

DEPARTMENTAL INTERNSHIP GUIDELINES



**DEPARTMENT OF PUBLIC ADMINISTRATION
NELSON MANDELA SCHOOL OF PUBLIC POLICY
AND URBAN AFFAIRS
SOUTHERN UNIVERSITY AND A&M COLLEGE
Baton Rouge, LA 70813
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DEPARTMENTAL INTERNSHIP GUIDELINES

Internship Goals:

The internship program gives the student an authentic exposure to an organizational bureaucratic environment. The managerial work experience develops the scholar's awareness of the inter-relational dynamics among employees, clientele, and administrators in public and non-profit agencies. The internship program is designed to provide students an opportunity to apply the theoretical, conceptual knowledge they have learned in the classroom to the practical arena. The objectives of internship placements are as follows:

1. to ease the transition from an educational situation while making significant contributions to society as public administrators;
2. to build students' awareness of the professional obligations of public managers/employees;
3. to provide an opportunity to employ conceptual training within a professional work environment. This includes the use of quantitative, analytical skills to solve public policy problems;
4. to supplement formal, generalized graduate education with specialized competence in one or more areas;
5. to furnish students with the ability to identify short and long -term goals within their own self-assessments.

The Role of the Internship Director:

The director serves as a liaison between the Department of Public Administration, the student, and the agency. Within the liaison role, the Director's responsibilities include finding various agencies that provide internship opportunities. The director also encourages students to take some initiatives in locating internship positions. However, the Director must approve of the internship placement. The Director monitors the progress of the students and addresses any problems and/or concerns of the student or the agency.

The Role of the Agency:

The agency is expected to provide interns with an atmosphere in which they will develop their professional and personal growth as well as provide an environment conducive for the intern to make the transition from the classroom to the professional world. The level of work experience should incorporate the following: administrative/managerial skills, independent responsibilities, time management, and teamwork.

The supervisor of an intern is expected to be a mid -level or higher level professional. The supervisor is expected to enhance the integration of the intern with the permanent staff by introducing the intern to other employee and informing other employees of the intern's role at the agency.

The agency is expected to provide as many of the following as possible (*denotes required responsibilities):

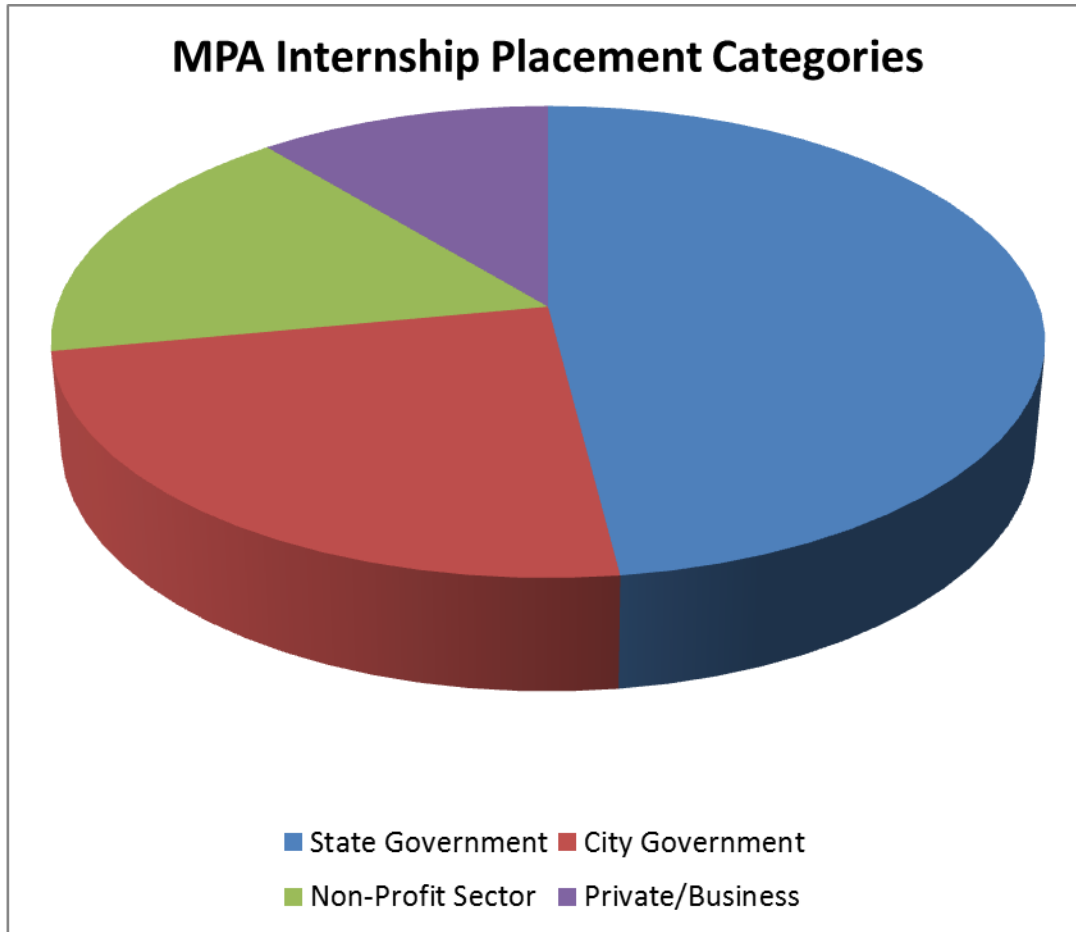
- ◆ The agency is expected to insure that the internship position facilitates an intern's professional growth, as well as an understanding of the agency's operations. Toward that end, a "Learning Contract" is made among the three parties: the intern, the agency, and the Internship Director. (See Appendix II) *
- ◆ The agency is expected to provide a written midterm and final evaluation of the intern's progress to the Internship Director. (See Appendix III) *
- ◆ The agency is expected to submit an agency profile, including a brief history of the agency and responsibilities and projects available within the agency. (See Appendix IV) *
- ◆ The agency is expected to provide the intern, if appropriate, an independent or group project, which may be a major or minor project. This project should demand a high level of competence and is expected to be completed by the end of the internship period;
- ◆ The agency is expected to provide exposure to the intern to various level tasks designed to develop independence and teamwork skills;
- ◆ The agency is expected to provide training for the intern which develops new skills and/or augments present ones;
- ◆ The agency is expected to monitor and evaluate the intern's performance by identifying strengths and weaknesses.

The role of the Student Intern:

Students are required to initiate internship placement with the Internship Director upon completion of 18-24 credit hours of course work within the MPA program. Course prerequisites to entering internship placement are Writing Seminar (PADM 502), Public Administration (PADM 503), Statistics (PADM 511), Applied Statistics (PADM 512), Information Systems management (PADM 543), and nine (9) hours of class work in the student's area of concentration. At least one semester before enrolling in Internship (PADM 583), the student will meet with the Internship Director to discuss internship options and preferences. This meeting with the Internship Director must be conducted to decide if the proposed internship placement meets course requirements and departmental specifications. If a student rejects an internship offer approved by the Internship Director, it becomes the responsibility of the student to find an opening which the director must still approve.

Students are required to intern a minimum of three-hundred hours during the placement period. Unless otherwise authorized by the Director, this requirement is met by working an average of twenty hours per week with the designated agency for a fifteen-week period during the fall or spring semester. Alternatively, during the summer, the student intern is expected to average thirty-hours of work per week for a ten-week period.

The Internship and Placement Director works with various agencies to find internship opportunities for students, however, students should seek out their own internship opportunities as much as possible. All internships must be approved by the Director. Neither the Department nor the University is obligated to find a paid internship for any student. Also, if a student turns down an internship offer made by the Department, it then becomes the responsibility of that student to find an internship for himself/herself subject to the approval of the Director. Students are required to sign a learning contract with the internship site providing internship opportunities.



Evaluation of Students:

Each Student is evaluated in four different areas, **Personal Attributes** (attendance, dependability, initiative, and professionalism), **Technical Skills** (Problem analysis, achievement of work objectives, time management, and resource location and utilization), **Communication Skills** (listening ability, concentration ability, writing proficiency, verbal proficiency, and ability to work with others), and **Job Performance** (accuracy, dependability, and neatness). [See Appendix III]

The student's final grade will be calculated by adding all of the points earned by the student, divided by the total possible points.

MPA Internship 583 Course Requirements:

The major requirements of the course are completed through the practicum. However, other assignments are crucial to completing the course successfully. These requirements will be stated in the course syllabi each semester.

Internship Grievance Procedure:

If a student has a grievance with the internship, the following steps must be taken to

achieve resolution:

1. The student must schedule a Grievance Meeting with the Internship Director. The meeting will occur no later than two weeks following the request.
2. The Internship Director will conduct a meeting with the Agency to resolve any problems that may have occurred during the internship.
3. If the grievance remains unresolved, and the intern is not held to be responsible for the problems that have developed, the Director will help the intern in locating another appropriate internship.

Internship Waiver Procedure:

To be considered for an internship waiver, a student must:

1. Request a waiver application from the Internship and Placement Director;
2. Submit the waiver application to the Internship and Placement Director:
 - a. Fall Semester – submit application by February 15th and receive an answer by May 15th.
 - b. Spring Semester – submit application by June 30th and receive an answer by September 30th
 - c. Summer Semester- submit application by October 31st and receive an answer by January 31st
3. Submit a letter delineating the reason for the waiver request. Neither financial nor time limitations are acceptable reasons for requesting a waiver. It is the ultimate responsibility of the student to make the necessary arrangements to complete the requirements of the internship course. The student may consult with the Internship and Placement Director on options and/or other solutions to meet their internship requirement.

A Guide for Quantitative Evaluation Internship Waiver

I. Professional Managerial Experience

- A. Three (3) years of managerial experience – 3 points
- B. Seven (7) years of managerial experience – 7 points
- C. Ten (10) years of managerial experience – 10 points

II. Direct Supervision

- A. Management of a minimum of three subordinates simultaneously for two years or more not including clerical staff. – 4 points
- B. Management of ten subordinates simultaneously for five years or more not including clerical staff. – 6 points
- C. Management of eleven subordinates simultaneously for seven years or more not including clerical staff. -10 points

III. Relevant Professional Work Experience

- A. Five (5) years of professional work experience – 5 points
- B. Seven (7) years of professional work experience – 8 points
- C. Ten (10) or more years of professional experience – 12 points

IV. Experience in writing and/or implementing policies and procedures in the public or non profit sector and other public related areas

- A. Completion of at least 2 major projects critical to the organization/agency – must show implementation and evaluation of the programs for which a waiver is being requested. Include initiation and/or development of the program/project. -3 points
- B. Completion of at least 4 major projects critical to the organization/agency – must show implementation and evaluation of the programs for which a waiver is being requested. Include initiation and/or development of the program/project. -5 points
- C. Completion of at least 6 or more major projects critical to the organization/agency – must show implementation and evaluation of the programs for which a waiver is being requested. Include initiation and/or development of the program/project. – 7 points

V. Managerial/professional level training via certified public training programs

- A. Continuing Education (Training through professional organizations) CPTP
 - a. 3 trainings – 2 points
 - b. 5 trainings – 3 points
 - c. 7 or more trainings -5 points

VI. Professional Associations/Organizations

- A. Membership - .5 points
- B. Officer - President/Vice President 1.5 points; Secretary, Treasurer – 1.0 points; Committee Chair (Major project) .5 points
- C. Length of membership – 2 or less years - .5 points; 3 or more years – 1

VII. Relevant Internship/Volunteering

The criteria to be considered for a waiver are: Professional Managerial Experience; Direct Supervision; Relevant Professional Work Experience; Experience in writing and/or implementing policies and procedures; Managerial/professional level training; Membership in Professional Associations/Organizations; and Relevant Internship/Volunteering. The total number of points available for a waiver from the above criteria is 50 points. A minimum of 35 points is needed to receive a waiver.

**PLEASE NOTE: ANY DEVIATION FROM THE ABOVE REQUIRMENTS MUST
BE APPROVED BY THE INTERNSHIP DIRECTOR**

APPENDIX I

Models of Internship Assignments

Model I

- ❖ A relatively conventional format is a formally structured, project-oriented internship, which provides relevant and meaningful experience in the general kind of work the intern wants to do. This strategy has particular appeal...to those who feel a need to develop a specific technical skill because of fears over the job market or for other reasons. It requires relatively little orientation for both intern and supervisor, before the intern begins to show a positive contribution to the agency's mission. In this model, the intern is assigned to a specific project, which can be meaningful and completed during the internship period. It must be stressed that this should be something, which has to be done within the organization anyway, and not some kind of make-up work. In the general model, there may be relatively little real difference between the internship and a regular entry-level professional job, beyond the extra consciousness in supervision by the supervisor and the academic program.

Model II

- ❖ Another model is a generalist model involving an administrative position so that the intern is exposed more broadly to the essential process of policy making. The archetype of this model is internship as administrative aide to the head of agency. Though the intern position may not learn any particular "salable skill," he or she will leave the position with a broadly applicable experience that the intern can use as a stepping-stone to a variety of professional positions. The broader the intern's experience, the more intelligently the supervisor can also comment on this performance recommending him for a variety of functionally narrower professional career positions. This type of internship is often more distinct from a regular entry-level position.

(Thomas F. Brereton, Design and Implementation of an Effective Internship in urban Public Affairs, 1976)

APPENDIX II
INTERNSHIP 583
DEPARTMENT OF PUBLIC ADMINISTRATION
SOUTHERN UNIVERSITY LEARNING
CONTRACT

PART I

A. Name _____ Social Security No. _____

Address _____
(Street) (Apt. #)

(City) (State) (Zip)

Telephone _____

Alternate Phone _____

Address during Internship:

Address _____
(Street) (Apt. #)

(City) (State) (Zip)

Telephone _____ Alternate Phone _____

B. Internship Organization: _____

Address: _____

Telephone: _____

Name of Supervisor: _____

Position: _____

Your position: _____

C.

Internship Director: _____

Department: _____ Telephone: _____

Address: _____

D. Credits to be awarded for Internship: _____

Department ____ Course No. ____ No. of Credits ____

PART II THE INTERNSHIP

A. JOB DESCRIPTION: Describe in as much detail as possible your role and responsibilities while on your internship. List duties, projects to be completed, deadlines, etc., if relevant.

B. SUPERVISION: Describe in as much detail as possible the supervision to be provided. What kind of instruction, assistance, consultation, etc., you will receive and from whom, etc.

C. EVALUATION: How will your performance be evaluated? By whom? When?

PART III
LEARNING OBJECTIVES/LEARNING ACTIVITIES/EVALUATION

The four components involved with this section are (1) identify learning objectives [what I want to learn] (2) state tasks and strategies to accomplish objectives [how am I going to learn the objectives] (3) evaluation [how am I going to show I learned the objectives] (4) Completion Date of each objective [completion dates of objectives should be throughout the internship period]. It is recommended that you identify one or more learning objectives in each of the following categories, with 2-4 specific strategies for each objective, and at least one method of evaluation for each objective.

- I. Academic Learning & Application** (i.e., related to the ideas, concepts or theories of your major or minor field(s) of study and/or ideas or theories related to your general education/courses.)

- II. Skill Development** (i.e., skills specific to your academic field, an occupation, oral and written communication, organization, problem solving, decision making, interpersonal relationships, etc.)

- III. Personal Development** (e.g., self-confidence, self-awareness, self-management, sensitivity and appreciation for diversity, clarification of values, career awareness and development, etc.)

LEARNING OBJECTIVES What I want to learn	TASKS & STRATEGIES How am I going to learn it	EVALUATION How am I going to show I learned it	TARGET DATE

**Part IV
The Agreement**

This contract may be amended or terminated by student, Agency Supervisor or Internship Director at any time upon written notice, which is received and agreed to by the other two parties.

Student Signature _____ **Date** _____

Agency Supervisor _____ **Date** _____

Internship Director _____ **Date** _____

APPENDIX III
INTERNSHIP EVALUATION

Name of Student: _____ Evaluation Period _____

Internship
Agency _____

Name of Supervisor: _____ Title _____

Signature of Supervisor _____ Phone # _____

Directions: Please use the rating code below to appraise the student's performance this semester.

<u>Rating Code</u>	<u>Scale</u>
A	No improvement is needed (very good or excellent performance)
B	Little improvement is needed (generally good performance)
C	Improvement is needed (generally mediocre performance)
D	Considerable improvement is needed (generally poor performance)

Appraisal

PERSONAL ATTRIBUTE:

<u>Rating</u>	<u>Criteria</u>	<u>Comments (especially</u>
<u>C's</u>		
<u>and below</u>		
_____ Attendance	punctuality, fulfillment _____ of time obligation, etc. _____	
_____ Dependability	can be counted on to _____ follow through with instruction _____	
_____ Initiative	self-starter, self-generator, _____ etc. _____	
_____ Professionalism	_____	

BASIC TECHNICAL SKILLS:

_____ Ability to analyze problems _____

_____ Achieves work objectives _____

_____ Management of time _____

_____ Ability to locate and utilize
resources effectively _____

_____ Listening ability _____

_____ Written communication ability _____

_____ Oral communication ability _____

_____ Ability to work with others _____

PERFORMANCE:

_____ Accuracy, reliability of work _____

_____ Neatness of work _____

Please note any other comments on the back of this form or on a separate sheet and attached to this form.

APPENDIX IV

Agency Profile

Agency: _____

Address: _____

Phone Number: _____

Contact Person: _____

Brief History:

Description of Intern's project and responsibilities:

Skills needed by the intern: