



DEPARTMENT OF EDUCATIONAL STUDIES

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE  
COLLEGE OF EDUCATION AND PUBLIC POLICY

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Fort Wayne, IN 46805-1499

# Education Policy

# Internship Handbook



Education Policy Website

[HTTP://WWW.IPFW.EDU/DEPARTMENTS/CEPP/DEPTS/EDUCATIONAL-STUDIES/EDUCATION-POLICY/](http://www.ipfw.edu/departments/cepp/depts/educational-studies/education-policy/)

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## Definition of Internship

An internship is a high impact, educational practice where students work in a community agency, non-profit organization, business, or state/local government office to *do public good*. The objectives of an internship are manifold, including but not limited to: 1) gaining first-hand work experience in a desired role, 2) applying what is learned in the college classroom, 3) using practice experiences to rethink what was previously learned, and 4) determining a potential career pathway after graduation.

Supervision is regarded as absolutely essential to a successful internship. Thus, each intern will have an assigned mentor/supervisor within the organization – the Intern Supervisor. The Intern Coordinator within the Department of Educational Studies will help match interns and supervisors based on desired learning outcomes. The basic role of the Intern, Intern Supervisor, and Intern Coordinator is to work as a team through constant communication to support, enhance, and prepare the intern to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.

The internship should be carefully designed to be as realistic and meaningful as possible. As such, the Intern and the Intern Supervisor will negotiate to co-create mutually-beneficial projects/experiences for the internship.

In conclusion, the internship should assist you in deepening your understanding of concepts learned in the college classroom and applying them while *doing public good* (i.e., making a difference in the lives of children, adolescents, families, and our community).



## I. Greetings to Students

Welcome to the Internship portion of the Education Policy program. This is where you can demonstrate your ability to *do public good!* The faculty in the Department of Educational Studies (DES) have created a high-quality program that challenges you to apply what you've learned in the college classroom and field experiences to strengthen skills and knowledge as an educator in an informal learning environment. As such, you will engage in authentic work in a local community agency, non-profit organization, business, or state/local government office. As stated previously, the objectives of the internship are manifold, including but not limited to:

- 1) gaining first-hand work experience in a desired role,
- 2) applying what is learned in the college classroom,
- 3) using practice experiences to rethink what was previously learned, and
- 4) determining a potential career pathway after graduation.

The outcomes reached during high-impact educational practice depends on your effort throughout the process. You will work with the Intern Coordinator to identify your areas of interest as well as organizations that address that interest. Working together, you and the Intern Coordinator will select and contact organizations that best match your interests. During the internship, you should be actively engaged in the projects that you design with your Intern Supervisor, demonstrating your deep interest in learning and *doing public good.*

We wish you well and we offer you our help in this process!



## II. Missions, Conceptual Framework, and Standards

Your educational experiences are not organized haphazardly. Rather, faculty base the program and their teaching on a variety of sources, including, but not limited to, research-based best practices, past and current experiences in educational settings, mission statements for the university and educational departments, and the Conceptual Framework of the education departments.

So that your program has a collective feel and voice, the faculty has worked collaboratively to develop the missions and Conceptual Framework documents. These documents reflect the deeply held views of the faculty. These statements represent the broadest and most universal goals of the faculty as they make joint efforts to promote your development as a professional.

Highlights of each document and, when necessary, links to the entire document follow.

### **IPFW's University Mission**

Indiana University-Purdue University Fort Wayne (IPFW) is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region (see <https://www.ipfw.edu/about/strategic-plan/mission-values-vision.html>).

The framework for all of IPFW's baccalaureate degrees (adopted by the IPFW Faculty Senate, April 10, 2006) further states that "Students who earn a baccalaureate degree at IPFW will be able to apply their knowledge to the needs of an increasingly diverse, complex, and dynamic world." This framework includes six foundations that must be present in each baccalaureate degree offered at IPFW. Thus, education majors will be expected to demonstrate:

#### Acquisition of Knowledge

Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

#### Application of Knowledge

Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

#### Personal and Professional Values

Students will demonstrate the highest levels of personal integrity and professional ethics.

#### A Sense of Community

Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

#### Critical Thinking and Problem Solving



Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

Communication

Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

**IPFW Education Departments Mission Statement**

(adopted January 10, 1996)

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

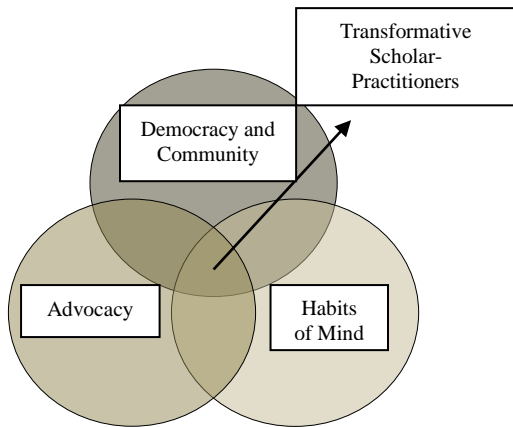
- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- Improving the human condition by creating positive learning environments;
- Becoming change agents by demonstrating reflective professional practice;
- Solving client problems through clear, creative analyses;
- Assessing client performance, and creating and executing effective teaching, counseling and educational leadership by utilizing a variety of methodologies reflecting current related research;
- Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

**IPFW Education Departments' Conceptual Framework:**

**A Transformative Scholar-Practitioners Model**

(adopted August 17, 2010)

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.



Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

### 1. 1. Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences.

**Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.**

### 2. Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning.

**Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.**

### 3. Advocacy

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice.

**Consequently, the departments facilitate transformative scholar-practitioners' development as professional and community advocates.**

## III. Responsibilities

**Intern:** The internship requires a commitment on the part of the student. The amount of time depends on the internship being completed. The first internship, taken normally during the junior year, involves a minimum of 75 hours. The second internship, taken during the senior year, requires a minimum of 150 hours. Thus, care must be taken to balance the internship time requirements with



those of other courses and any employment needs. The Intern will complete an Intern Self-Evaluation at the end of the experience.

Fundamentally, the intern must consider oneself and behave as a beginning professional. As such, you are expected to perform each aspect of the project that is designed for the experience. The intern is also expected to act professionally, working with the Intern Supervisor, Intern Coordinator, professional colleagues, and members of our community to strengthen skills and knowledge as an educator/employee in an organization/agency.

Intern Responsibilities to Children, Adolescent, Family, Community members:

- Be a good role model in appearance, mannerisms, language use, and behavior.
- Get to know their interests, abilities, and activities, as well as external and internal stressors.
- Handle all child/adolescent/family information professionally and confidentially.

Intern Responsibilities to Intern Supervisor:

- Complete Internship Information Sheet and share with Intern Supervisor.
- When you are close to completing 50% of the internship hours, coordinate an on-site meeting between you, the Intern Supervisor, and the Intern Coordinator.
- Be prepared for work each day.
- Observe the daily work schedule that you created with your Intern Supervisor.
- Dress in compliance with local culture and organization's policy on dress code.
- Behave professionally to ensure credibility among your colleagues.
- Volunteer to help with activities when you recognize a need exists, i.e. housekeeping, routine duties, and other ways to help within the organization/agency.
- Actively seek feedback from the Intern Supervisor, communicate proactively, and honestly.
- Ask for help whenever you need it.
- Gain an understanding of the rationale/purpose/policies behind specific organizational practices/programs.

Intern Responsibilities to the Intern Coordinator:

- Complete Internship Information Sheet and share with Intern Coordinator.
- When you are close to completing 50% of the internship hours, coordinate an on-site meeting between you, the Intern Supervisor, and the Intern Coordinator.
- Communicate proactively, regularly, and honestly with Intern Coordinator.
- Submit required paperwork in a timely fashion.
- Ask for help whenever you need it.

**Intern Supervisor:** This person has been carefully selected by the organization/agency because she/he possess understanding of and experience in that organization/agency. The Intern Supervisor, with the Intern, will negotiate and co-construct the major projects/experiences that will occur during the Internship. This person is responsible for providing day-to-day supervision, guidance, and mentoring to the intern. There should be regular communication regarding the Intern's progress,



level of professionalism, and future opportunities. The Intern Supervisor will also complete a final evaluation of the Intern and the experience.

Intern Supervisor Responsibilities to the Intern:

- ☑ Acquaint the Intern with organizational policies and procedures, connecting the rationale/purpose/policies behind specific organizational practices/programs.
- ☑ Introduce the intern to co-workers, staff, and others as appropriate.
- ☑ Define the extent of the intern's authority and responsibilities. With the Intern, negotiate and co-construct the major projects/experiences that will occur during the Internship.
- ☑ Throughout the internship, engage the Intern in discussions of professional expectations and how those expectations become meaningful in practice.
- ☑ Communicate regularly and provide ongoing feedback with the Intern.
- ☑ Meet at midterm with Intern and Intern Coordinator to discuss progress to date (Intern has responsibility for coordinating schedules and setting meeting).
- ☑ Complete the final Intern Evaluation honestly so that areas of strengths and areas for continued development are explained.

Intern Supervisor Responsibilities to the Intern Coordinator:

- ☑ Review the policies, expectations, and administrative tasks of the internship, asking questions as necessary.
- ☑ Communicate and collaborate as needed with the Intern Coordinator to support Intern.
- ☑ Complete Final Evaluation of the Intern and internship experience in a timely manner.

**Intern Coordinator:** This university faculty/staff member is responsible for guiding students in the selection of internship placements and in actually ascertaining the internship placements. This person will also coordinate communication between the Intern and Intern Supervisor; and assist with resolving issues as they arise. The Intern Coordinator will use the Intern Self-Evaluation and the Intern Supervisor's Final Evaluation to determine the grade for the internship.

Intern Coordinator Responsibilities to the Intern:

- ☑ Initiate conversations with Intern to learn interest and desired organizations/agencies for internships.
- ☑ Make contacts with organizations/agencies to set up internships.
- ☑ Be available to communicate and collaborate, as needed, with the Intern to guide or support her/him during internship.
- ☑ Use Intern Self-Evaluation and Intern Supervisor's Final Evaluation of the Intern and internship experience to determine final grade for internship.

Intern Coordinator Responsibilities to the Intern Supervisor:





- ☑ Share Internship Handbook with Intern Supervisor and answer any questions regarding expectations for Intern behavior or responsibilities from the university perspective.
- ☑ Be available to communicate and collaborate as needed with the Intern Supervisor to support Intern.
- ☑ Use Final Evaluation of the Intern and internship experience, in conjunction with Intern Self-Evaluation to determine final grade for internship.

#### IV. Internship Policies

Although Intern Supervisors assume some responsibility for directing interns in their work, the Interns must assume certain responsibilities in order to receive full benefit from their experience. The policy statements and suggested procedures which follow should clarify some of the responsibilities of the Intern.

**Absences:** Working in informal educational settings, especially those that involve children, adolescents, and community members, can often result in acquiring illnesses. Because there is a minimal number of hours to complete, there is no formal number of approved absences (e.g., sick or personal days) provided to all Interns. Any absence should be reported immediately (email, voicemail) to the Intern Supervisor. If the Intern misses more than three days or misses without contacting the Intern Supervisor, the Intern Coordinator should be notified because such behavior raises concerns about professional behavior. While rare, excessive absences may result in the organization/agency seeking termination of the internship experience.

**Family Responsibilities:** Child care or family responsibilities should not affect the intern’s arrival time or departure time or their responsibilities during the internship. This is assumed because the Intern/Intern Supervisor created a work schedule that should have accounted for such issues. However, it is recognized that emergencies do arise and they are expected to be handled in a professional manner.

**Grading:** The evaluation of the Intern is a shared responsibility involving the Intern, Intern Supervisor, and Intern Coordinator. Though each of these individuals is expected to make a contribution to the evaluation of the intern’s performance, it is the Intern Coordinator who is charged by the university with final authority and responsibility for assigning the grade.

#### V. Internship Sites

You will work with the Intern Coordinator to identify possible sites for your internship. The choices are only limited by our shared understanding of community resources – and together, we can learn about and locate new organizations that fit your interests.

The table below provides some examples of possible sites. This is not an exhaustive list!

If you are interested in:	Consider:
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Preparing educational materials for informal educational settings	Northeast Indiana Solid Waste Management District (science/ecology) Science Central Acres Land Trust Eagle Marsh, Little Rivers Wetland Project Literacy Alliance Project READS United Way of Allen County
Working with mothers-to-be or new mothers	Healthier Moms and Babies WIC SCAN Bright Start
Mentoring children or youth	Big Brothers, Big Sisters Boys and Girls Club Crossroads Child and Family Services
Working with special populations	Camp Red Cedar Turnstone ARC GiGi’s Playhouse Fort Wayne Autism Center Department of Child Protective Services

VI. Contact information

Position	Person’s name	Phone	Email
Intern Supervisor			
Back-up Contact at Organization/Agency			
Intern Coordinator	Dr. Terri Swim	481-6444	<a href="mailto:swimt@ipfw.edu">swimt@ipfw.edu</a>

VII. Required Paperwork

The following pages provide you with the forms that are to be completed during the internship.

1. Internship Information Sheet
2. Negotiated and Co-Constructed Projects/Experiences for Internship (1-page for Intern, 1-page for Intern Supervisor, 1-page for Final, Agreed-Upon List)
3. Intern Log
4. Intern Self-Evaluation
5. Intern Supervisor's Final Intern Evaluation



## INTERNSHIP INFORMATION SHEET for EDUCATIONAL POLICY PROGRAM

Intern: Please complete this form and share copies (electronic or paper) with your Intern Supervisor and Intern Coordinator.

Information regarding Intern:

Name:	900 #:
Phone 1:	Phone 2:
IPFW email:	Other email:

Information regarding Sponsoring Organization/ Agency:

Name					
Address					
Phone					
Intern Supervisor					
Internship Start Date:	Internship End Date:				
Weekly Schedule	M	T	W	R	F







*Negotiated and Co-Constructed Projects/Experiences for Internship  
Final, Agreed-Upon List*

The purpose of this form is to document the projects/experiences that will occur in the internship. In order to maintain high quality performance, it is imperative that all parties agree on the work to be done and the results expected. Ideally, agreement should be reached during the first three days of the internship.

1. What projects/experiences will the intern to engage in?

2. What results do you expect the intern to produce?

3. Provide an overview of the projects/experiences timetable for the internship:

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Intern signature

Date

---

Intern Supervisor Signature

Date



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INTERNSHIP LOG SHEET\*

Intern name: \_\_\_\_\_ Internship 1 or 2

Agency Placement: \_\_\_\_\_

Table with 3 columns: Date, Brief list of Task(s) worked on, Time Spent. Includes a total time row at the bottom.

By signing below, I indicate that the record is accurate to the best of my knowledge.

Intern Signature

Date

Intern Supervisor Signature

Date

\* Print as many copies of the log as necessary to record all of your hours.



## INTERN'S SELF-EVALUATION

Intern Name \_\_\_\_\_

Intern Supervisor \_\_\_\_\_

Agency \_\_\_\_\_

Please answer each question adding as much space as needed to thoroughly respond to the prompt.

1. What were your major projects/experiences that you planned for the Internship? What did you learn by doing them?
2. What has been your most significant accomplishment during the internship?
3. What significant contribution do you believe you have made to the agency as they pursue *doing public good*?
4. If there has been a frustrating aspect of the job or a failure, what is it? What did you learn from it?
5. How did this internship experience build on or relate to your past academic experiences? In other words, what classes have you taken that you believe were useful (knowledge or application)?
6. Would you recommend this agency as an internship to another student? Why or why not?

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Intern Signature

Date





# Intern Supervisor's FINAL INTERN EVALUATION

Intern Name \_\_\_\_\_

Intern Supervisor \_\_\_\_\_

Agency \_\_\_\_\_

Please rate the following:

Not at all  
Favorable

Very  
Favorable

Intern cooperative?	1	2	3	4
Intern productive?	1	2	3	4
Intern managed time efficiently?	1	2	3	4
Intern worked on own initiative?	1	2	3	4
Intern communicated well?	1	2	3	4
Intern was professional?	1	2	3	4

Please answer each question adding as much space as needed to thoroughly respond to the prompt.

1. Was the Intern academically prepared for this internship?

2a. What aspects of the Intern's overall performance were most positive?

b. What aspects of the Intern's overall performance need continued improvement?

3a. In what ways did the Intern successfully completed the projects/experiences that you co-created for this internship?

b. What expectations or aspects of the projects/experiences were not met and why?

4. In what ways did the Intern assist you and your organization with *doing public good*?

\_\_\_\_\_  
Supervisor signature

\_\_\_\_\_  
Date