



Cleveland State University

GUIDELINES FOR THE ALD INTERNSHIP ALD 688

The purpose of the ALD Internship is to provide an opportunity for advanced students in the program to engage in supervised work in colleges, business organizations, and agencies.

PREREQUISITES:

1. An approved Program of Studies on File
2. You must have completed at least 16 hours of your program of study in order to enroll and begin your Internship (ALD 688). Within these 16 hours, you must have completed at least four of the following classes and be taking the fifth class concurrent with your enrollment in the internship (ALD 688): ALD 605, 607, 645, 663, and/or EDB 601.
3. Final arrangements for the Internship Placement must be made before enrolling in ALD 688.

GOALS:

1. To provide participants an opportunity to relate coursework, research, and experience to actual problems under the direction of an experienced supervisor.
2. To make participants cognizant of the responsibilities and duties of the professional personnel in their area of concentration.
3. To make participants aware of the agencies, both complementary and competing, with which the intern's organization relates.
4. To become acquainted with the laws, policies, and regulation which govern the operation of the host organization.
5. To obtain experience in working through and with others toward the realization of common objectives.

INTERNSHIP REQUIREMENTS:

1. Select and carry out *one* of the following options: (see below for a complete description)
 - a. A Learning Contract which is intended to provide the participant with a variety of experiences, some of greater depth and intensity than others. Participants are required to maintain a log containing analyses of the experiences gained and present it for the instructors review at the midpoint and end of the semesters (see Guidelines on pages 3-5)
 - b. A Project that requires the planning, implementation, and evaluation of an in-depth project or projects. Participants are required to prepare and present a planning proposal at the semester's midpoint and a written evaluation of the project at its conclusion (see Guidelines pages 6-7)
2. Be willing to spend an adequate amount of time within or outside of normal work hours to complete the selected option.
3. Complete the career assignment and book review assignment described in the syllabus.
4. Present an oral report at the completion of the Internship.
5. Develop a personal resume.
6. Attend all Internship class meetings.

SITE SELECTION:

Since the internship experience provides the opportunity for participants to gain the kinds of experience needed for career development, the selection of the internship site is a crucial decision and should be made only after careful thought and consultation. Interns are encouraged to consider their career goals and learning needs and to select a site that provides the opportunities to achieve these.

It is essential that the intern discuss his/her learning needs and responsibilities with a potential field supervisor before selecting a site to assure that there is no misunderstanding on either side. If necessary, the field supervisor should communicate directly with the instructor.

In general, it is the responsibility of the intern to identify and secure a site for his/her internship. However, your University advisor will assist you in identifying possible sites should you need help.

ROLES OF INSTRUCTOR AND FIELD SUPERVISOR:

The major role of the instructor and field supervisor is that of facilitator of learning while each intern is expected to assume a good part of the responsibility for his/her learning. Since part of the responsibility of the instructor and field supervisor is to help participants achieve their learning goals, frequent and open communication between them is extremely important. The intern is responsible for assuring that the field supervisor and the instructor each know how to contact the other.

While it is the University instructor's responsibility to assign a grade, it is suggested that all concerned parties have input into the decision-making process.

THE LEARNING CONTRACT

To meet the requirements of the Learning Contract, participants should have a variety of experiences of different levels of intensity. These should be chronicled in a log that the participant keeps and presents to the instructor. Definitions of the different levels and instructions for preparing the log are provided below.

A. Definitions:

Level 1 Experience: Observation

The intern is present while relevant organizational activities are being carried out. The intern is free to observe, but does not participate in a significant way. Examples might include: visiting an Administrative council session; attending department meetings; watching a counselor working with a client; observing a training session.

Level 2 Experience: Interview or Discussion

The intern conducts an in-depth discussion with one or more persons. Examples might include: interviewing a department head for ideas regarding staff development; discussing with a manager methods of allocating funds; interviewing several counselors regarding ways of assisting students who are returning to education after a long absence.

Level 3 Experience: Limited Participation

The intern performs short-term professional activities in order to become familiar with new area. Examples might include: talking with students who have admission deficiencies and Recommending actions that might be taken; preparing recommendations for a proposed Position; addressing a meeting on a selected topic; completing physical arrangements for a workshop or conference.

Level 4 Experience: Sustained Participation

The intern assumes responsibility for the planning, implementation, and evaluation of On-going projects. Examples might include: assuming the chairmanship of a curriculum development committee; developing and field testing a system of instructional evaluation; planning a departmental or institutional budget for the coming year; facilitating or leading a training program or series of training sessions.

Requirements:

The number of experiences needed at each level will depend on the circumstances present at the site and the background and experience of the intern. The following are suggested minimum guidelines that can be adjusted in consultation with your instructor and field supervisor. For example, it is possible to substitute higher-level experiences for lower level experiences; however, lower level experiences cannot be substituted for the high level experiences.

1. Ten Level 1 or 2 experiences
2. Two Level 3 experiences
3. Two level 4 experiences

B. Organization of the Log:

Set up a three-ring loose leaf notebook for 8 ½" x 11" paper and four tabs as follows:

1. Level 1 Experiences- Observation
2. Level 2 Experiences – Interview or Discussion
3. Level 3 Experiences – Limited Participation

4. Level 4 Experiences – Sustained Participation

As experiences are gained at the various levels, keep a record of them in the appropriate sections of the Learning Experience Log.

Recording Experiences

Level 1 and 2 Experiences

Level 1 experiences are observations where an Intern attends a meeting or other event.

Level 2 experiences are discussion or interviews that an Intern holds with a person knowledgeable in a particular area.

Following each Level 1 or 2, write an entry in your Learning Experience Log analyzing your experience in depth. Please include the following in each Log entry:

1. What you observed or whom you interviewed (name, title, organization).
2. Date and location of the observation or interview.
3. What you learned from the observation or interview (as much depth as you can).
4. Potential applications of what you learned

Level 3 and 4 Experiences

Level 3 experiences are relatively short-term projects (lasting days or weeks), while Level 4 experiences are relatively long-term projects (lasting weeks or months).

Before starting work on each Level 3 or 4 project, prepare a "Project Plan," including:

1. Title of the project
2. A brief description of the project, including the results to be achieved.
3. The estimated duration of the project.
4. Whom you will be working with on the project.

While you are working on each Level 3 and 4 project, make Log entries at regular intervals (at least once a week) reflecting on what you are learning from the project." Please include the following in each Log entry::

1. Title of the project
2. Date of the Log entry
3. An analysis of what you are learning from the experience (go into as much depth as you can - use the "Analysis Questions" below as idea starters and comment on any of those questions as are appropriate).
4. Attach to the Log entry any materials that you have developed in that phase of the project (e.g., memos, letters, reports, charts, documents, training manuals or lesson plans, etc.).

NOTE: Log entries should be typed and conform to graduate writing standards.

Guidelines for Analysis of Experiential Learning

One of the major opportunities and requirements of the Internship is to analyze the learning attained from the various levels of experience.

Listed below are some analysis questions that you might ask yourself as you make periodic entries in your Log or Notebook for each project. You may not be able to respond to every question for each entry, but the questions can be used as idea starters. Your notes should be in the form of a learning diary, discussing key learning areas in depth.

Some Analysis Questions

1. What did I learn from this experience?
2. What did I observe others doing well or poorly?
3. What did I do that was effective or not so effective?
4. Based on my experience, what would I do differently or the same in the future (either during this Internship or after it)?
5. What theories, research, or concepts from classes or readings relate to aspects of my experience? Discuss.
6. What did I learn about myself (e.g., my knowledge, skills, attitudes, or values)?
7. How am I viewing things differently from several days or several weeks ago (review prior Logs or notes)?
8. How has my experience affected my career goals or plans?

OTHER ANALYSIS QUESTIONS:

*It is suggested that for Level 3 and 4 experiences, you carry a small notebook to record ideas for further analysis when you write your Log entries. This gives you an opportunity to jot down ideas on the spot so that you do not forget them.

THE PROJECT

In order to assist in the development of the Learning Project, the components of the project design are described below. The written report for the Project will be divided into two parts, a Preliminary Report and a Final Report. Each should contain a section for the required components as described below, with each section being of sufficient length to adequately describe thoughts and plans in the particular area. If the specific questions provided within each of the sections do not apply to the Project in mind, revise the questions or add more appropriate ones.

PART I: THE PRELIMINARY REPORT (Due at mid-semester)

Section A: Purpose of the Project

This section should provide a brief overview of the project you are undertaking:

1. What is the title of your project.
2. In what area of concentration will your project be carried out?
3. What is the purpose of the project or what general results do you hope to accomplish through your project?

Section B: Background and Need for the Project

This section should contain a rationale for the project.

1. What problems or conditions led to the selection of this project?
2. What is the setting within which the project will be undertaken?
3. What effects will the successful completion of the project have on the organization?

Section C: Project Objectives

This section should describe the specific results that the project is designed to achieve.

1. What are the specific outcomes of the project?
2. Is each objective measurable (i.e., is it stated in such a way that its achievement can be clearly demonstrated)?
3. Is each objective stated separately?

Section D: Project Procedures

This section should provide a detailed description of the *plan* for carrying out the project.

1. Who will be involved in the project?
2. What procedures will be carried out during the project (include each step that will need to be taken in order to be successful)?
3. In what order will the project procedures be carried out?
4. Who will be responsible for each procedure?
5. What is the projected time frame for each procedure (i.e., when will each step begin and end)?
6. What problems do you anticipate in carrying out the procedures?
7. How is the Project progressing at this point?

PART II. THE FINAL REPORT

Section E: Actual Procedures

This section should describe in chronological order the procedures actually used in the project with emphasis on additional and revised procedures. It should also include an in-depth analysis of what you learned from each of the procedures while undertaking the project.

1. What procedures did you actually use in the project?
2. What changes, additions, and omissions did you make? Why?
3. What did you learn from each of the procedures?

4. What did you observe others doing well or poorly?
5. What would you do differently in the future?
6. What theories, research, or concepts from your classes or reading relate to aspects of your experience?
7. What did you learn about yourself?
8. How are you viewing things differently now from when you began the project?

Section F: Project Results

This section should discuss the results that you achieved with the project as well as any conclusions and recommendations you might have.

1. How did you evaluate each of the specific objectives described in Section C? What data did you collect?
2. What were the results for each objective as demonstrated from the data (report adverse as well as supporting findings)?
3. What were the results of the overall project?
4. What conclusions or generalizations can be drawn from the findings?

Section G: Attachments

This section should contain any data and materials which support the project such as manuals, workshop plans, curriculum plans, memos, etc. that were developed by the intern.

GUIDELINES FOR INTERVIEWS WITH ADULT EDUCATORS

Note: All Interns must submit two papers during the course of the Internship. One of these papers is to visit an adult educator and/or adult education site (other than the one you are working in for your regular job or internship) and report on your visit.

Directions for Reporting Interviews with Adult Educators:

Visits should be made to departments, divisions, or offices at institutions or organizations other than the intern's host site. The length of time for the visit should be sufficient to achieve the objectives of the visitation. Reports should include the following:

1. The name and location of the organization visited as well as a description of the office, department, etc. visited.
2. The date, time, and length of the visit.
3. The purpose or objective of your visit and an explanation of why you chose this particular site.
4. A summary of the visit.
5. A discussion of the ideas you gained from the visit or questions for further study.
6. Your personal observations and additional comments.
7. Papers should be 4-6 pages.

Guideline for Career Book Review

1) CITATION

Put the full citation of the book at the top of the page in APA format. Example:

Book:

Collins, P. A. (1990). *Black feminist thought*. New York: Routledge.

2) TYPE OF BOOK

Determine if the book is :

- A) A conceptual or theoretical piece (proposing ideas and supporting them with advice and examples
or
B) A piece that is reporting on research

If it is reporting on research, is it

a) A quantitative report?

(such as an experiment, a report of the statistical results from a large sample, research that might deal with yes/no questions, or counting how many said this or that.)

b) A qualitative report?

(The report of a study that has a smaller purposeful sample chosen according to specific criteria that deals with meaning or process oriented questions, that studies the culture of a group (ethnography), or research that gathers data through in-depth interviews, observations, and documents.)

3. PURPOSE OF THE BOOK

What is the purpose of the book?

Is the purpose clearly stated towards the beginning, or do you have to hunt for it?

a) If yes, how well does the discussion in the book expand on, or answer the question or issues raised in the stated purpose?

b) If no, is the purpose obvious in the way the book is written?

4. BOOK SUMMARY

After saying what kind of book this is (in terms of whether or not it is a theoretical/conceptual piece, or the report of a qualitative or quantitative research study), and what the purpose of the book is, write at least a three paragraph summary of what the book is about. These paragraphs should not focus on the goodness or badness of the book, but should rather focus on describing what it is about from the author's perspective.

This should be relatively brief (a few paragraphs in length) and should state the main points or main arguments.

5. STRENGTHS AND WEAKNESSES

A good part of the critique should focus on the strengths and weaknesses of the book. You might consider the following points.

- a) How well written is the book?
- b) How is it organized? Does it make sense?
- c) Is there a clear purpose statement?
- d) Does the book follow through with helpful career advice?
- c) Are there examples that make clear the author's main points?
- d) How important to career development issue the book addresses?
- e) How well did the author do what he or she set out to do?

6. RECOMMENDATIONS:

Who would you recommend this book to or who would find it particularly valuable? Why?