

ALT 6943: Internship in Adult Learning & Teaching

University of Texas at San Antonio
Department of Interdisciplinary Learning and Teaching
College Teaching/Adult Learning and Teaching Programs
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INTERDISCIPLINARY LEARNING AND TEACHING

MISSION

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgement of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

Adult Learning and Teaching (ALT) emphasizes a broad approach to learning about adult populations of a variety of age groups, life experiences, cultural backgrounds, and educational experiences.

Course Description: Individually supervised field experience in Adult or Higher Education, or Human Resource Development settings. Adult learning and teaching experience in community college or lower-division undergraduate, continuing education settings, training and development units in corporations, businesses, industries, and military installations, medical and social services, community agencies (care giving, adult learning centers), non-profits; informal science centers, or school district contexts. The focus is on preparation for teaching/human resource development, program planning, formal/informal evaluation, and self-assessment.

Text/Resources: **Adult Learning & Teaching Internship Agreement** (manual available on CE 6.0). **(Required)**

Readings on CE 6.0 **(Required)**

American Psychological Association. (2001). *Publication of the American Psychological Association* (5th ed.). Washington, DC: Author. **(Required)**

Purpose: Students enrolled in the Adult Learning and Teaching (ALT) program must complete a three-credit hour internship (or other approved field experience) as part of their program of study. The ALT Internship provides important educational experiences that complement the formal master's program. Directed internship in an organization to provide students with a learning experience supervised by professionals in organizational settings appropriate to the student's professional objectives.

There are **three** categories of internships available to ALT students:

1. College based teaching (community college or four-year college)
2. Community based organization or appropriate government or business (for example: a professional association or non-profit concerned with educating adults in a variety of settings, a business providing educational materials or services, or a government agency with jurisdiction over education policy).
3. Student support (for example: admissions, student life, Dean's or Director's office at either a community college or four-year college)

Course Goal: This course is intended to provide "hands-on" experiences in both adult and higher education and college teaching settings. Interns will work directly with administration, faculty, and staff to develop an understanding of the policies, processes, and procedures specific to particular professional contexts.

Learning Objectives: The ALT Intern should gain experiences in several different aspects of an organization including but not limited to: observing, instructing, reporting,

planning, writing, participating, leading, assisting, supervising, and managing.

- Translate curriculum content into practical application;
- Become familiar with the organization's practices and procedures in a practical work environment over a range of duties;
- Effectively communicate (orally, written, and verbal) with supervisors and co-workers
- Develop time management skills.
- Experience in a combination of the following areas should provide the student with a total exposure to all phases of the organization:
 1. Programming - planning, development, publicity operation, evaluation.
 2. Research - design, implementation, evaluation, conduct.
 3. Professional Development - conferences, writing articles, advocacy, code of ethics.
 4. Instruction – instructional planning and design, learning facilitation, and assessment
 5. General Administration - financial management, budget analysis techniques, record keeping.
 6. Personnel Practices - job description, staff evaluation, hiring.
 7. Planning - goal setting, policy and procedures, efficiency measures.
 8. Maintenance - materials, work schedules, equipment, indoor/outdoor areas and facilities.
 9. Leadership - program, staff, community, direct client service.
 10. Facility Design and Development - specifications, cooperation with other professionals, model development innovation.
 11. Public Relations - client involvement, interdepartment coordination and cooperation, publicity, speaking, reporting, marketing, promotion.
 12. Patient Care/Client Services (where appropriate) - planning, implementing, and evaluating treatment programs and services, participating in treatment team conferences, documenting in charts and records, and conducting assessments.

Note: This list is not exhaustive.

Course Format: The ALT Internship is a form of independent study for which graduate credit is awarded; therefore, it should involve inquiry into educational methodology based on experiential learning. ALT Interns will be required to complete assigned readings, share in small-group discussions, be reflective in their practice, and submit course assignments based on their professional experiences.

GRADING AND COURSE REQUIREMENTS

Grading for the ALT Internship is based on multiple assessments; thus, you in combination with your Internship Supervisor will determine your grade by the number of points earned on various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone, or no one can receive an "A." There are five different course requirements (with assigned point values) specified below.

<u>Activity</u>	<u>Medium</u>	<u>Points</u>
1. Class Participation/Monthly logs	face-to-face/online	15
2. Reflective Journal Entries	CE 6.0	10
3. Written Evaluations (Intern/Supervisor)	Print	20
4. Reading Responses	CE 6.0	15
5. <u>Internship Portfolio</u>	Print	40
	Total	100

1. CLASS PARTICIPATION/MONTHLY LOGS

15 points

A. An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to the two scheduled class sessions fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

B. Monthly logs (see template) need to be completed to indicate the work done for the internship.

2. REFLECTIVE JOURNAL ENTRIES

10 points

The reflective journal entries are structured in a manner that will require you to put aside time to process, grapple with, think about, and come to terms with some of the inevitable thorns as well as unexpected pleasures you will encounter as an ALT Intern.

A few sample questions are included in **Appendix A** to assist you in making critical connections between your internship experience, the classroom, and the larger higher education/human resource development community—by no means are you limited to this set of questions. The reflective journal will serve as a dialogue between you and the ALT Internship Faculty Advisor. To get the most out of your journaling experience, please log entries on an assigned basis throughout the semester in the Reflection Discussion in CE 6.0. Journal entries will be due bi-monthly. Not all of your journal entries will be a part of your portfolio, see below.

Final Journal reflection: At the end of the semester, review all of your journal entries and then complete a two-page final reflection that will be included in your Internship Portfolio.

1. How did your experience match or not match your expectations?
2. What theory learned in the ALT program did you use or encounter in the experience?
3. Identify three things that changed for you from this experience, e.g. beliefs, skills, knowledge, etc.
4. What was the most beneficial part of the intership experience?
5. What advice do you have for future interns?

3. WRITTEN EVALUATIONS (Interns/Supervisors)

20 points

The Internship Supervisor is required to evaluate the ALT Intern at the midpoint and end of each semester. Supervisors may use the form provided by the program (See Internship Manual), an evaluation letter, or their own evaluation forms. These evaluations form part of the grade for ALT Interns enrolled for credit in ALT 6963. Internship Supervisors are encouraged to provide feedback to ALT Interns on the development of their competencies. Interns evaluate their competencies through reflective journaling and self evaluations. Interns also evaluate their selected internship sites.

4. READING RESPONSES (CE 6.0)

15 points

These three response papers are based on readings you do from scholarly journals in education and your specific education discipline. The first paper will be based on readings the Internship Faculty Advisor will provide (via CE 6.0). The second and third papers will be based on 2-3 scholarly articles or book chapters of your choice.

After completing selected readings you will post a 300-500 word posting to the Reading Discussion in CE 6.0. Make an attempt to connect your internship experience to the reading topic, specifically noting terms and principles that the author discusses. Be sure cite/reference the reading selections in APA format.

5. INTERNSHIP PORTFOLIO

40 points

The internship portfolio, submitted to the ALT Program Faculty Advisor at the final scheduled class session (TBA), provides ALT Interns with an opportunity to summarize their internship experiences and document the benefits and challenges gained by their engagements with their selected Internship Sites (**Teaching, Administration, and Community Based**). The primary components of the portfolio should include the following:

1. A Table of Contents.
2. Current Resume or Curriculum Vitae (A template is provided in CE 6.0)
3. A copy of the ALT Internship Agreement developed with your ALT Internship Supervisor
4. A copy of the ALT Internship Supervisor Evaluation Forms, completed at mid- and end of semester (see #3 above).
5. Final Journal reflection: At the end of the semester, review all of your journal entries and complete a two-page final reflection that will be included in your Internship Portfolio. (See #2 above)
6. A **seven to ten page** paper that links theory to practice. Draw upon your reading postings and your reflections, and other theory you have learned throughout the ALT program. Include a list of references and **use APA Style**.
7. Career Development Plan. A one to two page narrative about your career development plans that relate to your experience in the program and the internship. This may include further education, employment changes, professional development plans, etc.

8. Any additional evidence of meeting learning objectives, such as video of classroom interactions, websites, PowerPoint, overheads, syllabi, tests, reports, or policy memos. If you are teaching or planning in instructional programs of any type, you should also include your Philosophy of Adult Learning and Teaching statement.

GRADES

Final grades will be assigned as follows:

A: 90+ points; B: 80-89 points; C: 70-79; D: 60-69; F: below 60

OTHER

Class Procedures

You are expected to turn in all assignments by the dates outlined in the tentative course calendar. Extenuating circumstances will be evaluated on an individual basis.

Accessing CE 6.0

Because we only meet two times in a face-to-face setting throughout the semester, we will use CE 6.0 to interact throughout the semester. If you are registered for the course, you can go to CE 6.0 (website to come) and see our learning place once classes have started. CE 6.0 is the new course management version of WebCT/Blackboard at UTSA. This is a pilot semester for this version, so you are among the first students at UTSA to use it! Though the system is functioning and being maintained 24 hours a day by UTSA staff, technological issues may arise. Your feedback on the system will be appreciated.

IMPORTANT: Once you have entered CE 6.0 for the first time, please set up your e-mail to be forwarded to your Internet e-mail account. Once you have done this, all e-mail sent through CE 6.0 will be forwarded to your personal e-mail account and you will not have to check CE 6.0 e-mail. To set up this function, follow these steps:

- 1 - Log in to your CE 6.0 course.
- 2 - Enter the e-mail area of the course. This should be linked on the course home page.
- 3 - Click on "Message Settings" at the top of the e-mail screen.
- 4 - Check "Forward my mail to: <your email address>
- 5 - Click on "Update."

Academic Dishonesty

Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion; the submission for credit any work or materials that are attributable in whole or in part to another person; taking an exam for another person; any act designed to give unfair advantage to a student; or the attempt to commit such

acts"(Regent's Rules and Regulations, Part One, Chapter VI, Section 3, subsection 3.2, subdivision 3.22). Since scholastic dishonesty harms the individual,all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. See Student Code of Conduct, <http://www.utsa.edu/osja/conductoutline.cfm>.

Be sure to cite sources in the body of the text of your written materials, giving credit to the source of the ideas you are using. If you paraphrase, you are still required to cite. Cite specific page numbers when using a direct quotation. Make sure all sources are cited appropriately. Please refer to *Publication of the American Psychological Association* (5th ed.) for all formatting questions.

Students with Disabilities

Students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in the Multidisciplinary Sciences Building (MS 2.03.18); they may be contacted directly at (210) 458-2945.

Conferences with Instructor

I will be available to meet with students during regularly scheduled office hours, by appointment, or by electronic means (phone, e-mail, chat, etc.).

Note: Special thanks go to Dr. Patricia McGee in construction of this syllabus.

APPENDIX A

REFLECTIVE JOURNAL SAMPLE QUESTIONS

- ❖ What was the best thing that happened at your site? How did it make you feel?
- ❖ What thing(s) did you like least about your site?
- ❖ What compliments did you receive, and how did they make you feel?
- ❖ What criticisms, if any, did you receive and how did you react to them?
- ❖ How have you changed or grown since you began your work at this site? What have you learned about yourself and the people you work with?
- ❖ How does working at this site make you feel? Happy? Proud? Bored? Why do you feel this way?
- ❖ Has this experience made you think about possible careers in this field?
- ❖ What kind of new skills have you learned since beginning to work at this site? How might they help you?
- ❖ What are some of the advantages or disadvantages of working at this occupation?
- ❖ If you were in charge of the site, what changes would you make?
- ❖ How has your work changed since you first started? Have you been given more responsibility? Has your daily routine changed at all?
- ❖ What do you think is your main contribution to the site?
- ❖ How do the people you work with treat you? How does it make you feel?
- ❖ How do the learners you work with react to you? How does it make you feel? How have you adapted your style to theirs? Have you been successful in working with them? Why, or why not?
- ❖ What have you done this week that makes you proud?
- ❖ Has this experience been a rewarding one for you? Why or why not?

*Adapted from "Reaching Out: School-Based Community Service Programs,"
By National Crime Prevention Council, 1988*

NOTE: These questions are intended to help you get started with your journal entries. The journal should connect these experiences to your field of study and program materials. Explore how your experiences fit the theories and models you've learned across the curriculum. In other words, how can you integrate theory and practice?