M.Ed. in Human Resource and Organizational Development Graduate Handbook

Department of Lifelong Education, Administration, and Policy

College of Education

Last updated July, 2014

University of Georgia, Athens, Georgia
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PROGRAM OF STUDY: M.ED. IN HROD

PURPOSE
The Masters of Education degree in Human Resources and Organizational Development (HROD) teaches professionals innovative approaches to address today's challenging HR and organizational development issues. Learn how to help an organization expand resources and capabilities through change management, group problem solving, talent management, team development, business process analysis and design, and customized training.

The goal of the M.Ed. in HROD program is to develop reflective practitioners with the capacity to strategically and holistically use an array of interventions to develop healthy and sustainable organizations.

The emphasis of the M.Ed. curriculum is practical because graduates are most often employed in positions with an applied focus. The M.Ed. in HROD provides students with an opportunity to gain knowledge and skills focusing on learning within the work environment, career development, organization development, group facilitation, globalization, and workplace educational technology. Because of the interdisciplinary nature of this degree, students are encouraged to take courses from several departments.

COURSEWORK
The curriculum is conceptualized around Organization Development (OD) values and processes to develop professionals who can facilitate action research at the individual, group and organizational levels and use an array of interventions to address today's most pressing workplace challenges.

The 33-credit (11 course) curriculum builds skills, capacities, and knowledge in each of the core phases of the OD/AR process, which include:

- Scaffolding/framing of human resource and organization development
- Analysis and discovery of needs
- Design and development of interventions to develop people and organizations
- Evaluation

<table>
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<tr>
<th>Phases of OD/AR</th>
<th>Credits</th>
<th>Program Courses</th>
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<tbody>
<tr>
<td>Scaffolding &amp; Framing</td>
<td>9</td>
<td>• Human Resource and Organization Development (EADU 8190)</td>
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<td></td>
<td></td>
<td>• Leading from Within (EADU 8610)</td>
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<td></td>
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<td>• Leading Change in Workplace and Adult Education Organizations (EADU 8210)</td>
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<tr>
<td>Analysis &amp; Discovery</td>
<td>6</td>
<td>• Analyzing Needs (EADU 8610)</td>
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<td></td>
<td>• Evaluating &amp; Interpreting Research (EADU 6200)</td>
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<tr>
<td>Design, Develop, Intervene</td>
<td>12</td>
<td>Students take 4 courses from this category based on previous experience and future career goals. Typical offerings include:</td>
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<td>• Training &amp; Development (EADU 7040)</td>
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<td></td>
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<td>• Career Development and Coaching for Adults (EADU 6300)</td>
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Facilitating Group Change and Development (EADU 8320)
Organizational Development (EADU 8300)
Adult Learning: Creating a Learning Infrastructure (EADU 8610)
Other relevant electives will be offered pending interests in the cohort. These could include International HROD, Critical OD, etc..

<table>
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<th>Evaluation</th>
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<tr>
<td>• Evaluation in HROD (EADU 8610)</td>
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<tr>
<td>• Capstone Course/Applied Project (EADU 7650)</td>
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* EADU 8610 is a “special topics” course number. These course numbers may change once the course is piloted and approved through the curriculum process.

Students who follow the prescribed sequence of courses (two courses each Fall and Spring and one course in the summer) will complete the program in two years. In addition to the coursework, students will complete an applied project, prepare a M.Ed. Student Portfolio, and complete a final oral exam.

Each Fall a new cohort is launched either at the UGA Gwinnett campus or via our fully on-line format. The program of study is the same for either format of the degree.

• **Cohorts at the UGA Gwinnett Campus:** At the UGA Gwinnett campus, most classes are taught in a blended learning format—providing the flexibility and convenience of on-line learning combined with the advantages of connecting more personally with your instructors and colleagues. Face-to-face class sessions are offered once a week in late-afternoon/evenings at the UGA Gwinnett campus.

• **On-Line Cohort:** The fully on-line version of the degree is specifically designed to meet the needs of working professionals who are unable to attend classes in the traditional university setting. All coursework and assignments are conducted online, and no campus visits are required.

See the HROD website for an advising worksheet that will be used in the advising process with your Advisor. A sample of this is also included in Appendix G.
An internship is not required in the HROD M.Ed. program unless the student has less than 3 years of relevant work experience in HROD. In these instances, the student is expected to take 3-credits worth of internship to provide the student with career experience in an organizational setting, allow the development of skills appropriate to working independently, and to provide new learning opportunities for the student to move from theory to practice. The program requirements are flexible and can be negotiated between the student and the faculty advisor.

Students are usually responsible for developing their own internships under the guidance of their faculty advisor and site supervisor. In the past students in the department have completed internships in various organizations such as educational institutions, business and industry, voluntary organizations, community development organizations, libraries, or health care institutions.

Because so many of our students are employed full time, a student may choose between two types of internships. The student’s faculty advisor will oversee either type of internship. The first type is when the student actually works a set number of hours in the organization under the direction of the site supervisor and has day-to-day responsibilities within the organization. The second type of internship is project centered and, if necessary, can be conducted at the student’s location of full time employment. Here the student identifies a need and designs and implements a solution that will contribute to the improvement of the organization and allow the student to learn from the experience. The project centered internship might involve developing and delivering training programs, conducting evaluations, establishing new and innovative marketing strategies, or creating an entirely different program for the organization.

Internship Requirements

Each internship must meet certain criteria to be approved by the department:

1. The internship must demonstrate that the student is engaged in new learning and not repeating prior knowledge or activities.
2. Each student will prepare an individualized learning plan that includes specific learning objectives, activities and resources, schedule of completion, and criteria for accomplishing the stated objectives.
3. Each student must register for EADU 9700 prior to beginning the internship. EADU 9700 is repeatable up to 12 credit hours. Each semester credit hour equates to 45 clock hours.

Sometimes even the best planned internships are altered because of changes in the organization, the site supervisor changes, or the student may encounter difficulties. In this case, the student should contact the internship faculty advisor and arrange to alter the internship plan.

Internship Process

Each internship is a unique opportunity for students to plan, develop, and implement their own program of study. Although each internship experience is different there are certain steps that should be followed in order to receive credit for the program of study. Students should begin this process the semester before they register for the internship. Register in the semester you think you will complete the internship.
1. **Meet with the faculty advisor** to discuss possible ideas for an internship.
2. **Research potential internship sites** and learn as much as possible about the organization before contacting the site supervisor. A database of potential sites is available in the department or through the Career Planning and Placement Office of the University.
3. **Contact the site supervisor** and explain your internship objectives. Provide the site supervisor with materials that explain the internship program and the responsibilities of each person involved (Appendix A).
4. Early in the process, **meet with the faculty advisor** and outline the plan for your internship program. Develop the learning objectives and activities to be achieved during the internship (Appendix B).
5. **Prepare an internship agreement** listing the name of the organization, the site supervisor(s), learning objectives and potential outcomes. The student, the faculty advisor, and the site supervisor should sign this form. (Appendix C).
6. **Contact should be made** between the faculty advisor and site supervisor at some time during or at completion of the internship, whether by a scheduled meeting or telephone call.
7. **At the completion of the internship, provide the site supervisor with an evaluation form** to complete and return to the faculty advisor (Appendix D).
8. **At the conclusion of the internship**, the student should provide the faculty advisor with a **final report** that includes items negotiated between the student and the faculty advisor. These may include the internship proposal, the log (Appendix F), the learning objectives achieved and not achieved, any learning objectives achieved that were not part of the original plan, and any products produced during the internship. The intern should also complete an **evaluation form** at the conclusion of the internship (Appendix E).

**Internship Proposal**

The internship proposal is the beginning of the process and is the most valuable because it outlines the plan of what will be done. Discuss your ideas with the faculty and other students as a way to clarify your plans. The final written proposal allows the faculty advisor the opportunity to review and approve the internship plan.

The internship proposal should include the name, address, phone number, and name of the potential site supervisor. The estimated time span of the internship should also be included. Finally, the proposal should include a brief description of the activities and products that will result from the internship.

**Internship Learning Agreement**

The learning agreement describes as specifically as possible exactly what will be done during the internship, what learning should take place, and how it will be demonstrated that the learning has taken place (Appendix B). The learning agreement should include the following:

- Dates of the internship
- Description of the activity: describe the proposed project activities and products that will result from the internship.
- Identify the goals and objectives of the internship. The goal is a general statement about the general area of activity. The objectives are specific steps used to achieve each goal. Each goal may have several objectives.
- Describe the activity which is designed to meet each objective.
- Describe how it will be demonstrated that each objective has been achieved. (For example, products such as curriculum development, handbooks, letters, log, or evaluations)
- Describe any new learning that is expected during the internship
- Provide space for the signatures and dates for the intern, faculty advisor, and site supervisor
Final Report

The final report generated from the internship might include but is not limited to the following items:

• Internship Proposal
• Agreement for Internship Study
• Internship Learning Agreement
• Internship Log (Appendix F).
• Products and material from the internship
• Evaluation of the Intern by the Site Supervisor
• Evaluation of the Internship by the Intern

Reflective paper (this is an optional requirement, but it gives the student the opportunity to express what happened, what was most successful, what if anything should have been done differently)

APPLIED PROJECT

MASTER'S APPLIED PROJECT (EADU 7650)
The Applied Project is designed to be a capstone experience for Master's students. It is the last, or nearly last, "course" of students' programs. In this final project, students are expected to apply the knowledge gained in Master’s courses to actual or anticipated work settings. An Applied Project should:
Focus on useful knowledge in a student’s current or desired arena of practice;
Involve information gathering, analysis, and interpretation; and
Result in one of two substantial products (described below)

OPTION 1: DEVELOPMENT PROJECT
Develop a specific, practical product that could be utilized (examples include workshop, evaluation plan, simulation, website, video, change intervention, model or guidelines for best practice, etc..), accompanied by a formal written report.
• Describe the development of the product
• Discuss how relevant literature and coursework informed the development of the project
• Provide evidence of the utility and effectiveness of the product (if applicable)

OPTION 2: DATA-BASED RESEARCH STUDY
Conduct a study and develop a formal report of that study (examples include needs assessment, evaluation study, action research, and other research projects as negotiated with the Major Professor)
Report must include clear statement of purpose, literature review, methodology, findings, and discussion

STEPS IN COMPLETION OF AN APPLIED PROJECT:
1. The student schedules an initial, exploratory meeting with his or her advisor to discuss the guidelines for the applied project, human subjects approval if needed, frequency of meetings, etc.
2. This meeting is followed up with a student-written memo laying out the rationale, goals, activities, and anticipated end-product; see recommended attached form;
3. The student should schedule at least one mid-project conversation with his or her advisor to update progress;
4. It is recommended that a draft of the Applied Project be given to the advisor for review two weeks before the final due date.
NOTE: The Applied Project is usually completed under the direction of the student's advisor. However, student interest and/or faculty schedules may result in the project supervisor being a faculty member other than the advisor.

Examples of Typical Applied Projects:

- A needs assessment survey for an adult higher education program;
- A small-scale qualitative study of young female graduates and career development;
- A small study of the applicability of andragogy to adult education in Hong Kong;
- The development of a workshop on planning issues between two agencies serving public housing residents;
- A needs assessment of community residents to determine whether or not there was a sufficient interest in an evening program for adults;
- The development of a training program on breast cancer in African-American communities for a sorority to use as one of their community projects;
- An evaluation assessing lessons learned and mistakes made in planning an electronic forum between two institutions;
- A survey asking how Adult Education masters graduates without previous adult education work experience have found employment and in what settings;
- Development of a leadership training program for ministers in Atlanta;
- Development of a reference file for local adult educators on resources available for lesbian professionals in the greater Atlanta area;
- Analysis of success factors from the literature, for community improvement, followed by case descriptions of five communities and how they scored on the success factors;
- Titles of studies conducted include:
  - The Probate Court Clerks of Georgia: An Educational Needs Assessment Overview
  - Measuring the Effectiveness of Human Resources in EMC Corporation's Global Services Division
  - Reducing Recidivism: A Plan for Community Mentoring of at-risk Adults
  - Performance Gap Analysis of Houston Orthopedic's Patient Flow Process
  - Georgia Aviation Technical College: Institutional Effectiveness Model
  - Appalachian Technical College Orientation Seminar for Part-time Instructors, Aids, and Office Staff in the Department of Adult Literacy
  - Southern Regional Education Board's Electronic Campus Lifelong Learning: Opportunities for Older Adults? Web Site
  - Risk Management Training for Multicultural Flight Crews: Delta Airline
  - Developing an E-Learning Strategy: Verizon Wireless
  - Computer Integration in the Adult Literacy Classroom
  - Motivations of Older Adults Who Participate in Learning-in-Retirement Programs
  - Best Practices for Responding to Anti-Lesbian, Gay, Bisexual, and Transgender Behaviors in K-12 Classrooms: Interviews with Southeastern U.S. Teachers
EXIT EXAM AND PORTFOLIO

PURPOSE
The Final Examination for M.Ed. students consists of the creation of a Portfolio followed by an oral presentation. The portfolio offers the opportunity for students to integrate and synthesize what they have learned in the program, as well as to demonstrate mastery within the program.

COMMITTEE
Student’s Advisor and two other faculty members. These two committee members can come from any department in the university, but are typically faculty members of HROD/AELOD. The student selects these committee members in consultation with their Advisor.

SCHEDULING THE EXAMINATION
The exam will be conducted either in-person (at UGA Gwinnett or on the main campus in Athens) or through a phone conference (for all on-line students and for UGA Gwinnett students when in-person meeting is not possible).

The student and the faculty advisor are responsible for scheduling the date and time of the oral examination. The portfolio must be reviewed by the Advisor before being distributed to the committee. The portfolio should be given to the committee members at least one week prior to the scheduled meeting. The exam should be completed at least 1-2 weeks before finals week begins. Please consult the deadline dates published on the Graduate School Website (http://www.grad.uga.edu) or when working with your Advisor to select a date for the oral examination.

Components of the Portfolio:

- **TITLE PAGE**: Include your name as well as the date, time, and location of the examination.
- **PROGRAM OF STUDY**: LEAP’s academic advisor will have a copy of the Program of Study.
- **RESUME**: Enclose an updated version of your resume.
- **WRITTEN STATEMENT**: Write an autobiographical statement that addresses the following:
  - Background (including past educational and work experience)
  - Goals and objectives you had for the program, and a brief assessment of how those were fulfilled (At the discretion of your Advisor, this could include a copy of your original letter of intent)
  - Future career goals
- **ABSTRACTS**: Four to five abstracts (2-4 pages each) that identify and describe key learnings you have gained from your experience in the program. The goal should be integrating what you have learned during your program, identifying four to five key learnings, and clearly explicating the components of your program (content, projects, assignments, or other activities) that helped you to gain that insight and that demonstrate some mastery in that area.
- **APPLIED PROJECT**: A one to two page executive summary of your Applied Project.
• **STATEMENT OF YOUR HROD PHILOSOPHY:** A statement describing your core beliefs around topics that are central to your current and future practice of Human Resource & Organization Development

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**PREPARING FOR GRADUATION**

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**FINAL REGISTRATION REQUIREMENT**

Students must be registered at the University of Georgia for a minimum of three hours of credit the semester in which they complete all degree requirements. Once degree requirements have been completed, no further registration is required, even if the official graduation date is in a following semester.

A graduate course, GRSC 9270 (Graduate Study Completion), is designed for students completing degree requirements who will be using staff time or University facilities and for whom no regular course is appropriate. Permission to register for this course must be granted by the Graduate School.

Students will not be approved for graduation if they have a grade of I or NR which, when changed to a recorded grade, could cause the graduate grade point average to fall below the minimum required for graduation.

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**APPLICATION FOR GRADUATION**

An application for graduation must be filed with the Graduate School no later than Friday of the second full week (the first full week for summer) of classes in the semester of the anticipated graduation date. Applications are completed at the Graduate School Website.

[https://gradschoolforms.webapps.uga.edu/form_types/1](https://gradschoolforms.webapps.uga.edu/form_types/1)

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**PROGRAM OF STUDY**

An approved Program of Study must be filed no later than the beginning of the semester graduation is expected but no later than the Friday of the first full week of classes the semester in which a student anticipates graduation. The deadlines of the Graduate School shall dictate this date. Applications are completed at the Graduate School Website. M.Ed. in Adult Education students complete the form entitled:

*Program of Study for Non-Doctoral Professional Degrees*

This is found at the Graduate School Website:


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**LATE FILING OF GRADUATION FORMS**

A graduate student who misses a graduation deadline by failing to file the Application for Graduation, and/or completed Program of Study Form will have the option of paying a single fee of $50 (check or money order in U.S. dollars) for late processing of all required forms. A completed Late Filing for Graduation Form, all required graduation forms, and the late fee payment must be submitted to the Graduate School Office of Enrolled Student Services within 45 calendar days of the original deadline. After the 45 day late period, no students will be added to the commencement roster for the current semester. Graduate School Deadlines are found at:

[http://www.uga.edu/gradschool/academics/deadlines.html](http://www.uga.edu/gradschool/academics/deadlines.html)

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**CHANGE IN GRADUATION DATE**
If a student cannot complete degree requirements in the semester for which a graduate application was submitted, the student should notify the Graduate School of the new date of intended graduation by submitting written notification to the Enrolled Student Services Office. Email gradinfo@uga.edu.

**GRADUATE SCHOOL POLICIES**

**ACADEMIC HONESTY**

Every student must agree to abide by UGA’s academic honesty policy and procedures known as A CULTURE OF HONESTY (http://www.uga.edu/honesty/ahpd/culture_honesty.htm) when applying for admission to the University of Georgia. A CULTURE OF HONESTY and the University of Georgia Student Honor Code work together to define a climate of academic honesty and integrity at the University.

Academic integrity is an adherence to a high standard of values regarding life and work in an academic community. Pursuit of knowledge and the creation of an atmosphere conducive to learning are both definite aspects of academic integrity, but its basis lies in the standard of honesty.

Students and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction.

**CONTINUOUS ENROLMENT POLICY**

Graduate students must register for a minimum of three hours of credit during any semester in which they use UGA facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit during the fall and spring semesters and nine hours of graduate credit during the summer semester. Other programs, offices, and agencies, such as the Veterans Administration, Immigration and Naturalization Service, and financial aid programs may have other minimum requirements for enrollment.

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

**PROBATION AND DISMISSAL**

Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Termination of students will follow policies and procedures adopted by the department and reported to the Graduate School. The department must immediately notify the Graduate School of a dismissal. The student will be prevented from enrollment in future terms. Dismissal by an academic department may be appealed to the dean of the Graduate School after all avenues of appeal have been exhausted at the departmental level. This should be completed within 30 calendar days of the decision resulting from an appeal to the department. When students are terminated by a department, but not simultaneously by the Graduate School, they may apply for admission to another graduate program; however, they may not apply for admission to the same department from which they were dismissed.
Students with a cumulative graduate course average below 3.0 for two consecutive terms are placed on academic probation by the Graduate School. They then must make a 3.0 or higher semester graduate average each succeeding semester that their overall cumulative graduate average is below 3.0. These students are no longer on probation when their cumulative graduate average is 3.0 or above. If they make below a 3.0 semester graduate average while on probation, they are dismissed. When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate average that is used for probation, dismissal, admission to candidacy and graduation. Grades of S, U, I, and V will not be used in calculating the cumulative graduate average. However, when a grade of I converts to F, this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for the semester in which it converted. When students are dismissed under the terms of this policy, they may not apply for admission to another graduate program offered by the University.

Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of notice of dismissal. Information concerning the appeal process may be obtained in the Graduate School.

**TRANSFER OF CREDIT**

**Acceptance of Credit by Transfer:** If graduate credit earned at an accredited institution constitutes a logical part of the student's program, transfer of credit may be allowed when recommended by the student's major professor and graduate coordinator, and when approved by the dean of the Graduate School. Such transfer of credit cannot exceed six semester hours and must fall within the time limit of the degree. Transfer credit cannot be used to fulfill the requirement that 12 semester hours on the program of study be open only to graduate students. No grade below B may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transfer grades are not used in calculating cumulative averages. All requests for transfer credit, with accompanying official transcripts, must be in the Graduate School by the midpoint of the semester in which the student plans to graduate.

**APPEALS**

University of Georgia students have the right to appeal academic decisions. Usually the appeal goes first to the unit responsible for the decision (for example, grades or departmental requirements to the department; college or school requirements to the school; university requirements to the Educational Affairs Committee). An unfavorable ruling at one level can be appealed to the successive levels (viz. a department ruling can be appealed to the college in which the institutional unit is located; a college-level ruling can be appealed to the University Council Educational Affairs Committee; the Educational Affairs Committee ruling can be appealed to the President of the University; and the President’s ruling can be appealed to the Board of Regents).

Appeals of academic matters should be referred to the

Office of Vice President for Instruction,
101 Franklin House,
(706) 542-4336

Policies regarding appeals in the Graduate School may be obtained from the
Office of the Dean,
320 E. Clayton Street, Suite 400
(706) 425-3111 or 425-3215

FOUNDATIONS
The Jeannette Rankin Foundation
http://www.rankinfoundation.org/

Policy Centers
http://policy.ucsf.edu/

ORGANIZATIONS
Academy of Management (AOM)
http://www.aomonline.org/

Academy of Human Resource Development (AHRD)
http://www.ahrd.org/

Adult Education Research Conference (AERC)
http://www.adulterc.org/index.htm

Adult Higher Education Alliance (AHEA)
http://www.ahea.org/

American Association for Adult and Continuing Education (AAACE)
http://www.aaace.org/

American Association of Community Colleges
www.aacc.nche.edu

Association of Community College Trustees
www.acct.org

Commission of Professors of Adult Education (CPAE)
http://www.aaace.org/cpae/

International Adult and Continuing Education Hall of Fame
http://www.halloffame.outreach.ou.edu/

International Council for Adult Education
http://www.icae.org.uy/

League for Innovation in the Community College
www.league.org

National Consortium of Directors of Lesbian Gay Bisexual and Transgender Resources in Higher Education
http://www.lgbtcampus.org/

The International Society for Performance Improvement (ISPI)  
http://www.ispi.org/

The Organization Development Network  
http://www.odnetwork.org/

The Scholarship of Engagement  
http://www.scholarshipofengagement.org/

The Society for Human Resource Management  
http://www.shrm.org/

United Nations Educational, Scientific and Cultural Organization (UNESCO)  

UNIVERSITY OF GEORGIA CENTERS

University of Georgia Institute for Women’s Studies  
http://www.uga.edu/iws/index.html

University of Georgia Institute of Gerontology  
http://www.geron.uga.edu/about/centerlogo.php

ADULT EDUCATION RELATED ORGANIZATIONS

Adult Education Research Conference (AERC)  
http://www.adulterc.org/

American Association for Adult and Continuing Education (AAACE)  
http://www.aaace.org/

American Educational Research Association (AERA)  
http://www.aera.net/

Camp Sister Folk School  
http://www.campsisterspirit.com/

Education Resources Information Center (ERIC)  
http://www.eric.ed.gov/

Gay, Lesbian and Straight Education Network  
http://www.glsen.org/cgi-bin/iowa/all/home/index.html

Highlander Research & Education Center  
http://www.highlandercenter.org/default.asp
International Council for Adult Education (ICAE)
http://www.icae.org.uy/

John C. Campbell Folk School
http://www.folkschool.com/

UNESCO Institute for Lifelong Learning (UIE) http://www.unesco.org/education/uie/index_uie.shtml
APPENDIX A: INFORMATION FOR SITE SUPERVISORS

The purpose of the internship program is to provide the student with professional field experience that relates to the academic preparation provided by the Program of Adult Education. It is recommended that the intern be allowed to participate in activities related to your organization and assume specific responsibilities or projects that will benefit both the student and your organization.

INTERNSHIP AGREEMENT: After discussions with you and the faculty advisor, the intern will prepare a list of agreed upon learning goals and objectives identifying what the intern will do, strategies as to how the intern will complete each goal and objective, and provide documentation that demonstrates the attainment of each goal and objective. This documentation will serve as the learning contract between all parties involved. If the contract must be changed at any time during the internship, all parties must agree to any and all modifications.

RESPONSIBILITIES OF THE INTERN: It is the responsibility of the intern to see that all necessary paperwork is completed and arrange meetings between the faculty advisor and the site supervisor. Additionally, the intern will provide your organization with professional knowledge in an area that will benefit your organization. The intern is expected to abide by all rules and regulations of your organization and behave in a professional manner.

RESPONSIBILITIES OF THE SITE SUPERVISOR: As the site supervisor, it becomes your responsibility to assist the intern in fulfilling the learning agreement by providing appropriate and valuable learning experiences. This will involve one or more preliminary discussions to define the internship program objectives and activities as well as supervising the student during the internship. You will be asked to complete an evaluation form concerning the intern’s performance while working in your organization.

RESPONSIBILITIES OF THE FACULTY ADVISOR: The faculty advisor will be available to assist the site supervisor and intern at any time during the internship. The faculty advisor will be responsible for assigning a grade at completion of the internship based on the site supervisor’s evaluation, the faculty advisor’s observations during the internship, and on any documents that resulted from the internship.

Thank you for giving our students the opportunity to have such a rewarding experience as part of their program of graduate study. We hope you and your organization will receive many benefits from the internship program.
APPENDIX B: AGREEMENT FOR INTERNSHIP STUDY

The University of Georgia
Program of Adult Education
River’s Crossing
850 College Station Road
Athens, Georgia 30602-4811
(706) 542-2214 or fax (706) 542-4024

Name: ___________________________________________ SSN __________________________

Address: ____________________________________________________________

Street ___________________________ City ___________________________ State ________ zip ______

Telephone: Home: ___________________________ Business: ___________________________

ORGANIZATION AGREING TO ACCEPT AN INTERN AND PROVIDE GUIDANCE AND SUPERVISION AS OUTLINED IN THE INTERNSHIP CONTRACT:

Name of Organization: __________________________________________________________

Site Supervisor: _______________________________________________________________

Address: ___________________________

Street ___________________________ City ___________________________ State ________ zip ______

Telephone: ___________________________

Dates of Internship: ___________________________

Start ___________ End ___________

Internship Department or Specialization: ___________________________________________

Intern Salary (if applicable): ___________________________

The intern will receive ___________________________ hours of graduate credit (45 hours per credit hour)

The intern, site supervisor, and faculty advisor have agreed on the specific learning goals, objectives and activities. A copy of this agreement is attached.

_________________________ Date ___________________________ Date

Intern ___________________________

_________________________ Date ___________________________

Site Supervisor ___________________________

_________________________ Date ___________________________

Faculty Advisor
APPENDIX C: SAMPLE INTERNSHIP LEARNING AGREEMENT

Description of Activity:

Goal(s) of the Internship/Purpose:

Learning Objective One:

Activity:

Learning Demonstrated or products resulting from the activity:
APPENDIX D: EVALUATION OF THE INTERN BY SITE SUPERVISOR

Student Intern Name: _______________________________________________________

Internship Site: ____________________________________________________________

Site Supervisor’s Name: ____________________________________________________

1. In your opinion, how well were the learning objectives achieved or not achieved by the intern?

2. In what ways did the student intern contribute to your organization?

3. What particular strengths did the student intern demonstrate that might prove valuable in a future career?

4. Are there any areas in which the student intern might need strengthening?

5. Overall assessment of the intern’s performance (circle one)
   Excellent  Above Average  Average  Below Average  Unacceptable

6. Overall assessment of the intern’s contribution to your organization (circle one)
   Excellent  Above Average  Average  Below Average  Unacceptable

Please sign and return this form to the faculty advisor: The University of Georgia, Adult Education Program, River’s Crossing, 850 College Station Rd. Athens, GA. 30602.

__________________________________________________________________________

Site Supervisor                                           Date
APPENDIX E: EVALUATION OF INTERNSHIP BY INTERN

Intern’s Name: __________________________ Field Supervisor’s Name: __________________________

Internship Site: _________________________________

Date of internship: From: __________________________ To: __________________________

1. In your opinion, how well were the learning objectives achieved or not achieved during the internship?

2. In what ways did you contribute to the organization in which you were an intern?

3. What learning experiences were the most significant to you?

4. Please list the strengths of your internship.

5. If you were to design this internship for another student, what would you do differently? Explain why.

________________________________________________________________________________________

Please sign and return this form to your faculty advisor: The University of Georgia, Adult Education Program, River’s Crossing, 850 College Station Rd., Athens, GA 30602

Intern Signature: __________________________ Date: __________________
APPENDIX F: SAMPLE INTERNSHIP LOG

The actual intern’s log of activities should reflect the project objectives of the learning experience and include more detailed information about the activities than those presented in the sample below.

Jan. 1, 2000  Met with Joe Thomas (site supervisor) about the development of my project  1.0 hr

Discussed the project with the staff that will be involved  2.0 hr

Jan 2, 2000  Called Athens Tech school and made arrangements for a visit with their technology person (Jan Elders) to develop a training program on CD Rom  0.5 hr

Bought necessary supplies and equipment for the project  2.5 hr

Jan. 3, 2000  Scheduled a meeting with Joe Thomas and the training staff to discuss the training program  

Made phone calls to investigate similar training programs  1.0 hr

Wrote up a report to present at the meeting  1.0 hr

Made copies of the report and distributed it to staff

Jan. 4, 2000  Met with site supervisor and staff to discuss specific skills training to be developed and outlined the process designing and creating the CD Rom training  3.0 hrs

Met with Athens Tech (Jan Elders) and went over everything that should be included in the training (graphics, pictures, demonstrations, and written material)  4.0 hrs

Worked at home developing written material for training Program  4.0 hrs.