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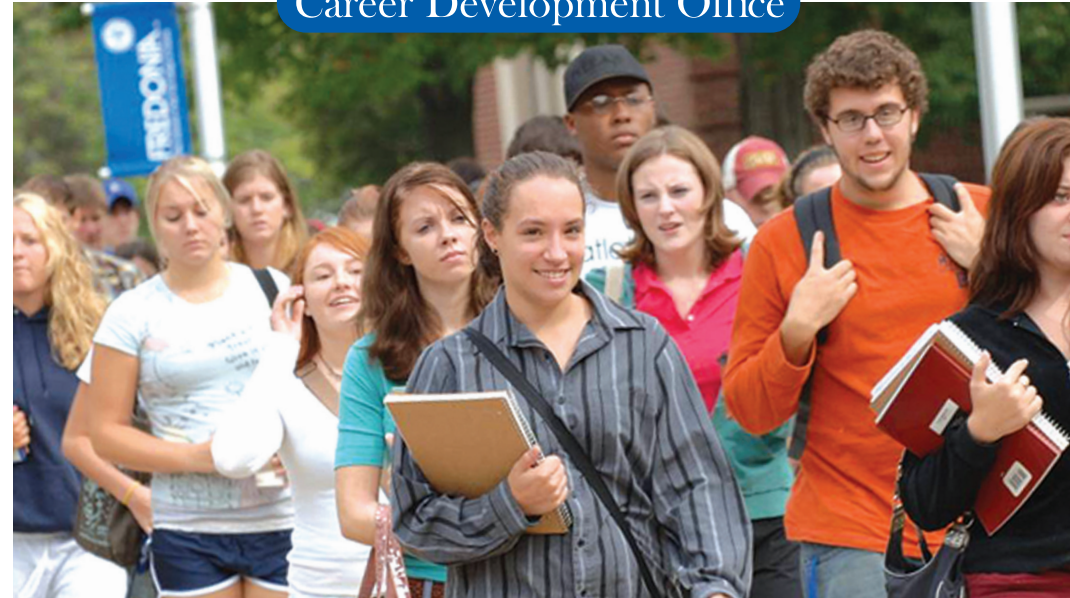
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STATE UNIVERSITY OF NEW YORK AT FREDONIA



Internship Handbook



STATE UNIVERSITY OF NEW YORK AT FREDONIA

Where Success is a Tradition



INTERNSHIP HANDBOOK

for Student Interns, Site Supervisors,
and Faculty Sponsors

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I. GENERAL GUIDELINES & POLICIES

An internship is a learning experience gained by working in a position related to a student's major or career field. Internships provide hands-on experience that can confirm or reject tentative career choices, help to develop useful career building skills, show potential employers evidence of the ability to apply skills in a related work environment, and make students more attractive candidates for employment or graduate school.

The term "internship" in this handbook is used to describe a university-sponsored experience for which academic credit is awarded. The purpose is to further the student's academic goals and to involve the intern productively in the work of the host organization. An internship is not an interruption of academic obligations, but an occasion for integrating classroom studies with the ongoing work of the host organization. Thus, the student becomes at once an observer and a participant. It is this combining of roles that constitutes the special educational merit of an internship.

Student Eligibility

- To be eligible to earn internship credit, students must have:
 - completed 30 credit hours of course work
 - a minimum grade point average (GPA) of 2.0 or higher
- The final selection of interns is the responsibility of the sponsoring organization.

Internship Credit

- The number of hours a student works at an internship site is usually determined by the amount of academic credit to be awarded for the experience and the type of experience. The Guidelines for Academic Credit, adopted by Faculty Council in 1983, recommend that credits be awarded for internships according to the following formula (assume an internship of 13 to 16 weeks):

In general, 1 credit hour equals a total of 40 work hours.

Hours per week:	3 - 4	8 - 10	16 - 20	24 - 30	36 - 40
Credits:	1	3	6	12	15

Note: Sport Management and Exercise Science internships require 67 work hours for every 1 credit hour earned.

- Students may earn up to 15 hours of internship credit per semester and may count a maximum of 24 internship credit hours toward the 120 credit hours required for an undergraduate degree. The suggested limit of 24 credit hours does not include credit taken by students in related studies, such as a seminar that may be taken in tandem with an internship. Students should verify the maximum number of credit hours their major department allows before registering.

- All prospective interns must submit a *Learning Contract for Experiential Education* to the Internship Coordinator for approval. This contract must be signed by the student, the Site Supervisor, and the Faculty Sponsor.
- Internships may be completed in a student's major or in another department upon faculty approval.
- Students must register and pay tuition for the appropriate number of credit hours to receive academic credit. Registration questions should be addressed to the Registrar's Office.
- The student intern must be registered for the internship during the same semester that the internship is being completed. If the duration of an internship overlaps between Fall/Spring semesters, summer sessions or J-Term, the student must register for credit during the semester in which the majority of the internship will be taking place.
- Students should register for credit bearing internships by the end of the first week of classes. A late registration fee is imposed for registrations taking place after the final day to add courses.
- There will be no change in the amount of academic credit to be awarded for the internship after the *Learning Contract* is signed and approved.

Site Supervisor and Faculty Sponsor Supervision

Supervision of the intern is the joint responsibility of the Faculty Sponsor and the Site Supervisor.

At the beginning of every academic year, a faculty member(s) is selected by each department to be the Faculty Sponsor for the respective majors. An understanding about the type and frequency of communication between the Faculty Sponsor (on behalf of the university) and the host Site Supervisor is strongly encouraged. Such an understanding should make clear what each expects of the other. It is especially important that the Site Supervisor agree to supervise the student's work, and to assist in the evaluation of that work. However, it remains the primary responsibility of the Faculty Sponsor to evaluate the written work based on the *Learning Contract* criteria and to assign the grade.

The Site Supervisor provides on-site training, assigns job duties and supervises the work of the student intern. To avoid impropriety and conflict of interest, the Site Supervisor and the Faculty Sponsor cannot be the same person, nor can the Site Supervisor be someone related, by blood or marriage, to the student intern.

Grades/Evaluation

- The Site Supervisor is expected to provide a mid-term and final evaluation in writing of the intern's performance. This evaluation, together with faculty required student reports, shall provide the primary basis for assignment of the grade for the internship.
- The student intern must submit a mid-term and final evaluation in writing to the Faculty Sponsor according to the dates specified in the *Learning Contract*.

- The Faculty Sponsor has final responsibility for assignment of the grade.
- Internships may be graded either by (S) Satisfactory/(U) Unsatisfactory or by a letter grade. The grading to be used must be specified on the *Learning Contract*.

Upon successful completion of an internship, students receive academic credit in recognition of what they have learned.

II. Information for Students

Internships are an excellent way to help apply what you learn in the classroom to real-world situations. Internships enable you to explore career opportunities, develop skills, obtain hands-on related work experience, establish a network of contacts and build references.

Locating an Internship

Locating an internship is a multifaceted process. Part of the educational value of the internship lies simply in locating one. Finding an internship is much like finding a job; students can search advertised internships, apply directly to organizations of interest, and network with friends, family, neighbors and other contacts.

The Career Development Office coordinates the internship program and is located in **Gregory Hall on the 2nd floor, (716) 673-3327**. Students can search for internships online, 24 hours a day, using *Quest*, a web database system at www.fredonia.edu/cdo, or they can visit the office to speak with a career counselor. Counselors can help students identify and find internship opportunities related to their educational or career goals.

Assistance is also available in applying for internships, obtaining a *Learning Contract for Experiential Education*, developing resumes, writing cover letters, and preparing for interviews. Students will also find directories, listing a variety of opportunities throughout the United States, and on-campus. Periodically, workshops and classroom presentations are held to publicize opportunities.

Students should also contact their academic department, which frequently may be able to assist in identifying additional internship opportunities. Departments are often aware of opportunities in a number of specific university approved programs such as Medical Technology and Social Work, which are not included in the Career Development Office's internship listings. Inquiries should be made early as there are often application deadlines.

It is vital that the student maintain close contact with the departmental Faculty Sponsor from the very earliest stages of the process. The Faculty Sponsor has the ultimate responsibility of deciding if the proposed internship will provide a suitable setting to contribute to the student's education. Credit will not be awarded for the experience without prior approval.

Follow these steps to get credit

1. Talk to your advisor about doing an internship.
2. Determine if you are eligible (minimum GPA of 2.0 and completion of at least 30 credit hours).
3. Schedule an appointment to talk with a counselor at the CDO to explore options, identify internship opportunities, apply for internships of interest, develop effective resumes and cover letters, and polish your internship/job seeking skills.
4. Interview with the host Site Supervisor (if required).
5. Meet with the internship Faculty Sponsor of your department.
6. Register for your internship course with your department.
7. Understand how many hours you must work to earn the credit you register for (**1 credit hour = 40 clock/work hours**).
8. Complete the *Learning Contract for Experiential Education* and obtain signatures.
9. Submit your completed and signed *Learning Contract for Experiential Education* to the Internship Coordinator at the CDO.
10. During your internship, complete and submit your mid-term and final evaluation forms to your Faculty Sponsor.
11. Submit your journal, paper, or other required documents to your Faculty Sponsor.

Registering for Internship Credit

- Students must register and pay tuition for the appropriate number of credit hours to receive academic credit. Registration questions should be addressed to the Registrar's Office.
- The *Course Offerings Bulletin* has a complete listing of internship course numbers.
- Completing the *Learning Contract* is not the same as registering for the credit hours.

Departmental Grading Policies and Credit Limits

The type of grade students receive is determined by the academic department awarding the credit, either letter grade A - F; or Satisfactory "S" or Unsatisfactory "U". The student should ask the Faculty Sponsor what grading method is used by their department and indicate that on the *Learning Contract*.

Academic departments also establish policies on the number of internship credits that can be applied toward a major, minor or concentration. Generally, this type of credit should not exceed one-third of the total academic credits required for the major, minor or concentration. Check with the department to be sure of their requirements.

Completing the *Learning Contract*

In order to ensure a fair and reasonable assessment, each intern is required to prepare a *Learning Contract*. The *Learning Contract* states the educational objectives, the job requirements, and the methods of evaluating the intern's performance. It spells out what the intern will do and learn, how the intern will accomplish this, and how progress will be evaluated. The effort invested in defining the internship will help the intern develop a clear sense of one's own competencies and interests.

Writing a *Learning Contract* with the assistance of the Faculty Sponsor and Site Supervisor essentially becomes the syllabus for a university course. The *Learning Contract* provides a:

- framework and structure for the internship
- reference for measuring academic progress
- definition of job duties and activities of the internship
- basis for evaluation and validation of the learning experiences

If the internship is longer than one semester, a separate *Learning Contract* must be completed with new objectives for each semester demonstrating increased learning and growth (i.e., increased responsibilities, etc.).

The following guidelines should be used when completing the *Learning Contract*:

Describing the Educational Objectives

Educational objectives are specific, measurable statements of what the intern hopes to accomplish or learn during the internship. The Educational Objectives should be discussed with the Faculty Sponsor, and should be related directly to the job requirements as indicated in the contract. The criteria for evaluating the internship are based on what the student sets out to learn. The student, the Faculty Sponsor and Site Supervisor will know, therefore, before the internship begins, what the student expects to accomplish or learn in order to receive credit and a grade. It is important to note that subject matter or content areas that a student wishes to learn about in detail are often discovered during an internship. Some flexibility is needed to allow for changes in the *Learning Contract*. Unexpected changes in the job assignments are sometimes made after the contract has been approved and the student has started the internship. The student must get approval from the Faculty Sponsor within 5 days of the change.

Educational objectives may be divided into three general categories:

1. Knowledge/Understanding

Gaining knowledge implies acquisition of information, facts, concepts, theories, or ideas. It also implies retention (memory) as well as exposure. Gaining understanding implies an ability to apply information to problem-solving situations: seeing patterns and relationships, using knowledge for reasoning, judging, analyzing, and synthesizing to extend learning beyond information acquisition.

Example: To develop an understanding of the marketing principles and techniques involved in promoting performing artists.

2. Skills

Gaining skills implies becoming able to do some activity or task; skills improve with use and practice; skills and the results of their use are observable. Skills may be mental or physical and can pertain to activities carried out with people, things, ideas, or data.

Example: To learn the skills needed to interview clients at the outpatient unit of the hospital.

3. Attitudes/Values

These objectives usually involve the formulation and/or clarification of personal values or feelings. Think in terms of the personal convictions you believe will be affected by this experience. What opinions, attitudes or feelings do you hope to clarify?

Example: To clarify my feelings about behavior modification treatment of autistic children.

Remember that each type of objective must be directed toward some subject matter or content area. Students can easily formulate educational objectives by listing answers to the question, "What would I like to gain from the internship experience?" Vague learning objectives have little educational value. Succinct learning objectives, however, are written clearly and concisely in concrete, measurable terms.

Vague Objective

I want to learn all about working in a senator's office.

I will learn about personnel work.

An internship will give me experience in the accounting field.

I am very interested in counseling troubled teenagers.

I want to be a veterinarian someday.

Succinct Objective

- To learn the methods involved in researching legislation for committee assignments.
- To develop communication skills needed to respond to constituent letters.

- To Study wage and hours laws.
- To receive an overall perspective on insurance and benefits provided to employees.

- To study the methods of cost accounting used by this firm in the accounting field.
- To apply the basic principles of accounting to tax preparation.
- To determine if working for an accounting firm is an appropriate career goal for me.

- To learn to administer and interpret personality inventories.
- To develop my potential as a facilitator in group counseling.
- To research teenage alcoholism and identify at least five factors that contribute to the problem.

- To observe the methods of surgery involved in types of operations on small animals.
- To gain an understanding of the effects of medication on various diseases in horses.

Describing the Job Requirements

The student should talk to the Site Supervisor and ask this person to describe: the specific job assignments pertaining to the internship, getting as many details as possible. The activities described will be directly related to the educational objectives. They enable the student to work toward achieving these objectives and increase learning outcomes in the process.

The student must also meet with the Faculty Sponsor to discuss any additional learning. Such activities might include relevant readings from a selected bibliography, a review of an appropriate professional journal or an interview, or series of interviews, with a person in a high level decision-making position at the internship site.

Describing the Method of Evaluation

The Faculty Sponsor is responsible for grading the intern. Since the method of evaluation is the primary source of the grade, the student should discuss the evaluation method carefully with the Faculty Sponsor and be very clear and specific when writing the evaluation requirements. It is important to understand and agree in advance on how the internship will be evaluated. The grade for the internship will be based on the documentation, which the student and the Faculty Sponsor agree on, and on the Site Supervisor's written evaluation of the internship. It is frequently helpful to specify what percentage of the grade will be based on each component in order to avoid any misunderstandings later. In addition, it is generally helpful to understand what criteria will be used in the evaluation process (i.e., an analytic paper may be evaluated for its comprehensiveness, clarity or usefulness).

Indicate how often and in what form the student will maintain contact with the Faculty Sponsor while doing the internship. Normally the student should be in touch with the Faculty Sponsor several times in the first week or so and every other week after that. In addition, the student is required to submit a completed mid-term and final self-evaluation report to the Faculty Sponsor.

A reflective journal is typically required in which the student will describe the experience on a daily basis and analyze or evaluate it and suggest alternatives. The Faculty Sponsor may request some additional form of documentation of the learning that is taking place during the internship. This documentation will relate to the stated learning objectives and might include a paper or project.

Finalizing the *Learning Contract* – Obtaining Signatures

When the *Learning Contract* is complete, the student must get all the signatures of those listed: Student, Site Supervisor, Faculty Sponsor; and submit the *Learning Contract* to the Internship Coordinator. After reviewing the contract for compliance with the general guidelines, the Internship Coordinator will keep the original and send a copy to the student, the Faculty Sponsor and the Site Supervisor along with a confirmation letter and mid-term and final evaluation forms.

***Learning Contract* Due Date**

The deadline for submitting a signed and fully completed *Learning Contract* is the final day to ADD courses each semester. Refer to the *Course Offerings Bulletin* to find out the exact date.

Beginning the Internship:

Review Goals and Objectives

On the first day, review the *Learning Contract* with the Site Supervisor, reviewing the principal tasks and responsibilities outlined under the job requirements. There should be clear and mutual agreement on what is expected and how to accomplish goals. Talk about the educational objectives, and make sure these are clear to the Site Supervisor and co-workers so they understand that even though this internship is designed to serve the needs and objectives of the employer, it is also supposed to augment or extend an aspect of Fredonia academic life.

Get to Know the Employees

Who does what in my work situation? Who is responsible to whom? To whom am I responsible? To whom does my supervisor report? Who are good sources of information? To whom should I go to get the information that I need? What important names and telephone numbers do I need to know? Who has the practical information?

Define the Work Environment

How is work done? Do individuals help one another or is work carried out independently? Am I expected to seek instructions frequently or is my work reviewed as it proceeds? Are there unwritten codes of behavior? How flexible is my internship regarding work completion? When are the critical deadlines? When is time most important? What are my work priorities?

Be Aware of Barriers!

Unanticipated developments may occur during the internship and become barriers to a positive experience. Keen awareness and ability to handle a problem will make a positive outcome more likely. Listed below are a few potential problems along with possible solutions:

- **Not Having Enough to Do, Boredom**
Seek out new assignments. See where there is a need to be met, and develop a plan to meet it. Suggest this to your Site Supervisor.
- **Unrealistic Expectations**
Were your expectations realistic? If they were, how might you still meet them? If not, why were they unrealistic?
- **Conflicting Goals**
Be aware that some of your goals may be different from those of the work supervisor. Try to balance the two sets of expectations, meeting as many of your supervisor's expectations as possible, while keeping the focus on your own goals.

- **Poor Communication**

Most problems arise from misunderstanding or lack of communication between people. If you can identify a concern, take the risk of raising it with your supervisor in a polite and tactful manner.

- **Questions to Consider During Your Interview**

An internship is an excellent opportunity to explore careers. Students are able to gather information, clarify how they feel about specific work environments, and test their abilities as they learn skills that are essential for various positions. Students can also develop professional contacts that can be used during a job search. Students will gain career information during the hours worked each week. A systematic effort to obtain data, however, can yield an even greater dividend. Students may want to think about the following questions in regards to a career field that interests them. Check those most important and ask them during meetings with the Site Supervisor or with other employees.

A. Present Job

- Describe what you do during a typical work week.
- What skills or talents are most essential for effectiveness in this job?
- What are the toughest problems you must deal with?
- What do you find most rewarding about the work?

B. Preparation

- What educational degrees or licenses are required for entry into this kind of work?
- How did you prepare yourself for this career?

C. Prior Experience

- What kinds of prior experience are essential?
- Which of your past work experiences affect what you do now?

D. Life Style

- What obligation does your work place upon you, outside of the ordinary work week?
- How much flexibility do you have in terms of: dress, hours, vacation, and residence?

E. Supply/Demand

- What types of employers hire people in your line of work? Where are they located?
- How do people find out about these jobs? Are they advertised in the newspapers?

- Is turnover high? How does one move from position to position?
- How much do wages or salaries vary in your work by employer or region?

F. Hiring Decisions

- What factors would be most important in your hiring decision?

G. Career Future

- If things develop as you would like, what would be the next step in your career?
- If the work you do were suddenly eliminated, what other kinds of work could you do?
- How rapidly is this career field growing? How would you estimate future prospects?

H. Referrals

- Based on our conversation, who else do you think I should talk to about my career?
- Can you name a few of these people who might be willing to see me?
- May I have permission to use your name when I call or contact them?

Remember to show your appreciation for any information or assistance received.

Evaluating Progress

Student Self Evaluation

Although the student is immediately responsible to the Site Supervisor during the internship, the responsibility to the Faculty Sponsor continues in the student's absence from campus. It is very important to keep the Faculty Sponsor informed and get his/her approval of all changes made in the educational objectives or job assignments during the internship. The student's mid-term and final evaluation forms must be completed and returned to the Faculty Sponsor according to the due dates specified in the *Learning Contract*. These evaluations assist the Faculty Sponsor in assessing the student's progress.

Site Supervisor Evaluation

The Site Supervisor will also send mid-term and final evaluations to the Faculty Sponsor. The Site Supervisor's evaluation form is used to evaluate the student's job performance. The Site Supervisor is encouraged to review his/her evaluation(s) with the student, providing an opportunity to both give and receive comments. This review can help the student identify strengths and suggest skills or areas needing further development. Most supervisors recognize the value of systematic evaluation and are willing to provide feedback.

Concluding the Internship

Performance Review

An objective performance review involves both the student and the Site Supervisor to assess the result of the internship. By asking yourself the following questions, you may be better able to identify some of the specifics. You will probably be required to share this information with your Faculty Sponsor.

- Did I achieve my goals? Why or why not?
- What could I have done differently to achieve my goals or enhance my experience?
- What was the effect of my work on the clients/staff of my agency or organization?
- What specific kinds of information did I gain through the experience?

III. Information for Site Supervisors

Why SUNY Fredonia Interns?

For over a decade, Fredonia has consistently ranked among the best in college surveys by *U.S. News & World Report*, *Money Magazine*, and *Kiplinger's*. At Fredonia, we set high standards for our students, and ensure their success by offering programs based on academic excellence, quality interaction with world-renowned faculty, and an exciting, dynamic environment for learning.

Get the help you need with qualified interns from 80 undergraduate academic disciplines and 31 graduate degree programs. Interns bring expertise and fresh perspectives, enabling your organization to benefit from innovative student assistance.

Purpose of an Internship

The internship program at SUNY Fredonia promotes students' intellectual, personal and professional growth in work settings related to their academic studies. An internship should build on what has been learned in the classroom setting and serve as a bridge to a possible career. It should provide the student with the opportunity to apply and critically analyze theoretical concepts in a work setting under the supervision of a practicing professional and a Faculty Sponsor from the university. The internship should also provide the student with the opportunity to gain first hand knowledge, skills, and attitudes necessary to be effective in the position.

Benefits to Sponsoring Organizations

- The skills and help of mature students who are highly motivated, achievement-oriented, academically qualified and eager to learn
- An opportunity to undertake special projects or short-term assignments
- A fresh perspective provided by students with current academic knowledge in specialized fields

- The opportunity to identify and evaluate potential employees
- Visibility of your organization is increased on campus
- An opportunity to give back to the community, generating goodwill and valuable experiences for students

Steps to Developing an Internship Program

How does it work?

An internship is a learning experience at an organization in a position related to a student's major or career field. Internships may be full or part-time, paid or unpaid, for credit or non-credit, and vary in length from a summer to a semester, or even an academic year.

Intern Selection

The process of intern selection is determined by the employing organization. Some organizations require a cover letter and resume, some ask prospective interns to complete a formal application, and others expect the student to call and set up a personal interview.

Whatever method of selecting an intern you choose, it is important that both you and the student are satisfied as to how this person will fit into your program. The kind of experiences sought by the student, as well as the specific activities which will be made available by your organization, should be clarified and included in the internship description.

The Learning Contract

Credit is awarded on the basis of the knowledge gained and skills developed during the internship, and on the basis of the student's performance as an intern. In order to ensure a fair and reasonable assessment, each intern is required to prepare a *Learning Contract* for Experiential Education.

The *Learning Contract* includes a summary of internship job or position requirements, learning objectives for the internship, and the methods or instruments that will be used to evaluate the intern.

This Learning Contract serves several purposes:

- It provides a framework or structure for the internship
- It provides a reference against which progress can be measured
- It serves as a reminder to the student, Site Supervisor and Faculty Sponsor of the purpose and activities of the internship
- It provides the basis for evaluation and validation of the learning experiences

The student should prepare the *Learning Contract* in conjunction with both the Site Supervisor and the Faculty Sponsor.

Affiliation Agreements

According to the standards set forth by SUNY, the university requires signed affiliation agreements with all organizations hosting unpaid interns. Agreements are required in all academic disciplines in which internships are offered. Signed affiliation agreements are sent to Albany for review and a certificate of insurance is issued upon approval. The Internship Coordinator will contact you if an agreement is needed.

Supervision, Orientation and Feedback

Unless a formal training program is provided, it is important that the organization provide an initial orientation for the student. The orientation should include: the purpose of the organization, methods of operation employed by the organization or company, lines of communication, specific areas of responsibility, and special regulations pertaining to the internship position.

Throughout the experience, the supervisor may be both a professional role model and a source of information. Interns are encouraged to ask questions in order to learn as much as possible about the organization or company, the supervisor's expectations and the profession in general. The supervisor's knowledge of career dimensions and opportunities and his/her point of view regarding the current state of the profession will contribute greatly to the student's insight.

For the experience to be of value to the organization or company as well as a learning tool for the student, it is essential that the intern be given meaningful tasks or projects to perform. It is expected that, as for other employees, there may be a certain amount of necessary "office work" such as typing, filing or running errands, but these activities should consume no more than twenty percent of the intern's time.

In addition to the formal midterm and final evaluations that are requested, the intern should be given clear feedback regarding his/her performance throughout the course of the placement. If the supervisor has concerns about intern performance or questions about the program, he/she is requested to contact the Faculty Sponsor or the Internship Coordinator so the situation may be remedied expeditiously.

Mid-Term and Final Evaluations

At the beginning of the internship, the student and Site Supervisor will receive mid-term and final evaluation forms from the Career Development Office. Since these evaluations play an important part in the faculty's assignment of the grade, it is essential that the forms be completed and returned to the Faculty Sponsor by the requested date. Faculty Sponsors must meet specific deadlines in submitting grades; a late return of the evaluation usually means an "Incomplete" will be issued. This causes much concern to the student and added work for the Faculty Sponsor at a later date. The assignment of an incomplete grade may also jeopardize the intern's academic standing.

In completing the evaluations, the supervisor needs to be cognizant of the importance of this evaluation to the student personally and how it may assist with academic and career plans. The evaluation should be completed with thought and care and should reflect the true performance of the intern, including both strengths and weaknesses.

It is suggested that evaluations be discussed between the supervisor and intern so that each person understands exactly what is being communicated. This should enhance the student's learning and increase awareness of areas needing additional study or improvement.

IV. The Role of the Faculty Sponsor

The three-way communication pattern involved in the Student – Faculty Sponsor – Site Supervisor model is deliberately designed to encourage questioning and dialogue without the constraints normally associated with a formal classroom or one-on-one pattern. When working with on-campus interns, the Faculty Sponsor can never simultaneously be the Site Supervisor and also serve as the Faculty Sponsor.

While it is primarily the responsibility of the student to complete and submit the *Learning Contract* on time (by the last day to ADD a course for the relevant term), Faculty Sponsors can help and encourage students.

Communicating with the Student Intern

The Faculty Sponsor should have extended discussions with the intern before the student completes the *Learning Contract*. Both need to know something about the internship, and the Faculty Sponsor should help the student clarify the stated "Educational Objectives." While this handbook contains some guidance on this point, objectives need to be sharpened and developed specifically for each student and internship experience.

The Faculty Sponsor should insist that the student contact him or her in person, by phone, or via e-mail on a regular basis. This is especially true in the earliest stages of an internship where such contact might take place twice a week. However, it is no less important in later stages even if the contact might be only once every two weeks. Further, a seminar with the students (if there are several) on a regular basis will facilitate the learning process.

During these contacts, questions need to be asked about how the internship is working and how well the student is achieving the stated educational objectives. What problems, if any, have developed? How is the internship different from the original description of it? How do professional relationships affect work and what is being learned? What are the ethical implications of the internship duties?

The Faculty Sponsor should recommend selected reading assignments that will help the student integrate the experience with relevant theory. The readings should help the student reflect on the experience and recognize that the internship is part of a much larger environment.

Faculty should have the student keep a journal to assist with self-reflection and facilitate learning during the internship experience. One element of evaluation should involve a detailed examination of what the intern did and felt.

Communicating with the Site Supervisor

The Faculty Sponsor should communicate with the Site Supervisor several times during the internship to gain that individual's perspective in order to evaluate

what the student is saying. Three-way conversations can be very useful in helping to avoid and resolve problems. The experience is supposed to be an educational one – not a job. Even in established internship sites, Faculty Sponsors and Site Supervisors should recognize that the presence of a new student intern creates a different environment.

Evaluation

Many Faculty Sponsors require a paper from the student at the end of the internship. What the paper contains varies considerably, as does its length. A final paper should be an analysis of how the student achieved the stated Educational Objectives, the challenges that were faced, and how goals would be rewritten if done over again. Samples of work might be included as evidence of what was learned. Students are also required to submit a written mid-term and final evaluation form provided by the Internship Coordinator at the start of the internship.

A written mid-term and final evaluation from the Site Supervisor is also required. The evaluation should not be viewed as a possible recommendation for future employment – that is something else entirely. Rather, it should address the question of how the Site Supervisor perceived the intern's ability to reach the stated goals and what strengths and weaknesses were shown in the process.

With internships, as with any other course, the Faculty Sponsor makes a judgment and assigns a grade. Some departments use letter grades (A-F); other departments use Satisfactory/Unsatisfactory (S/U). If a student's performance is average, a Faculty Sponsor should assign a letter grade of C.

It is the responsibility of a Faculty Sponsor to decide if a particular internship provides an appropriate learning experience for the student. It is also the responsibility of the Faculty Sponsor to ensure that the student is required to do work that will make university-level learning a reality. The Internship Coordinator provides support, ensures that university procedure is followed, and makes sure that information is readily available. However, it is the job of the Faculty Sponsor to monitor and supervise the progress of each intern.

V. The Role of the Career Development Office

The Career Development Office (CDO) coordinates the internship program and is located in Gregory Hall on the 2nd floor. All counselors at the CDO are available to assist students in all phases of the internship program. It is this office which coordinates all information, internship postings, approval, and student arrangements for pursuing an internship. The Internship Coordinator serves as a liaison between the student, Faculty Sponsor and Site Supervisor. Any questions concerning the program or student interns should be directed to the Internship Coordinator.

Interested in Hosting an Intern?

If you or your organization is interested in hosting an intern, please complete the Internship Position Description form available on the CDO website located at www.fredonia.edu/cdo, or contact the Internship Coordinator at **(716) 673-3327** or via e-mail at careers@fredonia.edu for more information.