

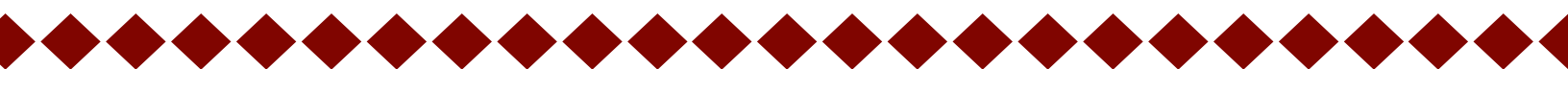
General Internship Information Page





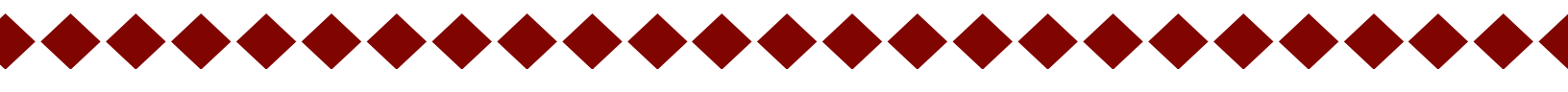
Value of Internships

The Career Services Office believes:

- Internships make students more employable because they will have job-related experience;
 - Faculty involvement increases the academic achievement of the student while at an internship site by providing an academic component to the program;
 - Students who complete internships tend to retain and make continued use of what they learn;
 - Employers look for students with prior work-related experience when hiring full-time employees;
 - An internship will tell the student about his/her own personal strengths and preferences – qualities that need exploration before embarking on full-time employment;
 - Internships give students valuable job hunting and interpersonal skills;
 - Completing an internship will enable a student to meet professionals who can be valuable contacts and possibly a reference for future employment; Internships, many times, lead to permanent employment.
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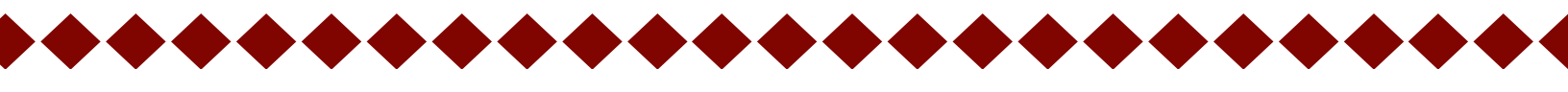
What Internships Are Not

- “Time-Out” – An internship should not be viewed as “time-out” from school to go to work. An internship is a learning experience. Remember, a grade and credit for an internship is based on your academic component, not solely on the evaluation of your work performance.
 - An Easy Grade – Most students report working just as hard, if not harder, on their internships as they do for classes. Pursuing an off-campus internship along with several other classes creates a demanding schedule.
 - Resident Expert – Interns bring special skills, knowledge and fresh ideas to an organization. It is not appropriate, however, for an organization to expect an intern to be the “resident expert.” You should be supervised by a professional staff person with some expertise in the area in which you are working.
 - Go-Fer – An intern is not supposed to perform all the routine or uninteresting work within an organization. An internship should be a meaningful learning experience. Most positions and projects will involve some routine work; however, it is recommended that it be limited to thirty percent of your time as an intern.
 - Guarantee of a Job Offer – Sometimes interns are offered part-time or full-time employment as a result of contacts made during their internships but there is no guarantee that an internship will get you a job.
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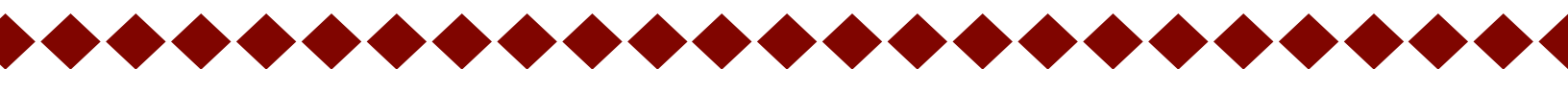
Program Goals

The commitment of all faculty and staff is essential to the success of student internships. The Experiential Education Office has been established to meet the following goals:

- To have an Applied Learning Advisor who is the central point of contact between faculty members, professional organizations seeking interns, and students.
 - To provide SUNY Potsdam students with information, resources, and services they need to apply for and complete an internship.
 - To assist faculty with locating internship sites.
 - To introduce students to the world beyond the borders of the college – a world in which they will soon be venturing.
 - To increase the effectiveness and relevance of education by integrating academic learning with learning in an employment setting.
 - To assist students in gaining contacts with potential employers.
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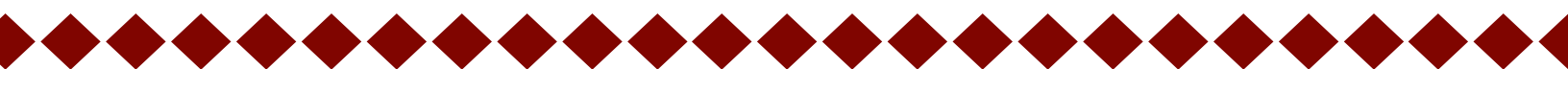


Student Eligibility

- Students must be in Junior or Senior standing, or have displayed they are an exceptional Freshman or Sophomore, to complete an internship.
 - A minimum GPA of 2.5 is required; however, some departments may have additional specifications and higher GPA requirements.
 - A minimum of 40 hours of working time is needed to receive one academic credit. Any less results in the experience not being an academic internship.
 - Students must complete the Internship Proposal with the faculty sponsor prior to beginning the internship.
 - Internships undertaken during the academic year are included in regular full-time tuition fees if the student is a full-time student. Internships undertaken during the summer session will be charged for regular credit hour fees.
 - Students may not work with a parent or relative at an internship site unless approved with a good reason by the faculty sponsor and the Director of Experiential Education.
 - Students may undertake paid or unpaid internships.
 - Any changes in placement status by the student intern must be reported immediately to the Applied Learning Advisor and faculty sponsor.
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Academic Component

- Academic internships must first be approved by the student's faculty sponsor.
 - The number of credits and whether credits can be counted toward their major must be determined by individual department policy.
 - Students must recruit a faculty sponsor within the department through which they will receive academic credit (this person does not have to be the student's advisor).
 - Internship placements should be experiences that relate significantly to a student's academic program and/or career goals as determined and approved by the student's faculty sponsor.
 - In addition to site work, students will be required to complete academically meaningful assignments, as per agreement with the faculty sponsor.
 - Students must satisfy all expectations for the internship, both at the work site and through academic assignments. The site supervisor assess work performance and academic assignments are evaluated and graded by the faculty sponsor.
 - Grading will rest with the faculty sponsor. The evaluations from the site supervisor will be considered in this grade.
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Site Requirements

- Site supervisors are responsible for introducing the student intern to the professional organization and will supervise the intern throughout the duration of the internship.
- Site supervisors will be required to complete a mid-term and final evaluation of the student intern while at the site. A copy will be distributed to the faculty sponsor.

Benefits of an Internship

- **Faculty Sponsor**

- ~ Creates an opportunity for the exchange of ideas, research, and expertise between faculty, students, and employers;
- ~ Enriches the academic experiences of undergraduates and graduates through a structured work-learning program;
- ~ Enables positive collaboration and cooperation across different departments and offices;
- ~ Provides a focal point for advocacy about experiential education;
- ~ Relieves the faculty and departments from many of the logistical and administrative concerns associated with internships.

- **Employer**

- o Provides a vehicle for screening potential employees;
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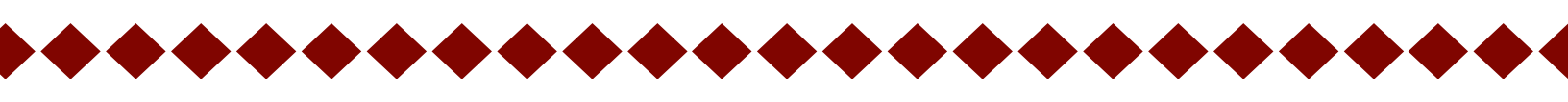


Benefits of an Internship Continued

- **Employer Continued**

- ~ Lowers training costs by hiring former interns;
- ~ Enables the organization to gain fresh, innovative staff assistance at low cost;
- ~ Increases the interaction with the College, thus gaining better access to faculty expertise;
- ~ Offers staff the opportunity to positively contribute to the professional growth of an individual.

- **Student**

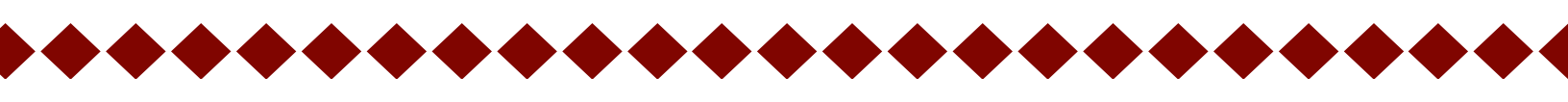
- ~ Enhances classroom learning by integrating academic curriculum and real-world experience;
 - ~ Offers the student intern the opportunity to learn how to structure goals geared towards life/work planning;
 - ~ Provides the student the opportunity to gain valuable hands on experience while examining an area of potential employment;
 - ~ Assists students in gaining experience in supervisor relationships, cooperation with co-workers and communication skills;
 - ~ Teaches students valuable job-search skills such as career assessment, resume writing, and interviewing techniques;
 - ~ Encourages students to network and collaborate with professionals.
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Terminology

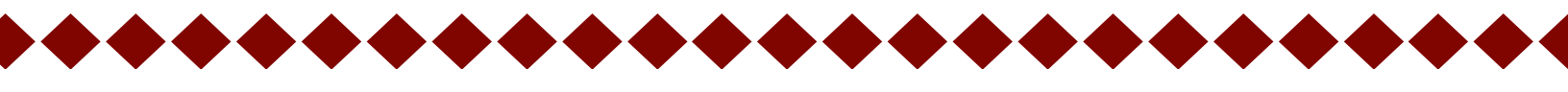
- **Site Supervisor:** This is the person who is immediately responsible for the intern and his/her performance. They will be asked to complete evaluations of the intern's performance and progress throughout the internship.
- **Faculty Sponsor:** The faculty or staff member academically overseeing the intern. This person awards a grade and credit for the completed internship based on the student's performance and completion of assignments.
- **Applied Learning Advisor:** The staff member assisting students in finding internships by giving them resources and support through the internship process. All students will initially go to this staff member for assistance. The advisor can help with all aspects of an internship including finding options, reporting the internship for credit, and answering questions which may arise from each student.
- **Internship Site:** The organization providing the internship opportunity.

Credits and Hours

- The maximum amount of credits that may be earned for all internship placements combined is 12 credit hours toward graduation. The national standard for internship credit is a minimum of 40 hours of working time for each academic credit requested.
 - Example: 120 hours = 3 credits = 8 hours per week; 160 hours = 4 credits = 10.5 hours per week, etc.
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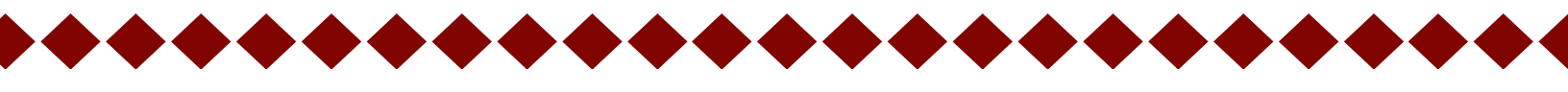
Internship Proposal

- The Internship Proposal outlines the work and learning objectives of the internship, and must be completed and approved prior to the intern beginning the internship. The Internship Proposal clarifies the roles and responsibilities of all parties involved. To ensure all parties involved in the internship are legally aware of their rights and responsibilities, this legal agreement should be drafted and accepted by the organization, the student intern, and SUNY Potsdam.
 - The Internship Proposal includes the following factors:
 - ~ Content of the job – What are the job duties and responsibilities?
 - ~ Training – What type of training will the student receive?
 - ~ Compensation – Will the intern be compensated by an hourly wage or a stipend (if at all)?
 - ~ Time – How much time will the student be working? See Credits and Hours.
 - ~ Site supervision – How the intern will be supervised; to whom the intern will report and how often.
 - ~ Academic component – The scope negotiated between the faculty sponsor and the intern. The intern must complete the academic component in order to receive academic credit. The scope of the component is dependent on the number of credit hours requested and the completion of the stated learning objectives and should complement the intern's job description.
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Internship Proposal Continued

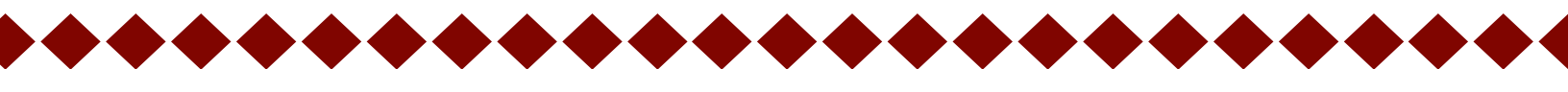
- ~ Grading – Whether the internship is graded numerically, satisfactory or unsatisfactory, will be determined by the faculty sponsor prior to the beginning of the internship.
- ~ Credit – Is approved and granted by the faculty sponsor and it is the faculty sponsor's decision whether to grant credit, and if so, how much.
- ~ Evaluation – The student will be evaluated by their site supervisor during the internship experience. An electronic final evaluation will be distributed to the site supervisor once an internship is, or almost, complete. Evaluations will be used by the faculty sponsor when granting a student's final grade.





Majors and Minors That Include Internships

The below majors and minors have an internship option built into the existing program. This does not mean other majors and minors are unable to do internships; they're only coded differently.

- Arts Management Minor
 - Environmental Studies Major and Minor
 - International Studies Major (International Internship)
 - Museum Studies Minor
 - Applied Anthropology
 - Visual Arts Major
 - Graphic Design and New Media Major
 - Computer Science Major and Minor
 - English: Writing Major
 - Creative Writing Major
 - Journalism Minor
 - Geology Major
 - Political Science Major
 - Psychology Major
 - Sociology Major?
 - Criminal Justice Studies Major and Minor
 - Human Services Minor
 - Dance Major
 - Theatre Major
 - Business Administration Major (Accounting, Finance, Management, Marketing)
 - Music Business Minor
 - Community Health Major and Honors Program
 - Exercise Science Major
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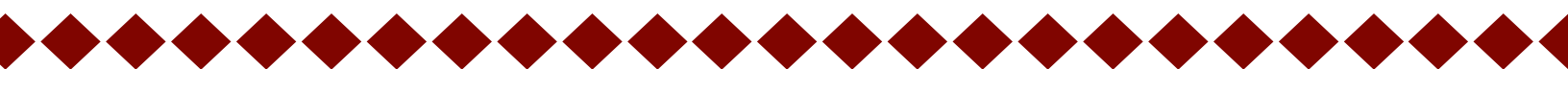


Expected Responsibilities

- **The Intern will:**

- ~ Seek help and set up an appointment with a Career Coach if they need assistance.
- ~ Choose a faculty sponsor within the department the intern wishes to receive academic credit.
- ~ Research internships, prepare a resume, and a cover letter; Career Coaches can assist when needed.
- ~ Apply for an internship placement, complete interviews, and secure an internship placement.
- ~ Complete the Internship Proposal, in coordination with the Site Supervisor, Faculty Sponsor, and Career Coach; each will approve the proposal on BearTracker.
- ~ Act in a professional and appropriate manner in accordance with the rules and regulations of the site organization.

- **The Site Supervisor will:**

- ~ Sign and complete the employer portion of the Internship Proposal prior to the intern beginning the internship experience.
 - ~ Introduce the intern to the organization and fellow employees, inform him/her of any safety and “Right to Know Issues” to teach the interns about the career field and provide training when needed.
 - ~ Be directly responsible for the intern during the internship.
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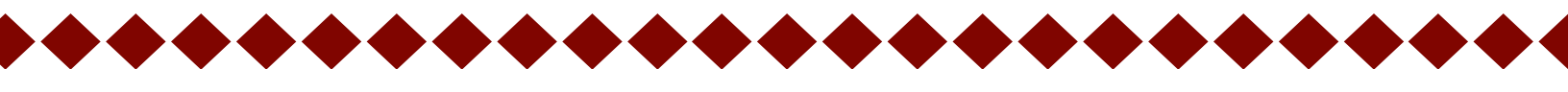


Expected Responsibilities Continued

- **The Site Supervisor will:**

- ~ Encourage professionalism by assisting the intern in developing human relations skills, decision-making abilities, and managing office politics.
- ~ Provide opportunities for increasing responsibility.
- ~ Keep the intern busy and directed towards his/her learning objectives.
- ~ Develop connections between the intern's work and departmental goals.
- ~ Maintain an open channel of communication with regular meetings.
- ~ Complete an electronic final evaluation and mid-term evaluation. A Career Services staff member will send the midterm and final evaluation instructions directly to the employer.

- **The Faculty Sponsor will:**

- ~ Work with the intern throughout the duration of the internship.
 - ~ Upon request, meet with the site supervisor to discuss internship placements.
 - ~ Assist the intern in creating learning objectives that must be met while interning at the selected site. These objectives will be stated in the Internship Proposal which the Faculty Sponsor will approve.
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Expected Responsibilities Continued

- **The Faculty Sponsor will:**

- ~ Award credit and a final grade based on the intern's completion of assignments.

- ~ Keep in contact with the intern throughout the duration of the internship in order to appraise his/her progress.

- **The Career Coach will:**

- ~ Act as primary liaison between the host organization and SUNY Potsdam.

- ~ Establish, visit, and develop new internship sites.

- ~ Distribute all internship opportunities the Career Development Office receives to appropriate departments.

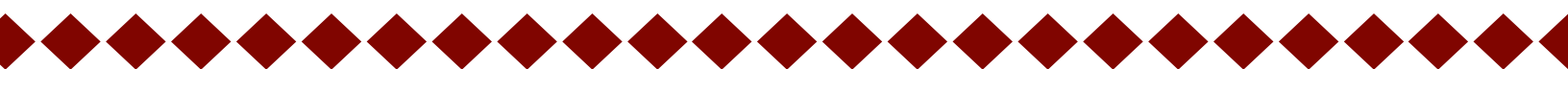
- ~ Provide the intern with the assistance they will need to complete an internship. This includes help in researching an organization, preparing a resume and cover letter, and providing effective interviewing and job search techniques.

- ~ Keep a database of all internship sites for student and alumni use.

- ~ Keep a file on all students completing an internship.

- ~ Collect, record, and distribute mid-term and final evaluations of the intern. A copy of evaluation forms will be sent to the Faculty Sponsor.

- ~ Evaluate the program on a bi-annual basis. Program results will be distributed upon request.





Deadlines

- Fall and Spring: no later than 3 weeks into the semester
- Summer: no later than 2 weeks into the semester because it is shorter. Being late will result in the student having to pay for the credits before they are officially registered.
- See below for this year's deadlines!

Academic Deadlines

- Summer 2017 Friday, June 9th, 2017 by 4 p.m.

Please note, if you require registration after Thursday, May 25th, 2017, and do not receive financial aid, you will be required to pay your entire summer 2017 tuition & fees bill to Student Accounts before you can be officially registered

- Fall 2017 Friday, September 29th, 2017 by 4 p.m.
- Spring 2018 Friday, February 23rd, 2018 by 4 p.m.

Academic Internships registered after the aforementioned deadlines will require approval by the Interim Director of Career Services.

