

HIST 3-94: Public History Internship Syllabus



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COURSE DESCRIPTION

Congratulations on your internship! This public history internship course will provide you with support from the instructor as you navigate your internship as well as a framework for reflecting on your experience, which will help you get the most out of your experiential learning opportunity. Through the course, you will complete a series of reflective journal entries, which will allow you to articulate what you are doing and learning onsite. By processing the connections you are making between your work at your internship site and the skills you have developed through your coursework as a history major at Trinity, you will develop a stronger sense of the unique talents you will be able to apply to your future career. Your ability to describe these skills, work experiences, and academic background effectively will help you stand out when seeking post-graduation jobs and when interviewing with future employers.

Your internship should involve the following elements:

Meaningful Work

Meaningful work benefits both the community and student in that both feel that the service makes a difference in a measurable way and is a productive use of time and resources.

Orientation and Training

Students, TU faculty and staff, and community organizations should be provided with information that will help them be prepared for the partnership and succeed.

Reflection

Reflection is perhaps the most crucial component of experiential learning. It is a means of processing the experience, and helps students articulate the value they can bring to future career and community opportunities.

Evaluation/Continuous Improvement

Interns need regular feedback and an overall evaluation by their Site Supervisor.

Evaluation measures the impact of the students' learning experience and continuous improvement measures give direction for improvement, growth, and change.

HIST 3-94: Public History Internship Syllabus

Initiative

Success in your internship requires you to demonstrate initiative. This begins with the process of finding, applying to, and interviewing for internship positions and continues after you start the internship. Students demonstrate initiative through the research about their site and other preparation they complete before beginning their internship, by pursuing progressively more challenging experiences and advanced learning objectives while on site, by seeking greater responsibility and active involvement during the internship, and by following up on supervisor feedback and networking opportunities.

Compliance with Department of Labor Standards and local, state, and federal laws

According to the Department of Labor, internships that are unpaid in the private sector can be seen as training instead of as employment only when the following six specific criteria are met, and the employer can show that the internship is a legitimate learning experience benefitting the student and not simply an operational work experience that happens to be conducted by a student. For the six criteria please see the Department of Labor's fact sheet on internship programs:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

ASSIGNMENTS AND DEADLINES

Learning Agreement, due before eligible for registration

The Learning Agreement is completed by the student in collaboration with the site supervisor. Describing your duties and identifying what you would like to learn and what you will do to learn it will structure your internship and provide the basis for how you evaluate it.

Group Internship Meetings (1/23 OR 1/25; and 2/11 OR 2/12)

Participation in one orientation meeting and one discussion meeting on campus is a requirement for the course.

Self- Evaluations, due at mid-point and end of internship (3/8 and 5/3)

You will rate yourself according to criteria drawn from the intended outcomes of a liberal arts education and attributes employees want to see on new college graduates' resumes. Your site supervisor will evaluate you according to the same criteria at the mid-point and end of the internship, and you two will discuss your perspectives on the ratings, i.e. why did you give yourself a three on decision making skills and a five on problem solving skills?

HIST 3-94: Public History Internship Syllabus

Reflections, due every other Sunday at midnight each week (1/21, 2/4, 2/18, 3/4, 3/25, 4/8, 4/22)
 Throughout the term you will be required to complete 250-500 word weekly reflections on duties performed, including a record of what you accomplish, observations on what you learn, and progress you are making toward your learning goals. You may also discuss challenges experienced or observations made in the workplace. Please use the same Google doc for all of your reflections. You will refer to them to write a final guided reflection. Missed or frequently late reflections will result in a failing grade or an incomplete

Instructor Site Visit (to be scheduled with intern and intern supervisor, after mid-semester)
 Your instructor will come for a visit to your internship site to meet with you and your supervisor. At this visit, you will have a chance to show the instructor the projects you are working on at the internship site, and the instructor will have an opportunity to evaluate your work, the site, and your site supervisor.

Final Reflection and Site Evaluation, due first day of finals (5/2)
 At the end of the term, you will complete a final reflection consisting of three prompts asking you to discuss your overall learning experience as it relates to Trinity's five values: Discovery, Excellence, Impact, The Individual, and Community.

Supervisor Evaluations, due at mid-point and first day of finals (3/9 and 5/2)
 Evaluation by your site supervisor will provide insight on how you have progressed in your chosen areas of development and will give direction for improvement. You will complete the same evaluations and you two will discuss your perspectives on the ratings.

GRADING AND CREDIT

Three credit hours require 120 hours on site. All Trinity internships receive a P/F grade, based on quality of reflections, supervisor evaluations, and timely completion of all coursework. The following rubric describes the criteria for a passing grade.

| Criteria | Evidence | Does not meet criteria (F) | Meets criteria (P) |
|--|--|--|---|
| Intentional engagement with the learning environment | Documentation of agreed upon hours participating in work environment | Supervisor-signed verification page is not returned; reflection does not reference sufficient time in learning environment; environment is not intentionally related to learning; supervisor evaluation does not suggest intentional engagement. | Supervisor-signed verification page is returned; Reflection references agreed upon number of hours participating in activities that enable learning; supervisor evaluation does suggest intentional engagement. |

HIST 3-94: Public History Internship Syllabus

| | | | |
|-------------------------------|---|--|--|
| Reflection on lessons learned | Description and synthesis of lessons learned from engagement with learning environment | Reflection only summarizes events or activities with no reference to lessons learned | Reflection connects activities with thought and analysis about lessons learned |
| New or adapted perspective | Articulation of how lessons learned through the elective experience has changed or will inform outlook on academic career, and/or life | Reflection does not connect the learning experience to any insight or shift in perspective | Reflection indicates that a perspective has shifted or a new intention has been adopted; reflection may also reference how the new perspective or intention informs a plan for future action |
| Effective communication | A clear presentation, including guiding thesis statements supported by concrete examples | Reflection lacks coherent organization of thought or concrete examples | Reflection helps reader understand the lessons learned by organizing thoughts into clear thesis statements and supporting examples |
| Initiative | Active engagement and preparation for internship and site projects, demonstrates leadership, an eagerness to learn, and a willingness to work hard, all of which demonstrate readiness for greater responsibilities | Reflections (over the course of the semester) do not reveal evidence that the intern is applying themselves to the projects or that they are actively seeking appropriately greater responsibilities | Reflections (over the course of the semester) reveal evidence that the intern applied themselves to their projects and actively sought increasing responsibility as they became ready for it |

HIST 3-94: Public History Internship Syllabus

Appendix A

Learning Agreement and Learning Objectives

Student Name _____ Semester _____
Student ID # _____ E-mail _____

A. Location and Assignment

Name of Organization _____
Address _____
Your title _____

On-Site Supervisor or Program Director

Name _____
Position _____
E-mail address _____ Phone # _____

Work with your internship instructor and your on-site supervisor to define duties you will perform and give a brief description of what you will do for each duty. Attach a job description for your role.

B. Learning Objectives- goals for internship

Develop 4-5 specific goals for what you would like to learn during your internship. Goals may be described as desired knowledge, understanding, skills, attitudes or values. They may include practicing professional development skills like networking or demonstrating field-specific knowledge by contributing to an exhibit or developing an educational program. Describe the process for what you will do to move toward your goals by breaking them down into specific activities.

C. Career Connection

In 250-500 words, identify how you hope this internship will influence career planning or advance your professional goals.

| Signatures | |
|--------------------------|------------|
| Student _____ | Date _____ |
| On-Site Supervisor _____ | Date _____ |
| Course Instructor _____ | Date _____ |

HIST 3-94: Public History Internship Syllabus

Appendix B

Student Self Evaluation Form

This is a copy of the questions that will be sent via Survey Monkey at the mid and end points of the semester

Student Name _____ Semester _____
 E-mail _____

| | Poor | Below Average | Average | Above Average | Excellent | |
|---------------------------------|------|---------------|---------|---------------|-----------|-----|
| Dependability as student intern | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to work on a team | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to take directions | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to work independently | 1 | 2 | 3 | 4 | 5 | N/A |
| Professional attitude | 1 | 2 | 3 | 4 | 5 | N/A |
| Decision-making skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Problem-solving skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Communication skills (written) | 1 | 2 | 3 | 4 | 5 | N/A |
| Communication skills (verbal) | 1 | 2 | 3 | 4 | 5 | N/A |
| Analytical skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Quality of work | 1 | 2 | 3 | 4 | 5 | N/A |
| Overall success of internship | 1 | 2 | 3 | 4 | 5 | N/A |
| Time management skills | 1 | 2 | 3 | 4 | 5 | N/A |

If applicable, please give an example of how you added value to your work environment.

Additional Comments?

Student Signature: _____ Date: _____

HIST 3-94: Public History Internship Syllabus

Appendix C Final Reflection and Site Evaluation

Student Name _____ Semester _____

Please review Trinity's core values of discovery, excellence, impact, the individual, and community. The following three questions make up your final internship course reflection. As you reflect please describe lessons you are taking from your internship in terms of at least three of Trinity's five values.

Discovery

The discovery of new knowledge and the reinterpretation of previously discovered knowledge develop an understanding of the world beyond the borders of campus. Striving to understand the world and ourselves, we never stop learning. The Trinity community works together to create new knowledge. Trinity helps students discover their passions and chart their course. We work with each other in continually uncovering new ways to think, to create, to teach, to learn, and to grow.

Excellence

Trinity is a place that sets the highest standards and continually reinforces them. The environment inspires the best from students, faculty, and staff. Whatever the university sets out to do, it always acts with integrity. From curriculum, to research, to creative output, to Trinity's impact on the world, it consistently strives to achieve the highest standards of liberal arts and sciences education.

Impact

Trinity works to develop a transformative experience for its students, enabling time spent at Trinity to be especially influential in their lives. As a university, we shape what's next—from the surrounding community to the rest of the world. Trinity empowers a new community of thinkers, creators, and doers—preparing our students to make a tangible, positive difference wherever they go.

The Individual

At Trinity, each and every person matters—every student, every alumnus, every member of the staff and faculty. Every individual is treated with thoughtful care and compassion. Trinity respects and nurtures each person's unique talents, spiritual growth, skills, passions, leadership, and potential. The university fosters an environment open to individual spiritual discovery, understanding, and growth. Whatever we set out to do, we always act with the highest level of integrity by cultivating individual strengths, with the result that the whole is much stronger.

Community

At Trinity, the sense of a diverse community permeates students from the moment they step on campus, to long after they have left. Trinity is connected to other relevant communities worldwide, sustaining groups of people who will engage, attract, serve, inspire, and influence.

1. Please combine all of your reflections into one document. Decide whether to separate each entry by date or to combine them into one narrative. At the end of your collected entries add a summary

HIST 3-94: Public History Internship Syllabus

paragraph for each learning goal. Use each summary paragraph to assess your learning outcomes for each area and state what direction you would like to take your future learning in this area.

2. What advice would you give to another student about to start the same internship? Would you advise him/her to choose similar or different learning goals? What could he/she do to make the most of this internship experience? If you could start again would you do anything differently? (500-1000 words)

3. In what ways will this experience influence your career and life choices? (750-1000 words)

HIST 3-94: Public History Internship Syllabus

Student Evaluation of Internship Site

This is a copy of the eval form you will receive via Survey Monkey at the end of the semester

Student Name _____ Semester _____

The questions below are designed to assess the extent of practical experience, knowledge, and/or skills from your recent internship experience and if it would be a valuable experience for future students.

Name: _____ Semester and year of Internship: _____

Organization where you interned: _____ Department: _____

Supervisor: _____

What resources did you use to find your internship:

Center for Experiential Learning and Career Success/ Internship Coordinator

Hire A Tiger

Faculty

Family/Friend

General Internet Sites

Other: _____

Please rate the following questions about your internship using the following scale:

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree NA=Not Applicable

- | | | | | | | |
|--|---|---|---|---|---|-----|
| • This experience gave me a realistic preview of my field of interest. | 5 | 4 | 3 | 2 | 1 | N/A |
| • As a result of my internship, I have a better understanding of concepts, theories, and skills in my course of study. | 5 | 4 | 3 | 2 | 1 | N/A |
| • I was given adequate training. | 5 | 4 | 3 | 2 | 1 | N/A |
| • I had regular meetings with my supervisor and received constructive, on-going feedback. | 5 | 4 | 3 | 2 | 1 | N/A |
| • I was provided levels of responsibility consistent with my ability and was given additional responsibility as my experience increased. | 5 | 4 | 3 | 2 | 1 | N/A |
| • My supervisor was available and accessible when I had questions/concerns. | 5 | 4 | 3 | 2 | 1 | N/A |
| • The work I performed was challenging and stimulating. | 5 | 4 | 3 | 2 | 1 | N/A |
| • I was treated on the same level as other employees. | 5 | 4 | 3 | 2 | 1 | N/A |
| • I had a good working relationship with my coworkers. | 5 | 4 | 3 | 2 | 1 | N/A |
| • There were ample opportunities for learning. | 5 | 4 | 3 | 2 | 1 | N/A |
| • I feel that I am better prepared to enter the world of work after this experience. | 5 | 4 | 3 | 2 | 1 | N/A |

In as much space as needed please explain at least two of your above ratings:

HIST 3-94: Public History Internship Syllabus

Through this internship I had the opportunity to use and develop my:

| | | | | | | |
|--|---|---|---|---|---|-----|
| • Interpersonal/human relations skills | 5 | 4 | 3 | 2 | 1 | N/A |
| • Oral Communication/presentation skills | 5 | 4 | 3 | 2 | 1 | N/A |
| • Creativity | 5 | 4 | 3 | 2 | 1 | N/A |
| • Problem Solving abilities | 5 | 4 | 3 | 2 | 1 | N/A |
| • Critical thinking skills | 5 | 4 | 3 | 2 | 1 | N/A |
| • Writing skills | 5 | 4 | 3 | 2 | 1 | N/A |

Overall how would you rate this internship?

- Excellent learning experience
 Good learning experience
 Average learning experience
 Below average learning experience
 Poor learning experience

Additional Comments: _____

Would you recommend this internship to other students?

- Highly recommend
 Recommend
 Recommend with reservations
 Would not recommend

Additional Comments: _____

What was your reason for completing an internship? (check all that apply)

- Practical experience Assistance in selection of career direction Skills Enhancement
 Increased self-awareness/confidence Potential future employment with internship site
 Professional contact/networking For college credit/fulfillment
 Other: _____

Were you offered a full-time, part-time, or permanent position with the organization providing the internship?

- Yes No

Was the internship paid? If yes, what type of compensation did you receive?

- Yes No Hourly Wage Stipend Other: _____