



## **Internships Toolkit**

### **Minneapolis Community Learning Partnership**

Community change education programs have a strong experiential learning component, including internships and other practical experiences. This Toolkit reviews how our program in Minneapolis approaches internships at Minneapolis Community and Technical College (MCTC). Beginning on page 4, we include a sample internship program announcement, sample syllabi, learning agreements and evaluation formats. Finally, we conclude with a sample, successful internship that is leading directly into a career pathway for one MCTC student.

#### **Overview**

In order to graduate with an A.S. in Community Development from the Minneapolis Community and Technical College (MCTC), all students must complete a three-credit internship for field experience.

During the first year that MCTC offered the internship, the faculty found that many students were hampered by their lack of experience working in an office or other professional setting. Therefore, to help students prepare for the required structured internships and, eventually, jobs, the faculty developed a pre-internship program.

In both levels of internship and in its other courses, the Minneapolis program encourages students to give serious consideration to how they will use their academic experience to prepare for lifetimes of contributing to positive community change. The two levels of interning offer support for students who are new to professional experiences as well as growth opportunities for students who demonstrate significant interest in graduating and working in community change fields. The internships also offer opportunities for the faculty to get to know the students and their interests more deeply, and to support them for staying in school, graduating and moving into careers.

The faculty are piloting and learning from both types of internship experience, adapting them to meet the needs of students who are at varied points in their development for community organizing, community development and other community change work.

## Pre-Internship Program

The pre-internship is optional and generates no credits. However, students are encouraged to go through the program before they take the full-quarter internship for credit. There is a financial incentive for taking and completing the pre-internship because the faculty has concluded that it will enhance the students' success in the required internship course. The goal is to eventually offer the pre-internship as a one-credit course.

The pre-internship requires 15 hours and two meetings with the faculty internship coordinator and other pre-interns. It includes the following three main components:

- Mentoring, orientation and shadowing opportunities, which offer students further background on what is entailed in a community change career;
- Familiarizing students with the design, goals and requirements of the formal internship course and placement; and
- Leading students through self-assessment and professional development activities, including personal reflection, creating personal statements and preparing resumes.

The program was piloted for the first time in Fall 2013 with eight students. Faculty are hopeful that students who complete the pre-internship will be prepared to design and complete a successful, full-quarter internship.

Students enter into a written agreement that they will complete the 14 tasks which are integral to the pre-internship. They receive \$500 if they complete that work. A private foundation provides the funding for these stipends which encourage enrollment in and completion of the pre-internship. In evaluating the Fall 2013 pilot, faculty and students identified the following as highlights of the pre-internship program:

- **Relationships With Other Students.** Opportunities to build relationships with other students in two class meetings as well as by interviewing at least one other pre-intern, one-on-one.
- **Strengths Assessment.** MCTC's college career center administers a tool that helps students to identify their five greatest strengths, so they can gain confidence in their potential and focus on how to develop these strengths.
- **Academic Advice.** Students meet and consult with the Internship Coordinator and another academic Advisor.
- **Resume Writing and Professional Profiles.** Students in the program tend to have little or no experience preparing a resume, so the pre-internship program includes that. It also offers support in building a personal webpage and including professional profiles on social media sites.
- **Interviewing.** Students interview someone in their field of interest to learn more about that field and help in their eventual selection of a site for their full internship.
- **Community Events.** Students attend and write up an event outside the college, such as a meeting of emerging leaders in community development.
- **Internship Planning.** By identifying possible sites for their full-internships, students help faculty expand their outreach to new internship partners.

## Internship Course

A three-credit field-based course is required for graduation with an A.S. in Community Development. This coursework is online. The intern works 10 hours per week for either a 12-week quarter or an eight-week summer session. Students find and develop their own placements with support from the course instructor. Students choose an agency or organization that is directly involved in their chief field of interest -- community organizing, community economic development, housing development, or business development. Members of the Minneapolis Community Learning Partnership Advisory Committee, a group of academic and community stakeholders who formally advise the program, also help with placements.

An Internship Learning Agreement sets forth learning objectives as well as the tasks, projects and work the students will be responsible for. It includes personal development as well as the skills and knowledge they plan to gain. The agreement outlines any special learning activities or training in which the students may participate and details the final report the student is responsible for completing. It provides structure for planning and implementing the internship and is designed to be a tool for facilitating effective relationships among all involved.

Interns keep a weekly journal. They also meet periodically with the course instructor and develop a final product for the course. That product must be useful for the organization where the intern is placed, for the student professionally, and for the instructor. An example is a curriculum for training renters on caring for their rental property.

Placements vary widely, and are expanding as the program itself grows. For the Spring of 2014, placements include the following:

- Helping a housing organization design a training program for new renters who previously have had difficulty maintaining their apartments; gaining experience designing and writing up the curriculum.
- Working with Crossing Barriers, a group which organizes parents and students on educational issues; developing a fundraising plan for the organization including surveying the foundation world, identifying prospects, and developing one proposal.
- Engaging with Jefferson Center, a policy center, and helping develop dialogues on issues, as well as a Voters' Guide.
- Developing a strategy for influencing the St. Paul Park Force, including mapping out the agency's decision-making process and developing fundraising events.

### Tools

See the following Addendums:

- 1) Program Announcement for the Pre-internship. (page 4-5)
- 2) Participant Agreement for the Pre-internship program. (page 6)
- 3) Syllabus for Field Experience ("Internship") course. Includes course syllabus as well as the mid-term evaluation, progress logs and final evaluation formats (page 7-15)
- 4) Sample of an Internship Learning Agreement. (page 16-20)
- 5) Profile of student Say Yang's internship experience. (page 21-22)

# ADDENDUM ONE: PRE-INTERNSHIP PROGRAM ANNOUNCEMENT

## Community Development Pre-Internship for Professional Development

Fall Semester 2013

The MCTC Community Development Program and its community partner, NACDI (Native American Community Development Institute) invite you to submit an application to participate in a program that aims to help students identify their personal strengths and professional goals, develop a resume, gain a deeper knowledge of the community development field, build connections with practitioners, and identify an organization with which you will complete your internship requirement. Students who complete *all* of the requirements of this program will receive a stipend of approximately \$500. Students are expected to complete the requirements by the beginning of Spring Semester 2014. Priority will be given to qualified students who submit their applications by noon on Sunday, November 10 and those accepted to the program will be notified within 48 hours of submitting an application.

### *Requirements for participation:*

- Must be a declared Community Development major (if your major does not appear as Community Development in the system, you will need to show some proof that you changed your major).
- Must have completed at least one of the following classes:
  - AMIS 1120—Community Development and Indigenous Cultures
  - PSCI 1102—State and Local Government
  - PSCI 1170—Community Organizing: History, Theory and Practice
  - PSCI 1180—Politics, media, and community organizing
- Must fill out the short application which is available through the following link:  
<https://docs.google.com/forms/d/1rkeNlOyiwvBQf9ae8ra8AXKokrcceHi6lQz1RRwKgJk/viewform>

### *Program Components:*

- **Workshops:** Participants will be required to attend two 2-3 hour workshops—an orientation workshop to discuss the goals and components of the program and a workshop at the conclusion of the program. There will likely be a daytime and an evening workshop. The application form will contain potential dates and times for the orientation. The dates and times of the final workshop will be determined once the participants have been chosen.
- **Identifying Strengths and Professional Goals:** Participants will be required to 1) complete the *StrengthsFinder* assessment through the Career Services office and discuss the results with Career Services Coordinator, Dionna Jones; 2) Complete another activity

created by the Community Development faculty to assess how your skills, interests, and strengths match with various types of jobs in the community development field; 3) Write a professional goal statement (criteria to be distributed at the orientation); 4) Develop a polished resume geared towards your professional goals.

- **Networking and Building Relationships in the Field:** Participants will be required to 1) interview a member of the MCTC Community Development Program Advisory Committee or another professional working in the Community Development/Community Organizing field and write a short professional biography of that person. Suggested interview questions and requirements for the bio will be distributed at the orientation session; 2) Attend at least one additional professional development or networking event such as the Community Development Advisory Committee Meeting on Wednesday, Dec. 4, 8:30- 10 am or the *Wanted Analytics* job search software testing session on Tuesday, Nov. 12 at 3:30. Other options will be offered.
- **Identify an internship site:** Participants will be required to identify an organization with which you will complete your internship (Psci 1175- Political Science Field Study).
- **Advising:** Meet with Lena Jones (Community Development Program Coordinator) and your academic advisor to review your program course requirement check-list.

**ADDENDUM TWO:  
PRE-INTERNSHIP AGREEMENT**

**Community Development Program Pre-Internship/  
Professional Development Program**

*Participant Agreement*

By signing this document, I affirm that I fully understand that in order to receive a stipend of \$500 for participation in this program, I will need to complete all of the following requirements:

Attendance at November 15, 2013 Orientation
Attendance at January Orientation Session
Resume
Professional Goal Statement
<i>Strengths Finder</i> survey and assessment through career services
Test and written assessment of at least two other tools: _____ Big Interview _____ ISeek _____ Kiersey Temperament Sorter _____ Wanted Analytics Job Search Software
Identification of Prospective Internship Site (or Research Project if internship completed)
Practitioner Interview documented in writing
Creation of E-folio page
Meeting with Lena Jones to discuss progress through program and course choices
Meeting with Academic Advisor to discuss progress through program and course choices
Attendance at one or more networking events
One-to-ones with the other students in your cohort

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **ADDENDUM THREE: INTERNSHIP COURSE SYLLABUS**

*The following is the syllabus for the required Internship in the Minneapolis Community Learning Partnership program. It includes the course syllabus as well as the mid-term evaluation, progress logs and final evaluation formats:*

### **Psci 1175—Political Science Field Experience Fall 2012**

Instructor: Lena Jones

Office: H1416

Office Phone: 612-659-6010

E-mail Address: [lena.jones@minneapolis.edu](mailto:lena.jones@minneapolis.edu)

Office Hours: Mondays 1-3, Tuesdays 3-4 and by appointment.

#### **Course Description:**

This course combines fieldwork at a governmental or non-governmental organization engaged in public policy work with an examination of power, politics, and leadership. You will spend approximately 3 hours per credit per week at your internship site, develop specific learning goals with your instructor and internship site supervisor, and submit online writing assignments that integrate political science theories with your field experiences.

#### **Required Texts:**

Sweitzer, H.F. and Mary King (1998) “Chap. 4—The Stages of an Internship” from *The Successful Internship: Transformation and Empowerment*.

Additional texts will be recommended based on your field placement and learning goals.

#### **Course Components:**

- 1) **The Field Experience**-- this covers the hours that you are putting in at your internship site. You will document these hours in your weekly journals (see below)
- 2) **Learning Agreement**-- This document asks you to fill in general information about your internship site, your days and hours, your learning objectives, and your responsibilities and requirements at your site. This form must be completed and submitted by the end of the first week of your internship.
- 3) **Mid-semester check-in**-- This is a form that you will fill out during the half-way point of your internship. It is also meant to be a way for you to check-in with your internship supervisor about your learning goals.
- 4) **Final Evaluation**-- This evaluation has two parts—one to be filled out by your internship supervisor and a self-evaluation to be filled out by you. This is due by the last day of the semester.
- 5) **Weekly journals**-- There will be a Dropbox folder where you can upload weekly journals. Journal instructions are posted in the content section.

6) **Interview Assignment**-- You will be asked to interview two people who work at your site organization. Detailed instructions are in the Content section. This is due by the last day of the semester.

7) A **"final project"**-- The exact form of your final project is something that we will develop together. It can be a final paper, it can be something that you "produce" as part of your internship (Ex: a research report, webpage..), it can be a "guide" for future interns, or some other project that we come up with. Expect an email from me in early July to discuss ideas about your final project or feel free to share ideas with me via email before then.

8) **Meetings with your instructor.**

9) **MCTC Internship Agreement** One last document that you will need to fill out during the first week of your internship is the MCTC legal department's Internship Agreement. I am required to have this on file.

**Grade Calculation:**

Your grade for this course will be based on the completion of the activities and assignments below.

<b>Activity/Assignment</b>	<b>Percentage of Grade</b>
Completion of required hours	50%
Weekly Journals	5%
Interview Assignment	10%
Learning Agreement and MCTC Legal Dept. Internship Agreement	10%
Mid-Semester Evaluation	5%
Final Evaluation	10%
Final Project	10%

**Grading Scale:**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

**Course Assignment Instructions:**  
Psci 1175—Political Science Field Study  
Instructor: Lena Jones

### **Political Science Field Study Interview Assignment**

This assignment requires you to interview two people at your internship site to gain insights into your field site, your co-workers, and a particular profession or field.

Your interviews should be documented in a paper (Q and A or essay style; 1.5 or double spaced; typed), which will be due Monday, April 30.

Some possible questions:

For the interviewee:

- 1) How long have you worked in this field?
- 2) How did you decide to enter this field?
- 3) How would you describe a typical day on your job?
- 4) What skills do you use in your job?
- 5) What kinds of experiences prepared you for this job?
- 6) What is the most challenging aspect of your position?
- 7) What frustrations do you encounter?
- 8) What would you do differently with your career path if you could start over?
- 9) What do you feel has been your major contribution to this organization?

The Field:

- 1) What is the optimum preparation for this field?
- 2) What is in store for the job market?
- 3) What would you suggest a student in this field do to become more marketable?
- 4) What changes/new directions do you expect this field will undergo in the near future?
- 5) What skills and commitments are necessary for success in this field?
- 6) What is the best thing about working in this area? The most frustrating?
- 7) What are the characteristics of a successful professional in this field?
- 8) What is the average salary for entry level positions? How does the salary grow with experience and/or additional education?
- 9) What technical skills are needed most?
- 10) Do people who enter this field tend to stay in it long-term?

### **Internship Weekly Log Questions**

Part of the requirement for your field experience is submitting weekly logs. The following questions are meant to provide ideas for the types of issues that you can address in them. Your logs should be  $\frac{3}{4}$  -1 page (double spaced), though feel free to write more!

- 1) Accomplishments: Outline what you have accomplished during the last week and why something is or was an accomplishment.
- 2) Plans (Goals and Objectives): List/outline some of the items that will be addressed during the next couple of weeks. Goals can be short-range and/or long-range. Show a sequence of events and people involved in the projected event.
- 3) Personal: Reflect upon interesting things in your life, thinking, attitude, etc. that are happening as a result of your field experience.
- 4) Learning Experiences: Detail any lessons learned as a result of the events during the week.
- 5) Feelings: Use this portion to take reading on or analyze office, team boss/employee relationships. Comment on co-worker interaction, communication observed or participation (both positive and negative).
- 6) Projects: Describe projects and particular assignments and include time frames.
- 7) Time Management: Describe how you use your time, prioritize projects, complete projects, complete routine duties, organize work load, etc. Measure your effectiveness and determine new and different means to manage your time.
- 8) Acknowledging Workplace Allies and Contributors: Identify and describe people in your working environment who have done something of significance for you, with you, or have made a positive contribution to the work effort.

(Questions adapted from Cates, Cheryl and Patricia Jones, *Learning Outcomes: The Educational Value of Cooperative Education*, Maryland: Cooperative Education Association, 1999)

Student Name:  
Organization:  
Semester:

### **MID-TERM STUDENT EVALUATION**

The purpose of this form is to guide you through evaluation and reflection of your internship at this point in the semester. Use your Learning Agreement to complete this form. **Arrange a time for you and your supervisor to go over this evaluation together.**

#### **PART I - WORK SKILLS**

Using this rating scale, evaluate your performance. Write "n/a" if not applicable to your job.  
5 = Strong    4 = Good    3 = Satisfactory    2 = Needs Improvement    1 = Unsatisfactory

#### **RELATIONS WITH OTHERS**

Ability to communicate with staff	5	4	3	2	1
Ability to communicate with clients	5	4	3	2	1
Ability to work for and with others	5	4	3	2	1

#### **SUPERVISION**

Ability to seek and use help	5	4	3	2	1
Openness to constructive criticism	5	4	3	2	1
Ability to work independently	5	4	3	2	1

#### **PERSONAL QUALITIES**

Decision making	5	4	3	2	1
Trust and confidentiality	5	4	3	2	1
Initiative	5	4	3	2	1
Creativity	5	4	3	2	1
Dependability	5	4	3	2	1
Punctuality	5	4	3	2	1
Adaptability	5	4	3	2	1
Ability and willingness to learn	5	4	3	2	1
Adherence to agency rules and norms	5	4	3	2	1

#### **SKILLS**

Verbal communication	5	4	3	2	1
Written communication	5	4	3	2	1
Analyzing problems	5	4	3	2	1
Problem solving	5	4	3	2	1
Organizing workload	5	4	3	2	1
Completing tasks	5	4	3	2	1
Making and meeting deadlines	5	4	3	2	1

## **PART II - PROGRESS ON LEARNING OBJECTIVES**

The purpose of this section is to have you reflect on the learning objectives you outlined in your Learning Agreement. This evaluation will allow you to examine whether the projects/tasks/activities you have been working on are helping you reach your learning objectives. This evaluation will give you an opportunity to outline any new learning goals you may have discovered since the start of your internship. **Please refer directly to PARTS II and III of your Learning Agreement.**

Please do the following:

- List the tasks/projects/activities you have been working on.
- Rate your performance on a scale of 1 to 5 (1 = poor performance, 5 = best possible performance).
- Write down which of your learning objectives - knowledge, skills, personal growth, if any, correspond with that task, project, or activity
- Rate how close you feel you are to achieving that particular learning objective (1 = have made little or no progress, 5 = objective fully achieved)

<b>Task/project/activities</b>	<b>Performance</b>	<b>Corresponding learning objectives</b>	<b>Progress</b>

For any learning objective where you feel your progress is not on track, identify obstacles (workload, expectations, working style, level of supervision, organizational dynamics, ability to focus on learning objectives, etc.). Suggest some strategies for addressing these obstacles.

Given what you have learned so far about your organization, your role within it, and your reflections on the questions above, would you like to add, delete, or change any of your learning objectives?

•Personal growth/development:

•Skills/experience:

•Knowledge:

What concrete outcome will demonstrate to you that you have met the most important of your learning objectives at the end of the internship? Begin your answer with "**I will be able to.....**"

### **PART III - HOURS, SUPERVISION, EVALUATION**

What kind of supervision, instruction, and support have you received so far? From whom? Are there any changes you would like to have for the remainder of your internship?

Number of hours put in at your internship to date: \_\_\_\_\_

Number of hours left to reach by the end of your internship: \_\_\_\_\_

**Please circle an overall rating for the level of your internship work to date:**

**Best possible performance**

**Good performance**

Satisfactory performance

Performance needs improvement

**Unsatisfactory performance**

**FINAL STUDENT EVALUATION**

Student's Name:	Supervisor's Name:
Internship Site:	

The purpose of this evaluation is to identify the areas of learning that have occurred through your internship. Please refer to your Learning Agreement and mid-term evaluation when necessary. We advise you arrange a time for you and your supervisor to go over this evaluation together.

**PART I - PROGRESS ON LEARNING OBJECTIVES**

For this section, please refer to the learning objectives outlined in your Learning Agreement, as well as any new learning objectives you may have outlined in your mid-term evaluation.

Please do the following: <ul style="list-style-type: none"> <li>• List your learning objectives.</li> <li>• Rate your performance on a scale of 1 to 5 (1 =poor performance, 5 = best possible performance).</li> <li>• Elaborate on why and how you were/ were not able to achieve each</li> </ul>
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***A) Learning Objective                      B) Rating                      C) Reasons for Success or Challenges***


On your mid-term evaluation you were asked what concrete outcome would demonstrate you have met the most important of your learning objectives at the end of the semester. (Refer to your statement "**I will be able to.....**" ) Do you feel that you have accomplished that objective? Why or why not?

What skills did you develop in your internship?

What was the biggest challenge that you faced during your internship?

In what ways did your internship meet your expectations? In what ways was it different than you expected?

Identify your primary contribution to the organization. How was your work important?

**Please circle an overall rating for your performance this semester:**

**Best possible performance**

**Good performance**

**Satisfactory performance**

**Performance needs improvement**

**Unsatisfactory performance**

**ADDENDUM FOUR:  
SAMPLE LEARNING AGREEMENT FOR A FULL INTERNSHIP**

**NOTE ABOUT THIS AGREEMENT:**

This agreement is designed to be used as a tool for facilitating effective relationships among the people involved in the<sup>1</sup> internship described below. It should be regarded as a working document. We encourage you to revise this document during the internship to meet evolving work and learning objectives.

#####

**SAMPLE INTERNSHIP LEARNING AGREEMENT**

**PART I - GENERAL INFORMATION**

**A. Information about intern**

- Intern's Name: Jack Smith
- Intern's home address: 16 Main Street; Minneapolis, MN
- Intern's E-Mail address: jsmith@yahoo.com
- Intern's Telephone -- Mobile: 612-555-5555
- Intern's Telephone -- Home or Office (Please Specify): 651-555-5555 (Home)
- Intern's Telephone -- Other (Please Specify):

**B. Information about internship (host) organization/individual/group/ to who intern is accountable for work performed**

- Name of group, agency, and entity: Community Learning Partnership and Minneapolis Community & Technical College
- Name of internship supervisor(s) / contact persons and telephone number and email address for each person named.

Syd Beane, Minnesota Coordinator, Community Learning Partnership & Instructor, Community Development Program -- Minneapolis Community & Technical College  
1501 Hennepin Ave., Minneapolis, MN 55407 612-968-5587  
[Sydney.beane@minneapolis.edu](mailto:Sydney.beane@minneapolis.edu) and [sydney520@comcast.net](mailto:sydney520@comcast.net)

- Mailing address of internship site:  
Minneapolis Community & Technical College  
1501 Hennepin Ave.  
Minneapolis, MN 55407

- Other contact people at internship site:  
Lena Jones, Coordinator, Community Development Program

**C. Names and contact information of MCTC faculty and staff connected to internship placement and process:**

Lena Jones, Political Science, Minneapolis Community and Technical College  
1501 Hennepin Ave.  
Minneapolis, MN 55407  
612-659-6010  
[Lena.Jones@minneapolis.edu](mailto:Lena.Jones@minneapolis.edu)

**STATEMENT FROM MCTC FACULTY AND STAFF:**

We, MCTC faculty/staff connected to internships, agree to do or be responsible for the following:

- Visit the internship work site and with the supervisor if necessary for early conferences and formative evaluation.
- Keep in touch through mail, phone, email or other personal contact as circumstances suggest (from the point of view of the student, supervisor, or faculty).
- Act as the contact person for both the student and the internship supervisor.
- Act as a reference for the internship site and/or supervisor for faculty and students interested in finding quality internship experiences/placements.

## **PART II: LEARNING OBJECTIVES**

**A. What do you (the student) intend to learn through your internship? List specific learning objectives in the following areas: *Personal Growth and Development, Skills and Experience, Issues and Actions.***

- Develop a better understanding of the community organizing field.
- Develop a better understanding of relationship building in community organizing.
- Develop better communication skills related to community organizing and development.
- Develop a better understanding of how community groups can influence public opinion and public policy.
- Develop a better understanding of the relationship between media and community organizing and how a community can benefit from that relationship.
- Develop a better understanding of the evolving role of community development efforts in the broader community and in a changing global environment.
- Develop a better understanding of the approaches, methods, and techniques used by community organizers and developers.
- Develop a better understanding of the interrelationships between community developers, community organizers, and various cultures.
- Develop a better understanding of the roles and responsibilities of citizen leaders, citizen participants, community developers and organizers.
- Develop a better understanding of how local action and a community's finances, assessments, and development can impact policymaking.
- Develop a better understanding of the practical skills necessary to research community development issues.
- Develop a better understanding of the leadership and teamwork skills required in the field of community development.

### **PART III: RESPONSIBILITIES AND REQUIREMENTS**

**A. Describe the tasks, projects and work that you (the student) will be responsible for. Indicate deadlines and specific outcomes where relevant. (This answer should reflect a consensus between the student and the supervisor.)**

- The student project will be working with the Community Learning Partnership to develop a plan for involving students including the Community Development Club in partnership activities between CLP, MCTC, and the Community Development Advisory Committee.
- The student intern will keep a weekly journal of activities including; events attended, materials read, and people contacted related to assigned tasks.
- The student will make one-to-one interviews weekly related to assigned tasks.
- The student will complete a final report with recommendations.

**B. Name any special learning activities (field trips, community meetings, visits to related organizations, conferences, etc.) or training that you will participate in as part of your internship.**

- The student will attend CLP, Community Development Advisory Committee, and Student Community Development Club related meetings

**C. As you now understand your internship role, describe how your job duties and work-related activities described above will help you achieve your own learning objectives.**

- Student internship project will include activities which incorporate community organizing and community development learning and practice experiences while building relationships within the field.

## **PART IV: HOURS, SUPERVISION, EVALUATION**

### **A. What hours have you agreed to be on-the-job?**

Monday	2/hours	
Tuesday	2/hours	
Wednesday	2/hours	
Thursday	2/hours	
Friday	2/hours	10/hours weekly
Saturday/Sunday		

### **B. Supervision of internship (Describe types of instruction, assistance, consultation, etcetera that you will receive including when, how often, and from whom.)**

- Internship supervisor will assist intern with development of internship learning objectives and assignments.
- Internship supervisor will meet with intern on a schedule agreed upon an agreed upon schedule and review learning objectives and assignments
- Internship supervisor will advise on learning materials and activities
- Internship supervisor will evaluate final assignments

## **PART V: AGREEMENT**

This Learning Agreement acknowledges a consensus between the student and internship site supervisor about the objectives, process, and intended outcomes of the student's internship.

We, signatories below, agree that we may, at any time, discuss and decide together to modify this agreement if and as circumstances or opportunities change or arise.

### **Student Intern's Signature and Date (You May Sign Electronically)**

Jack Smith September 2012

### **MCTC Internship Supervisor's Signature and Date (You May Sign Electronically)**

Syd Beane September 2012

## **Community Development/County Government Internship Example**

Say Yang's experience provides one example of how an internship can provide invaluable field experience to supplement what a student learns in a Community Change Studies curriculum. Say's internship with the county government was developed by Patrick Connoy, Senior Program Manager for the Department of Housing, Community Works and Transit. Patrick participates on the Advisory Committee for the Minneapolis Community Learning Partnership. He designed the internship to fit well with the program's coursework in ways that benefit both the student intern and his department.

The first intern in the county program is Say Yang, a 28-year old woman from the Hmong community who is finishing her Associates Degree at Minneapolis Community and Technical College (MCTC). She has taken the series of required courses in Community Organizing, Community Development, Political Science and related subjects. Her internship provides the experiential education. In supervising and mentoring Say, Patrick Connoy's goal is to help her learn, "every single part of working on a project, from pulling together basic materials, xeroxing, scheduling meetings and doing other routine work to participating in high level meetings. A professional will need to know all this in order to get a project done."

Say comments that her courses, "prepared me to understand what people are talking about -- land use, tax credits, Community Development Block Grants."

Patrick stresses, "It is vital that she develops an understanding of how things work, how people work together, what the roles of the county, nonprofit, and community are. She should learn how to work with people, that you don't have to be friends with everyone and that you may find that you have friends on the other side of the table." This point echoes the emphasis in the Community Organizing class that community change agents have 'no permanent friends, no permanent enemies.'

Say continues, "Within two weeks of starting the program I developed a whole new understanding of the roles of the county, the community and major developers. It was particularly valuable to gain a new perspective on how the county works in my community."

Patrick says that one of his goals is that Say learns to think about the bigger picture. This builds upon the impact of her courses. "The courses completely changed the way I look at the world," she says. "Syd [Beane, the course instructor] is a real educator, not just a teacher. I see the connections from the local situation to the global picture." She continues, "Everything I learned in the courses has come into play in my work with the county. We will see how it plays out....I have had lots of grassroots experience. I want to see the government side, to understand its role, to see what the county is doing in my community. I have already changed the way I think about their role. This will be great background for going on and studying urban planning."

The internship offers benefits for the county as well. Patrick is enthusiastic about how his agency can benefit from bringing in community college students who are studying community change. In recruiting for other county internships the human resources department usually

screens out students who don't have at least a Bachelor's degree. They "are flooded with a ton of MAs from the Hubert Humphrey Institute and other university programs" but the "diversity is just terrible." Furthermore, "Many of those students want to get into policy right away, not do the hard work of getting projects done." He sees MCTC's Community Development program as offering far greater diversity as well as involving students who often have real world experience, work experience, greater maturity, and experience working with people. He contrasts this with an applicant he recently interviewed, noting, "All she'd done is go to school."

One key lesson from this Minneapolis experience is the importance of involving someone who is high enough up in an agency to get the intern into assignments and meetings at all levels, which enable the student to observe every aspect of the work. It is also very helpful if the people designing and guiding the internship participate on an Advisory Committee for the academic program or are otherwise connected with the curriculum. Finally, it is vital that the internship supervisor takes the program seriously is skilled as a mentor.