# ANT, ECO, KNR, POL, SOC: 498A90

Stevenson Center Professional Practice Syllabus

Instructor

 Paige Buschman, Stevenson Center Program Coordinator

Course Description

The purpose of the professional Practice placement/internship is threefold. 1) The internships further the mission of the Fellows Program to provide economic and community development services to communities, especially those most in need. 2) It provides Fellows with professional work experience in community/economic development. 3) It enhances opportunities for research and intellectual exploration, including the completion of thesis or capstone requirements.

Objectives

As a result of taking this course and completing the professional practice, students will be able to exercise the following skills:

* 1. Analyze: Apply quantitative and qualitative empirical research methods to design, direct, and evaluate programs and projects.
	2. Plan: Devise community and economic development strategies that engage stakeholders in achieving measurable results.
	3. Execute: Secure and coordinate the resources and relationships to manage programs and projects with maximum impact.
	4. Communicate: Effectively use a range of tools to clearly and convincingly share information in a variety of settings.

They will also be able to understand the following concepts and issues:

1. The dimensions of power in communities and what roles community and economic development professionals can have within those power dynamics
2. The complex relationships among policy, economic context, and the needs and resources for community and economic development
3. Intersecting global, national, and local factors that impact communities and their economies.
4. How people can be mobilized, through activism and/or changes in public policy, to create desired changes in communities.
5. Social, cultural, and economic differences affecting people, organizations, and communities in the development process.

Course Schedule and Location

Students will work 35 hours per week at their host sites for 11 months from their start date. Each student will be responsible for establishing expectations with their host site related to attendance and work schedule. The class itself does not require any in person or online meetings except for the site visit which will occur on a mutually agreed upon date and time in collaboration with the student and the host supervisor.

Media, Text and Resource Requirements

 No materials are required for purchase; all will be provided by either the host site, the Stevenson Center or will already be owned personally by the student (laptop, phone, etc.)

Accommodations

From Student Access and Accommodations: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

From Career Services: If you need academic accommodations for your placement, you are required to contact Student Access and Accommodation Services (SAAS) ***prior*** to the start of the placement. If you already have accommodations in place with SAAS, you are still required to meet with SAAS staff and request specific accommodations if needed. SAAS will determine eligibility for your placement and work directly with you and your Program Coordinator as needed.

Instructor Responsibilities

* At the beginning of the course, I will provide a course syllabus and allow time for discussion to ensure the expectations for the class are clear.
* I will evaluate each student’s assignments based on the grading criteria published in this syllabus and report those grades to the university at the conclusion of the course.
* My greatest goal and, I think, responsibility, is to support your success in achieving the learning goals and to provide a learning environment in which that is possible. I am deeply committed to social justice and inclusion work and have attempted to infuse that work into this course both in content and in practice. I am not perfect. Please approach me with any concerns you have about the class structure/policies, my teaching style, or classmates so that we can work together to create an accessible, inclusive, and effective learning experience for you.

### *Assignments and Host Evaluations*

Deadlines for the work plan and each of the five reports will come from the instructor in the summer before you begin your professional practice. Assignment dates are relative to start date, so different students will need to complete their assignments on different days.

Please record these dates; you will not be reminded of impending due dates. You must communicate with. AD/PC *in advance* if you anticipate an assignment will be late. It is *your* responsibility to submit your assignments on time. The quality and timeliness of your assignments will help determine your grade (additional information is provided below). These dates and assignments are subject to change: the AD/PC may occasionally provide updated reporting requirements to Fellows as adjustments are made.

Reports are due **by 8 am on the dates listed below**. Early submission is encouraged. Instructions on how to complete reports is included below. Stevenson Center Staff will inform supervisors of the evaluation due dates, but we encourage you to remind your supervisor and discuss your evaluations and reports with them as you see fit.

**GROUP A:** Melody

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Checklist | Start Date  | Work Plan  | Report 1  | Report 2  | Report 3  | Report 4  | FINAL REPORT  | Last Day |
| 06/02/23 | 6/12/23 | 7/17/23 | 09/17/23 | 11/14/23 | 01/16/24 | 03/13/24 | 05/08/24 | 5/10/2024 |

*EVAL 1 08/13/21*

*EVAL 2* 0*1/16/24*

*SITE VISIT MID SEPT/LATE OCT*

*FINAL EVAL 05/08/24*

**GROUP B:** Terragan, Arielle, Carly, Katie

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Checklist | Start Date | Work Plan | Report 1 | Report 2 | Report 3 | Report 4 | FINAL REPORT | Last Day |
| KS: 6/21/23CC: 6/26/23TB & AHL: 7/3/23 | KS: 7/5/23CC: 7/10/23TB & AHL: 7/17/23 | 08/05/23 | 10/03/23 | 12/05/23 | 02/06/24 | 04/03/24 | 06/05/24 | KS & CC: 6/7/24TB & AHL: 6/14/24 |

*EVAL 1 09/01/23*

*EVAL 2 02/06/24*

*SITE VISIT LATE OCT/MID NOV*

*FINAL EVAL 06/05/24*

**GROUP C:** Lisa

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Checklist | Start Date | Work Plan | Report 1 | Report 2 | Report 3 | Report 4 | FINAL REPORT | Last Day |
| 7/18/23 | 8/1/23 | 9/05/23 | 11/03/23 | 01/05/24 | 03/06/24 | 05/03/24 | 07/05/24 | 6/28/24 |

*EVAL 1 10/04/23*

*EVAL 2 03/06/4*

*SITE VISIT MID NOV/EARLY DEC*

*FINAL EVAL 07/05/*

### AmeriCorps

AmeriCorps Members need to complete the reports as outlined above in addition to their monthly AmeriCorps reports. Those reports are due to Office Manger by the 5th of each month.

### Checklist

You can find the Professional Practice Checklist on our website. Please complete all items before submitting on the date listed above (two weeks before your start date). If you have any questions, please reach out.

### Work Plan

Within the first month of your internship, communicate with your supervisor to compose a brief work plan that is signed by both of you. You may use a narrative or table format. The work plan should:

1. Be 1-3 pages in length and **signed** by both you and your supervisor
2. Set reasonable and attainable goals for the term of your internship
3. Briefly outline the objectives and tasks required to complete these goals
4. List expected dates of completion for these goals
5. Indicate resources and/or staff assistance needed to meet these goals

While the goals included in the work plan may change during your internship, it is still important to outline them, not only to give you tangible outcomes to achieve, but also to set expectations for both you and your supervisor. This will help the supervisor know what can be achieved during your time-limited internship and will give you milestones against which you can measure your own success.

For those who will complete a capstone project, the work plan *may* include tasks related to your capstone if relevant to your overarching goals, and if your supervisor finds that this is in the host organization’s best interest.

### Professional Practice Reports with Work Samples

Roughly every two months you will complete a report and return it to the Stevenson Center assistant director or program coordinator. The format varies by report, as described below, but in each you should include a specific description of your work activities and any relevant feedback about the Fellows Program. You will submit four of these reports AND a final report. For ALL reports, use the format below**. Ensure that each section is labeled with question numbers and/or subheadings**, so that it is clear that all questions have been addressed.

If applicable, you should submit work samples with each report and explain your role in their completion. Your work samples could include reports, newsletters, manuals, grants, questionnaires, brochures, postings about your organization or work, web pages you have helped compose, etc. You should, of course, keep work samples for yourself to include in your work portfolio.

While AmeriCorps members are required to track their time, those not serving as AmeriCorps members may want to complete weekly log reports to help catalog activities. Fellows often have difficulty keeping track of the myriad activities in which they are involved. A brief weekly log and a system for easily pulling together work samples could help you in composing your reports. It also allows you to track your time to ensure you are not working more or less than expected and protect you in the event of conflict regarding you time. In your weekly log, identify and describe your activities each week and note the percentage or general amount of time spent on each.

*For each report, include the following information in a cover page****:***

* Name
* Host Organization
* Report Number (1, 2, 3, 4 or FINAL)
* Dates of Service Covered in the Report

*For Reports 1-4, please respond to all five questions; question five changes for each report*

1. List and explain your major work activities for the past two months. Include specifics about what you did, when, with whom, for how long, etc. Refer to your original work plan: your answer should indicate your progress (in both quantitative and qualitative terms) on those tasks, and it may also include activities not in your original work plan. Attach any relevant work samples.
2. Thinking about your work activities, name and describe what you consider to be up to three major accomplishments for this period. Explain your selection(s).
3. Describe any aspects of your internship experience during this period that could be improved. What steps could you, your supervisor, and/or the AD/PC take to help mitigate the issue(s)?
4. Choose ONE of the learning goals of this course and reflect on how it has come up in your professional practice. Write a brief paragraph explaining how your field experience has increased your understanding. *Include the number of the learning goal* and choose a **different goal** for each report.
5. **This prompt varies with each report.**

**Prompt 5 Report Variations**

REPORT 1: Submit a one-paragraph profile that describes what you are doing in your internship for use in Stevenson Center marketing materials. It could as an “About Me” section on a website, or Linked In profile. Include a sentence or two of biographical information, highlighting your previous education and experiences, and write in the third person. Include plans/progress on your thesis or capstone if applicable. Also submit a photo of yourself at work, with a complete caption: an *action shot* is preferred. What follows is a sample, and the PC can provide additional examples as needed:

**“**Craig Schlatter is completing his professional practice with the Community Development Commission of Mendocino County in Ukiah, California. His major responsibilities include project administration of the County of Mendocino’s Housing and Community Development programs and management of the Public Housing Authority’s $220,000 Capital Fund program. Craig has a B.S. in economics, and will soon have an M.S. in applied economics, from Illinois State. An Applied Community and Economic Development Fellow, Craig worked on the Stevenson Center’s brownfields rural assistance program while taking classes. Previously, he founded and directed the Academy for Music and the Arts.”

REPORT 2**:** Identify an organization that works in conjunction with your own or that serves another population in the same community in which you work. Discuss how the two organizations are related in mission and/or practice. What are some things that you think the identified organization does well and what could you/your organization/team learn from them? What are some ways in which you think you/your organization/team could collaborate with the identified organization at the intersections of your work? Note: These partnerships don’t have to be realistic; the goal is to think about partnerships between multiple service-oriented organizations and how they could benefit communities.

REPORT 3: Having completed approximately half of your placement, you are in a unique place where you can reflect on what you’ve done while still making plans to gain new experiences and make improvements. What are some skills you still hope to learn or strengthen? Identify a few opportunities (e.g., webinars, trainings, workshops, software programs, projects) that are relevant to your work plan/professional goals, feasible within your scope of work, and could help you develop these skills. Discuss these options with your supervisor as needed/helpful. Also submit a second photo of yourself at work, with a complete caption: an *action shot* is preferred and expected for in-person placements.

REPORT 4:Conduct an informational interview. This audio-only recording will allow you to gain insight into the life and work of another person at your organization or within the ACED/PCF Program and encourages relationship building, networking and professional development, while using a technological platform that may be new to you.

Stevenson Center staff may edit content as needed and share your recording across a variety of platforms (e.g., podcast streaming apps, Stevenson Center website, YouTube, Facebook). Please strive to be professional and engaging in your conversation and feel free to format the discussion like you might a podcast. You may wish to draft talking points and refer to them while recording.

Instructions:

* Record the conversation using your preferred audio software or device (e.g., your phone, digital voice recorder, or computer using programs such as [Audacity](http://www.audacityteam.org/download/), Garage Band, etc.). Make any necessary edits to the recording.
* The final recording should be a minimum of 15 minutes long and a maximum of 30 mins long.
* The content of your conversation must relate to your:
1. professional practice work activities, AND/OR
2. professional/research interests
* Choose someone with whom you do not necessarily have a close working relationship, and make sure to ask engaging questions about that person’s academic and/or professional background, career history/trajectory, work philosophy and motivation, advice for you and other information you might not usually gather in casual conversation.
* Contact the PC in advance if you have questions on the appropriateness of your intended topic(s). If you are interviewing a member of your organization, ensure you have secured **written permission** for this conversation to be published and share that as an attachment to this report.
* Share your final recording electronically along with a brief description (one paragraph) of your conversations content. Due to large file sizes, you may need to use a file sharing platform for the recording (e.g., OneDrive,) instead of an email attachment.

Possible topics for discussion follow. These topics are merely suggestions. You may choose to focus on only one or a couple of the sections below, or you might discuss one bullet point from each section at length rather than trying to cover everything:

* + Brief bio (e.g., name, hometown, bachelor’s, Stevenson Center program and field of study)
	+ Ask about your partner’s prior AmeriCorps/Peace Corps/other relevant work, education or volunteer experience.
		- What was/were the most rewarding aspect(s)? Describe your proudest/most memorable moment.
		- What was/were the most challenging aspect(s)? How did you cope?
		- Tell us about the people you met.
		- How did the experience compare to your expectations of it?
		- What lessons did you gain from the experience?
		- What is your field of study? What are your research interests?
		- How did you education prepare you (or not) for this work/industry?
	+ Ask them to explain what brought them to their current work.
		- How did you find out about the org?
		- What ultimately led you to apply?
		- Where did you develop a passion for this work?
	+ Describe your professional practice.
		- Where do you work (organization and location)? What do they do?
		- Walk us through a typical day.
		- Talk about a couple projects that you’ve worked on this year. (Fellow can add context regarding how their roles relate).
		- How (if at all) have you applied knowledge/skills gained from education during your professional practice?
	+ What are your next steps?
		- What is your career trajectory?
		- What are some of your career goals?
		- What advice do you have for new professionals in this field like me (Fellow)?

REPORT 5: *Final Report*

*Section 1. Internship Accomplishments*

1. List the items of your work plan, and evaluate your progress and the community/agency’s progress toward achieving the objectives. Please also include projects accomplished that don’t appear in the work plan.
2. What do you think has been your major contribution to the community/agency? How is the community/agency different as a result of you having been there?
3. Reflecting on coursework and your professional practice, what, in your opinion, is the role of a development worker? How has your professional practice shaped or changed this definition for you?
4. Which methods or approaches have been useful to you in achieving success in your placement?
5. What were the main problems or “roadblocks” that you faced? How did you deal with them?
6. What would you do differently if you could do the internship over again?
7. What advice would you give to Fellows just starting their internships?
*Please note that this advice may actually be shared with or distributed to current/future Fellows.*
8. Please provide names and contact information for key individuals at your site if that person has changed from the start of your placement.
9. Would you recommend that your site be considered to host a student again in the future? Please explain.

*Section 2. Professional Development*

1. What are some of the important themes, lessons, policy questions, etc. suggested by your internship experience?
2. What have you learned, about yourself and your host organization/community?
3. What linkages do you see between your prior academic and professional background and your internship experience?
4. What was the most valuable part of your on-campus preparation for the professional practice internship? What was least valuable?
5. Did you attend a professional conference at any point while in this program? If so, how valuable did you find the conference(s)? How did you fund your attendance?
6. Is there anything that you did not get the opportunity to learn that you would have liked to?
7. How have your coursework and the internship experience shaped your career goals?
8. Have you been given the opportunity to continue to work at your host organization beyond the end of your internship? If so, in what capacity and what did you decide to do?

*Section 2. Support during Your Internship*

1. Did you feel well supported by Stevenson Center staff during your placement? Why or why not? Do you have recommendations for future support?
2. Did you feel connected to your ACED cohort in the second year? Did you want to? If you wanted additional connection, what would that have looked like, ideally?
3. Did other faculty or staff assist you with or regarding work in your placement? If so, please describe their involvement.
4. Did you receive adequate support from your community/organization and/or site supervisor? Please describe your answer.
5. If applicable: Did you receive adequate support from your home academic department in the process of completing your research requirement (capstone/thesis)? Please describe your answer.
6. What, if anything, could have been done differently to support you during your professional practice?

Section 4. Additional Tasks (please include date of submission under each item).

1. Attach your revised résumé, incorporating your internship experience and tailored to the requirements for a position you might seek after graduation.
2. If/when complete, submit a copy of your capstone project or thesis to the Stevenson Center.
3. Complete the post-program Learning Inventory available at <http://stevensoncenter.org/aced/forms/>.
4. Please submit internship experience description in [Collaboratory.](https://he.cecollaboratory.com/collaboratory/X7VRDLAB2/login) [Find instructions on YouTube.](https://www.youtube.com/watch?v=eUpEBSkakks&ab_channel=IllinoisStateUniversityStevensonCenter)
A couple notes about completing this task:
	1. Some browsers struggle to load Collaboratory and the YouTube video properly. I recommend using Google Chrome.
	2. On the second page, in the “Collaborators” section, under “Community Organizations” you are asked “What is the organization's role in planning, designing, implementing, or evaluating this Activity?” Students should, at a minimum, select “Evaluate or provide feedback on student work,” “Identify areas of need” and “Supervise Student” in addition to any other relevant selections.
	3. Note that you should intend to complete this in one go and that it has historically taken student approximately 30 minutes to complete.
5. Complete the [Second Year ACED Sequence Survey](https://forms.illinoisstate.edu/forms/second_year_survey_aced_)

## Grading

This course is not a guaranteed “A.” To the contrary, Fellows must complete the required reports in a professional and timely manner. These reports, along with the submitted work samples and supervisors’ evaluations, will determine Fellows’ grades for the internship course. Because working effectively with bureaucracies is a necessary skill in this field, administrative tasks are also graded. The Stevenson Center AD/PC will determine the grades. The grade will be based upon the following criteria:

* 60%: quality and timeliness of work plan, reports, and work samples
* 30%: evaluation of your work performance by the site supervisor (informal assessments, written evaluations, and/or site visit, whether in person or by phone)
* 10%: administrative tasks (e.g., pre-departure checklist, semester submission of Graduate Assistant Health Insurance Certification form, response to requests for information from Stevenson Center staff)

### Grade = A

#### Supervisor Evaluation

* The evaluation from the supervisor is positive and they are impressed with the student’s work. There may be a small note about the student’s performance that is developmentally appropriate, but there is no need for SC intervention.

#### Work plan

* All components requested (goals, objectives, due dates, resources, supervisor signature) are included and well developed. There is no need for the SC to request additional information for the completion of this document.
* The report was submitted early, on time, only a few days late with advance communication from the student or later with contact from the supervisor due to special circumstances.

#### Reports

* All prompts/questions were answered thorough and responses were well developed, demonstrating that the student took time to consider the prompt carefully and respond thoughtfully.
* The report is properly formatted. It’s clear that the report was edited for clarity and attention was paid to grammar and overall presentation. The report is professional and something the SC would be proud to share.
* Reports are submitted early, on time or within a few dates of the deadline with advance communication and awareness. Students did not require a reminder email/prompt to turn in their work on time.

#### Administrative Tasks

* The student responds to AD/PC emails within a few days of receiving them and maintains a professional tone. They complete any necessary administrative tasks promptly or otherwise communicate their timeline in a response. They do not require multiple reminders to get these items done.

### Grade earned = B

#### Supervisor Evaluation

* The evaluation from the supervisor is good and they are satisfied with the student’s work. There may be a couple comments about the student’s performance that are developmentally appropriate that the supervisor is able to address internally. Very little intervention is required on the SC’s part.

#### Work plan

* Most components requested in the program manual (goals, objectives, due dates, resources, and a supervisor signature) are included and the document is practical overall.
* The plan was submitted within a few days of the deadline. One reminder, maximum, may be required to receive the plan.

#### Reports

* All prompts/questions were answered. Most of the questions had thoughtful responses, but some may be less developed than others.
* The report is generally free from typos and other, similar errors. The report is professional and, with minor edits, is something the SC would be proud to share.
* Reports are submitted on time or within a few days of the deadline. Students only require one reminder, maximum, to turn in the work.

#### Administrative Tasks

* The student responds to AD/PC emails within a week of receiving them. Sometimes the email is not well formatted or is short and informal. They complete any necessary administrative tasks within a similar timeframe and do not cause any major disruption in the SC workflow. They may need to be reminded once to complete a task.

### Grade earned = C

#### Supervisor Evaluation

* The evaluation from the supervisor includes several problems that may be developmentally appropriate and/or more global. The supervisor can address them internally, but intervention from the SC is also necessary.

#### Work plan

* Many components requested in the program manual (goals, objectives, due dates, resources, and a supervisor signature) are missing. The student may need to significantly revise the document for it to be functional.
* The plan was submitted more than a week late, and the student did not effectively communicate about their tardiness. More than one reminder may be required to receive the plan.

#### Reports

* Prompts/questions were answered in a sentence or two and/or were not addressed directly. The student needed to be asked to redo portions of the assignment or to expand on a prompt.
* The report contains many typos and other errors. The report is not one which the SC would choose to share.
* The report was submitted more than a week late, and the student did not effectively communicate about their tardiness. More than one reminder may be required to receive a report.

#### Administrative Tasks

* The student takes excessive time to respond to PC emails. Responses are poorly formatted, crude, and/or short and informal. It is difficult to get the student to complete administrative tasks to the point that they cause disruptions in the SC workflow. They may need multiple reminders to complete a task.

D or F grades will be the result of large-scale issues in student performance that involves a complete lack of communication and work completion from the student both at the site and with the SC. It may result in greater programmatic action.

## Internship Policies and Preparations

*The statements in this section also appear in the Stevenson Center Program Manual and are included here for your reference.*
Note that, to be eligible for an internship, Fellows must maintain a cumulative grade point average of 3.0 or better. They must also be making satisfactory progress in the degree program, including a C or better in all required classes.

While completing off-campus assistantships AND/OR professional practice, Fellows must adhere to the following requirements:

1. Student will adhere to all applicable policies, procedures, and standards established by the host organization and the University.
2. Student will be responsible for housing and transportation to and from host organization during placement.
3. Student is required to have adequate health/accident insurance coverage in place during the entire placement. Student must provide proof of insurance.
4. Student will be responsible for adhering to established schedules and notifying host organization of any absences or necessary schedule changes.
5. During the placement, the University will provide a tuition waiver, excluding fees for the student, who will be enrolled as a graduate student at Illinois State University.

Fellows should expect to begin their professional practice internship between mid-June and late August of their second year. The Fellows’ community supervisor and the Fellow must mutually agree upon this date, preferably the 1st or the 16th of the month. The internship will extend *11 calendar months* after the start date. Host organizations pay the Graduate School, and the Fellows are paid by ISU and remain full-time Illinois State graduate students for the duration of the internship. The Fellow generally receives the first paycheck at the end of the first month in which the Fellow works two or more weeks at the internship site.

Fellows have significant professional responsibilities during this internship experience, and must also submit reports, work samples, and other documents to the Stevenson Center. Assignments and tasks due to the Stevenson Center, along with site supervisor’s evaluations, serve as the primary basis of internship grades. The Professional Practice (498A90) syllabus includes an explanation of these requirements and guidelines for their completion. These reports will not only provide information to the Stevenson Center about your experience, they will also give you the raw material for a résumé and work portfolio to show to prospective employers. Finally, the reports and evaluations will help the Stevenson Center make future decisions about Program curricula and placements.

Note that any Fellows in grant-supported placements and/or with AmeriCorps status will have some additional/different tasks to complete, particularly in regard to initial paperwork submitted and the frequency and type of reporting. For those with AmeriCorps status, information about these tasks is included in the AmeriCorps Member Program Manual at [www.stevensoncenter.org/aced/forms](http://www.stevensoncenter.org/aced/forms).

Also note that if your host organization asks you to sign any document (e.g., confidentiality statements, contracts, liability waivers) about which you have questions or concerns, Illinois State’s General Counsel should review the text BEFORE you sign. Contact the AD/PC for details.

## Supervisory Changes

Please contact the Stevenson Center immediately upon confirmation that your site supervisor is changing. Your new supervisor should either initiate or be copied on the communication. In the event that you are assigned to a short-term or interim supervisor, please engage in another communication upon the assignment of a permanent supervisor as well. It is important that we ensure your supervisor has a robust understanding of our expectations regarding your experience at a placement site and is prepared to properly support you during your experience.