



Early Childhood Policy In Institutions of Higher Education

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Created originally as a prototypical handbook by the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative, this document has been modified for use by (*insert university name*) for use in its (*insert program name*). This document supports ECPIHE's foundational intent to create and support a cadre of scholars who address early childhood policy. Moreover, it acknowledges ECPIHE's purposeful creation of comprehensive and adaptive materials that are designed to be modified to reflect the instructional goals and needs of diverse contexts and users. For more information about ECPIHE and/or to learn about additional coursework related to the initiative, please visit <http://policyforchildren.org/ecpihe/>

Early Childhood Policy Handbook for Field Experiences/Internships

[Disclaimer: This document is not intended to be used as presented and may be modified to support individual interns and their programs. Each internship is unique and the information presented here is offered as generally accepted practices in the field, to be adapted as needed.]

Section I: Introduction and Purpose of this Handbook

A unique field, that of early childhood policy, is emerging. As it does, scholars and leaders grapple with how to discern the elements most necessary to prepare individuals to fill early childhood policy roles. Although fierce debate persists regarding the content and the pedagogy associated with such preparation, one thing is certain; to be an effective early childhood policy pioneer, field-based experiences are essential. Indeed, field-based efforts are the elixir of quality efforts to advance early childhood policy.

The purpose of this handbook is to guide those establishing or partaking in field-based experiences to advance their preparation as early childhood policy leaders. More specifically, this handbook is designed to provide suggestions for implementing successful field experiences/internships in settings that will advance participants' experiences and expertise related to early childhood policy and advocacy. The content in this handbook is only suggestive and has been designed to be highly adaptive to diverse contexts. As such, the document seeks to suggest the requirements of field experiences/internships and the responsibilities of the parties who are involved.

Because gaining such experience is so essential to early childhood policy preparation, this handbook is designed to offer a compendium of options, presented in the following sections:

Section II: Definitions (p. 1-2)

Section III: Types of Placements and Projects for Field Experiences (p. 2-3)

Section IV: Suggested Process (p. 3-5)

Section II: Definitions

Because the early childhood policy field is so embryonic, the language used to discuss its key elements remains confusing. The following provisional definitions are offered to help advance more coherent discourse.

Advocacy- Actions that build public support for or recommendations about a particular cause/policy/legislation.

Child Advocates- Individuals who mobilize support for and speak on behalf of the best interests of children, often working for (or against) particular policies or legislation.

Comprehensive Early Development (CED)- Services for young children birth through age eight, including education, child care, health, mental health, nutrition, social support, and social welfare.

Early Childhood Education and Care (ECEC)- Field of work that focuses on the learning and development of young children birth through age eight in both informal and formal settings.

Faculty Member- Person at the college/university responsible for designing the field-based experiences and for supporting and supervising the student intern. The faculty member is also a liaison between the Institution of Higher Education (IHE) and the field experience/internship site.

Fellowship- Typically involving research, fellowships are located at research-focused institutions and require the intern to be able to conduct and analyze research data.

Field Experience/Internship- An opportunity for the intern to gain practical knowledge and skills “on-the-job” at a related organization or institution related to his/her field of study.

Field Experience/Internship Site- The location (organization/institution/program) where the student intern will complete his or her experience.

Governmental Administrative Offices and Departments- Local, state, and federal government offices and departments that regulate and/or support early childhood agencies and entities (e.g., state licensing agencies, education agencies, and local health departments).

Intern- Student who is engaged in a field-based experience/internship.

Paid/Unpaid Internships- Some internships are offered as paid experiences and others do not offer any compensation for the experience. Paid internships may or may not have additional policies and requirements. Unpaid internships are typically offered as part of a credit-generating course of study. The only compensation expected is the opportunity to learn and complete the requirements of the course.

Policy- An enacted rule or law that governs the ways in which entities function. Policies are reflected in both government and private sectors.

Site Supervisor- Person at the location where the intern resides who provides the support and oversight to the student intern.

Section III: Types of Placements and Projects for Field Experiences

Excellent field experiences/internships can take place in diverse settings, as presented below. Associated with each setting, however, must be a strong focus on early childhood education and on early childhood policy. Moreover, each placement setting should have the capacity to supervise and guide the student intern so that the student will gain fresh perspectives, insights, and skills. It is not recommended for interns to complete internships at their regular place of employment. Opportunities to have new experiences are key to successful internships.

Types of Placements:

Local Government

- City/county offices or commissions
- LEA's (local education agencies; e.g., School Districts)
- School boards

State and/or Federal Government

- Administrative offices (eg., education, human/social services, health/mental health)
- Legislative/Congressional offices
- Judicial offices
- Social Service Agencies with Advocacy Department
- State Boards of Education

Non-Governmental Entities (local, state, federal)

- EC Professional Organizations (e.g., Local or State Affiliates of the National Association for the Education of Young Children [NAEYC])
- Community, state and national non-profit agencies(e.g., Child Care Aware of America and Local Offices)
- Public Policy Professional Organizations (e.g., Public Broadcasting Service [PBS], Association for Public Policy Analysis and Management [APPAM], and Association for Youth Services Consultants [AYSC])

Other Organizations

- Lobbying Organizations including for- and not-for-profit organizations
- Advocacy Agencies- local, state, and federal agencies specifically established to conduct advocacy activities (e.g., North Carolina Foundation for Children)
- University/Research-based Organizations that conduct research and distribute information about critical issues, including University Research Centers (e.g., Frank Porter Graham Development Institute [FPG at UNC-CH] and National Institute for Early Education Research [NIEER at Rutgers])
- Foundations (e.g., Kellogg Foundation and The Buffett Early Childhood Fund)

- Teacher Unions or Unions in general that have a focus on issues impacting children and families
- Public Media Firms with an emphasis on children and families

Type of Projects:

A student may be interested in developing a particular type of skill and should therefore consider a placement at an organization/institution/program that would allow for experiences/projects in that area. Projects may be related to any number of early childhood issues and result in products that are research-oriented, product-based, and/or service-based. An overview of each type of project is provided below. The student should work with the faculty member to determine which type of placement and experiences would best meet his/her goals.

Research-oriented projects- A research-oriented project is one where the student is collecting and/or analyzing data for the organization/institution/program in order serve that employer with needed information.

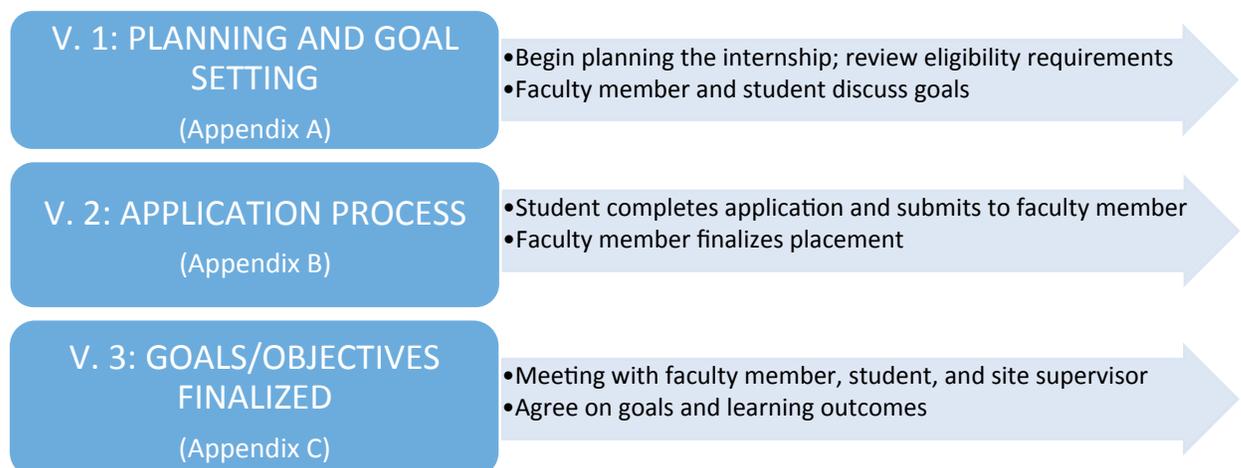
Product-based projects- A product-based project is when the student completes a specific deliverable that is needed by the organization/institution/program.

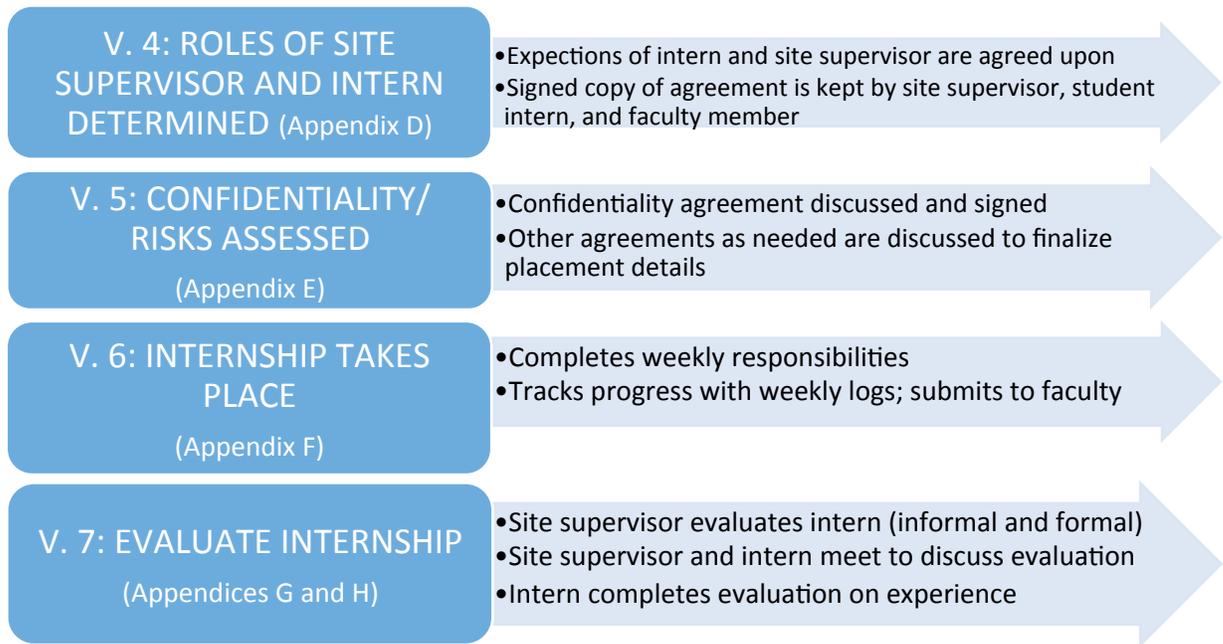
Service-based projects- A service-based project is developed between the student and the site supervisor so the student performs a service function or completes an activity that benefits both the intern and the organization/institution/program.

Depending on the length of the internship, more than one project could be assigned to the intern.

Section IV: Suggested Process

The field experience/internship is a three-way partnership with the intern, the site supervisor, and the University faculty member. The process below highlights some formal paperwork that may be needed for the placement. Examples of the types of forms suggested below may be found in the Appendices, starting on page 7.





V. 1: Planning and Goal Setting. The student and faculty member meet to review *Appendix A: Eligibility and Prerequisites* and discuss the purpose of an internship. It is important that each student is determined to be ready—socially, emotionally, and cognitively—for the internship experience. The faculty member agrees the student is eligible and ready, as well as having the prerequisites to participate in an internship. Further, at this time, the student and faculty member have a general discussion regarding the student’s interest areas and potential internships that might support those interests. A preliminary discussion of goals and objectives to be met through the internship completes this first step. [It is important to note that some internships might include some pay, while many will likely be volunteer. This is just another consideration to discuss during the planning phase.]

V. 2: Application Process. The student completes *Appendix B: Intern Pre-Approval/Application* and submits it to the faculty member. Faculty member works with student prior to determining the final placement. It should be noted that some internship placements require the student to be interviewed prior to acceptance. Types of placements are discussed on pages 2 and 3 of this document.

V. 3: Goals and Objectives Finalized. The student intern, faculty member, and site supervisor meet to identify the objectives and goals to be completed, tasks to be completed, and hours to be worked by the end of the field experience/internship. Together they complete *Appendix C: Field Experience/Internship Goals and Learning Outcomes*. Everyone keeps a copy. The original copy is filed at the university.

V. 4: Roles of the Site Supervisor and Intern. The student intern and site supervisor complete *Appendix D. Field Experience/Internship Agreement*. This document outlines expectations for both the intern and the site supervisor. The faculty member must approve the document.

V. 5: Confidentiality/Risks Assessed. The student completes *Appendix E: Confidentially Agreement* and submits a copy to the site supervisor and faculty member. The faculty member

reinforces the need for confidentiality with the student and discusses discrete areas of potential risk for this specific placement.

V. 6: Internship Takes Place. The student completes *Appendix F: Intern's Weekly Log and Time Sheet* each week and submits to the faculty member to account for work completed and hours accrued. A schedule of meetings to be held throughout the internship should be determined at the beginning of the placement.

V. 7: Evaluations of Internship. Although it is common for the intern to meet with the site supervisor and the faculty member throughout the experience for more informal feedback (weekly or bi-weekly), a more formal evaluation should take place at least two times during the semester. *Appendix G: Site Supervisor's Midterm/Final Evaluation* document provides an opportunity for the intern to meet with the site supervisor for feedback. The faculty member receives a copy of the evaluation. In addition, the student intern would complete *Appendix H: Site Evaluation by Intern* and submit it to the faculty member. The student intern and faculty member may discuss the internship site and lessons learned to make it better for future students who may select this site.

Additional examples of documents that may be useful in the development of an internship program include:

- Appendix I: Liability and Insurance
- Appendix J: Internship Emergency Contact Form
- Appendix K: Students with Disabilities
- Appendix L: Internship in Policy and Advocacy (sample syllabus for graduate course)
- Appendix M: Resources for Activities in Policy and Advocacy in Early Childhood

Section V: Overall Responsibilities of all Parties Involved

Responsibilities of the Student Intern:

The document outlining the duties of the student intern should be shared with the site supervisor. If the job responsibilities change substantially at any time, a modified written agreement should be developed and shared with all involved.

The successful student:

- * researches and is familiar with the field experience/internship site
- * works to achieve the goals and outcomes
- * conducts him- or herself as a professional at all times
- * communicates effectively with his or her site supervisor(s)
- * obtains and completes any required documents, paperwork, or immunization forms, including liability insurance, pre-employment physicals, background checks, etc.
- * shows interest in and initiative in contributing to the program site
- * exhibits competency in working with people
- * adheres to the site dress code
- * develops new skills and knowledge

While at the placement site, a student needs to follow all of the regulations and legal requirements of the agency/organization. Unethical or undesirable conduct exhibited while completing a field experience/internship may result in dismissal of the student. All information and business practices should be kept in strict confidence.

Students with special needs may choose to disclose information that will be helpful for the faculty supervisor and site supervisor to support any accommodations that will help the student be successful in the internship.

Responsibilities of the Site Supervisor:

The site supervisor should provide feedback, both positive and negative, to the student on an ongoing basis (weekly or bi-weekly). In addition, it is recommended that a formal evaluation occur twice during the semester. Evaluations should be shared with the student and the faculty member responsible at the IHE.

Responsibilities of the Faculty Member:

Once the placement and goals are determined, the faculty member should provide support for both the site supervisor and the student. A schedule for meetings should be determined at the beginning of the internship and then if more support is needed, the faculty member should be available to meet with the intern and site supervisor together or individually. Supporting interns with disabilities may require additional consideration and negotiation by the faculty member as a liaison between the intern and the site supervisor. Any reports of inappropriate behavior or harassment toward an intern must be handled quickly and within university policy.

Appendices

The attached appendices are forms that could provide information and support for field experiences/internships. Each form may be used as presented or can be modified, depending on the IHE requirements and the needs of the intern, faculty member, and site supervisor. It is recommended faculty have all forms reviewed by any legal and/or regulatory agency as necessary.

A: Eligibility and Prerequisites

There will likely be a set of eligibility requirements for all field experiences and internships. These will vary based on type and length of placement, as well as level of student (graduate or undergraduate). Below is one example of criteria that a university used prior to allowing students to be placed in a field experience.

EXAMPLE: A student may participate in a field experience/internship if he or she:

- is currently enrolled and in good academic and financial standing with the college
- maintains a current GPA of 2.5 and has completed a minimum of 9 credit hours in the major
- demonstrates high quality oral and written skills
- meets any criteria specific to the field experience/internship location
- completes all requirements prior to beginning the field experience/internship (all documents and other requirements)
- is a minimum of 18 years of age
- is capable of functioning independently, is interested in the field experience/internship site's work, is willing to adhere to all company guidelines, and is flexible regarding experiences
- has reliable transportation to the work site

B: Intern Pre-Approval/Application

Dear Student:

Thank you for choosing to participate in a field experience/internship as part of your education. Please provide the information requested below.

Submit this form by e-mail to the faculty member in charge of internships.

Student's Name:	GPA:
Program Director:	Program Status: (year/hours)
Program of Study:	Area of interest:
Student's e-mail:	Student's contact phone:
Emergency contact name:	Emergency contact number:
What do you hope to earn from this internship (e.g., hours, credits, other, and how many)?	Type of setting desired:
Course name/number:	Type of experience desired:

What are your hours of availability for the semester?

Is there any other information you believe we need to know before we pursue a field experience/internship for you?

C: Field Experience/Internship Goals and Learning Outcomes

Intern's Name:

Field Experience/Internship Job Title:

Purpose of this Form: To define the job responsibilities and set clear expectations for the field experience/internship.

Directions to the Intern: Meet with your site supervisor and complete the expectations before starting the field experience/internship. If these job responsibilities change substantially, update this document. You will reference the items listed below in your “reflections.”

Directions to Site Supervisor: Please spend some time clearly defining the responsibilities and goals for the field experience/internship. Formally listing these will ensure that the intern, the site supervisor, and the university faculty member are in agreement.

Job Responsibilities

List the roles, activities, and duties that the intern will be performing.

- 1.
- 2.
- 3.
4. (Add more as needed.)

Successful Results

List the desired results, number of hours to be completed, expected deliverables, and goals accomplished that would denote successful completion of the field experience/internship.

- 1.
- 2.
- 3.
4. (Add more as needed.)

Professional Development

List any job-specific skills or knowledge that the intern will need to successfully perform the above. Also list any training that is planned to gain these skills or knowledge.

- 1.
- 2.
- 3.
4. (Add more as needed.)

Site Supervisor's Name: _____

Site Supervisor's Signature: _____ Date:

Intern's Signature: _____ Date:

When completed, all three parties (intern, site supervisor, and faculty member) will keep a copy for their records.

D. Field Experience/Internship Agreement

This agreement establishes the relationship between _____ (referred to as the "University/College") and _____ (referred to as the "Organization").

The University offers degree programs in a wide variety of disciplines, which are academically enhanced by field experiences/internships outside of the traditional classroom setting. For this agreement, the Organization shall provide field experiences/internships pursuant to the terms of this agreement and serve as a field experience/internship site offering facilities, resources, and supervision to students. Both parties agree to the following:

I. Duties and Responsibilities of the University:

1. The University will be responsible for field experiences/internships that are conducted during a regular academic semester(s) or scheduled summer term(s). The University and the organization agree to schedule the field experience/internship hours to mutually benefit all parties involved and to conform to the scheduling formula of 100 hours of site contact to equal three credits.
[The number of hours will vary by Institutions of Higher Education.]
2. The University shall certify eligibility for students registering for field experiences/internships for academic credit. Approved students will have the appropriate educational background and skills consistent with the advertised field experience/internship and departmental requirements for participation.
3. The University determines the amount of academic credit to be earned through the field experience/internship and establishes all academic requirements that the student must meet to earn the credit. The University establishes a grading system and criteria to earn the grade upon completion of the field experience/internship.
4. The University will assign a faculty member to monitor and evaluate the student's performance during the field experience/internship. The University will assume all costs associated with faculty supervision of the intern.
5. The University, at the beginning of the field experience/internship term, will provide the site supervisor with all evaluation materials and the expected timeline for submission.
6. The University agrees to advise students of any known policies, procedures, and requirements of the field experience/internship as specified by the site supervisor.
7. The University, at the beginning of the field experience/internship term, will inform the site supervisor of course requirements such as the intern's attendance at meetings/seminars or activities that may take the intern away from the assignment.
8. The University may request termination of the field experience/internship placement for any student not complying with University guidelines and procedures for the program, as long as the site supervisor has been notified

II. Duties and Responsibilities of the Site Supervisor:

1. The site supervisor agrees to prepare a field experience/internship job description that outlines the duties and responsibilities of the intern. The University will use this document to determine the suitability of the field experience/internship for academic credit. Should changes to the job description be necessary after the field experience/internship is approved, the site supervisor agrees to notify the University of such changes.
2. The site supervisor agrees to notify the University of all selection criteria and any requirements of the selection process including but not limited to background investigations, drug testing, health screenings, etc.
3. The site supervisor selects interns based on the organization's needs and preferences that match the goals of the intern.
4. The site supervisor determines the schedule that the intern will maintain on premises. The total scheduled hours will comply with standards established by the University for the award of credit hours.
5. The site supervisor agrees to provide suitable workspace and resources for the intern to complete the field experience/internship assignment. The site supervisor will also provide orientation, training, supervision, and evaluation of the intern.
6. The site supervisor shall provide all reasonable information requested by the University on a student's field experience/internship performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the organization sponsoring the internship.
7. Should the site supervisor become dissatisfied with the performance of a student, he/she may request removal of the student. This should occur after the University has been notified in advance and a satisfactory resolution cannot be obtained.

Site Supervisor's Signature

Date

Intern's Signature

Date

E: Confidentiality Agreement

Student: _____ (Print Name)

Semester: (Circle One) Summer Fall Spring/Winter Year: _____

Agreement:

This is to certify that as an intern of the University, I understand that any information (written, verbal, or other form) obtained during the performance of my field experience/internship duties for _____ must remain confidential. This includes all information about members, clients, families, employees, other associated organizations, and any other information otherwise marked or known to be confidential. It also includes any photo or digital media permission requirements established by the organization.

I understand that any unauthorized release or carelessness in the handling of confidential information is considered a breach of the duty to maintain confidentiality. I further understand that any breach of the duty to maintain confidentiality could be grounds for immediate dismissal from the field experience/internship experience and from the program and/or possible liability in any legal action arising from such breach.

My signature below indicates that:

- (1) I have read this agreement.
- (2) I understand this agreement.
- (3) I will adhere to the requirements associated with confidentiality.

Intern's Signature

Date

F: Intern's Weekly Log and Time Sheet

[Intern must submit this log to faculty member in order to earn credits/hours for this experience.]

Intern's Name _____ Site Supervisor's Name _____

<p>Total Hours Worked: [Include date and time in and out of placement.]</p>	<p>Summarize your work activities for the week. Include daily activities. Explain how you made the most of your internship (e.g., skills learned & used, responsibilities given, accomplishments, achievements, etc.). Include observations about the workplace environment that may influence your career choice. Continue on the back if necessary. This section must be completed to receive credit for your work hours.</p>
<p>Monday, _____ (date) From _____ to _____ (time)</p>	
<p>Tuesday, _____ From _____ to _____</p>	
<p>Wednesday, _____ From _____ to _____</p>	
<p>Thursday, _____ From _____ to _____</p>	
<p>Friday, _____ From _____ to _____</p>	
<p>Site Supervisor's Comments:</p> <p>I confirm the accuracy of this log: _____ Date: _____ <div style="text-align: center;">(Site Supervisor's Signature)</div></p>	

G: Site Supervisor's Midterm/Final Evaluation

Intern's Name: _____

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D)	Poor (F)
Attendance	Perfect attendance, often arrives to work early, but always is on time; communicates schedule changes to supervisor when appropriate; balances work and school schedule effectively; highly dependable	Exhibits at least one behavior from A and C	Missed some work days, most excusable; occasionally shows up late; communication on schedule to supervision needs improvement; school schedule creates noticeable conflicts with work schedule	Exhibits at least one behavior from C and F	Missed an extensive amount of work for inexcusable reasons; often arrives to work late; schedule is not communicated to supervisor
Job Preparation & Utility of Work	Works to gain clear understanding of role/expectations from supervision before work starts; often exceeds expectations performing job responsibilities; shows initiative to promote and implement new ideas; produces high quality of work; meets agreed upon deadlines, often finishing ahead of schedule; efficiently uses time and resources to get things done	Exhibits at least one behavior from A and C	Meets expectations on job tasks; sometimes misses deadlines, but often for excusable causes; produces average quality of work	Exhibits at least one behavior from C and F	Does not meet expectations; cannot be trusted to perform job tasks without constant supervision; often misses deadlines; produces a low quality of work; wastes time and resources
	Works with high degree of confidence; learns tasks quickly; approaches work challenges with a		Learns task with extra coaching/monitoring; responds to training slowly; maintains a positive attitude through most	Exhibits at least one behavior from C and F	Does not respond to training; shows little interest in learning; rebels against certain job tasks, constantly questions authority

	positive, can-do attitude; takes initiative to seek needed training without guidance; often contributes new ideas	Exhibits at least one behavior from A and C	challenges; hesitant to take risks and try new tasks		with little tact
Ability to Work Independently	Self-sufficient; works independently while using supervision effectively for check-ins and guidance; needs little or no monitoring to keep performance on schedule; exhibits initiative to improve without coaching; performs necessary job task with little direction	Exhibits at least one behavior from A and C	Often needs extra guidance to perform tasks effectively; some monitoring to keep performance on schedule; performs tasks only when directed; does only what is necessary to get the job done right	Exhibits at least one behavior from C and F	Cannot be trusted to work alone; needs constant supervision to keep on schedule; shows no initiative to perform
Communication Skills	Speaks, writes, and comprehends technical ideas clearly and professionally; chooses the appropriate communication vehicle given the situation (for example, face-to-face, e-mail, voice mail); communicates effectively within a team environment; encourages, accepts, and considers feedback from others; shares information and viewpoints openly and directly;	Exhibits at least one behavior from A and C	Written and/or verbal skills inhibits performance; hesitates to contribute ideas within teams; often only communicates when questioned; uses written communication to avoid face-to-face communication; provides limited feedback to others	Exhibits at least one behavior from C and F	Blatantly avoids communication; puts forth little effort to communicate with others; rejects feedback for others; misuses written communication tools (email); avoids face-to-face communication

	involves the right people to obtain needed information				
Personal Relationship & Human Behavior	Often facilitates effective interaction and contribution of team members; welcomes and acknowledges others ideas and input; tailors behavior/communication approaches to fit different team members; contributes productively to group outcomes; works with others to reach agreement; leaves a positive impression with others	Exhibits at least one behavior from A and C	Contributes to team interaction in a limited fashion; works with others to the level the job requires; sometimes avoids situations that may produce conflict and/or sometimes ineffective with others that have different personalities or viewpoints; leaves a reserved impression with others	Exhibits at least one behavior from C and F	Avoids working with others when possible; contributes little to team interaction and outcomes; not willing to consider differing points of view; leaves a negative impression with others
Personal Appearance	Exhibits a very professional image; follows company guidelines on dress code	Exhibits at least one behavior from A and C	Follows company guidelines on dress code occasionally; sometimes needs reminders to comply	Exhibits at least one behavior from C and F	Exhibits an unprofessional image; ignores dress code
Overall Rating					

1. What are the intern's strong points?

2. What can the intern do to improve his/her performance towards meeting the goals of the field experience/internship?

3. Additional comments:

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. The law also permits the student to sign a waiver relinquishing the rights to inspect a supervisor's evaluation. The intern's signature below constitutes a waiver; no signature means the student will have the right to read this evaluation.

Intern's Signature _____ Date: _____

The content of this report should be discussed with the intern.

Date of Evaluation: _____

Site Supervisor's Name (Please print or type): _____

Site Supervisor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

This form must be signed by your supervisor.

H: Site Evaluation by Intern

Student Intern Name: _____

Semester/Year: _____

Placement Site: _____

Student's Program: _____

Rating Scale: 4=very valuable; 3=mostly valuable; 2=somewhat valuable; 1=not valuable

1. How valuable was this work experience to you in:

- | | | | | |
|---|---|---|---|---|
| • helping you decide on a future career
(either by confirming or ruling-out) | 4 | 3 | 2 | 1 |
| • learning new skills or techniques | 4 | 3 | 2 | 1 |
| • applying, integrating, or making relevant the
knowledge gained from your courses | 4 | 3 | 2 | 1 |
| • clarifying your future educational goals | 4 | 3 | 2 | 1 |

2. How would you rank the overall contribution and support of:

- | | | | | |
|--|---|---|---|---|
| • The specific placement site experiences | 4 | 3 | 2 | 1 |
| • The mentorship from your site supervisor | 4 | 3 | 2 | 1 |

Please respond to each statement below: **A=Agree** **S=Somewhat Agree** **D=Disagree**

- | | | | |
|---|---|---|---|
| 3. The description of the field experience/internship
matched your needs. | A | S | D |
| 4. Adequate coaching was provided for the assigned tasks. | A | S | D |
| 5. Your supervisor gave assistance when needed. | A | S | D |
| 6. Facility, equipment, and supplies were satisfactory to
meet your needs. | A | S | D |

Explain:

7. Would you recommend this placement site to other students?

8. What do you feel are the strengths of this work experience?

9. What do you feel are the weaknesses of this work experience?

10. What changes would have made your work experience more meaningful?

Please assess the overall field experience/internship program experience: (using the 1-4 scale from above with 4 being “very valuable.”)

11. My placement interests (type/location) were considered. 4 3 2 1

12. I received communication in a timely manner. 4 3 2 1

13. I received assistance as requested in a timely manner. 4 3 2 1

14. Resources and information were helpful and accessible. 4 3 2 1

15. What suggestions do you have for improving the Field Experience/Internship Program?

16. What other input would you like to provide about your field experience/internship experience?

I: Liability and Insurance

Legal Safeguards and Guidelines: Field experiences/internships are governed under the U.S. Department of Labor. This status assures that an intern will be treated equitably and fairly under the law. Although field experiences/internships are generally considered entry-level positions, interns should not be placed in a position where they supplant other employees. Discuss any issues with the university faculty member. For more information on employment law that may affect your field experiences/internships, please see: <http://www.dol.gov/>.

Legal Liability: Depending on the setting, interns may be exposed to highly sensitive information. It is critical policies and legal-liability guidelines are discussed during orientation for the field experiences/internships. Bring any concerns to the attention of the university faculty member.

Safety: Every attempt to assure that a field experience/internship site maintains a safe work environment as required by law will be made. Similarly, students should make every attempt to become familiar with and comply with site-specific safety standards and policies while participating in a field experience/internship.

Harassment: Intern behavior should reflect that of a professional in training. Harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964 and should not be tolerated. Unwelcome, uninvited behavior with sexual, racial, or ethnic overtones occurring in the work place is unlawful harassment, and it is illegal. The university supervisor should be alerted if any uncomfortable behavior is experienced or witnessed.

Intern's Signature _____

Date _____

J: Internship Emergency Contact Form

Intern's Name _____

Internship Site _____

Personal Contact Info:

Home Address _____

City, State, ZIP _____

Home Telephone # _____ Cell # _____

Emergency Contact Info:

(1) Name _____ Relationship _____

Address _____

City, State, ZIP _____

Home Telephone # _____ Cell # _____

Work Telephone # _____

(2) Name _____ Relationship _____

Address _____

City, State, ZIP _____

Home Telephone # _____ Cell # _____

Work Telephone # _____

Medical Contact Info:

Doctor's Name _____ Phone # _____

Dentist's Name _____ Phone # _____

Intern's Signature _____ Date _____

K: Students with Disabilities

Office of Disability Services: Register with Disability Services on campus and speak with the Coordinator for Disability Services about campus resources and options for work-based learning/field experiences/internships. Though it is not the responsibility of the Coordinator of Disability Services to find you a field experience/internship, he or she can often be a good place to start for information.

Document your disability needs: Let the Coordinator of Disability Services and Field Experiences/Internships Coordinator know what accommodations you might need to effectively perform in a work setting early on before you are placed in a field experience/internship so that ample time can be made to complete any required testing to document the need. If you are unsure as to what accommodations you might need, work with the Coordinator of Disability Services to schedule any needed assessments to identify what accommodations would best suit your particular disability.

Consider transportation needs: It is your responsibility, not the responsibility of the site supervisor to get you to your field experience/internship site. When selecting a field experience/internship, evaluate whether or not transportation will be a problem, find out what arrangements can be made, and discuss your needs with your field experience/internship faculty supervisor so he/she is aware of the situation and can help you find the most appropriate match.

Be your own best advocate: Once you start a field experience/internship, keep all of the people supporting you informed of your progress and if you have any learning or functioning needs that are not being met. If an accommodation isn't working and/or if you need a different accommodation, be sure to keep all parties informed as you go rather than waiting until after the field experience/internship is over to voice your concerns.

Know your rights and responsibilities: Be aware of the legal implications of the Americans with Disabilities Act (ADA) and what workplace accommodations you are entitled to under the law. If you do not self-identify and present current documentation of your disability, you might not be eligible to receive accommodations. Consult your institution's Coordinator of Disability Services office to obtain more information.

Intern's Signature _____ Date _____

For Site Supervisors:

Connect with University: Work with the faculty member who is coordinating the field experiences/internships and the disability service providers to promote opportunities to students with disabilities and to learn more about how you can provide ADA compliant opportunities for student interns.

Be flexible and collaborative: The workforce is changing. Some of the best interns are those who you may have adjusted or accommodated for as a result of a disability. Sometimes what may be needed is small (e.g., lighting, seating, workspace arrangements, computer adaptations, etc.), but it makes all the difference for the intern who needs it.

Know your rights and responsibilities: Take a closer look to assure that you understand the law and provide appropriate accommodations for individuals with disabilities. If you have questions or concerns, seek consultation on the Americans with Disabilities Act (ADA).

Train your staff: Assure that you proactively and accurately inform your staff on diversity and disability awareness so that on-site supervisors and co-workers are informed and supportive.

Site Supervisor's Signature _____ Date _____

[Sample Syllabus: The ideas listed below are examples of activities/assignments that you may want to draw upon as you develop a syllabus for an internship.]

Course Description: This course will provide students with an opportunity to apply what they have learned in their graduate studies to a community-based program or agency that supports families and young children. Up to six credits may be earned toward the degree.

Course Objectives:

In this course, the students will be able to:

1. Apply theories, ideas, and understandings about policy and advocacy in early childhood to a community-based setting or state/federal offices that develop early childhood policies
2. Support the development of policy and advocacy strategies while working in programs that support families, young children, and/or professionals who work in the early childhood space
3. Work closely with professionals who carry out leadership, policy development, and advocacy strategies on behalf of families and young children

Required Texts: Readings and textbooks will be determined based on the location of the internship and scope of the work to be performed.

Class Format: This is an internship. Students are expected to collaborate with the faculty member and the site supervisor of the internship to establish the goals of the internship. Students are expected to be available to carry out the goals of the internship in a timely manner. This is a supervised internship and requires approval by the faculty prior to beginning any work.

Late Assignments: Points will be deducted from assignments that are submitted after the deadline; assignments submitted more than 48 hours after the deadline will receive a grade of zero (0). Under extreme circumstances (e.g., documented illness, death in the family), an extension may be given on an assignment; however, such circumstances must be discussed with the instructor in a timely manner and requests for an extension may or may not be granted.

Plagiarism is the use of another person's words or ideas without crediting that person appropriately. Plagiarism will result in failure on an assignment, and possibly dismissal from the University. You must adhere strictly to the _____ (Institution's Name) Honor Code; including academic honesty (see Student Handbook/Code of Student).

“NETIQUETTE”: Please pay careful attention to how messages are posted in Blackboard (or Canvas) and other electronic media.

WRITTEN WORK: Written work must be complete and accurate. It must be typed, free of errors, and conform to APA 6th edition guidelines. Work must be submitted as an attachment via Blackboard by the specified deadline.

COURSE ASSIGNMENTS: For each 3-credits earned, students must complete the following

assignments:

Introductory Post (5%): Students will introduce themselves via the Blackboard Discussion Board and should include professional and educational experiences, philosophy on policy development and leadership, and desired outcomes from participation in this internship.

Internship Preliminary Approval/Contractual Agreement (5%): Students will identify internship placement with the approval of faculty and identify project/deliverable based on organizational needs. The agreement should include a tentative schedule of days/times to be completed.

Internship Project (70%): Students must identify, with the help of the faculty and site coordinator, a project to complete during the internship. The project must be submitted for evaluation. The page length and format of the project will vary depending on the nature of the project.

Internship Log/Internship Evaluation (5%): Students must keep a log of time spent in the internship. A minimum of 100 hours must be logged. Completed evaluation form must be submitted with contact log.

Project Presentation (15%): Students must create and share a multi-media presentation of their project to peers.

GRADING SCALE:

A	95-100
A-	90-94
B+	85-89
B	80-84
B-	75-79
C	70-74
C-	65-69
F	< 65

M: Resources for Activities in Policy and Advocacy in Early Childhood

Early Childhood Partnerships Reports and Tools for Advocacy (2014)

Appalachia Regional Comprehensive Center

https://www.arccta.org/sites/default/files/general_uploads/ARCC%20Early%20Childhood%20Education%20Advocacy%20Tools%20Compendium.pdf

Council for Professional Recognition

<https://www.cdacouncil.org/council-blog/721-everyday-ece-advocacy>

NC Child

<https://www.ncchild.org/take-action/>

The Ounce Early Childhood Advocacy Toolkit (2009)

Source: An Ounce of Prevention

<https://www.theounce.org/wp-content/uploads/2017/03/EarlyChildhoodAdvocacyToolkit.pdf>

Public Policy and Advocacy

National Association for the Education of Young Children

<https://www.naeyc.org/our-work/public-policy-advocacy>

This handbook was developed with a grant from the Heising-Simons Foundation as part of the Early Childhood Policy in Institutions of Higher Education Project. Additional materials have been developed to support faculty in preparing students to obtain positions that develop sound policies for young children, their families, and the professionals who work with them.

All materials are located on the following site: XXXXXXXXXXXX