

**KENNESAW STATE UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL AFFAIRS
MPA PROGRAM**

PAD 7985 - Internship in the Public Service

Fall 2009:

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Office Hours: Mondays 9:30-Noon; Wednesdays-Noon-2:00p.m..

Note: All electronic communication should be through webct

DESCRIPTION

The internship is the culminating exercise required of all pre-service MPA students, requiring working a minimum of 300 hours at a public agency or nonprofit organization. The internship site, objectives for the internship, readings, and research topics will be determined jointly by the student and faculty advisor. The student will draw on the theories and knowledge of the public administration profession to address actual issues and problems faced by practicing administrators. The student will prepare a final paper and an oral presentation that summarize how the internship objectives were met and how the internship contributed to his or her development as a public service professional. Students must have permission of the MPA internship advisor prior to registering for this course.

Americans with Disabilities: KSU is in compliance with ADA. Page 268 of the undergraduate catalog discusses the reasonable accommodations provide when needed. Let me know if this applies to you.

LEARNING OBJECTIVES

All internships share the following learning objectives:

- Student will gain on-site professional experience and utilize skills obtained in the academic setting under the joint supervision of the site supervisor and a faculty advisor.
- Student is expected to demonstrate mastery and integration of previous course work in preparing and carrying out this internship.

More specific learning objectives for each internship will be selected jointly by the student, faculty advisor, and site supervisor from the MPA program student learning outcomes (attached).

REQUIREMENTS AND GRADING

Grading of assignments will follow the guidelines found in the KSU faculty handbook: A = Excellent; B = Good; C = Satisfactory; D = Passing, but less than satisfactory; F = Failing. The final grade will be determined as follows:

RESUME (required)

Prospective interns shall submit a current resume to the advisor at the initial stages of preparing for an internship.

INTERNSHIP AGREEMENT (required)

At the beginning of the internship, faculty advisor, and site supervisor will develop a plan for the internship including the learning objectives, how those learning objectives will be achieved, and intended products of the student's work. This plan must be approved by the faculty advisor. An internship agreement form will be provided by the faculty advisor.

Evaluation by site supervisor (25 percent)

A form will be provided near the end of the internship to the site supervisor for evaluating the intern's performance.

Mid-term report: (10 percent)

On a date set by the advisor, after approximately 150 hours on site, the intern shall submit a 3-4 page assessment of the internship experience.

Internship paper (40 percent)

Includes submission of a proposal, rough draft, and final paper. See instructions below.

Presentation (25 percent)

See instructions below.

Record of hours worked (required)

Students must keep a record of hours worked for the internship. This record must document that the minimum of 300 hours is completed by the intern. The record must be signed by the site supervisor and submitted to the faculty advisor by the end of the internship.

Incompletes - As stated in the Graduate Catalog, a grade of incomplete will be awarded only when the student has done satisfactory work, but for nonacademic reasons beyond his/her control is unable to complete the full requirements of the course. Any student who wishes to receive a grade of "I" (incomplete) for any reason must submit a request in writing no later than the last class period prior to the student presentations. The request must state the reason for the request and state the expected date of completion of required assignments. The granting of any such request is at the discretion of the faculty. If the request is granted, all work must be submitted by the end of the following semester or the I (incomplete) will become an F.

ON-SITE WORK

Interns will work with the site supervisor, with consultation from the faculty advisor, to identify tasks to be performed on-site to fulfill the 300-hour work requirement for the internship. All tasks must contribute to the student becoming acclimated to the internship site and then achieving the learning objectives for the internship. For the purposes of completing the internship paper, the student must identify, with consultation with the faculty advisor and site supervisor, at least one project for in-depth focus that provides an opportunity to apply the theories and knowledge of the public administration profession to a specific administrative problem or challenge faced by the agency.

READINGS

There is no required text for the internship. Readings will be identified by the student, with approval of the faculty advisor, to support the learning objectives of the internship. Students are strongly encouraged to review style manuals and writing aids.

PAPER AND PRESENTATION INSTRUCTIONS

On Writing: Good writing is essential for success. The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly Writing Assistants will work with you to become a better writer--regardless of your strengths or weaknesses. Commonly covered writing strategies include topic development, organization, revision, research, source documentation, and grammar, but the Writing Center listens to and works with each writer individually. For more information or to schedule an appointment, please visit <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building.

Internship paper

The internship paper should include the following components:

- A one page executive summary;
- Introduction of the organization where the internship was completed;
- Learning objectives for the internship;
- Summary of the on-site tasks completed to achieve the learning objectives;
- Discussion of the project selected for in-depth analysis, including a statement of the administrative problem or challenge addressed, the relationship of the problem to the theory and knowledge of the public administration profession (including a review of the relevant scholarly literature), your strategy for addressing the problem (including tasks completed and/or research conducted), the outcome of your efforts

to address the problem (including the results of your work and/or research findings), recommendations that arise from the project, and your analysis of the project based on the theories and knowledge of the public administration profession;

- Evaluation of whether or not the learning objectives for the internship were achieved and how outside readings and MPA coursework contributed to the achievement of your objectives or to your understanding of the organization.

Organization of the paper will vary by internship; the faculty advisor will work with the student to develop a suitable structure for the paper. All students should follow the style guide adopted by the MPA program.

A description of the project selected for in-depth analysis and a list of readings to support the project are due after approximately one-third of the semester. A rough draft of the paper is due after approximately two-thirds of the semester. Specific dates will be identified by the faculty advisor.

The final paper is due by the end of the semester before finals week. In order to receive your diploma (having completed the presentation and incorporated additions and suggestions by the faculty in your paper), you must submit two copies, bound flat (no big spirals, please) with clear plastic covers, and two electronic CD-RW copies to the departmental office before final grades are due. Otherwise, you may receive an incomplete grade and a grade change will be made when your completed paper is submitted and approved.

Presentation

The presentation should include the same basic components as the internship paper. Students should provide the Advisor a one page of the executive summary no less than one week prior to the assigned presentation date. The executive summary will be distributed to all MPA faculty prior to the presentation. Students are encouraged to invite at least one practicing professional from the internship site to the presentation. Presentations should last no longer than 20 minutes, leaving the about 10 minutes for questions/comments from faculty and guests. The presentations are usually held during the last full week of classes prior to final exams.

Academic integrity

Careful adherence to standards of academic integrity is expected of all students. The instructor subscribes to the following statement on academic integrity from the Kennesaw State University Faculty Handbook:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Kennesaw State University Master of Public Administration Student Learning Outcomes

GLO = Global Learning Outcome SLO = Specific Learning Outcome

K = Knowledge Outcome S = Skills Outcome A= Attitude Outcome

* indicates minimum set of outcomes to be included for internships if possible

General MPA Learning Outcomes

GLO 1: Students will demonstrate knowledge and skills essential to operate in a complex network of public agencies, nonprofit and for profit organizations (K, S, A)

SLO 1.1: Students will describe the nature, structure and formal and informal institutional arrangements that exist within a political setting (K)

SLO 1.2: Students will analyze and evaluate how the network of agencies is organized and the interrelationships between and among them and their larger social context (S, A)

SLO 1.3*: Students will present material clearly, grammatically correct, and cogently in oral and written communication (S)

GLO 2: Students will demonstrate understanding of administrative procedures and policy making and analyze their impact on the agency, their clientele, and society (K, S, A)

SLO 2.1*: Students will explain policy making, implementation, and administrative procedure (K)

SLO 2.2: Students will apply rules, regulations, and administrative laws to new situations and formulate new information from that effort (S)

SLO 2.3: Students will analyze agency procedures and operations to determine their impact upon the agency, the clientele, and society in general (S, A)

GLO 3: Students will demonstrate understanding of theoretical constructs and analytical methods in policy making (K, S)

SLO 3.1*: Students will explain theories of government organization, structure, management, and leadership within a democratic, legal/constitutional framework (K)

SLO 3.2*: Students will use analytical methods to create research designs and to engage in scholarship (S)

SLO 3.3*: Students will evaluate public policies and programs and write reports (S, A)

GLO 4: Students will demonstrate understanding and appreciation of the role that ethics plays in an administrative setting (K, S, A)

SLO 4.1: Students will explain the roles of codes of ethics for professional practice (K)

SLO 4.2: Students will evaluate ethical dilemmas in public administration and nonprofit settings and apply ethical principles to solve these dilemmas (S, A)

GLO 5: Students will demonstrate commitment to the democratic administrative ethos (K, S, A)

SLO 5.1: Students will lead and manage administrative situations in the workplace or in hypothetical settings in an ethical manner (S)

SLO 5.2*: Students will evaluate concepts like efficiency, equity, empathy, responsiveness, and effectiveness to public service and society within a democracy (S, A)

Learning Outcomes for Regional Politics and Policy Concentration

GLO 6: Students will understand the nature of regionalism and the impact of regional bodies on administration and society (K, S, A)

SLO 6.1: Students will apply theories and concepts of regional politics to solve specific problems of regionalism (K, S)

SLO 6.2: Students will discriminate between the advantages and disadvantages of regionalism and its impact on society (S, A)

Learning Outcomes for Community Services/Nonprofit Administration Concentration

GLO 7: Students will understand the nature, operation, and culture of community services and nonprofit organizations (K, S, A)

SLO 7.1: Students will apply theories of nonprofit management and leadership to nonprofit settings to solve problems and design programs (K, S)

SLO 7.2: Students will assess the value of non profit administration to the public setting and the impact of nonprofits on society (A)

Learning Outcomes for Governmental Administration Concentration

GLO 8: Students will understand the field of general governmental administration (K, S, A)

SLO 8.1: Students will utilize theories, research and leadership skills to examine a wide variety of public problems (K, S)

SLO 8.2: Students will assess the nature of several of societies' more pressing public problems and the difficulties of governing in a politicized environment (A)

Learning Outcomes for Information Systems Concentration

GLO 9: Students will understand information systems technology and apply technologies to solve administrative problems (K, S, A)

SLO 9.1: Students will construct project management strategies to solve data and service delivery problems in public agencies and nonprofits (K, S)

SLO 9.2: Students will discriminate between ethical and unethical strategies for utilizing information technology (S, A)