

IC Internship Course Structures and Guidelines

Goal: To create a structure that accomplishes the following...

- Provides additional opportunities for students to engage in their learning through internships
- Allows for improved campus wide tracking/assessment
- Allows students to document internship opportunities that are not required or not for credit on their Edgewood transcript
- Provides the college and its departments with the ability to give unified structure to their internship requirements
- Provides consistent student expectations and evaluation processes
- Provides internship opportunities for students during the summer session without additional cost
- Provides an avenue for students to have multiple internships

How departments can use the IC format:

- Create summer 'not for credit' experiences
- Assist in identifying internship experiences for institutional tracking
- Equip areas that do not currently have internship courses with structure

IC 220 – Internship/Engaged Learning Prep: Students develop key personal insights and career readiness skills through discussions and activities centered around professional success strategies. Students will explore VIPs (values, interests and personality) to make well-informed decisions about internship opportunities, and how to portray KSAs (knowledge, skills, and abilities) in the most effective manner to employers. In addition, students will develop personal branding tools such as resumes, cover letters, and LinkedIn profiles to showcase the skills and abilities they bring to a position. Students will also develop their interview skills, confidence, networks of career related contacts; and will be able to identify learning outcomes for an internship experience. This course is open to all majors. Prerequisites: Cumulative 2.0 GPA.

IC 270: This experience is designed to create meaningful connections between classroom learning and student interest in an applied work setting. This structure provides students with opportunities to explore and clarify their interests and abilities and is intended to be an initial step toward the development of skills and attitudes that lead to meaningful careers.

Pre-requisites:

- Cumulative GPA: 2.5
- Sophomore standing (27 credits earned)

IC 275: This 0-credit internship course allows students to accept internships that require college approval. This experience is designed to create meaningful connections between classroom learning and student interest in an applied work setting. This structure provides students with opportunities to explore and clarify their interests and abilities and is intended to be an initial step toward the development of skills and attitudes that lead to meaningful careers. It will appear on a transcript as a pass/fail course.

Pre-requisites:

- Cumulative GPA: 2.5
- Sophomore standing (27 credits earned)

IC 470: Students undertake a significant learning opportunity, integrating theories learned in the classroom with engaged activities in order to develop skills in preparation for future employment or graduate school studies. This opportunity provides students with a structure to explore the General Education COR guiding question: How does this experience deepen one's understanding of one's own gifts, values and commitments in building a more just, compassionate world? The internship is designed to provide students with an opportunity to examine the implications of their studies while gaining the skills necessary to enable them to be successful professionals.

Pre-requisites:

- Cumulative GPA: 2.5
- Junior standing (60 credits earned)

IC 475: This 0-credit internship course supports students completing an internship experience beyond their major requirements or an internship that is not required for their major. Students undertake a significant learning opportunity, integrating theories learned in the classroom with engaged activities in order to develop skills in preparation for future employment or graduate school studies. This opportunity provides students with a structure to explore the General Education COR guiding question: How does this experience deepen one's understanding of one's own gifts, values and commitments in building a more just, compassionate world? The internship is designed to provide students with an opportunity to examine the implications of their studies while gaining the skills necessary to enable them to be successful professionals.

Pre-requisites:

- Cumulative GPA: 2.5
- Junior standing (60 credits earned)

Internship Guidelines:

The responsibilities of the student intern, the internship advisor, and the site supervisor are as follows:

Intern

The student has primary responsibility for deciding what they want to learn during the internship and where the internship is based. Specifically, the student is responsible for:

1. Identifying and interviewing for an internship position.
2. Students work under the guidance of an internship advisor at Edgewood College and a site supervisor from the organization where the internship will take place.
3. Registering for the correct internship class.
4. Requesting an Internship Experience through Handshake and developing learning objectives in partnership with their site supervisor and Internship Advisor.
5. Meeting all evaluation requirements.

Internship Advisor

The internship advisor is specifically responsible for:

1. Assisting the student with the selection of a site placement.
2. Assisting in the development and approving of the Internship Agreement Form—the student submits an Internship Experience request through Handshake and an Internship Agreement Form developed in consultation with the Internship Advisor and the site supervisor. The advisor, student, and site supervisor each approve the agreement to ensure that:

- the field work is an acceptable learning experience and appropriate to the particular environment
- the credit hours are appropriate
- the learning objectives are suitable and measurable
- the work expectations and reporting relationships are clear
- the criteria for evaluation have been defined

3. Monitoring the student's progress by keeping in regular contact in order to determine whether or not the student is meeting their learning objectives and to provide guidance to the student regarding their learning. The advisor also may contact the site supervisor by e-mail, phone, mail, or in person. The advisor will provide individual attention to each intern under their supervision.

4. Reviewing all evaluation requirements and assigning the final grade at the end of the term.

Site Supervisor

Although the student is ultimately responsible for their own learning, the site supervisor has the major responsibility for ensuring that a professional work experience is provided for the student. The worksite replaces the classroom and the supervisor acts as the coordinator of learning.

The specific responsibilities of the site supervisor include:

1. Assisting in the development and approving of learning objectives.
2. Orientating the intern to the work environment—the site supervisor should introduce the intern to the general functions of the worksite, the rules and guidelines that should be followed, the method the student should follow in asking questions, and any other information a new hire would be provided with in order to be set up for success.
3. Setting the student's schedule—the supervisor should provide the intern with a regular schedule in order to provide the intern with a “real world” appreciation of time management. The work schedule needs to accommodate the student's classes.
4. Providing assignments—the supervisor is responsible for assigning projects or tasks for the intern that are consistent with the intern's capabilities. Requiring tasks within the realm of an intern's expertise will provide the intern with a feeling of importance in the work place and can stimulate a desire to do more.
5. Providing guidance and interpretation—the supervisor should have regular conferences with the intern to assess progress and to provide help in understanding the work site and their role in it.