



**Bachelor of Science in Anthropology
Internship Manual
ANTH 3398**

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GOALS AND PHILOSOPHY OF THE COURSE

The course provides a structured and extended off-campus experience in a supervised Anthropology setting. It is an opportunity for the student to apply the principles learned in the academic setting to a work situation, to explore a career area before graduation, to obtain work experience and contacts for future job seeking and/or graduate school application, and to develop knowledge and work skills through the combination of practical experience and scholarly research in the topical area of the internship. Usually students will register for internship during the senior year because the internship is intended to be a capstone experience and also because if a job opening occurs at the organization, the intern is near graduation and available for employment.

An interdisciplinary committee of three faculty members shares academic supervision of the intern. The committee consists of (1) the head of the student's major concentration area (the Committee Chair), (2) a faculty member in the department with appropriate expertise in the student's educational path, and (3) one additional faculty member either from within the department or in a discipline of interest to the student.

The course is designed to meet the goals and interests of the individual student. Students arrange their own internship with the approval of the internship coordinator. The work should involve growth for the student and should be in the area of career or graduate school interest. The Office of Career Services (770-423-6555) may also be able to assist in finding an internship site.

Internships may be done at a student's regular job site only if internship hours are spent on new duties involving personal growth. The type of work experience and personal contacts are relevant to the student's career and/or graduate school goals.

PREPARING FOR YOUR INTERNSHIP

- Students are encouraged to volunteer as early and as often as possible to test out their interests, to determine needed coursework, to enrich their academic experience, and to look into and make contacts for future possible internship sites. Courses with service-learning opportunities and field trips are a good means of discovering personal interests and preferences as well as networking.
- Attend a departmental orientation session.
- Check with Career Services for available internships as well as Governor's Internship opportunities (paid).

INTERNSHIP CHECKLIST

- By mid-semester of the term before the internship, contact one or more sites to find out whether they will need an intern during the coming semester. Find out the kind of work you will be doing. Be assertive about your own goals in discussing a plan of mutual benefit with an agency.
- Check with your Committee Chair about the acceptability of the site. You are responsible for obtaining the internship site and approval to work there.
- Invite one member of the Geography and Anthropology Department and a representative of another discipline to serve on your internship committee. Check on possible times and dates for the pre-internship committee meeting (about 20 minutes). A calendar of days and times is posted outside the department office. Sign up for a meeting time once you have talked with your committee members. You are responsible for setting up this meeting.

- Fill out the Abstract of Internship Form and give a typed copy to each of the three-faculty committee members 3 - 5 days before the scheduled day of the pre-internship committee meeting.
- The Field Placement Contract is to be filled out by the field supervisor, along with a signed copy of the Expectations of the Field Supervisor form, and brought to the pre-internship committee meeting. Provide a copy of the “Expectations for Field Supervisor” to your field supervisor along with the contract. The field supervisor is welcome, but not required to attend the meeting.
- Attend the pre-internship committee meeting and set a date for the final internship committee meeting within the last 2 weeks of the regular semester before final exams begin. Based on the Abstract of Internship, committee members discuss the intern's objectives and roles so that both the student's and the organization's needs are met, discuss issues and questions for the student to research and report on in the final paper, help the student achieve focus prior to the start of work, and recommend appropriate readings. This is an important meeting because the faculty members will provide guidelines for the paper that are tailored to the needs of the student and the worksite.
- Within one week after the meeting, the student either retypes the form, if there are additions and changes, or simply submits a typed addendum detailing the topics agreed upon by the committee. Submit a copy to each of the faculty.
- Complete the Request for Internship Approval form so that you can register for the course.

DURING THE SEMESTER OF THE INTERNSHIP

- Keep a journal each day you work. Include your activities, accomplishments, frustrations, feelings, and how they relate to the theory, research and practice that you have learned. This documentation will assist you tremendously in writing your final paper.
- Progress report/rough draft of final paper with citations is due by the date officially set as the last day to withdraw without academic penalty. A copy should be provided to each faculty committee member. Faculty committee members should return the paper to the student with feedback within one week of receiving it.
- The Mid-semester Field Placement Evaluation Report is due from the field supervisor at the same time as the rough draft.
- Revise and complete the final paper. Provide a copy to each committee member no later than one week before the final committee meeting.
- The Final Site Evaluation of Student Intern is due from the field supervisor at the same time as the final paper.
- The final committee meeting will last up to 1 hour. At this meeting the student discusses and answers questions about the final paper and the internship.

EXPECTATIONS FOR FACULTY COMMITTEE MEMBERS

- Attend pre- and post-internship committee meetings.
- Give feedback on rough draft paper within one week of receipt.
- Grade final paper and student's performance in the internship.

EXPECTATIONS FOR THE FIELD SUPERVISOR

- Design an internship experience that allows student growth and a variety of experiences, providing at least an introduction to the full range of work accomplished by the organization.

- Complete the field placement contract, indicating the Intern's work, hours, and job responsibilities.
- Train and supervise the Intern in his/her work roles. (*Clerical work should not be the main work of the student. Agencies vary in specialization of workers, and students must expect to help when needed, along with everyone else. However, students should not be used routinely as a means of catching up on backed up paperwork.*)
- Provide a reading list for the student, as appropriate for the work experience.
- Evaluate student's performance on site, at midterm and at the end of the internship.
- If possible, attend the student intern's pre- and post-internship committee meetings.
- Monitor the student's work and notify the Internship Coordinator if the intern fails to complete the promised hours or if there are any problems.

THE FINAL PAPER

- The minimum number of pages required is 15, not including the list of references or the title page. The minimum number of references is 10 scholarly sources.
- Give an overview of the agency, its purpose, staff, clientele, effectiveness, and the student's roles and responsibilities over the course of the semester. Was this a good site for internship in terms of potential for individual learning? Would you recommend the site for future interns?
- Report on the extent to which personal objectives have been accomplished, and possibly changed, as well as the extent to which individual skills and knowledge have developed. Provide evidence of increasing responsibility, initiative and reliability during the internship.
- Address the analytical issues and questions posed by the committee at the pre-internship meeting, as well as any additional analytical insights arrived at by the student. It is important to relate the experience to academic coursework, which may be validated, reinforced or refuted.
- Cite relevant scholarly research so as to place the experience in broader perspective, and provide a proper bibliography of references using AAA format (http://www.aaanet.org/pubs/style_guide.pdf). The paper should be prepared using 1-inch margins and 12 point Courier font.
- Demonstrate an ability to write in an academically acceptable manner in terms of style and grammar.

GRADING

- Each faculty member will contribute equally to assessing your internship grade. Final grade determination will be based on (1) your performance at the site, (2) the final paper, and (3) your performance at the final internship meeting. Each factor contributes to 1/3 of the internship course grade.
- There are no incompletes given for the internship. If you are experiencing any academic difficulties with your internship, you should discuss them immediately with your committee chair.



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Anthropology Internship
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ABSTRACT OF INTERNSHIP**

Student's Name: _____

Email Address: _____

Internship Site: _____

Phone Number: (home) _____ (cell) _____

Roles, Duties and Responsibilities While on the Job:

Personal Objectives of the Internship:

Activities you will carry out to attain your objectives: List readings, seminars, manual, interviews, etc.):

Committee Approval

Committee Chair / Date

Faculty Member / Date

Faculty Member / Date

Host Agency

Field Supervisor / Date

Field Supervisor Title



**Bachelor of Science in Anthropology
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FIELD PLACEMENT CONTRACT**

Agency or Organization: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

Supervisor: _____

Title: _____

I have consented to have _____ from Kennesaw State University
in Field Placement for the _____ Fall / _____ Spring / _____ Summer Semester of 20____.

Field Supervisor Signature

Date

A. The student will be involved in the following projects:

B. The student will spend the following total number of hours at Field Placement:

Committee Chair Signature

Field Supervisor Signature



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EXPECTATIONS FOR THE FIELD SUPERVISOR

- Design an internship experience that allows student growth and a variety of experiences, providing at least an introduction to the full range of work accomplished by the organization.
- Complete the field placement contract, indicating the Intern's work, hours, and job responsibilities.
- Train and supervise the Intern in his/her work roles. (*Clerical work should not be the main work of the student. Agencies vary in specialization of workers, and students must expect to help when needed, along with everyone else. However, students should not be used routinely as a means of catching up on backed up paperwork.*)
- Provide a reading list for the student, as appropriate for the work experience.
- Evaluate student's performance on site, at midterm and at the end of the internship.
- If possible, attend the student intern's pre- and post-internship committee meetings.
- Monitor the student's work and notify the Internship Coordinator if the intern fails to complete the promised hours or if there are any problems.

Student Intern's Name

Field Supervisor Signature

Date



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MID-SEMESTER FIELD PLACEMENT
EVALUATION REPORT

Student's Name: _____

Field Placement Site: _____

Site Supervisor: _____

Evaluation Date: _____

Please Return By: _____

Please evaluate the following areas and indicate the level of student performance, *AS AN INTERN (not as a full-time employee)* in each area by means of the following 5-point scale:

I. The Student's relationship to the Field Placement:

	Highest Level	Above Expected Level	At Expected Level	Below Expected Level	Very Poor
Understands the structure and function of the site					
Understands the goals of the site					
Understands and adheres to policies and procedures					
Functions cooperatively with professionals, clients and others					
Understands the population that the agency serves:					
Average Level of Performance on Item I.					

II. Self development of the student in regard to the Site setting:

	Highest Level	Above Expected Level	At Expected Level	Below Expected Level	Very Poor
Asks questions and seeks answers					
Functions as a team player					
Relates theoretical knowledge to practice					
Appropriately applies knowledge of Anthropology system					
Assesses his/her strengths and weaknesses					
Is motivated to learn and develop skills					
Average Level of Performance on Item II.					

III. Professional development of the student:

	Highest Level	Above Expected Level	At Expected Level	Below Expected Level	Very Poor
Effectively uses time					
Observes lines of accountability					
Shows regard for ethical concerns of the profession					
Seeks self improvement					
Accepts responsibility					
Average Level of Performance on Item III.					

If you had a job opening, would this student qualify and be a competitive applicant? _____ Yes
_____ No

Please comment:

Using the space below, please note any other pertinent information in regard to the student's contributions and performance:

Student Signature

Date

Field Supervisor Signature

Date

5. How would you rate the Intern's ability to relate with supervisors and co-workers?

6. How would you rate the Intern's ability to work with the organization's clientele? Provide examples.

7. How would you rate the Intern's ability to comply with the basic regulations required of the organization's employees? Give examples. Was the Intern reliable? Was he/she punctual in meeting work deadlines?

8. Were there any factors beyond the Intern's control that may have adversely affected his/her performance (such as change in supervisor, loss of funding, low workload, etc.)? If so, please explain.

9. If you were in a position to fill a vacancy in your organization, would you hire the Intern based on performance during the internship?

Student Signature

Date

Field Supervisor Signature

Date



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Daily Journal (to help you remember and process information)

Date: _____

Activities:

Accomplishments/Frustrations:

Feelings:

Anthropological Analysis (*relate theory and practice*):