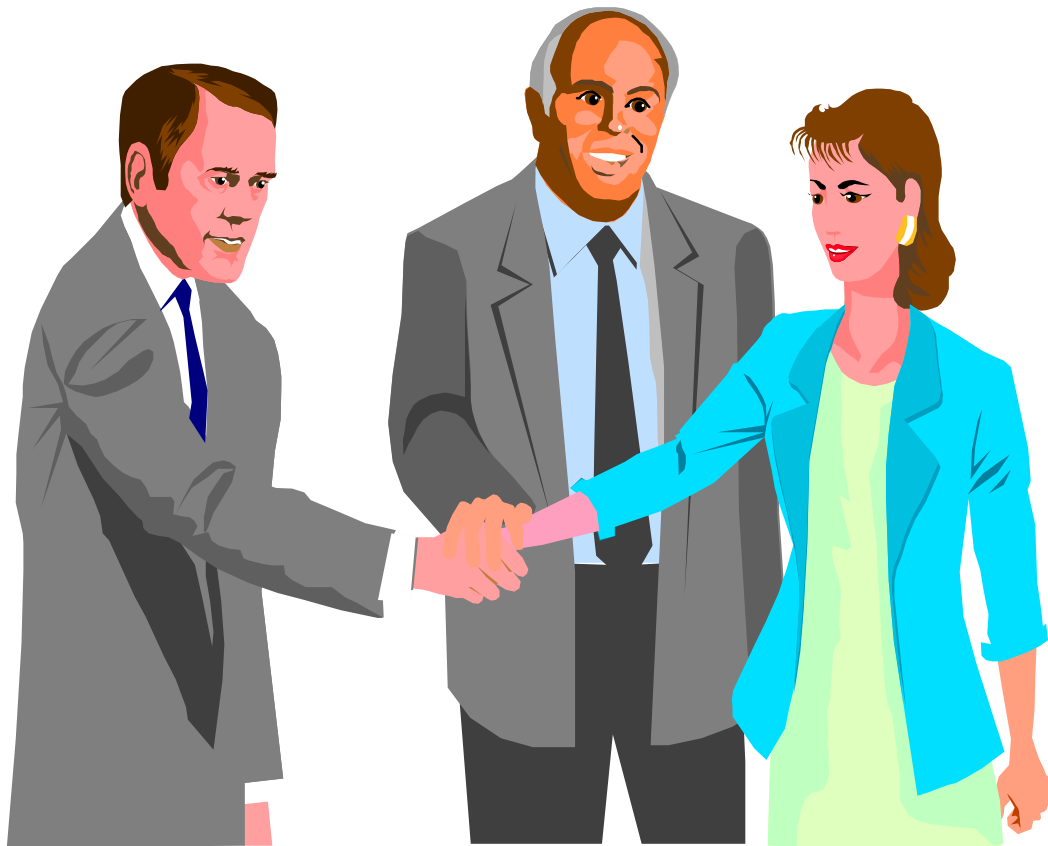


TTCH 300

**THE INTERNSHIP:
A SUPERVISED OCCUPATIONAL
EXPERIENCE**



**BRIDGING THE GAP BETWEEN THE
CLASSROOM AND THE REAL WORLD**

SUGGESTED OUTLINE FOR FINAL REPORT

NOTE: THE FOLLOWING ITEMS ARE PROVIDED AS A GUIDE FOR THE INTERN TO USE IN PREPARING THE FINAL REPORT. ITEMS MAY BE DELETED AND/OR ADDED AS NEEDED.

- I. REVIEW OF OBJECTIVES/RESPONSIBILITIES
 - A. DEGREE OF COMPETENCY ATTAINED
 - B. DEGREE TO WHICH THEY WERE REALISTIC
 - C. IMPENDING CONSTRAINTS (IF ANY)
 - D. MODIFICATION(S) APPLIED DURING THE INTERNSHIP (IF ANY)
 - E. (OTHER COMMENTS)

- II. GENERAL SUMMARY AND COMMENTS
 - A. STRENGTHS OF THE INTERNSHIP EXPERIENCE
 - 1. DEPTH AND BREADTH
 - 2. DEGREE OF DIFFICULTY
 - 3. STRUCTURE
 - 4. SUPERVISION
 - 5. (OTHER COMMENTS)
 - B. WEAKNESSES OF THE INTERNSHIP EXPERIENCE
 - 1. DEPTH AND BREADTH
 - 2. DEGREE OF DIFFICULTY
 - 3. STRUCTURE
 - 4. SUPERVISION
 - 5. SUGGESTIONS FOR IMPROVEMENT
 - 6. (OTHER COMMENTS)

- III. RELATIONSHIP OF THE INTERNSHIP EXPERIENCE
 - A. TO PREVIOUS COURSE WORK AND/OR EXPERIENCE
 - B. TO POTENTIAL FUTURE COURSE WORK
 - C. TO PERSONAL CAREER GOALS

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INTRODUCTION

The University of Alaska Fairbanks offers students seeking a Bachelor of Technology degree the opportunity to participate in an internship program. Each semester (including summer session), internships are offered as a regular course, TTCH 300-- Internship in Technology.

Internships are a valuable, practical experience that provide personal and professional skills and concepts that are not necessarily attainable through the traditional classroom/laboratory learning situation. This is accomplished through opportunities to apply theories and principles, to become acquainted with possible disparities between theory and practical application, to observe procedures and operations of the agencies or private enterprises, and to become better prepared for professional employment. Fundamentally, internships provide pre-employment occupational experience which many employers require as a prerequisite to permanent hiring.

Becoming actively involved in the internship program is also a benefit to the agency or business. This is an excellent opportunity for prospective employers to screen the abilities and potential of students within the Bachelor of Technology Degree program. After sponsoring several internships, the sponsoring organization has a more quantifiable perspective of the general quality and capability of Bachelor of Technology Degree graduates as it pertains to the function of that particular agency or business. Likewise, faculty within the University can gain by having direct contact with agencies and businesses such that the state-of-the-art essentials are maintained and continuously revised within the curricula.

The purpose of this handbook is to provide information for the student intern, cooperating supervisor (sponsor), and faculty supervisor regarding the purpose, policies and procedures to be utilized in planning and conducting a successful internship program. More specifically, this handbook will provide answers to the following questions:

- 1) What is an internship? (page 2)
- 2) Who is eligible for an internship? (page 4)
- 3) Who is involved in the internship? (page 4)
- 4) What are the responsibilities of the intern? (page 5)
- 5) What are the responsibilities of the cooperating supervisor? (page 6)
- 6) What are the responsibilities of the faculty supervisor? (page 8)
- 7) What are the procedures for initiating an internship? (page 9)
- 8) What are the procedures for conducting an internship? (page 10)
- 9) What are the procedures for evaluating an internship? (page 13)

WHAT IS AN INTERNSHIP?

An internship is an apprentice-type experience. More specifically, it is a structured, supervised occupational experience for which academic credit may be earned. A well conceived and designed internship provides the student intern with opportunities to apply concepts and techniques learned in previously completed coursework to the real world of work. The objectives of the internship are designed specifically for each individual student intern, depending upon the topic of the internship and the occupational goals and/or particular interests of the student.

The topic of the internship varies with the individual student intern and may involve any aspect of technology. The internship is designed similar to an independent study course; instruction is individualized and aimed at accomplishing established objectives written specifically for the internship experience. The intern is supervised throughout the duration of the internship by a cooperating supervisor (an appropriate representative of the sponsoring agency or business) and a faculty supervisor (a faculty member of UAF with expertise related to the specific topic of the internship). Experience gained during the internship should be practical and emphasize hands-on and involvement-oriented learning.

Internships are structured just like a formal course in that objectives are written prior to the experience and the student intern is subsequently evaluated on how well the objectives were accomplished. Thus, the intern should approach an internship with the same responsible attitude with which any other course is approached. In reality, more individual motivation on the part of the student may be advantageous in that self-discipline and the ability to work independently are prerequisites to experiencing success in the internship.

TTCH 300--Internship in Technology is a variable credit course. That is, the number of credit hours to be earned by the student intern is established prior to the initiation of the internship. Normally, this ranges from 1-3 credits per semester. Several considerations enter into establishing credit for the internship: credit hour load for the student for that semester, number of contact hours the student can realistically spend with the intern, the amount of time the cooperating supervisor can realistically complete, and the depth of the objectives the student intern hopes and is expected to achieve during the internship.

A minimum of four contact hours a week is required per credit hour of internship taken. Thus, for a three credit hour internship, the student intern should arrange for 12 clock hours per week to be spent working on the internship. A student may take as many as 6 credit hours of internship, but no more than 3 credit hours during any given semester. Internships are usually graded on a pass/fail basis.

Some internships are paid positions, while others are unpaid. All internships within the University (with one exception) are unpaid. Otherwise, arrangements are made depending on the sponsor's willingness and ability to pay for the services to be rendered by the student intern. Also, the depth of previous experience the student intern brings to the situation may affect whether the position is paid or unpaid. Regardless of whether pay is received or not, the standard fee per credit hour is charged to the student intern by the University, just as for a regular course.

WHO IS ELIGIBLE FOR AN INTERNSHIP?

TTCH 300 is designed for Bachelor of Technology students only. A prospective intern should have at least a 3.00 grade point average and/or be in good standing with qualities indicative of the ability to work independently and with self-discipline. Also, the

prospective intern must be at least a junior (60 credit hours toward the degree already completed). Entrance into an internship is by permission of the instructor only. Hence, permission to enroll must be secured prior to actual enrollment (See the Permission to Enroll form in the Appendix).

Internships are provided for carefully selected, upper division students. Graduate students are eligible, also. Permission to enroll is required because the success of the program depends on the careful selection of 1) qualified students, 2) quality internship experiences, and 3) faculty supervisors with adequate time and expertise to effectively coordinate the internship. In addition, the prospective intern must have career goals or, at least, a particular interest associated with the topic of the proposed internship. Careful screening of student applicants is conducted to determine the student's ability to 1) perform well in, and benefit from, the internship program and 2) fulfill the sponsor's needs.

WHO IS INVOLVED IN THE INTERNSHIP?

An internship requires the cooperation of at least three individuals: the student intern, the cooperating supervisor, and the faculty supervisor. The student intern is the Bachelor of Technology student who has received permission and thus enrolled in TTCH 300. The cooperating supervisor is a representative of the agency or business with whom the student intern works directly. The faculty supervisor, a faculty member of UAF, provides coordination between the student intern and the cooperating supervisor and acts as a representative of UAF for the purpose of maintaining the instructional goals of the course. This faculty member is usually selected because of specific professional experience in the discipline in which the internship will take place. Specific responsibilities of each of these individuals will be discussed in the following section.

WHAT ARE THE RESPONSIBILITIES OF THE INTERN?

First and foremost, the student intern must have a personal commitment to completing the internship as designed. This will require self-discipline and the ability to work independently. One of the most important responsibilities of the intern is to initiate and maintain communications with the cooperating supervisor and the faculty supervisor. It

is imperative that both supervisors are kept well informed as to the progress the intern is making toward accomplishing the objectives and responsibilities of the internship.

The student intern must submit a Program Plan for the internship. This involves a statement of objectives (or job responsibilities) mutually agreed upon by the cooperating supervisor and the faculty supervisor. In some cases, this may involve acquiring a statement from the cooperating supervisor indicating a commitment to the objectives/responsibilities of the proposed internship. For example, some agencies may require an official agreement to be signed which specifically defines the relationship between the agency and the University.

A specific schedule for working with the cooperating supervisor and meeting periodically with the faculty supervisor should be established before the internship actually starts. It is especially important that the schedule be mutually acceptable for the intern and the cooperating supervisor and not conflict with any other course schedules for the student. The number of hours per week will be determined by the number of credit hours the student intern has elected to take and the expected work load distribution. A minimum of 4 clock hours per week per credit hour taken is required. (A 3 credit-hour internship requires 12 clock hours per week for 15 weeks to meet the minimum.) As the work load varies, the hours worked during any given week may vary accordingly.

In addition to the actual work schedule, a series of periodic meeting with the faculty supervisor should be arranged. Generally, a one-hour meeting with the faculty supervisor every two weeks is sufficient. The purpose of these meetings is to determine the progress the intern is making and make revisions as deemed necessary. If deemed appropriate by the supervisors, hours used to conference with the faculty supervisor may be included in the total hours worked for the internship.

The student intern should always be prompt in arriving at the work site. Completing projects and assigned tasks in a timely manner is equally important. An accurate record of tasks completed and competencies learned will be maintained by the intern throughout the duration of the internship. This record should coincide with the objectives or responsibilities prescribed for the internship and should be recorded on the Weekly Ledger and the Competency Checklist (see forms provided in the Appendix). Upon completion of the internship, a final report written by the intern will be submitted to the faculty supervisor just prior to the final exam period for the semester. The final report is a summary of what

was accomplished during the internship. An outline of topics which may be addressed in the final report are included in the Appendix.

WHAT ARE THE RESPONSIBILITIES OF THE COOPERATING SUPERVISOR?

The primary responsibility of the cooperating supervisor is to provide a structured and supervised occupational experience for the student to intern. In doing so, objectives or job responsibilities must be developed prior to the initiation of the experience prescribed for an individual student. In addition, predetermined objectives or job responsibilities allows the internship to begin promptly and both parties are aware of the expectations.

Supervision involves several functions on the part of the cooperating supervisor. First, one must realize that the intern is a student and not an employee in the traditional sense. Thus, specific instruction and direction may be required beyond that which is normally given to regular employees. In essence, the intern is an apprentice. The sponsor should strive to provide a meaningful learning situation. Furthermore, an opportunity for the intern to become acquainted with the overall function of the agency or business should be arranged, if possible. It should be noted that individual skills and knowledge brought to the internship will vary from intern to intern. This is particularly important to consider if a sponsor regularly offers services for an internship over several semesters.

A closely related function involves making the internship a challenging experience for the student. Mundane or repetitive work is probably not the most appropriate. After the internship has progressed for some time, it may be necessary to revise the original objectives or job responsibilities such that the experiences more appropriately address the need and goals of the student and the business or agency. The faculty supervisor will be available to offer assistance if so desired.

The intern is responsible for evaluating his or her own progress toward attaining the established objectives or job responsibilities. This is done throughout the internship and should be made available for the cooperating supervisor to review as deemed necessary. Again, the faculty supervisor will be available as a consultant in the event that the cooperating supervisor identifies concerns with which he or she is unfamiliar and uncertain.

Prior to the internship, the cooperating supervisor should notify the intern and the faculty supervisor if it is necessary to complete a formal agreement for the internship. This should be drawn up and mutually accepted by all parties involved and then channeled through the appropriate authorities for approval.

WHAT ARE THE RESPONSIBILITIES OF THE FACULTY SUPERVISOR?

The faculty supervisor provides the overall coordination for the internship. This involves providing the leadership necessary to promote the instructional aspects of the internship, providing the linkage between UAF and the sponsor, and making the job of the cooperating supervisor as unburdened as possible. Initially, the faculty supervisor contacts the sponsor during the semester prior to the internship, approves the Permission to Enroll statement, and subsequently coordinates all other activities as deemed appropriate.

During the developmental phase of the internship, the faculty supervisor should assist the cooperating supervisor and the intern in writing realistic objectives/job responsibilities. In addition, the faculty supervisor will probably need to help the intern translate the objectives/job responsibilities into measurable objectives which can be used to identify the point at which the objective or responsibility has been met. This will facilitate the evaluation process. The Permission to Enroll statement and the Internship Program Plan should be prepared before the internship officially begins.

Periodic meetings with the student are highly recommended. This time is necessary to determine the progress of the student. Also, periodic contact with the cooperating supervisor may be necessary to determine his/her perspective on the intern's progress. A committee meeting involving the intern, cooperating supervisor and the faculty supervisor may be arranged if necessary, especially if a mid-course change in direction of the internship appears warranted.

The faculty supervisor is ultimately responsible for awarding the final grade for the intern. This is accomplished through a structured evaluation involving a meeting between the intern and one, or preferably, both supervisors. Each objective or responsibility should be reviewed to determine the extent to which it was met (within given constraints). A brief final evaluation report should be completed.

WHAT ARE THE PROCEDURES FOR INITIATING AN INTERNSHIP?

There are several ways an internship may be created. These include the following:

- 1.) Student-initiated: The student may come to his/her advisor or other member of the teaching faculty and request that an internship be created in a given discipline. Subsequently, if the idea has merit, the advisor and/or the student may contact a given agency or business and investigate the possibility of creating an internship.
- 2.) Faculty-initiated: Seeing a need for a particular type of internship experience, a faculty member at UAF may arrange an internship through an agency or business. Specifications for the internship are drawn up and an announcement is circulated, for applications by students.
- 3.) Sponsor-initiated: Quite often faculty members are contacted by an agency or business which has expressed an interest in providing an internship. A job description is prepared, approved for its instructional value, and circulated for applications by students.

To summarize, the student may initiate an internship from inception or apply for one which is already approved. Whether pay is offered depends on the particular circumstances for each internship. Those sponsored by UAF (with one exception) are unpaid. The method of application will vary also. When competitive application is utilized, the sponsoring agency or business usually elects to select the individual who will receive the internship opportunity. Student-initiated internships are not competitive, for obvious reasons; however, the student must meet the minimum qualifications and be eligible to participate in an internship.

There are several steps to enrolling in TTCH 300. The student must follow each step sequentially. The student must 1) determine eligibility, 2) identify the type of internship preferred, 3) secure permission to enroll from the instructor (preferably, the potential faculty supervisor), and 4) submit the Preliminary Permission to Enroll statement. All of these steps

should be completed during the semester prior to the conduct of the internship such that all planning is completed prior to the regular registration period for the semester in which the internship will take place. Generally, pre-registration for TTCH 300 will not be accepted.

WHAT ARE THE PROCEDURES FOR CONDUCTING AN INTERNSHIP?

Having been accepted and officially enrolled in TTCH 300, the intern should arrange a committee meeting involving all three individuals, if possible, or otherwise make arrangements for coordinating everyone's input into the development of the Internship Program. This is the process whereby the specific objectives/responsibilities for the internship are specified and agreed upon by both supervisors and the intern. This phase should be completed prior to the end of the first week of regular instruction for the semester. A work schedule for the intern, as well as a regular schedule for meetings with the faculty supervisor should be arranged at this time. To facilitate the process, a general schedule for planning and conducting an internship is included on the following page.

Several factors should be considered when developing objectives (or job responsibilities). First and foremost, the objectives/responsibilities must be realistic and within the realm of the ability of the intern. For example, they should neither be mundane as to insult the intelligence of the intern, nor so complex and advanced as to frustrate the intern. Neither of these situations provides a reasonable and valuable learning situation. In essence, the intern should be challenged and given the opportunity to gain new experience.

For procedural and instructional value, the objectives/responsibilities should be sequential. That is, knowledge and skills learned in one objective should be applied and built upon the pursuit of subsequent objectives. In some situations, sequence may not be applicable.

Each objective/responsibility should contain three components if it is to be an effective evaluation factor at the end of the semester. The three components are: 1.) task--what is to be accomplished by the intern, 2.) condition--the circumstances under which the objective will be met, and 3.) outcomes--the quality or degree of competency to be attained by having accomplished the objective.

Each objective specifies the condition under which the activity/skill is to be accomplished (i.e., with or without supervision, in these cases), the specific task to be done, and the degree of competency to be attained by having accomplished the objective.

Once the objectives/responsibilities and the work schedule have been arranged and agreed upon, the internship is underway. The intern should report for work at the scheduled time and begin pursuing the objectives. Close cooperation and communication with the cooperating supervisor is encouraged. Likewise, the regular meetings with the faculty supervisor should be conducted as scheduled. Maintaining communication with both supervisors will promote continuous feedback and facilitate more reliable evaluations regarding the intern's progress at any given point.

Throughout the internship, the intern must maintain a notebook of weekly activities. Special note of new skills and activities performed should be made. The Competency Checklist is included in this handbook to provide a method of identifying major tasks performed while the Weekly Ledger is more useful for chronologically designating tasks accomplished. Upon conclusion of the internship, these records may be used to prepare the required final report. Furthermore, these records may be attached to a job application in the future if the internship has direct pertinence to the job description.

WHAT ARE THE PROCEDURES FOR EVALUATING AN INTERNSHIP?

The intern will be evaluated on how well he/she met the objectives and responsibilities specified for the internship. The evaluation should be done during the final exam period for the semester. The intern should arrange a committee meeting, if possible, or other wise make arrangements to solicit the input of both supervisors regarding a final evaluation. Each objective/responsibility should be reviewed to determine the extent to which each was accomplished by the intern. Subsequently, the Internship Evaluation Report should be completed. Once the intern's ledger, final report, and evaluation have been completed and submitted to the cooperating supervisor, the internship is done. Given the recommendation of the cooperating supervisor, the faculty supervisor will award the final grade for the internship.

CONCLUSION

An internship can be rewarding and beneficial experience for Bachelor of Technology students. If you think you are eligible for an internship, talk to your academic advisor. Also, it may be worth you while to talk to fellow students who have completed internships.

GO FOR IT!

Appendix

Permission to Enroll in TTCH 300

Student's Name: _____ Phone #: _____

Address: _____

Description of Proposed Internship:

Proposed Cooperating Supervisor (if known):

Name: _____ Phone # _____

Title: _____

Agency/Business: _____

Address: _____

Has the internship been discussed with the proposed Cooperating Supervisor?

YES _____ NO _____

Proposed Faculty Supervisor:

Name: _____ Phone #: _____

Permission to Enroll:

- | | | | | |
|------------------------|-----|-------|----|-------|
| 1. Student is Eligible | YES | _____ | NO | _____ |
| 2. Topic is Approved | YES | _____ | NO | _____ |

Other Comments:

Faculty Supervisor

Date

SCHEDULE FOR PLANNING AND CONDUCTING
AN INTERNSHIP

<p align="center">S E M E S T E R P R I O R</p>	<p align="center">ANYTIME DURING THE SEMESTER</p>	<p align="center">DETERMINE ELIGIBILITY IDENTIFY TYPE OF INTERNSHIP SECURE PERMISSION OF INSTRUCTOR SUBMIT PRELIMINARY PERMISSION TO ENROLL FORM</p>
<p align="center">S E M E S T E R D U R I N G</p>	<p align="center">REGISTRATION</p>	<p align="center">ENROLL IN TTCH 300</p>
	<p align="center">1ST WEEK OF INSTRUCTION</p>	<p align="center">SUBMIT PLAN</p>
	<p align="center">REMAINING WEEKS OF THE SEMESTER</p>	<p align="center">PERFORM OBJECTIVES, MAINTAIN LEDGER AND COMPETENCY CHECKLIST, AND MAINTAIN COMMUNICATION WITH SUPERVISOR</p>
	<p align="center">EXAM WEEK</p>	<p align="center">SUBMIT EVALUATION</p>

INTERNSHIP PROGRAM PLAN

GENERAL INFORMATION:

INTERN: _____ PHONE #: _____

ADDRESS: _____

STUDENT I.D. #: _____

COOP. SUPERVISOR: _____

ADDRESS: _____

PHONE #: _____

FAC. SUPERVISOR: _____

OFFICE LOCATION: _____ PHONE #: _____

INTERNSHIP TITLE: _____

INTERNSHIP PROGRAM PLAN:

ATTACH OBJECTIVES AND/OR JOB DESCRIPTION

SCHEDULES:

WORK:

MEETING WITH FAC. SUPERVISOR:

SIGNATURES:

INTERN

DATE

COOPERATING SUPERVISOR

DATE

FACULTY SUPERVISOR

DATE

Weekly Ledger

Use this ledger to sufficiently list skills and activities performed by week (one week per cell). You will need at least three of these forms for the entire semester.

Name: _____

Dates	Skills and Activities Performed

Internship Evaluation Report

Intern: _____ Date: _____

Internship Title: _____

A. DEGREE TO WHICH OBJECTIVES ARE MET: (O=Outstanding, S=Satisfactory, P=Poor)

Objective	Performance					
	Intern's Rating			Coop Super's Rating		
	O	S	P	O	S	P

Note: Attach additional sheets if necessary.

B. INTERN'S COMMENTS AND SELF-EVALUATION:

1. STRENGTHS AND WEAKNESSES OF PERFORMANCE

2. STRENGTHS AND WEAKNESSES OF THE INTERSHIP AS DESIGNED

C. COOPERATING SUPERVISOR'S COMMENTS AND EVALUATION:

1. STRENGTHS AND WEAKNESSES OF PERFORMANCE

2. STRENGTHS AND WEAKNESSES OF THE INTERNSHIP AS DESIGNED

D. FACULTY SUPERVISOR'S COMMENTS AND EVALUATION:

1. STRENGTHS AND WEAKNESSES OF PERFORMANCE

2. STRENGTHS AND WEAKNESSES OF THE INTERNSHIP AS DESIGNED

E. SIGNATURES:

INTERN

DATE

COOPERATING SUPERVISOR

DATE

FACULTY SUPERVISOR

DATE