

KING'S COLLEGE OFFICE OF CAREER PLANNING

OVERVIEW OF THE INTERNSHIP PROGRAM

WHAT?	Internships are typically one-time work or service experiences related to a student's major or career goal. The internship plan generally involves a student working in a professional setting under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid. The Office of Career Planning supervises 150-200 student interns per year.																						
WHO?	Four-way partnership involving:																						
	Intern <ul style="list-style-type: none"> • Completed 60 college credits • Maintained cumulative GPA of 2.25 OR 2.5 in: Biology, MSB, ENST, French, Spanish, Mass Comm OR 2.4 in Neuroscience • No serious student conduct violations 	Faculty Coordinator <ul style="list-style-type: none"> • Academically guides the student through the internship • Verifies academic validity of experience • Assists the student in establishing meaningful learning objectives • Determines the final grade for the internship 																					
	Site Supervisor <ul style="list-style-type: none"> • Professional in the work who possesses the required education, training, desire to supervise a student with a meaningful, college-level work experience • Acts as a mentor • Provides feedback on progress 	Office of Career Planning <ul style="list-style-type: none"> • Develops & maintains relationship with organizations/companies • Assists student through application process and search • Provides oversight to all participants • Acts as a facilitator and advocate throughout the process 																					
WHEN?	Fall, Spring or Summer Semesters 12-15 weeks (50 hours per credit) <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Credits Awarded</th> <th style="text-align: center;">Total Work Hours</th> <th style="text-align: center;">Work Hours per Week</th> <th style="text-align: center;">Learning Objectives Required</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">150</td> <td style="text-align: center;">10-12</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">200</td> <td style="text-align: center;">13-15</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">300</td> <td style="text-align: center;">20-25</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">9-15</td> <td style="text-align: center;">420-600</td> <td style="text-align: center;">28-40</td> <td style="text-align: center;">11-17</td> </tr> </tbody> </table> <p>**It should be noted that MSB students have the opportunity to complete 1 and 2 credit experiences**</p>			Credits Awarded	Total Work Hours	Work Hours per Week	Learning Objectives Required	3	150	10-12	5	4	200	13-15	6	6	300	20-25	8	9-15	420-600	28-40	11-17
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WHERE?	Social service organizations Law firms Hospitals/health care facilities Newspapers TV/radio stations Retailers	Financial institutions Government agencies/offices Educational units	Marketing agencies Manufacturer Private businesses																				
HOW?	Attend an information session or meeting Begin application process, searching, and securing through developing a résumé and preparing for interviews Once accepted, attend an orientation session and begin the internship																						
WHY?	For Interns: Sample a career field needs in industry Hone skills and apply theories with employers Broaden career horizons working relationships Network in the field Classroom Instruction	For Employers: Gain fresh, new insights from interns Recruit, train, and evaluate potential employees Influence and strengthen ties with the college Derive satisfaction from sharing expertise	For Faculty: Keep abreast of Become familiar Explore new Evaluate																				

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RESPONSIBILITIES DURING INTERNSHIP

The success of the internship learning process relies upon the active involvement of the four main participants...the intern, site supervisor, faculty coordinator, and the Office of Career Planning. The motivation, work ethic, knowledge, skills, and fresh ideas of the intern will yield a solid learning experience and a significant contribution to the goals of the organization.

To acquaint you with the roles of the three major participants, the following guidelines have been developed.

SITE SUPERVISOR

- Provide the intern with an orientation to the work site, staff, and goals of the organization. Include clear guidelines concerning appropriate dress, behavior, reporting structure, computer usage, and confidentiality issues.
- Assist in the development of the intern's learning objectives by offering suggestions regarding:
 - Feasibility: Are the objectives appropriate and achievable in light of the intern's work role?
 - Activities and Resources: What methods will be used to achieve each objective?
 - Verification: In what specific ways will the intern's progress be identified and evaluated?
- Assign challenging tasks and projects that will promote the achievement of the intern's learning objectives.
- Provide feedback, including strengths and areas of needed improvement, to the intern on a regular basis.
- Complete both a mid-term and final evaluation of the intern's performance, detailing progress and assessing the intern's behavior, skills, and attitudes. Submit these to the Office of Career Planning by the required dates.
- Allow time to accept phone calls or occasional visits to the work site by the intern's faculty coordinator or the Office of Career Planning.

FACULTY COORDINATOR

- Assist the intern in developing specific learning objectives relating to the internship.
- Establish criteria for evaluation...weekly logs, regular meetings, site supervisor's evaluations, and final project.
- Arrange mutually convenient times for conferences with the intern to discuss learning progress.
- Contact the intern's site supervisor and/or visit the work site at least twice during the session.
- Evaluate the intern's learning and professional development at mid-term and at the internship's end.
- Submit a final grade for the intern to the Office of Career Planning.

INTERN

- Complete registration form with Office of Career Planning, obtain *Student Guide to the Internship Program*, and attend orientation session.
- Submit completed learning contracts to the Office of Career Planning within the first week of the placement.
- Submit weekly time sheets to the Office of Career Planning. Make sure you make a copy of your timesheets.
- Submit weekly record and reflection logs to the faculty coordinator.
- Meet with the faculty coordinator as scheduled to discuss each week's activities and learning outcomes a minimum of three times throughout the semester.
- Report to the work site as scheduled and on time as well as meet all assignments with accuracy and diligence.
- Maintain open communication with the site supervisor including informing the site supervisor of any academic requirements or vacation plans that require absence from work.
- Complete and submit the final academic project to the faculty coordinator by the assigned date.
- Complete the intern final evaluation form and Schedule an Exit Interview with the Office of Career Planning (optional).

Office of Career Planning

- Assist Students through the application process, internship search and registration.
- Maintain all paperwork and communication among all parties distributing in a timely manner to include final copies of learning contracts, monitoring of timesheets, and midterm and final evaluations.
- Serve as a facilitator and advocate through the process.

Assessing the Internship

A thorough assessment of experiential learning is vital to the intern's total learning experience. Not only does it provide a valid means for grading, it allows the student to put meaningful and useful perspective on all that has been learned and accomplished.

The following criteria have been established to determine the intern's final grade:

Employer Assessments.....	20%
Record and Reflection Logs.....	25%
Conferences with Faculty Coordinator.....	15%
Final Project.....	40%

Employer Assessments are submitted to the Office of Career Planning and forwarded to the faculty coordinator at mid-term and at the end of the session.

Record and Reflection Logs are submitted by the intern to the faculty coordinator each week. The two-part format encourages students to record actual work activities and to reflect on (analyze and evaluate) those activities. If completed carefully, their log allows interns to demonstrate the ability to process experiences and to apply theoretical concepts to actual situations. A well-written log will include hypothesis statements such as, "If I encountered this situation again, I would..." These logs should be critically evaluated in terms of thoroughness, clarity of expression, and quality of insight as well as on the timely manner in which they are submitted.

Conferences between the faculty coordinator and intern should be evaluated in terms of the student's preparation, oral communication skills, and insight. While initially the faculty coordinator might need to direct the sessions, as time passes, the intern's ability to clearly verbalize learning outcomes and the progress toward achieving specified learning objectives should clearly grow.

Final Projects, formally contracted by the second week of the student's internship, must reflect the culmination of a complete session's learning and should be thorough, analytical, and critical. Some examples of final projects are listed below:

1. **Work Samples:** These are particularly useful for students who product something such as the program of a CIS or computer science intern or a portfolio of an advertising or public relations intern. It is recommended that work samples be coupled with a final reflection paper.
2. **Reaction Papers:** The intern may be asked to react to a particular aspect of the internship and to include references to theoretical material from academic course work.
3. **Specific Topic Papers:** These may be assigned to students in any major. Suggestions for such topics follow:
 - A. **Work Setting and Position Requirements:** Such a paper might include an overview of the organization's mission, services, organizational chart, and chain of command. The paper will include a detailed description of at least two specific job titles.
 - B. **Relationship to Major Coursework Learning:** Such a paper would require the student to choose one successful experience and one less successful experience, and then describe and analyze these experiences in terms of the relationship to the content of an academic course the student has completed. The student may also choose to relate these experiences to at least one objective defined in the learning contract.
 - C. **Relationship to the Liberal Arts:** Such a paper would encourage the student to reflect on the skills acquired through the study of English, history, science, or art, and to relate those skills to the actual experience. This project also may be completed using one successful and one less successful experience.

- D. **Professional Readings:** In this project the student might use three or more articles from professional or trade journals related to the field of the internship to prepare an in-depth abstract on each for evaluation.
- E. **In Service/and or Staff Meetings:** For those interns required to attend staff meetings or in-service training sessions, this assignment would have them describe and analyze their purpose, content, and method of delivery.
- F. **Productivity:** In this project the intern would assess their own productivity in terms of economic and social impact and efforts to grow and learn. The following questions might be addressed:
 - 1. How does your work contribute to the economic or financial welfare of the organization?
 - 2. What are the social implications of the work you have done? Is the organization better because of your efforts, or has society in general been positively affected?
 - 3. Have your efforts to work well in your placement helped you to learn more efficiently and effectively?
 - 4. Can you evaluate your productivity accurately, fairly, and in a manner that can be verified by evidence?
- G. **Ethics on the job:** The interns may review some ethical situations encountered during the internship, emphasizing the understanding of the moral dilemmas and speculating on alternative approaches to such situations.
- H. **Final Summary:** This more generalized piece would allow the intern to demonstrate that learning through the internships is indeed representative of college-level work. The intern might:
 - 1. Review each learning objective and evaluate his/her performance to indicate why each was or was not reached.
 - 2. Relate the experience to his/her academic major and future course selections.
 - 3. Evaluate the contribution made to the organization.
 - 4. Rate overall performance and include both positive growth and areas for improvement.
 - 5. Speculate thoughtfully on what could make the placement a more productive learning situation.