; may be done by e-mail)

***********************************************************************************************************************************************
Planned Completion Date:
Approval Signature of University Coordinator: Date:
Student's Signature: Date:

***********************************************************************************************************************************************
Using the categories below, provide details about the internship. These details are the basis for the internship contract. While changes may be agreed to by the Internship Coordinator and the Site Supervisor throughout the course of the internship, it is crucial that these details provide sufficient depth that the intern, the University Coordinator, and the Site Supervisor understand exactly what the plan is. The final grade depends on it.

I. Purpose Statement
II. Learning Outcomes
III. Internship Experience & Total Time Required
IV. Level of Responsibility
V. Internship Site
VI. Methods of Performance Evaluation
VII. Typical Internship Work Schedule
Appendix II
Sample Contract

I. Purpose Statement
The purpose of this internship is to gain understanding of academic records (GRE, Transcripts, Interview data) and their importance in predicting student success in recruiting PhD students directly from undergraduate programs. In the course of the internship, I will be given exposure to research and data collection skills, which are outside the normal bounds of my current career.

II. Learning Outcomes
a. Demonstrate an understanding of the importance of academic records in the prediction of student success in a PhD program in the Biomedical Sciences.

b. Describe those factors that contribute to “success in PhD studies” as determined by the faculty in the curriculum.

c. Critically review the literature of the use of academic records in the admission of students to PhD programs in the Biomedical Sciences.

d. Demonstrate competency in data analysis and writing skills by preparing a written report.

e. Demonstrate verbal communication and presentation skills by present the findings to the Chairs of the Biomedical Research Departments at the University of Kentucky College of Medicine.

III. Internship Experience
Objective 1: Gain an understanding of academic credentials and their use in predicting a student’s success in pursuing a PhD in Biomedical research.

Objective 1 Activities:
1. Interview the admissions committee for the Integrated Biomedical Sciences at the University of Kentucky College of Medicine, about their impressions of these predictors. Establish a definition of successful completion.

2. Review the “incoming academic credentials” of students who are being recruited to the IBS program along with those of the students for the past 5 years of classes entering in the first-year.

3. Review academic transcripts of those students to see their success rates in terms of finishing the class portion of the program.

Objective 2 Time Required: 10 hours

Objective 2: Conduct a literature review of the use of academic credentials in the admissions process and in terms of the predictability of a student’s success.

Objective 2 Activities:

a. Review journal articles related to academic credentials and their use in admissions decisions to graduate programs.

b. Research the admissions criteria for similar programs at competing institutions.

Objective 2 Time Required: 10 hours
Objective 3: Conduct phone conferences with similar programs at competing institutions to verify findings and to solidify definitions in terms of minimum requirements.

Objective 3 Activities
a. Draft questions to ask admissions representatives at other programs: these questions will include baseline questions about entrance requirements. This information is shared widely among similar programs.
b. Make phone calls to the competing institutions and their programs.
c. Draft notes of conversations, compare with IBS Program admissions criteria.

Objective 3 Time Required: 10 hours

Objective 4: Write a report of findings, develop a presentation to be given to department chairs, admissions representatives, and course directors of the IBS Program.

Objective 4 Activities
a. Prepare a written report of findings and distribute to the constituencies prior to the meetings with each group.
b. Develop a PowerPoint presentation of the findings to accompany the written report.
c. Schedule a meeting with the three constituencies to present and discuss the findings.

Objective 4 Time Required: 20 hours

Total Time Requirement: 50 hours

IV. Level of Responsibility
- I will be responsible for the entire project including the research, report writings and presentations.

V. Internship Site
- The primary places of work during this internship will be at my office and from my home office. I will also be meeting with various faculty constituents in their offices and basic science departments.

VI. Methods of Performance Evaluation

Expectations of Supervisor
a. Provide feedback about project information and its application to the presentation to department chairs, admissions committee members and course directors.
b. Evaluate progress

Supervisory Practices
a. Meet regularly with supervisor to discuss the progress of the project.
b. Monthly evaluations of the projects progress and evaluate at the end of the semester.

Typical Internship Work Schedule
- Hours will be logged by the intern. Regular office hours will not be observed. A schedule will be followed mainly consisting of evening hours. Hours from 12:00pm-1:00pm will be spent contacting faculty, committee members, and other programs. Evening hours will be spent compiling data, writing reports, transcribing conversations, and preparing for daily interview questions. Hours will be maintained on a consistent basis. Should hours be missed, they will be made up within the following two weeks.
- Schedule: Mondays & Tuesdays, 12:00pm-1:00pm & 8:00pm-10:00pm
Appendix III
ELFH 690 Internship Journal Instructions

Please review information about the journal located in the syllabus in addition to what is provided here. The journal is submitted electronically at certain points in the semester. For each period you will summarize briefly what you did, what contract goals/objectives were addressed, the number of hours completed to date, and most important – a reflection on your experience during that period of time.
Appendix IV
ELFH 690 Internship Learning Summary Paper
(Hallmark Assessment Task – HAT)

Product: The final course project should integrate higher education theory and practice in a synthesis of the student’s learning from the entire internship experience. This will be done in the form of an 10 page double-spaced learning summary paper in which the student reflects on the experience as a whole in terms of what he or she has learned from the internship. The title page is not counted. More instructions may be found in the syllabus.

The paper must be posted to LiveText and also sent electronically to the instructor.

Task:
Learning Summary Paper
The final course project should integrate theory and practice in a synthesis of the student’s learning from the entire internship experience and demonstrate the student’s competency in at least 4 of the following areas:

a) an understanding of the historical and philosophical foundations of American higher education
b) understanding of the basic administrative skills such as planning, human resource management, finance and budgeting
c) understanding of research methods relevant to postsecondary education
d) ability to compare and contrast the different types of governance and issues among institutions of higher education
e) ability to understand and appreciate issues related to cultural diversity and its impact on postsecondary administration
f) ability to implement solutions to administrative problems in a higher education setting

The learning summary paper should describe a) the internship experience, b) project(s) undertaken, c) what the student learned (such as knowledge, skills, and competencies developed), d) the progress toward goals set in the learning contract, e) application of relevant course materials (see chart above) and f) relevant constructive criticism, including your performance, during the internship. Additionally, include a final one page summary which describes your assessment of the internship and internship supervisor. Discuss the strengths, suggestions for changes, and whether or not you would recommend the experience to future students.