

**Seattle University
College of Education**

Internship Handbook

Master's in Adult Education and Training

**Master's in Teaching English to
Speakers of Other Languages**

Post-Master's Certificate in Community College Teaching

**Post-Master's Certificate in Teaching English to
Speakers of Other Languages**

Revised July 2008

Seattle University
College of Education
AEDT/TESOL
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To The Intern:

This Handbook has been prepared to assist you in the management of your internship experience, a required part of your degree. It was created to serve all interns in each of the following programs:

Adult Education and Training
Teaching English to Speakers of Other Languages (incl. Post-Master's Certificate)
Community College Teaching

The first section of the Handbook describes the requirements, policies and procedures. The second section provides support documents-- forms and cover sheets that you will use to plan and report your internship experience. Sample work plans and internship summaries are provided in Section 3. The last section provides a list of competencies that you may find helpful as you begin your internship planning process.

Each intern attends two on-campus seminars. These sessions are open to all interns. Those attending for the first time will be provided with an orientation to the internship process and a detailed review of the requirements for completing the internship. This Handbook provides the focus of the internship orientation seminar. Those attending a subsequent session will be provided an opportunity to share their gains with other interns.

Please do not hesitate to call your academic adviser if you need additional assistance. We look forward to hearing about your internship plans and experiences.

Sincerely,

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Part 1
Internship Requirements and Guidelines

<p>Part 1</p> <p>Internship Requirements and Guidelines</p>

A. Descriptions from the Seattle University Graduate Bulletin

AEDT 566/TSOL 566: Internship in the Adult/TESOL Setting. Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator, and 30 or more credit hours in a program of study are required prior to beginning the internship. 3 credits. Available fall, winter, and spring.

AEDT 567/TSOL 567: Internship in the Adult/TESOL Setting. Additional field experience of 40 to 50 hours per credit (elective). Arranged with adviser for settings suited to the student's career interests. On-campus seminars included. 1-3 credits. Prerequisite: AEDT 566/TSOL 566. Available fall, winter, and spring.

AEDT 561: Internship in Community College Setting (See AEDT 566/TSOL 566.)

B. Definitions used in this document

Site - the organization where the work of the internship is completed.

Site Supervisor - the person from the site who will supervise the work of the internship.

Site Representative - the person who supervises the site supervisor, or who has organizational authority to authorize the intern's working within the organization to complete the work of the internship. This person's approval indicates that all organizational requirements (insurance, security, etc.) have been satisfied in order for the internship to take place.

University Adviser - the faculty adviser from Seattle University who will monitor internship registration, completion, and grading.

C. Purpose of the Internship

The internships are designed to provide an opportunity for program participants to learn how adult educators perform job functions in a work setting. Both the goals of the internship and the site selected should be appropriate for the student's career goals. The internship must provide a learning experience for the student. Students may not use current job responsibilities for completion of the internship requirements. The internship must also make a contribution to the organization where the work is completed, and be worthy of academic credit. The internship may or may not be paid.

Part 1, continued

D. Internship Requirements

1. Prerequisite Course Work

Master's degree candidates must have completed at least 30 credit hours of their program of study prior to beginning internship. Post-Master's candidates complete their internship as the final certificate component.

2. Approval Form and Work Plan

The student must submit to the University adviser two copies of the completed Internship Approval Form and Work Plan before beginning work on the internship. (See Documents #2 and 3.) Activities completed prior to approval of final Work Plan are not considered a part of the internship and may not be used to accrue hours.

Any student planning to complete an internship abroad must complete an "International Independent Study – Waiver & Release" form available at: <http://www.seattleu.edu/studyabroad/file.aspx?ID=4790>. For more information contact Seattle University's Education Abroad Office at 206 296 2260.

3. On-Campus Seminars

Students must attend two on-campus seminars during the internship. The first, an orientation, should be attended prior to beginning work on the internship. The second seminar should be attended after the intern has completed forty or more hours of the required work.

4. Progress Reports

Interns must submit two progress reports to the University adviser. (See document #5.) The reports should be submitted upon completion of approximately 40 hours and 80 hours of the internship. No more than 55 hours in the internship may be accrued before the 40-hour internship progress report is submitted, and no more than 95 hours can be accrued before the 80 hour progress report is submitted. The date of submission will be checked against the final time log. If the progress reports have not been submitted on time, additional internship hours may be required.

5. Site Visit

A site visit may be requested by the intern at any time during the internship; however, a site visit is not a requirement of the internship.

6. Organizational Analysis

Interns must complete and submit an organizational analysis to the University adviser with the 80 hour Progress Report. (See Document #6.)

7. Summary of Internship Activities

Upon conclusion of the internship, the intern must submit an Internship Summary-- an objective description of the key events of the internship experience. This Summary should be signed by the site supervisor. (See Document #7.)

Part 1, continued

8. Analysis Paper

The intern also submits to the University adviser an analysis paper. The paper should reflect on the degree of completion of each objective in Work Plan, as well as other gains from the internship experience. Analysis regarding the overall success of the internship may also be included. Additional internship materials (work products) may be submitted as appropriate to provide evidence of internship accomplishments. (See Document #8.)

9. Time/Activity Log

The final document submitted is the Time/Activity log. (See Document #4.) The Log should be a running account kept throughout the internship of the time spent on each activity during the internship. The total number of hours should be tallied at the end of the Log. The log must indicate that a minimum of 120 hours has been invested in the internship. While many students submit a partial time log with each progress report, the complete time log showing 120 or more hours of work should be submitted at the completion of the internship.

E. Procedures for Beginning Internship

Step 1: Attend the Internship Orientation

During the on-campus Orientation, the student will receive the internship packet and receive clarification regarding the internship requirements.

Step 2: Formulate the Purposes of the Internship

Review the "Why An Internship" letter. (Document #1.) Determine the primary goals for the internship. Begin to identify specific objectives to be achieved during the internship. The internship competency checklist at the end of this handbook may provide helpful information on the specific areas you wish to include in your internship goals.

Step 3: Identify an Internship Site

The site should be one that can provide the student with hands-on learning opportunities relevant to the student's internship goals and provide an opportunity to work with diverse populations. The student should also identify what contributions he/she can make to the selected organization through the internship.

The student should contact the appropriate staff at the selected site and arrange a meeting. During the meeting the student should share the "Why An Internship" letter and discuss the kinds of experiences the student desires during the internship. The student should also describe the contributions he/she can make to the selected organization.

Step 4: Develop the Work Plan

If the organization is willing to support the internship, the student and the site staff cooperatively develop an internship Work Plan (Document #2) to identify three to five specific objectives for the student to accomplish during the internship.

Part 1, continued

Step 5: Formalize the Internship Agreement

The Internship Approval Form (Document #2) and the Work Plan (Document #3) must be signed by the site supervisor, the site representative, and the intern. Two copies of the Approval Form and the Work Plan are then submitted to the University adviser by the intern.

Step 6: Obtain permission to begin work from the University Adviser

The University adviser will contact the student upon receiving the internship Approval Form and Work Plan. The student should not begin work on the internship until the University adviser has given permission for the internship to proceed. The University adviser will send the site supervisor a letter acknowledging approval of the Work Plan and return one copy of the Approval Form and Work Plan to the intern.

Step 7: Register for AEDT 566/TSOL 566, AEDT 561, or AEDT 567/TSOL 567.

Registration may be completed at SUOnline for 566 and 561. 567 has variable credit and requires completion of the "Independent Study" registration form.

Because of the advanced registration process and the limited “window” of time for registration, the exact sequence of registration in the above steps is hard to predict. Some students may have begun work (upon approval of the Work Plan) prior to registration. Others will register in advance of beginning any work related to the internship.

F. Procedures for Completing Internship Requirements

Step 1

Begin work at internship site, following approval
Establish format for Time/Activity Log
Begin tracking activities and time

Step 2

Submit 40-hour progress report to the site supervisor and University adviser
Attend second on-campus internship seminar

Step 3

Arrange site visit for University adviser, if desired

Step 4

Submit 80-hour progress report to the site supervisor and University adviser
Submit the Organizational Analysis to University adviser

Step 5

Submit final documents to University adviser upon completion of 120 hours or more:
Internship Analysis
Internship Summary
Time/Activity Log

Part 1, continued

G. Policies Governing Removal from Internship

Students may be removed from an internship site if the internship site supervisor and site representative recommend removal using the following guidelines:

1. The student has failed to demonstrate reliability in terms of attendance or completion of responsibilities;
2. The student has failed to demonstrate adequate knowledge of subject matter to fulfill internship responsibilities;
3. The student has failed to demonstrate adequate skill in performance of assigned internship responsibilities;
4. The student has failed to demonstrate adequate capacity for functioning as a member of a work team; or
5. The student has failed to demonstrate capacity for ethical practice.

Upon receiving a request to remove a student from an internship site, the student's adviser will consult with the internship site supervisor to determine the reason for the request. If the site supervisor and the student's adviser concur that the student cannot complete the internship requirements, the student will be removed from the internship. Students removed from an internship site will receive no credit for the internship and will be required to repeat the internship. The decision to remove a student from an internship site may not be appealed under the Fair Process policy of Seattle University available at <http://www.seattleu.edu/registrar/page.aspx?ID=185>

Students who find an internship site unacceptable for personal or professional reasons, should contact their internship University adviser immediately to discuss their needs. In such cases, students may be allowed to keep accrued hours and continue internship at an alternative site.

Part 1, continued:

H. Evaluation and Grading Procedures

Step 1. If the work of the internship is not completed within the quarter the student registered for the internship credit, an "N" grade will be submitted to the registrar by the University adviser. This means the work is continuing beyond the end of the grading period. Students have approximately one calendar year to complete the work of the internship. See the current Seattle University *Graduate Bulletin* for specific deadlines.

If you do not complete your internship in the first quarter of enrollment and an "N" grade is entered by your University adviser, you do NOT need to complete any additional registration or tuition payment processes for the internship. When all work is completed, the University adviser will enter a permanent grade, as noted in Step 3, below.

Please note that International students are encouraged to complete their internships within one or two quarters. Because of enrollment and active student status requirements, International students should plan their internships carefully so the work can be completed within this timeline. If you are uncertain about this requirement, please meet with your University adviser.

Step 2. When the work of the internship is completed, the University adviser reviews all work submitted regarding the internship. The University adviser may schedule an appointment with the student to discuss the internship.

Step 3. The University adviser grades the internship as Credit (CR) or No Credit (NC). All documents are retained by the University adviser in the student file until after the student has graduated. The University adviser submits the grade for work using the following elements to guide his/her assessment.

- A. The intern followed the recommended procedures during the internship:
 - 1. Proposal developed and approved prior to beginning work;
 - 2. Progress reports submitted at 40 and 80 hours;
 - 3. Participated in two internship seminars;
 - 4. Organizational Analysis submitted with 80 hour progress report;

- B. The intern completed the work of the internship as documented by:
 - 1. Internship Analysis;
 - 2. Internship Summary; and
 - 3. Time/Activity Log.

**Master's in Adult Education & TESOL
Checklist of Key Internship Events**

Phase One: Student Prepares for Internship Work

- Identify goals for internship
- Locate probable site
- Attend Internship Orientation Seminar
- Develop Work Plan

Phase Two: Student Receives Approval to Begin Internship Work

- Register for course
- Get Internship Approval Form signed
- Get Work Plan approved
- Receive go-ahead for internship work from University adviser

Phase Three: Internship Work Begins

- Establish form for Time/Activity Log and begin recording activities and time
- Begin to gather information for Organizational Analysis
- Submit Progress Report at 40 hours of work

Phase Four: 41-80 Hours of Work Completed

- Attend 2nd on-campus seminar
- Submit 80-hour Progress Report
- Submit Organizational Analysis
- Arrange Site Visit – if desired

Phase Five: 81-120 Hours of Work Completed

- Complete Internship Analysis
- Complete Internship Summary
- Complete Internship Time/Activity Log
- Submit all work to University adviser for review and grading

Phase Six: Follow-Up Tasks

- Verify grade change by requesting updated transcript from registrar's office
- Write thank you letter to site supervisor and site representative

Note: Because of the advanced registration process and the limited “window” of time for registration, the exact sequence of registration in the above steps is hard to predict. Some students may have begun work (upon approval of the Work Plan) prior to registration. Others will register in advance of beginning any work related to the internship.

Part 2

Internship Documents

Internship Document # 1
Why An Internship?

The degree and certificate programs in Adult Education and Training (AEDT) and Teaching English to Speakers of Other Languages (TESOL) at Seattle University are designed to provide both theoretical and practical preparation for service. The required course work provides both practical and theoretical perspectives, as do elective courses. But no "in-class" experience can provide the degree of practical experience provided by an internship.

We, the AEDT and TESOL faculty, see the internship as an opportunity to gain practical experience in the day-to-day operation of programs serving adult learners. The experience may focus on teaching, administration, program planning or evaluation, or other aspects of professional roles and responsibilities commonly assumed by adult educators. The internship should provide the student with a realistic view of what it is like to be an adult educator in the sponsoring organization.

The internship should also provide an opportunity for the student to apply his or her theoretical knowledge to the activities of the organization. Thus, the internship should provide a realistic opportunity for the intern, giving the intern a chance to "practice" new knowledge and skills in a supervised setting. The internship should challenge the intern to try out new ideas, experiment with new strategies, and/or undertake a novel approach to an opportunity or problem.

Finally, the internship should give the intern an opportunity to meet new people, work with diverse populations, participate in professional activities, and engage in other activities that provide connections to the field of practice. Participating in agency staff meetings, professional development activities, and/or attending association meetings are examples of these opportunities.

The student is responsible for establishing the focus of the internship and determining what kinds of activities would be of greatest benefit to his/her professional development. The site supervisor provides an opportunity for the student to work within the organization to carry out the agreed upon activities. The University adviser serves as overall coordinator and monitors the student's progress.

Internship Document # 2
Internship Approval Form

Name _____ Qtr. enrolled _____

Address _____

City/State/Zip Code _____

Email address _____

Phone (include area codes) Home: _____ Work: _____

Student's University Adviser _____ Phone _____

Person who will supervise internship work:

Name (Dr., Mr. or Ms.) _____ Phone _____

Title _____

Division/Unit _____

Company/Agency _____

Mailing Address _____

City/State/Zip Code _____

Supervisor's email address _____

This form is designed to serve as a formal agreement among the student (Intern), the site staff, and Seattle University. We ask for approval signatures from the person who will be supervising the intern (Site Supervisor) and the site supervisor's immediate supervisor (Site Representative). Your signatures reflect a willingness to assist the student accomplish the objectives identified in his/her Work Plan (as summarized below) by providing appropriate opportunities, support and supervision.

Primary objectives for the internship as agreed upon by the student and the site supervisor:

Our signatures indicate approval of the objectives and conditions of the internship:

Site Supervisor _____ Date _____

Intern _____ Date _____

Site Representative _____ Date _____

Please return two copies of the signed agreement to the student. He/she will return the agreement to the University adviser.

Internship Document # 3
Internship Work Plan Cover Sheet

Student Name _____ Date _____

Internship Site _____

Approximate Start Date _____ Approximate End Date _____

Directions: Use this form as the cover sheet for your internship work plan. The attached plan should describe the objectives you wish to accomplish during your internship. For each objective, identify the activities that will support achievement of the objective and the approximate time frame for completing each objective. Generally, three to five objectives are sufficient for a three-credit internship. In addition to these objectives, please identify how the internship will provide an opportunity to work with diverse populations. Note: You do not need a distinct objective or activity, but you do need to describe ways in which the internship will give you additional experience in working with diverse populations.

The work plan will provide the foundation for your progress reports and the final assessment of your internship experience. If objectives are significantly altered during the internship, you should file an amended work plan with your site supervisor and University adviser.

No hours may be accrued toward your internship until your University adviser has signed this plan.

The signatures below indicate agreement to support the attached Work Plan. Work toward completion of the plan should not begin until this plan has been approved by the site supervisor and the University adviser.

Intern _____ Date _____

Site Supervisor _____ Date _____

University Adviser _____ Date _____

Internship Document # 4
Internship Time/Activity Log Cover Sheet

Name _____ Date _____

Internship Site _____

Directions: Use this sheet as the cover for your internship time/activity log. The log should be kept throughout your internship and should document all of the activities you have participated in as a part of your internship experience. The log may be a calendar, a running log, diary, journal or some other recording format. The log, regardless of its format, must include the following information:

- Date of the activity
- Description of the activity
- Time spent on the activity
- Total time spent on all activities related to internship

The document may be submitted as recorded; you do not have to retype the log to make it more attractive. The log will NOT be returned to you.

The following report accurately describes the completed internship activities:

Intern _____ Date _____

Internship Document # 5
Internship Progress Report Cover Sheet

Name _____ Hours Completed _____

The report covers the following dates:

From _____ to _____

Directions: Make **two** copies of this form and use them as the cover sheets for the progress reports which are to be submitted after 40 hours and again after 80 hours of internship work have been completed. Note: No more than 55 hours in the internship may be accrued before the 40-hour internship progress report is submitted, and no more than 95 hours can be accrued before the 80 hour progress report is submitted. The date of submission will be checked against the final time log. If the progress reports have not been submitted on time, additional internship hours may be required.

The progress report should identify the objectives for the internship from the work plan and the progress made toward accomplishment of each objective. Experience related to working with diverse populations should also be noted.

The following report accurately describes the internship activities completed to date:

Intern _____ Date _____

I have read the attached report and concur with its content:

Site Supervisor _____ Date _____

Internship Document # 6
Internship Organizational Analysis Outline

The organizational analysis is designed to help you better understand the organization in which you are working. Your information may be gathered through observation, interviews, and/or documents produced by the organization. The text of the report should be 3-5 pages long; you may attach additional documents, charts, etc. which help describe the organization. The following content should be included in your Internship Organizational Analysis.

1. What are the characteristics of the organization?

Status: Profit/non-profit

Ownership: Public, private, volunteer

Purpose, mission, vision

Size

Organizational structure

2. What are the characteristics of the adult education programs the organization offers?

Who is responsible in the organization?

What kinds of programs are offered and what is their purpose?

Who is served by the programs (numbers, characteristics, demographics)?

How are the programs supported (tuition, grants, internal budget)?

3. What external forces are impacting the organization and/or its adult education programs?

Trends, issues

Changes in funding, legislation, ownership

Changes in other providers, similar agencies

Demographics of target population

Internship Document # 7
Internship Summary Cover Sheet

Name _____ Date _____

Internship Site _____

Directions: Use this sheet as the cover for your internship summary. The Internship Summary should provide an overview of your internship experience. The summary should be a factual accounting of the key events and accomplishments of your internship (you may want to think about your internship summary as an addition to your resume or job application packet). Typically one to two pages should be adequate. Note: This summary will remain in your permanent file following graduation, and may be used as a source document for references. The cover sheet will not be retained; be sure your name is on the summary.

We recommend you keep an original signed copy of this document for your files. Please submit a second signed original with your final internship documents.

The following information should be included in the summary:

Your name

Date of internship (from - to)

Name of company and address where completed

Name and title of site supervisor

Brief description of the division or unit of organization where you completed work

Description of responsibilities and experiences

Description of key accomplishments or outcomes

Signature of intern

Signature of site supervisor

Internship Document # 8
Internship Analysis Cover Sheet

Name _____ Date _____

Internship Site _____

Directions: Use this page as the cover for your internship analysis. Unlike the internship summary, this should be a reflective, critical analysis of the events and outcomes of your internship. Three to five pages are generally sufficient to record your analysis and reflection. The following open-ended sentences may guide your thinking, but are only suggestions for the content of the reflective analysis. The analysis need not be shared with site representative or site supervisor.

Setting

The setting was good because. . .

The setting was limited by. . .

My initial analysis of the agency or organization was. . .

Site Supervisor

The greatest contribution made by the site supervisor was. . .

The general level of supervision was. . .

I needed more from the supervisor in the way of . . .

Environmental Conditions and/or Events

The one event/characteristic that really influenced my internship was. . .

A trend/issue which really impacted this organization was. . .

Diversity of co-workers or target audiences provided an opportunity to. . .

Self Assessment

The most important thing I learned is. . .

I contributed to the organization by. . .

I still need more experience in the area of . . .

If I were to repeat this experience I would. . .

General

The internship experience can be strengthened by. . .

Future interns should. . .

Part 3
Internship Sample Documents

Part 3
Sample Work Plan
Administrative Internship

POPULATION DIVERSITY: XYZ Corporation employs a diverse workforce. Nearly one-third of the employees represent minority groups. I will be working with a diverse team in the HR office.

OBJECTIVE #1

Under direction of HRD manager, I will develop estimated budget for a 2-week workshop. I will also take responsibility for one workshop budget which is currently in progress and monitor all income and expenditures. I will prepare budget summary using computer software spreadsheet.

COMPETENCIES TO BE IMPROVED THROUGH ACHIEVEMENT OF OBJECTIVE

- Develop project budget.
- Implement project budget.
- Use computer spreadsheets.

TASKS AND MAJOR STEPS	PARTICIPANTS/ KEY RESOURCES	START/END EST. HOURS
1. Learn budget components		
a. review previous files	HRD Director	Mar. 15 - April 25
b. check current costs	Files	10 hours
c. prepare estimates	Vendors	
d. have reviewed by director		
2. Learn accounting system		
a. review previous files	HRD Director	May 1 - June 1
b. learn procedures	Files	15 hours
c. review policies	Fiscal office	
d. monitor expenses & income		
3. Use computer software spreadsheet		
a. use tutorial	HRD Director	June 1 - July 15
b. set up spreadsheet		10 hours
c. enter all data as available		
d. prepare summary for expenditures/income as per policies		
e. submit spreadsheet for review		

Note: additional pages would be needed to show remainder of objectives.

Part 3
Sample Work Plan
Teaching Internship

POPULATION DIVERSITY: Both the faculty and student body of this community college represent a tremendous diversity. Over 25% of the faculty is minority and nearly one-third of the student body is minority. In the ABE/ESL program, 2/3 of the students are non-native speakers or represent minority populations.

OBJECTIVE #1

Under the direction of the course instructor, I will work with a group of students in the reading laboratory. I will provide small group and individualized instruction and develop instructional materials to augment existing texts.

COMPETENCIES TO BE IMPROVED THROUGH ACHIEVEMENT OF OBJECTIVE

- Design and deliver effective instruction
- Develop instructional materials
- Assess learner achievement

TASKS AND MAJOR STEPS	PARTICIPANTS/ KEY RESOURCES	START/END EST. HOURS
Develop 4-week unit of instruction and daily lesson plans	Instructor & course materials	Aug. 10 - 25 20 hours
Develop instructional materials	Instructor	Aug. 25 – 30 10 hours
Develop tests and assessment tools	Instructor	Aug. 30 - Sept. 2 10 hours
Deliver lessons	Instructor & Students	Sept. 5 – 25 10 hours
Get feedback from instructor	Instructor	Sept. 10, 17, 24 10 hours
Distribute test; analyze results	Instructor	Sept. 25 – 30 10 hours

Note: additional pages would be needed to show remainder of objectives.

Part 3
Sample Progress Report
Administrative Internship

NAME: ISAAC INTERN

HOURS COMPLETED: 40

Report covers the following dates: March 15 to April 15, 20XX

OBJECTIVE #1: Under direction of HRD manager, I will develop estimated budget for a 2-week workshop. I will also take responsibility for one workshop budget which is currently in progress and monitor all income and expenditures. I will prepare budget summary using software spreadsheet.

I have completed the estimated budget for the 2-week workshop and it took far more time than I anticipated. I had no idea getting information from vendors could be so difficult. The budget has been submitted to the HRD manager for review and I am awaiting her feedback. The main activities which supported this objective:

- a. received training from fiscal officer and HRD manager
- b. obtained bids from vendors re: entertainment, supplies, meals, equipment rental
- c. reviewed previous budgets from similar workshops

Total hours--20

I have also begun monitoring the income and expenditures from Management Development Workshop. I am using the existing forms developed by the HRD manager and entering all transactions using the spreadsheet program. The workshop is over, but not all bills have been submitted, so I am not done with this part of objective #1. Main activities thus far related to this portion of the objective:

- a. reviewed spreadsheet manual, software, and existing templates
- b. reviewed workshop budget to understand accounts, amounts, etc.
- c. reviewed policies regarding payment, back-up documentation, signatures, etc.
- d. developed hard-copy file for recording all transactions

Total hours--5

Note: additional pages would be needed to show remainder of objectives.

Part 3
Sample Progress Report
Teaching Internship

NAME: ISAAC INTERN

HOURS COMPLETED: 40

Report covers the following dates: March 15 to April 15, 20XX

OBJECTIVE #1: Under the direction of the course instructor, I will work with a group of students in the reading laboratory. I will provide small group and individualized instruction and develop instructional materials to augment existing texts.

I have spent about 10 hours in the learning laboratory with "my" students. I am working with a group of five students who have similar difficulty remembering new vocabulary. Using the reading material provided by the course instructor, I have provided small group and individualized instruction designed to master the vocabulary in the material. So far I have developed the following:

Flash cards with visual cues to assist in retention of new words

A crossword puzzle using the new words

A lesson which focused on visualization and had students draw pictures of the words

I also attended two faculty meetings and gave a progress report regarding the students. It was exciting to be considered a part of the professional team. I have gained great respect for the diversity of this population and the tremendous richness this brings to the college. 2 hours.

Note: additional pages would be needed to show remainder of objectives.

Part 3
Sample Internship Summary
Administrative Internship

Name Isabella Intern

Date of Internship Jan. 2, - July 30, 20XX

Name of Company: Training Corporation, 555 Market Street, Seattle, WA 99999

Site Supervisor: Judith J. Educator, Director of Training

Description of Unit: The training unit is responsible for the planning, conduct and evaluation of technical training workshops for businesses, organizations and individual clients. It offers approximately 50 workshops per year. The workshops vary in length from two to five days.

Description of Responsibilities and Experiences: During my internship, I completed the following activities under the guidance and direction of the Training Unit Director and the Training Specialists:

1. Participated in advisory committee planning meeting. Observed committee review program evaluations, marketing information, and other feedback. Took minutes of meeting and arranged for meeting room, refreshments, and equipment.
2. Designed evaluation form for new workshop. Used previous forms as models. Presented idea to planning committee, revised form based on feedback.
3. Planned and presented 30 minute segment of workshop on quality control entitled "Defining Quality". Prepared handouts and visual aids. Training specialist critiqued performance and provided feedback.
4. Tallied evaluations from five workshops, shared results with planning committee.
5. Observed four workshops. Provided on-site management assistance.
6. Worked with hotel to reserve space for three future workshops. Negotiated costs, space needs, menu, etc.
7. "Shadowed" members of marketing team and training specialists for two sequential days. Participated in daily schedule, observed conduct of meetings, sales calls, customer negotiation meetings, etc.
8. Interviewed Training Corporation Executive Director and discussed company history, goals and future growth.

INTERN _____ DATE _____

SITE SUPERVISOR _____ DATE _____

Part 3
Sample Internship Summary
Teaching Internship

Name Isabella Intern

Date of Internship January 2 - June 15, 20XX

Name of Organization Mt. Rainier Community College, 555 School Street, Tukwila, WA 99999

Site Supervisor: Judith J. Educator, Coordinator of Adult Basic Education

Description of Unit: Adult Basic Education provides non-credit courses in reading and mathematics to adults who wish to improve their reading and computation skills. The unit is a part of the Continuing Education Division of the college.

Description of Responsibilities and Experiences: During my internship, I completed the following activities under the guidance and direction of the coordinator of the Adult Basic Education program:

1. Observed classroom instruction by regular faculty and volunteers in mathematics and reading.
2. Designed four week unit of instruction in reading for level three readers. Designed supportive instructional material and assessment instruments for unit.
3. Taught four week unit in reading for level three readers to seven adults. Used instructional material and administered unit assessment instrument.
4. Received feedback regarding instructional ability from program coordinator on three hours of instruction. Worked with coordinator to improve delivery skills and techniques.
5. Previewed text books and other curriculum materials for adoption.
6. Observed new student "intake" process including administration and interpretation of ABLE exam.
7. Attended three Adult Basic Education faculty meetings and one all-college faculty meeting.
8. Attended state-wide ABE conference with two other college faculty members.

INTERN _____ DATE _____

SITE SUPERVISOR _____ DATE _____

Part 4
Internship Goal Inventory

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Internship Goal Inventory

This list of knowledge and skills may be helpful as you design your internship goals, activities and select your internship site. Use the list to identify potential areas for personal development and growth that may be facilitated through the work of the internship. You do not need to complete this form or share it with anyone. It is provided for your personal use.

LEADERSHIP	Current Skill Level		Priority for Internship							
	Low	High	Low	High						
Serve as organizational role model for continuous learning	1	2	3	4	5	1	2	3	4	5
Serve as organizational role model in facilitating sensitivity to population diversity (cultural, racial, age, handicaps, and sex)	1	2	3	4	5	1	2	3	4	5
Participate in professional organizations affiliated with position responsibilities	1	2	3	4	5	1	2	3	4	5
Adhere to ethical and professional standards in all conduct	1	2	3	4	5	1	2	3	4	5
Establish relationships and networks across a broad range of people and groups	1	2	3	4	5	1	2	3	4	5
Engage in self-evaluation, reflection, and personal growth activities	1	2	3	4	5	1	2	3	4	5

ORGANIZATIONAL MANAGEMENT	Current Skill Level		Priority for Internship							
	Low	High	Low	High						
Develop division/unit budget	1	2	3	4	5	1	2	3	4	5
Develop project budget	1	2	3	4	5	1	2	3	4	5
Implement division/unit budget	1	2	3	4	5	1	2	3	4	5
Implement project budget	1	2	3	4	5	1	2	3	4	5
Develop system for division/unit files	1	2	3	4	5	1	2	3	4	5
Maintain division/unit file system	1	2	3	4	5	1	2	3	4	5
Maintain project file	1	2	3	4	5	1	2	3	4	5
Analyze organizational goals and mission	1	2	3	4	5	1	2	3	4	5
Identify environmental factors impacting organizational education programs	1	2	3	4	5	1	2	3	4	5
Assess departmental role within organization	1	2	3	4	5	1	2	3	4	5
Develop program and department policies	1	2	3	4	5	1	2	3	4	5
Effectively manage meetings to achieve organizational goals	1	2	3	4	5	1	2	3	4	5

Implement program and department policies	1 2 3 4 5	1 2 3 4 5
Contribute to collaborative management within organization	1 2 3 4 5	1 2 3 4 5
ORGANIZATIONAL MANAGEMENT, continued:	Current Skill Level Low High	Priority for Internship Low High
Apply knowledge of decision making	1 2 3 4 5	1 2 3 4 5
Effectively delegate tasks and responsibilities to others	1 2 3 4 5	1 2 3 4 5
Manage multiple responsibilities simultaneously	1 2 3 4 5	1 2 3 4 5
Develop short- and long-range plans for unit	1 2 3 4 5	1 2 3 4 5
Apply knowledge of conflict resolution	1 2 3 4 5	1 2 3 4 5
Use technology to improve organizational processes, including learning	1 2 3 4 5	1 2 3 4 5

STAFFING	Current Skill Level Low High	Priority for Internship Low High
Develop position descriptions	1 2 3 4 5	1 2 3 4 5
Recruit and select staff	1 2 3 4 5	1 2 3 4 5
Implement staff development plan	1 2 3 4 5	1 2 3 4 5
Evaluate staff performance	1 2 3 4 5	1 2 3 4 5
Give feedback that motivates change	1 2 3 4 5	1 2 3 4 5
Foster development of staff	1 2 3 4 5	1 2 3 4 5
Facilitate group processes	1 2 3 4 5	1 2 3 4 5
Foster team skills	1 2 3 4 5	1 2 3 4 5

PROGRAM MANAGEMENT	Current Skill Level Low High	Priority for Internship Low High
Design, develop, implement, and evaluate projects	1 2 3 4 5	1 2 3 4 5
Apply adult learning theory to management and program development activities	1 2 3 4 5	1 2 3 4 5
Promote programs utilizing effective marketing strategies	1 2 3 4 5	1 2 3 4 5
Develop programs that attract and retain participants	1 2 3 4 5	1 2 3 4 5
Utilize research in program development decisions	1 2 3 4 5	1 2 3 4 5
Utilize appropriate assessment and testing strategies to evaluate student learning	1 2 3 4 5	1 2 3 4 5
Conduct basic research to facilitate program development and improvement	1 2 3 4 5	1 2 3 4 5
Enact legislative and other mandates	1 2 3 4 5	1 2 3 4 5
Design, select and/or utilize resources, technology and facilities to foster achievement of educational program goals	1 2 3 4 5	1 2 3 4 5

CURRICULUM DEVELOPMENT	Current Skill Level		Priority for Internship	
	Low	High	Low	High
Assess learner needs	1	2 3 4 5	1	2 3 4 5
Analyze situational and contextual influences on curriculum	1	2 3 4 5	1	2 3 4 5
Establish goals and objectives	1	2 3 4 5	1	2 3 4 5
Implement curriculum plans	1	2 3 4 5	1	2 3 4 5
Evaluate curriculum effectiveness	1	2 3 4 5	1	2 3 4 5
Assess need for curriculum change	1	2 3 4 5	1	2 3 4 5
Utilize advisory and planning committees	1	2 3 4 5	1	2 3 4 5
Analyze trends and issues which impact curriculum	1	2 3 4 5	1	2 3 4 5
Analyze legislative and other requirements impacting curriculum, programs, and participants	1	2 3 4 5	1	2 3 4 5
Analyze effective curriculum delivery systems	1	2 3 4 5	1	2 3 4 5
Apply adult learning theory to curriculum design	1	2 3 4 5	1	2 3 4 5

INSTRUCTION	Current Skill Level		Priority for Internship	
	Low	High	Low	High
Develop instructional objectives	1	2 3 4 5	1	2 3 4 5
Design and deliver effective instruction	1	2 3 4 5	1	2 3 4 5
Meet needs of individual learners	1	2 3 4 5	1	2 3 4 5
Apply adult learning theory to instruction	1	2 3 4 5	1	2 3 4 5
Assess learner competencies	1	2 3 4 5	1	2 3 4 5
Assess learner achievement	1	2 3 4 5	1	2 3 4 5
Facilitate learner participation	1	2 3 4 5	1	2 3 4 5
Develop and/or select educational resources	1	2 3 4 5	1	2 3 4 5
Select content and learning experiences appropriate for students and intended outcomes	1	2 3 4 5	1	2 3 4 5
Select appropriate technology to support and enhance student learning	1	2 3 4 5	1	2 3 4 5
Facilitate class group process	1	2 3 4 5	1	2 3 4 5
Maintain student records	1	2 3 4 5	1	2 3 4 5
Create learning/teaching environments that are free from discrimination and enhance student understanding of diverse populations	1	2 3 4 5	1	2 3 4 5
Evaluate effective instruction	1	2 3 4 5	1	2 3 4 5
Enable students to utilize external resources	1	2 3 4 5	1	2 3 4 5

Encourage student growth and development beyond course boundaries	1 2 3 4 5	1 2 3 4 5
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