



Undergraduate Education  
321 Surge Building  
Riverside, CA 92521

**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.](#)

Commented [CAV1]:

For additional information, please contact: Kathleen Sawa (Coordinator, Academic Internship Program), [kathleen.sawa@ucr.edu](mailto:kathleen.sawa@ucr.edu), (951) 827-2634; Gladis Herrera-Berkowitz (Director of Student Success Programs), [gladis.herrera-berkowitz@ucr.edu](mailto: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](mailto:kathleen.sawa@ucr.edu). Please include the following subject line: "Proposal for Academic Internship Program (Department)"

**Deadline: Friday, October 16, 2015.**

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### 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](http://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* (7<sup>th</sup> 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.

