

February 2, 2016

TO: Jose Wudka, Chair, UCR Academic Senate

FR: Christine Victorino, Assistant Vice Provost Undergraduate Education
Gladis Herrera-Berkowitz, Director of Student Success Programs, Undergraduate Education
Kathleen Sawa, Internship Coordinator, Undergraduate Research

RE: Teaching Credit for Faculty-Led Internship Courses

Background

For many years, the campus has offered academic internships through the UC Washington Internship Program (UCDC) and UC Center in Sacramento (UCCS). These internships provide academic credit, faculty mentorship, and robust internship opportunities. However, less than 100 UCR students per year participate in these academic internships. Hence, the Office of Undergraduate Education (UE) recently developed local academic internships, based here in Riverside and surrounding communities, to provide additional internship options for UCR students.

These new academic internships provide opportunities for many more UCR students to reap the benefits of both an internship and faculty mentorship. Academic internships are different from regular internships offered via the Career Center, in that faculty and UE staff screen internship sites and work directly with site supervisors, recruit and match students based on their skills and abilities, provide academic coursework related to internship activities, and offer up to 4 units of academic credit.

In 2013 and 2014, UE collaborated with various academic departments on campus to offer internships. Academic internships provide students with opportunities to better connect their academic learning with real-world experience, as well as allow students to develop professional skills, build their resumes, create networks, and test a potential field of employment. See here for more information academic UE's academic internships:

http://ugr.ucr.edu/academic_internships.html

In Fall 2014, a Gallup-Purdue University study found that “work and internship opportunities *in college* that allow students to apply what they learn improve the chances that graduates will land work *after college*”. Additionally, students who participated in internships during college are more likely to be engaged at work (more data from the Gallup-Purdue study is available [here](#)).

Also, according to the University of California Undergraduate Experience Survey (UCUES), development of career-related skills was most frequently chosen as a “very important” college outcome, from among 16 choices. Fully 85% of UCR respondents to the 2012 UCUES indicated that this was a “very important” outcome of college. However, students’ opportunities to put this preference into practice appears to be somewhat limited – only one-quarter of students who responded to the 2012 UCUES said they had participated in an internship experience during the previous year.

Currently, if students would like to receive academic credit for an internship, they do so via 198I or 198G courses. Yet, faculty are unable to receive teaching credit for offering these courses (which enroll approximately 15 students each), and thus do not receive formal university compensation (i.e., teaching credit or salary). This is a major barrier for faculty involvement, despite their interest in working with students.

To grow and institutionalize academic internships, Undergraduate Education recommends that faculty should receive teaching credit for internship courses (198I or 198G). Currently, there are exceptions for faculty to receive teaching credit for UCDC courses offered during the summer (with a minimum enrollment of 8 students), and for Public Policy internship courses offered during the academic year.

Departments Involved with Academic Internships

Majors like Business and Political Science require an internship experience as part of their undergraduate curriculum. Oversight of internship courses is taken on as a course overload. In Psychology, this arrangement has not been sustainable, and they have since dropped the internship requirement. Teaching an internship course can require the same amount of time and effort as teaching a full credit-bearing course. As a consequence, lack of teaching credit or salary compensation for internship courses creates a structural disincentive to faculty involvement in internships.

In Spring 2015, Undergraduate Education circulated a Request for Proposals (RFP) for departments of offer academic internships (copied below). Departments were required to designate a faculty member to coordinate internships for 12-20 students. UE provided administrative support to launch the internship program as well as funding for faculty compensation or course release (in lieu of teaching credit). In collaboration with the faculty, our Academic Internship Coordinator initiated partnerships with community internship sites, set clear expectations of professional/academic work to be accomplished, recruited and placed students in appropriate internships, and provided student orientations. The faculty provided a syllabus that connected academic coursework (e.g., readings, assignments, case studies) to work conducted at the internship site(s). UE received 9 proposals and selected 5 departments to work with: Art History, Education, History, Labor Studies, and Women’s Studies. Through these departmental internships over 75 students were placed in 33 organizations in Riverside and the surrounding communities.

Art History: Professor Aleca LeBlanc, Professor Susan Laxton

14 Students

Internship Site	Number of Students
California Museum of Photography	5
Riverside Art Museum	8
Palm Springs Art Museum	1

Education: Leigh Ann Tipton
13 Students

Internship Site	Number of Students
Bullying and Mental Health Lab	2
Child Development Center	3
Childhood Cognition Lab	1
Glen Avon (JUSD)	1
Hillcrest High School (RCOE)	2
Learn to Earn Program (RUSD)	1
SEARCH Center	1
Summer Study Abroad	2

Gender and Sexuality Studies: Professor Marguerite Waller
21 Students

Internship Site	Number of Students
Anointed Vessel Production	1
Office of Sustainability	4
Operation Safehouse	1
R'Garden	7
Undocumented Student Center	3
University High School	1
Women on the Go	1
Women's Resource Center	3

History: Professor Catherine Gudis
12 Students

Internship Site	Number of Students
California Museum of Photography	4
Center for Social Justice	1
Humanities Action Lab	6
Sherman Indian Museum	1

Labor Studies: Professor Ellen Reese
18 Students

Internship Site	Number of Students
AFSCME 3299	1
Habitat for Humanity	1
Latino Voter Registration Education Project	1
Northeast Los Angeles Alliance	1
Teamsters Local 2010	1

UDW/AFSCME Local 3930	5
United Food and Commercial Workers	5
Warehouse Worker Resource Center	2

An evaluation of the internship experience indicated many positive outcomes:

“This internship has inspired me to continue my life commitment to the arts. It has given me the chance to learn valuable information about museum practices, its programming and efforts to continue a love for the arts” - Gustavo Reyes, Spring 2015, Riverside Art Museum

“Upon graduating from UCR, I will become a secondary English teacher for Teach For America in Philadelphia, and my experience throughout the internship allowed me the opportunity to understand how to effectively engage students, as well as address issues like bullying within the context of a classroom, an issue I may encounter as a teacher. The internship also provided me the opportunity to engage in scholarly research on the prevalence of bullying in the United States as well as other countries, and learn about effective programs across the globe that not only address bullying but other issues concerning mental health and wellness within the classroom.” – Alexis Dennis, Spring 2015, Mental Health and Bullying Lab

“The Humanities Action Lab helped me hone my research skills, and it allowed me to work on my public speaking and interview skills. It helped me work on organization and accountability, because the internship was structured in a way that allowed us to pursue our own individual interests in relation to youth incarceration. The internship taught me how past issues can be used in the present to galvanize pressing social issues. The internship allowed me to use my critical thinking skills to dig deeper than the surface in social issues to make connections to how they affect society.” -Felipe Galvan, Spring 2015, Humanities Action Lab

“This internship contributed to my learning and understanding of community issues in relation to my career in the law field. It has expanded my understandings of where big issues are found and how organizations such as UDWA are a great way to help the community out with their issues. Something that i am very passionate about is the legal system and UDWA definitely tries to present this in order for them community to get an understanding of how things actually work.” – Abigail Reyes. Spring 2015, United Domestic Workers of American (UDWA)

In Fall 2015, Undergraduate Education had plans to relaunch the program and found that although faculty were excited about the internship courses, lack of teaching credit prevented them from taking on the additional workload. When surveyed, all five departments unanimously agreed that teaching credit would be ideal because of the amount of effort required to teach an internship course of that size.

“I regret to tell you that I won’t be able to run the internship program in Art History next quarter and we’ll have to put it on hold until it’s approved as a class. I remain enthusiastic about the program, as do the institutions and students, and will happily participate once it’s on the books, but I have to withdraw until then.”

Given these faculty concerns, UE has forwarded this proposal to consider providing academic credit for these faculty-led internship courses.

Academic Internships at Other UC Campuses

The following table outlines academic internship opportunities offered across the UC system.

UC	Academic Internships Offered (Y/N)	Academic Requirements	Time Commitment	Teaching Credit (Y/N)
UC Sacramento Program (UCCS)	Yes-through UC Davis	Student must complete a public policy research paper as part of this course. This course is taken P/NP. (10 units)	Meets weekly in a seminar	Yes- the UC Davis faculty receives teaching credit for this course for the UCCS Program
UCDC Program	Yes- through individual UCR department's 198I courses	Varies by department- typically involves journal entries, book report, and research paper (4 or 8 units)	Varies by department and number of units); Students submit coursework via iLearn or email	No/Yes - During the academic year, faculty do not receive compensation or teaching credit for offering a 198I course within their department. During the summer, a POSC faculty member receives compensation for a minimum of 8 students enrolled in POSC 198I.
UCSD	Yes – through Academic Internship Program	Research Paper or Project Proposal	AIP requires students to communicate with their faculty advisor a minimum of three times per quarter. The initial meeting should be in person. Additional meetings can take place in person, over the phone or via email.	No - AIP does not provide compensation for the faculty advisor role, but does notify department chairs of faculty serving in this role. Faculty should include participation as an AIP faculty advisor on their UCSD BioBib, and may contact AIP to request a list of students with whom they have worked.
UCLA	Yes – though Community or Corporate Internship.	Enrollment in course 195CE,	Internship course meets five times a quarter.	No - UCLA has an internship coordinator that handles the administrative parts of the

	Multiple types available.	an independent study course.		internship program and the instructor for the independent study course is a doctoral student, no teaching credit is awarded because faculty are not involved.
UCM	no information provided			https://hire.ucmerced.edu/students/jobs-internships
UCB	Yes – only available during summer session.	Enrollment in online course ISF 187 “Experiential Learning: Organizational Context, Self-Reflection, and Professional Development”	Professor involved teaches a four unit online course.	Yes - Berkeley has multiple internship coordinators who oversee the administrative part of the internship, make site visits and the like. The professor who teaches the online course does receive teaching credit for the course.
UCD	no information provided			https://icc.ucdavis.edu/
UCSB	Environmental Studies no information provided			http://es.ucsb.edu/student/internships
UCSC	Yes - Chancellor’s Undergraduate Internship Program	Two-unit leadership seminar course is required (CA185ABC - Leadership and Institutional Building).	CUIP provides on-campus internships in programs and departments throughout the campus. Interns work with a staff or faculty mentor to develop personal and professional skills, and take a leading role in producing project in	Yes - Teaching credit is given to the professor who teaches a weekly class but not to the faculty mentors who perform site visits and give assignments outside of the classroom.

			their two unit internship class.	
UCI	no information provided			http://career.uci.edu.php53-14.dfw1-2.websitetestlink.com/students/uci-internship-programs/

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REQUEST FOR PROPOSALS

Academic Internship Program AY15-16

The Office of Undergraduate Education (UE) requests proposals from UCR departments and/or faculty interested in increasing the number of academic internships offered during Winter or Spring Quarter 2016. Proposals should provide student internship experiences with faculty mentorship support and academic credit (198G or 198I course). Academic internships must take place in Winter or Spring Quarter 2016 and involve substantive projects that can be completed in one academic quarter.

Interested departments should identify a faculty member to work with between 12 and 20 students for the academic component of this program. Faculty members are required to hold a seminar for students at least once a week during the academic quarter. Utilization of academic credit earned through the 198I or 198G internship course is required and can count for 1-4 units depending on the academic workload. The proposal should include a syllabus containing learning objectives, course resources, student responsibilities, and methods of assessment and evaluation. In addition, the proposal must outline how academic internships will be identified and how students will be matched to internship placements prior to the start of spring quarter. Academic internships must comply with the Fair Labor Standards Act (see [Fact Sheet #71](#)).

Departmental compensation for the quarter can be up to \$6,000. These funds can be used to support a faculty stipend, faculty research funds (research must be related to the subject of the course), a course buyout, a speaker series, or departmental supplies and materials. Other department activities that require funding to support the academic internship program may be considered. The funds must be used by June 30, 2016.

In Spring Quarter 2015, Undergraduate Education successfully worked with five departments and the Riverside Community Foundation to pilot the Academic Internship Program. The program matched 77 undergraduate interns with 33 various community organizations throughout the Inland Empire. Each internship site provided a 10-week project, clear job expectations, and staff supervision. Interested students were required to complete a skills inventory, and UE worked with supervisors to screen and match students for each internship. Students, faculty mentors, and supervisors were responsible for completing the 198I academic credit form (not required if participating with a 198G), Student Learning Agreement, Supervisor Evaluation of Student Intern, and Student Evaluation of Internship Experience. This model can be used to support proposed projects. UE encourages a wide range of opportunities for UCR students, including placements in local business, government, medical, educational, legal, arts, and non-profit organizations.

Once departments are selected for funding, UE will work with faculty and departments to develop marketing and recruitment plans, adapt the application process for each department, advise students on professional development, place students in academic internships, and at the close of the program, provide tools for individual and departmental evaluations.

Materials that will prove helpful in supporting applications are attached to this Request for Proposals. These materials include proposal guidelines, a student skills inventory, and a sample syllabus..

For additional information, please contact: Kathleen Sawa (Coordinator, Academic Internship Program), kathleen.sawa@ucr.edu, (951) 827-2634; Gladis Herrera-Berkowitz (Director of Student Success Programs), gladis.herrera-berkowitz@ucr.edu, (951) 827-1010. Kathleen Sawa and Gladis Herrera-Berkowitz are available for discussions regarding program development, logistics, and prospective overlap with other internship programs.

The deadline to submit proposals is Friday, December 4, 2015.

PROPOSAL GUIDELINES

Department proposals must include the following items:

1. Program narrative, 2 pages addressing the issues listed below.
2. Draft of program budget
3. Faculty member and syllabus
4. Plan for identifying academic internships
5. Timeline for implementation
6. Sustainability of the program

Completed proposals must be submitted to Office of Undergraduate Education, by email with attachments to kathleen.sawa@ucr.edu. Please include the following subject line: “Proposal for Academic Internship Program (Department)”

Deadline: Friday, October 16, 2015.

1. Narrative Instructions (2 pages)

- a. Program and Course Description (1-2 paragraph description to be used for recruiting students).
- b. Rationale for Department: (i) Please provide justification for why your department should be selected. (ii) Identify faculty member and provide weekly meeting schedule and plan for contact hours during the quarter (this information should be included in the syllabus).
- c. Planned Experiences; i.e. site visits, guest lectures.
- d. List of prior experiences leading students in academic internship programs or activities (for example, if your department has existing relations with qualifying internship sites).

e. Student Recruitment Plan (identify target audience, describe strategies to recruit 12-20 students from within your department).

f. Selection Criteria for students (e.g., GPA, class standing, pre-requisites, skills); see Skills Inventory attached.

g. Course registration procedures, e.g., sample 198I form (available from the [Career Center](#), see Suggested Documentation), required signatures, and instructions for how students will register; for example, see instructions for [Business Administration Internships website](#).

i. Proposals utilizing a 198G course or evidence that the department is working toward the creation of a 198G course

h. Evaluation and assessment plan (UE will provide evaluation forms for the students and internship sites so please describe how it will be implemented as a requirement for participants)

2. Program Budget

Please include a budget for how the \$6,000 will be used to support the program.

3. Please attach a proposed syllabus (see example of a syllabus used for Economics 198I attached)

Include how many units will be offered, based on the workload per unit (1-4 units).

4. Plan for identifying internships

Please include a list of possible internship sites, either through existing department relationships or activities, or through collaboration with the Career Center or UE's partnership with the Riverside Community Foundation (see list of internships from Spring 2015 attached). Please explain how the department or faculty member will ensure that each internship is an appropriate 10 week project, with clear job expectations and staff supervision. Internship commitments should be at least 10 hours per week during the quarter.

5. Timeline for Implementation

Please include important dates for student recruitment for internships, identification of internships prior to spring quarter, course enrollment, faculty meetings, etc.

6. Sustainability of the Program

Please include a long-term action plan for the program.

SKILLS INVENTORY

Below is an example of a skills inventory that was generated based on the skills potential organizations required.

Please check your level of experience in the following skill areas:

Advanced = upper-division course work in area and/or one or more years of work experience.

Intermediate = lower-division course work and/or six months of work experience.

Beginning = no course work and less than six months work experience.

None = no course work and no work experience.

Skill Areas	Level of Experience			
	Advanced	Intermediate	Beginning	None
Writing or editing reports				
Website design or management				
Development of social media platforms				
Blogging				
Interviewing				
Conducting focus groups				
Data or information gathering				
Creating or managing spreadsheets				
Quantitative data analysis				
Event planning				
Marketing				

Creating historical archives or exhibits				
Photography				
Video filming and production				
Volunteer coordination				
Budget analysis or management				
Translation services (e.g., Spanish, Vietnamese)				
Oral presentations				
Leading or facilitating workshops				
Teaching				

Education Syllabus- Spring 2015

Course Description

This course is designed for upper division undergraduate students and will provide hands on experience for those interested in special education and related fields. As demonstrated by the offerings of an education minor and the teacher credential program in the Graduate School of Education, UC Riverside is already expanding the field of education to more undergraduates and recent graduates. Practical experience in the field will expand upon these programs, providing students with salient knowledge and training in their area of interest. Student in this internship program will volunteer their time in an educational placement, learning firsthand about the various roles and functions of service providers in the field of special education. The professionals involved will be available to assist students in developing their particular educational career track and help guide them through the course of the program. Internship sites will include placements in educational, clinical, and research settings working with students with exceptional needs.

The corresponding coursework will facilitate students' learning about background content (e.g., intellectual/developmental disabilities, child and adolescent psychopathology) training in research skills (e.g., developing coding procedures and methods for collecting data), and professional development (e.g., applying for graduate school, career searches and job applications, and preparing a resume/CV). There will be an emphasis on the "case study" approach to conceptualizing individual cases and learning how to connect practical experiences with the assigned coursework.

Required Readings

I will post all materials that can be downloaded as handouts on the course website at www.iLearn.ucr.edu. If you have difficulties getting on to the site or navigating around it, please contact the university helpdesk (the link is on the iLearn site). Other announcements or notes may be posted there, so please check this site at least once a week. Whenever possible, I will post notes/slides for class that you may download to facilitate your note taking.

Additional Helpful Text

Hacker, D., Sommers, N. (2011) *A Writer's Reference* (7th Ed.) Bedford/St. Martin: Boston.

<http://www.amazon.com/Writers-Reference-Resources-Multilingual-ESL/dp/0312649363>

Grading Criteria

The goal of this course is to develop the student's understanding of exceptional children. In doing so, students will be responsible for meeting the following grading criteria:

Case Study (25%):

Students will be expected to pick a student they can observe and/or work with during the quarter in which they will write bi-weekly reflections about the progress of the student. Reflections will include academic interventions, behavioral problems, teaching strategies, parent inclusion, etc. No personal identification of the target student will be included.

Educational Program Review (25%):

Pick one of the educational programs, interventions, teaching strategies, techniques used, or plans in place from your internship site and provide a 2-3 page typed paper to include the following: 1) What is the educational program that you have chosen? 2) What do you observe about this educational program? 3) What evidence can you find to support this program? Be sure to include evidence based research and not just public opinion resources. 4) To what extent is your internship site implementing the technique as it is outlined from the research?

Interview and Placement Background (50%):

(1) Conduct an interview with your immediate supervisor, (2) Conduct a second interview with a co-worker, and (3) Learn about the background and history of the organization you selected.

The aim of these two interviews will be to determine the role that the person holds, the job expectations for the position, and how that individual came to attain his/her position.

The aim of the background and history will be to learn more information about the organization you are interning with. *How is the organization structured and funded? What are the organization's goals? Who does it serve? What is your assessment of the organization, e.g., does it do its job well? Knowing what you know of this organization, how could it be changed for the better?*

. A summary of this information should be written up in a 3-4-page typed paper due and should include your reflection of your personal experiences over the course of internship and how it has affected your understanding of the field of special education. Has the internship, changed, challenged, or confirmed any pre-existing notions you held?

Performance in Internship: According to university policy, credit can only be given for the academic assignments found in this syllabus. However, students cannot receive a passing grade if they have not satisfactorily completed the internship. Internship supervisors complete an evaluation form at the end of the quarter, and a positive assessment can only help you.

SPRING QUARTER SCHEDULE

April 1 Introduction to Educational Placements

April 8 Parent involvement and wrap-around services **(Case Study #1)**

April 15 Intervention Research

April 22 Clinical Settings and Professional Practice **(Case Study #2)**

April 29 Behavioral Interventions. (Educational Program Review Due)

May 6 Graduate School and Beyond **(Case Study #3)**

May 13 Education and the Legal Field

May 20 Early intervention in community treatment settings **(Case Study #4)**

May 27 Transition to Adulthood

June 3 What's next for you? What's next for the field? **(Case Study #5)**

Friday, June 5: Interview and Placement Background Paper Due

Grading and Course Policies

Grades

A = 94-100; A- = 90-93; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76

C- = 70-72; D = 60-69; F = < 60

No late assignments will be accepted without prior written notice and approval.

UCR POLICIES FOR ALL COURSES

Attendance Policy

GSOE takes seriously the need for students to attend and actively participate in classes; class absences and lack of participation undermine the learning process. Students who miss more than 20% of the course meetings are strongly encouraged to withdraw from the course. Instructors may also fail such students, except in the case of documented serious illness or immediate family emergency. Missing portions of classes, through persistent late arrival or early departure, can count toward the "more than 20%" of class time.

Writing Policy

The Graduate School of Education believes that all students should exit its programs with strong writing skills. As such, the quality of written composition as well as content will be factored into grades on students' papers for all education courses.

Academic Integrity

Students are expected to conduct themselves and their work in a manner consistent with UCR's policy on academic integrity. Academic misconduct includes, but is not limited to, cheating, fabrication, and *plagiarism* (e.g., using another's work or ideas without giving credit—intentionally or unintentionally). There are two types of plagiarism. One is using the exact wording (copying abstracts, paragraphs, sentences, or other phrases) without putting the material in quotation marks and citing the source. The other type is putting someone else's ideas in your own words (or simply changing a few words here and there) without citing the source. Academic misconduct will result in a "0" for the assignment, and will be reported to the Office of Student Affairs. Examples of academic misconduct can be found at <http://www.conduct.ucr.edu/>.

Please familiarize yourself with UCR's policies and procedures regarding academic integrity, published in full in the Schedule of Classes.

Students with Disabilities - If you have a disability, for which you need accommodation, please contact the instructor as soon as possible. Your feedback about the inclusivity of the course content and teaching methods will be appreciated and taken into consideration.

