INTRODUCTION
A student internship (PSYC 485 or GERO 485) in a pre-approved organization is an integral component of Alfred University’s psychology and gerontology curriculum. The supervised field placement is intended to give the student an opportunity to apply the knowledge and skills learned from classroom instruction in a professional work environment.

According to the National Association of Colleges and Employers (NACE), an internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

Criteria Used in Approving Internships:
• The experience must be an extension of the classroom, meaning a learning experience that provides the ability to apply knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform. The student should not displace a regular employee.
• The training is for the benefit of the student. The skills or knowledge learned must be transferable to other employment settings.
• The experience has clearly defined learning objectives/goals, as well as a defined beginning and end date.
• Internships involving potential conflict of interests are not recommended, and will be reviewed on a case by case basis. Working in a family owned business would be an example of such a potential conflict.
  o The internship will need to involve new learning opportunities beyond the student’s former roles in the family business.
  o The internship supervisor should not be a parent or close relative, but an objective professional with expertise and educational and/or professional background in the field.

Although the student’s site supervisor, faculty advisor and the Internship/Co-op Coordinator of the Career Development Center (CDC) are all actively involved in guiding, supporting and facilitating the internship process, the student will work independently in meeting the objectives of the internship.

Updated November 2012
**Procedure**

After a student has completed her/his freshman year, but usually after the junior year, (s)he will be eligible to participate in the PSYC 485 or GERO 485 Internship Program. Students must, however, meet with their faculty advisor to plan and discuss the internship as a first step in the process. The advisor, as well as the Career Development Center can be used to discuss internship opportunities, search strategies, and academic requirements. Please see the Internship Checklist within this packet for more instruction. *It is strongly recommended that each student begin her/his search one semester in advance of the semester in which (s)he wishes to intern.*

**Duration of the Internship**

The internship is normally conducted during the fall or spring semester, though can also be completed during the summer months. For each hour of credit, the student will be required to work 25 hours. Students are permitted to register a maximum of 4 credit hours for PSYCH 485 or GERO 485. Together with the site supervisor, the student will determine the actual hourly and weekly work arrangements.

- 1 credit = 25 hours of work
- 2 credits = 50 hours of work
- 3 credits = 75 hours of work
- 4 credits = 100 hours of work

It is expected that the student will have an opportunity to become familiar with the organizational environment. The student may also be expected to attend staff meetings and in-service training sessions that would serve to make her/him more a part of the organization, as well as increase the quality of the internship experience. These activities and participation are encouraged, but remain at the discretion of the site supervisor.

Time spent in the field will be determined by the academic credit for which the student will register. Travel to and from the site is not counted toward hours completed.

**Course Title/Instructor**

- PSYCH 485  Dr. Nancy Furlong, Dr. Robert Maiden, Dr. Gordon Atlas, Dr. Danielle Gagne
- GERO 485  Dr. Danielle Gagne, Dr. Robert Maiden

**Compensation**

Any compensation paid to the student is optional, depending on the capacity of the host organization to provide stipends, and will be negotiated between the student and host organization.

The U.S. Department of Labor has implemented a set of six criteria which must be met for For-Profit/Private companies to have unpaid interns. If these six criteria are met, the DOL considers there to be no employment relationship.

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment.
2. The internship experience is for the benefit of the student.
3. The intern does not displace regular employees, but works under close supervision of existing staff.
4. The employer provides the training and derives no immediate advantage from the activities of
the intern. Occasionally, the operations may actually be impeded.
5. The intern is not necessarily entitled to a job at the conclusion of the internship.
6. The employer and the intern understand that the intern is not entitled to wages for the time spent during the internship.

U.S. Department of Labor Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

Grading
The grade for the PSYCH 485 or GERO 485 internship will be assessed according to complete, timely submission of all required documentation for the student’s internship activity (proposal, reports, evaluations, thank you letter, and timesheet). The greatest emphasis will be placed on the final learning report. A well-written report with appropriate content, free of grammatical and spelling errors, is expected. Reminder: The Writing Center on campus provides free writing assistance to all Alfred University students.

STUDENT RESPONSIBILITIES
Although the designated faculty advisor and the Assistant Director of Experiential Education at the Career Development Center will guide the student in her/his search for the internship, it is the student’s responsibility to secure a meaningful experience. The roles of the CDC and faculty advisor are supportive rather than being the primary source of contact with the site supervisor. Each student will be expected to arrange, prior to the end of the preceding semester, the starting and ending dates of the internship and make sure that all requirements are fulfilled. All required documents must be turned in within the timeframe listed below in order to receive a grade.

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<tr>
<th>Semester</th>
<th>All Required Documents</th>
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<td>Fall</td>
<td>Last week of classes in December</td>
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<tr>
<td>Spring</td>
<td>Last week of classes in May</td>
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<tr>
<td>Summer</td>
<td>Thirty days from the start of classes the semester following the experience (usually late September, early October)</td>
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REQUIREMENT #1
Once an internship position is secured, the student is required to meet with the Assistant Director of Experiential Education at the CDC to complete a brief Internship Proposal. The proposal outlines the location, dates, times, credit, etc. of the internship, as well as specific learning objectives the student seeks to accomplish during the experience. The objectives should be developed in collaboration with the site supervisor and faculty advisor. Once the proposal is completed, the site supervisor, faculty advisor and the CDC must approve it, in that order. **The student is responsible for registering the approved credits for the internship experience by getting an override in Banner from their Faculty Advisor.**

Once a student accepts an internship (verbally or in writing), (s)he is expected to fulfill the work experience. While on site, the student intern must conduct her/himself in a professional manner at all times and be responsible for understanding and conforming to the policies and regulations of the host organization. The student must never exceed the boundaries of his or her role as the student, and (s)he is not to exercise line or staff authority without the expressed permission of the site supervisor. The student must complete all reports, projects and proposals assigned by the site supervisor.
The student intern also is obligated to report to the facility promptly each day, or as assigned, suitably dressed and prepared for her/his assignments. In addition, students will notify the site supervisor if unable to report for duty, and maintain absolute confidentiality concerning the organization’s clients.

**REQUIREMENT #2 & 3**
The student is required to write **bi-weekly reports**, which will be **submitted to the Assistant Director at the CDC as they are written along with a timesheet signed by the supervisor**. The bi-weekly reports should contain the following information and can be mailed, faxed or e-mailed:

- Summary of work activities
- Specific work experiences, procedures and projects assigned
- Professional knowledge and skills acquired – What are the connections between your internship and course content?
- Description (anonymous descriptions of cases) of cases, key events, and issues the your client is dealing with

**REQUIREMENT #4**
At the conclusion of the internship experience, the student is required to send a formal letter of thank you to his/her site supervisor. Both the CDC and the designated faculty advisor for the internship must be properly copied on the letter.

**REQUIREMENT #5**
The student must submit a **Final Learning Report** to the Assistant Director in the CDC. This report will be forwarded to the faculty advisor for use in determining the student’s final grade. This report is to be an analysis of the internship experience. This is not to be a mere description of the internship activities.

For GERO 485: An extensive paper which summarizes the gerontological literature on one or more populations the student is working with in their internship. Alternatively, the paper could focus on a clinical treatment approach or technique (e.g., validation therapy for older adults). For example, if the student is working with patients who have “memory problems” then an extensive review of the literature on memory disorders would be appropriate. The paper can also include “case studies” from their work at their agency (identities disguised) to help illustrate typical symptoms/treatment issues for that population.

The report must be typed (double-spaced), logically written and grammatically correct.

**REQUIREMENT #6**
Following the internship experience, the final responsibility of the student is to schedule an **exit interview** with the Assistant Director at the CDC when (s)he completes the internship experience. The purpose of this meeting is to review the internship experience, complete an evaluation of the internship site, and submit any other materials necessary to fulfill all requirements.
**REQUIRED WRITTEN WORK**

1. Internship Proposal…due prior to leaving for the internship.
2. Bi-Weekly Reports…due every other week during the internship to the Internship/Co-op Coordinator at the CDC.
3. Timesheet submitted at the end of experience or every two weeks with journal entries.
4. Thank you letter to site supervisor, completed at the end of your experience.
5. Final Learning Report, completed at the end of your experience. See academic advisor for details.
6. Internship Evaluation form…to be completed upon return to campus at exit interview with the Internship/Co-op Coordinator at the CDC.

***At both the midpoint and the conclusion of your internship experience, an evaluation will be sent directly to your supervisor by the Assistant Director of the CDC. It is important to make sure that your supervisor goes over these evaluations with you and that you sign at the bottom of the evaluations before they are sent back to the CDC.***

**ASSISTANT DIRECTOR OF EXPERIENTIAL EDUCATION, CDC RESPONSIBILITIES**
The CDC will be involved in developing and maintaining internship sites, with the Assistant Director having the primary role in this effort. The CDC will assist students in designing an internship experience that will complete their academic requirements and contribute to the fulfillment of their future career goals. The Assistant Director is responsible for providing assistance to both the student and site supervisor during the internship process whenever necessary, and serves as a liaison between the student, site supervisor and faculty advisor.

At the conclusion of the internship, the Assistant Director is responsible for conducting exit interviews with the student and site supervisor, collecting all necessary written work, collecting evaluations from both the student and site supervisor, and submitting materials to the faculty advisor for determination of the student’s final grade.

**FACULTY ADVISOR RESPONSIBILITIES**
An full-time faculty member will be assigned the role as faculty advisor to students pursuing an internship. The faculty advisor will offer assistance in identifying internship opportunities that are parallel to the student’s academic goals. In order for the internship to bear academic credit, the advisor must approve the internship after reviewing its scope and potential for professional growth of the student. This approval must be granted in advance of the student starting the internship if academic credit is sought. The advisor agrees to make themselves available for questions/concerns/information during the semester in which the student is participating in the internship experience. Upon completion of the internship, the advisor is responsible for evaluating the student’s performance and determining the final grade.

**SITE SUPERVISOR RESPONSIBILITIES**
The site supervisor is the key to ensuring that the internship experience is a meaningful continuation of the student’s education. The internship must include a site supervisor who is full-time at the agency/organization, and whose responsibilities are diverse and encompass broad areas of the entire organization.
The site supervisor must be able to allocate an adequate amount of time for occasional consultation, guidance and direction to the student as he or she progresses through the various stages of project development and implementation. The site supervisor must also provide meaningful feedback to the student and periodically review the status of the internship relative to the student’s performance. Although the process utilized in meeting these needs will be subject to the working relationship that develops between the site supervisor and the student, the following are offered as guidelines:

- The student, in consultation with the site supervisor, should review the original internship proposal and discuss any changes (as appropriate) with the faculty advisor and CDC.
- Clearly defined learning objectives/goals should be discussed and resources, equipment, and facilities should be provided by the host employer to support the objectives/goals.
- The skills or knowledge learned must be transferable to other employment settings.
- A weekly meeting should be held between the site supervisor and the student to discuss progress and any problems the student is having.
- Should the site supervisor have concerns with the intern’s performance, the Assistant Director at the Career Development Center must be informed immediately.

At the end of the internship experience, the site supervisor will be asked to complete a midpoint and final internship evaluation form provided by the CDC, which will be used by the faculty advisor as an important part in determining the student’s final grade.

**ATTACHMENTS**

- Internship Proposal
- Sample Thank you letter to site supervisor
- Timesheet
- Internship Checklist
- Maximizing Your Internship Handout
Alfred University’s Career Development Center Internship Program encourages active and practical learning outside of the classroom. You will have opportunities to reflect on what you learn in the internship through the **Bi-weekly Report** and the **Final Learning Report**. In addition, you will have the opportunity to be evaluated (midpoint and final) by your site supervisor, allowing you to gain valuable insight for future growth as a result.

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<tr>
<th>Please check all that apply</th>
<th>☐ Summer Internship</th>
<th>☐ Spring Internship</th>
<th>☐ Fall Internship</th>
<th>Year: ________</th>
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<tr>
<th>Your Name (Last, First)</th>
<th>Student ID #</th>
<th>Academic Major/Concentration/Overall Current GPA</th>
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<th>Permanent Mailing Address</th>
<th>Email Address</th>
<th>Telephone Number</th>
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<th>Campus Mailing Address</th>
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**Internship Site**

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<tr>
<th>Company Name</th>
<th>Site Supervisor Name/Title</th>
<th>Mailing Address</th>
<th>Telephone/Fax/Email</th>
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<tr>
<th>Internship Dates</th>
<th>Beginning</th>
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<th>Hours/Week</th>
<th>Salary</th>
<th>Academic Credit</th>
<th># of Credits</th>
<th>Semester these credits will be applied</th>
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<td>☐ Yes ☐ No</td>
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<td>________________________________</td>
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**Duties & Responsibilities (List below or attach job description)**

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<tr>
<th>Final Paper Topic: (Meet with Internship Faculty Advisor for this)</th>
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**3 Learning Objectives (what you hope to learn as a result of this experience)**

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According to the Social Change Model, leadership is viewed as a process rather than as a position. Participatory leadership, such as an internship, enhances student learning and development. This model is designed to enhance the development of leadership qualities; valuing self-knowledge, personal empowerment, collaboration and citizenship to foster positive social change. Please reflect on the core values (7 C’s) of the Social Change Model listed below prior to starting your internship experience.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Consciousness of Self:</strong> I am fully aware of the beliefs, values, attitudes, and emotions that motivate me to take action.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>2. <strong>Congruence:</strong> I am seen as a person of integrity. I think, feel, and behave with consistency, genuineness, authenticity, and honesty.</td>
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<td>3. <strong>Commitment:</strong> I am persistent in carrying out my goals.</td>
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<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>4. <strong>Collaboration:</strong> I am able to easily work with others in a common effort; sharing responsibility, authority and accountability. I am able to trust and be trusted by the people with whom I work.</td>
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<tr>
<td>5. <strong>Common Purpose:</strong> I am able to work with and support the shared aims and values. It facilitates the group’s ability to engage in collective analysis of the issues at hand and the task to be undertaken.</td>
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<td>6. <strong>Controversy with Civility:</strong> I recognize that differences in viewpoint are inevitable and valuable and that such differences must be aired openly but with civility, respect and courtesy.</td>
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<td>5</td>
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<tr>
<th>Community</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>7. <strong>Citizenship:</strong> To be a good citizen is to work for positive change on the behalf of others and the community. I believe I have a civic responsibility to the greater public.</td>
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<td>5</td>
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<tr>
<th>Change is the ultimate goal of the creative process of leadership. It gives meaning and purpose to the 7 C’s.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>8. <strong>Change:</strong> I have the ability to adapt to environments and situations that are constantly evolving, while maintaining the core functions of the group.</td>
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Additional Comments (What did you learn about yourself as a result of this experience?):
By signing below, I accept this assignment and will put forth my best effort to achieve a satisfactory work experience. I have read and understand the PSYCH/GERO Internship Guidelines. I am aware that I am required to submit the following written assignments to the Internship/Co-op Coordinator of Career Development in order to receive academic credit:

a. Completed internship proposal
b. Bi-weekly reports
c. Copy of thank you letter sent to site supervisor
d. Final report
e. Timesheet

I authorize the release of information (e.g. GPA, transcript) to prospective employers for the purpose of arranging an internship. I authorize the release of information regarding my internship experience (e.g. final learning reports & evaluations) to employers, Alfred University Faculty/Staff members, parents or guardian(s), spouse, and other recipients.

________________________________________________________________________

Student Signature – Don’t forget to register for the internship in Banner!

I accept responsibility for my part in this internship as described in the School of Business Internship Guidelines. I have reviewed and approve of this experience as described above.

________________________________________________________________________

Internship Supervisor Signature

________________________________________________________________________

Internship/Co-op Coordinator, Career Development Center Signature

________________________________________________________________________

Faculty Advisor Signature – Please provide the student an override in Banner to register the credits upon signing this form

FOR OFFICE USE ONLY

☐ Entered into Career Office  ☐ Entered into Database  ☐ Contacted Site Supervisor

☐ Copied/Sent to Advisor  Date Sent: ________________________________

☐ Site Visit Required  Date: ________________________________

Site Visit Notes/Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Sample Thank You Letter to the Internship Site Supervisor

112 Varnum Place
Towson, MD 21204

August 28, 2003

Randall B. Barnes, Director of Market Research
Scott & Associates
1 Scott Plaza, Ste. 121
Baltimore, MD 21208

Dear Mr. Barnes:

While I am excited about returning to school for my senior year, I am sad about leaving my internship at Scott & Associates. I have enjoyed working with the market research team and clients, and have learned so much about the challenges our clients face when trying to market new products and services. I particularly enjoyed working with Pollock Engineering, and hope that the suggestions our team made will help the firm grow in their niche market.

I know that training a new intern was a lot of work for you and I appreciate your time and patience in answering my questions and finding interesting tasks for me to do. I bought two of the books you recommended, and will continue the learning process by using this experience as a jumping off point for my senior project.

I have enclosed a copy of my updated resume, which includes my internship experience at Scott & Associates. Any suggestions you might have about my resume or people in this field I could contact about full-time employment would be very welcome.

Thank you for helping to make my internship rewarding and exciting. I will try to keep in touch with you and the rest of the staff.

Sincerely,

Peggy Moon

Enclosure

**INTERNSHIP TIME SHEET**

*Student:* Please complete, have signed and fax to the Coordinator of Experiential Education each week. Fax: 607-871-2791. Travel time to and from the fieldwork site is not counted as time completed on site.

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tr>
<td>Internship Site:</td>
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<td>Site Supervisor:</td>
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<td>Faculty Advisor:</td>
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<thead>
<tr>
<th>Start date</th>
<th>End date</th>
<th># of credits sought</th>
<th>required # of hours/week</th>
<th>total weeks on site</th>
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<td>Example</td>
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<td>Week 14</td>
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Total Hours On-Site Completed

Notes/Comments:
INTERNSHIP CHECKLIST

Prior to starting the Internship Experience for which you have been hired:
____ Schedule an appointment to meet with the Assistant Director of Experiential Education at the Career Development Center.
____ Review the PSYCH/GERO Internship Guidelines with the Career Development Center and understand the necessary steps for seeking credit.
____ Complete the Internship Proposal including:
   ___ Student Information
   ___ Internship Site Information
   ___ Learning Objectives
   ___ Site Activities and Responsibilities of the Intern (work with Supervisor on this)
   ___ Academic Credit (work with Faculty Advisor on this)
   ___ Assignments to Fulfill
____ Take the Internship Proposal form with you to meet with your Faculty Advisor for the internship.
____ Secure a Faculty Advisor and have this person sign your Internship Proposal, agreeing to grade your experience.
   ___ Determine the number of credits you want to seek and also to what semester they will be applied following your internship experience.
   ___ Your advisor must also provide you with an override in Banner to register the credits.
____ Secure a signature from the Supervisor at the Internship Site. Make sure the Supervisor also provides an internship description including site activities and responsibilities of the intern.
____ Obtain a signature from the Assistant Director of Experiential Education at the CDC.
____ Bring completed copy of the Internship Proposal form to the Assistant Director of Experiential Education who will forward copies to Faculty Advisor.
____ Register for your internship for credit amount specified on Internship Proposal.

During the Internship Experience:
____ Complete bi-weekly reports, send via email to crandallj@alfred.edu.
____ Complete timesheet on a weekly basis.
____ Make sure your Supervisor goes over both the Midpoint and Final Evaluation after completion.

Upon Completion of the Internship Experience:
____ Complete thank you letter to Supervisor.
____ Complete final learning paper.
____ Set up a meeting with the Assistant Director of Experiential Education at the CDC to close out your internship experience. (Your file will be sent to Faculty Advisor listed above for grading).
Situations You May Encounter

There are certain things that you should and should not expect from your internship experience. The first few days/weeks on the job are normally spent getting acquainted with your co-workers and familiarizing yourself with office procedures and practices. Because of this introductory period, you may not be given a great deal of responsibility at the very beginning. The nature of assignments change and the level of responsibility usually becomes greater as time goes on. Experience, practical career knowledge, and contacts are some of the benefits you can gain from your internship.

- You may feel as though you are being exploited. However, know that most interns (and most staff members) are expected to perform a certain amount of clerical work. If you feel that you are spending the majority of your time doing clerical tasks that were not included in your job description, contact the Coordinator of Experiential Education at the University’s Career Development Center.

- For those with a part-time internship, a very common complaint is that two days per week (or whatever your schedule is) is not enough. Often a project begun by you will be completed by someone else. You may find this frustrating to a degree, but it may be unavoidable.

- Another problem you may encounter is lack of office space. You may not have your own work space, or may be asked to move often. Here again, you will have to learn to adjust and make do with what is available.

- You may encounter personality conflicts in the office. Try to work out the conflicts as you would in any other situation: with tact and understanding. If the situation becomes unbearable, discuss the problem with your Site Supervisor and/or the Coordinator of Experiential Education.

- If you don’t know how to do a task assigned to you, ASK questions, and take notes as necessary. Spend time using common sense, too. Remember, you are there to learn as well as be of assistance. Site Supervisors may challenge you to be resourceful, but they also want to be helpful.

- Sexual Harassment. Don’t tolerate it! If you are being made to feel uncomfortable by a co-worker, immediately inform your Site Supervisor, Human Resources Department, and the Coordinator of Experiential Education. If this is a problem with your Site Supervisor, contact the Coordinator of Experiential Education. The University will address the problem in all cases.

REMEMBER: PROBLEMS ARE THE EXCEPTION RATHER THAN THE RULE!
The point is to be aware that problems may arise, and the key to dealing with them involves open and direct communication (with your Site Supervisor and the Coordinator of Experiential Education), and requires flexibility on your part.
Expectations
- Have a clear discussion with your supervisor regarding expectations before you begin your internship.
- Review job description carefully.
- Bring a copy of your Internship Proposal and review your Learning Objectives.
- Ask what to expect regarding the amount of time with supervisor, or if he/she will not be your primary contact, who will it be? Meet with them once a week – daily is ideal.

Time Management
- Expect to be a self-starter: take initiative, be assertive, ask questions!
- Expect “down time.”
- Seniors: be considerate. Don’t take up too much internship time going on permanent job interviews; at least discuss this conflict with your supervisor ahead of time.

Learning
- Be assertive about asking questions in order to learn. Not just “how,” but “why.” Think “Big Picture.”
- Do Informational Interviews.
- What learning resources are available to you? (Library, professional publications, etc.)
- What skills do you bring to the internship? What skills would you like to develop? Listening skills are just as important as verbal communication skills.
- Create a Portfolio or Accomplishments Log to showcase your learning.

Organizational Culture
- Is there a mission statement or organizational philosophy? What is it? Is it carried out in their business practices?
- Observe communication styles and office norms: Open vs. Hidden/Implied.
- Morals and Ethics: Does this career/occupation/company fit with your ethical values?

Miscellaneous Tips for Success
- Carry a notepad and pen with you at all times.
- Transfer instructions, to-dos, deadlines, people’s names and titles, stuff you may forget.
- When you attend meetings, bring a notepad and a date book.
- Make sure to ask supervisors to recommend professional publications and if they contain job listings in the field.
- Don’t make personal phone calls on company time unless absolutely necessary. This is unprofessional, tacky, and is a fast way to ruin respect for you.
- Think before you ask for time off. Because you are only at your internship for a short time, you should not expect to receive any vacation days, unless specifically offered by the employer (for example, the company may be closed during Independence Day). Of course, if you are sick then staying home is acceptable.