

## **IC Institutional Course Structure 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 for credit on their Edgewood transcript
- Provides the college and its departments 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

### **How departments can use this structure:**

- Provide an avenue for multiple internships for students
- 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 learn about key personal insights through success strategies and career readiness skill activities. Students will explore VIPs (values, interests and personality) to make well-informed decisions about opportunities, and how to portray KSAs (knowledge, skills, and abilities) in the best light to employers. In addition, students will develop personal brand tools such as resume, cover letter, and LinkedIn profiles to show the value they bring to a position; grow interview skills – poise, confidence, readiness; develop networks of career related contacts; and identify learning outcomes for an internship experience. Open to all majors. Prerequisites: Cumulative 2.0 GPA, Sophomore standing (27 credits earned) and above.

**IC 270:** This experience is designed to link classroom learning and student interest with the acquisition of knowledge in the applied work setting, and provide students with opportunities to explore and clarify interests, aptitudes and abilities. It 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 link classroom learning and student interest with the acquisition of knowledge in the applied work setting, and provide students with opportunities to explore and clarify interests, aptitudes and abilities. It 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 engaged learning opportunity, integrating theories learned in the classroom with engaged activities, develop skills in preparation for future employment or graduate school studies, and 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 an opportunity to examine implications of their studies and to gain skills 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 not required for their major. Students undertake a significant engaged learning opportunity, integrating theories

learned in the classroom with engaged activities in internship opportunities, develop skills in preparation for future employment or graduate school studies, and 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 an opportunity to examine implications of their studies and to gain skills 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 follow:

**Intern**

The student has primary responsibility for deciding what he/she wants 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. —A wide range of internship placements provide a suitable learning environment for students.
2. Students work under the guidance of an internship advisor at Edgewood College and an organization supervisor.
3. Registering for the correct internship class.
4. The student intern must meet 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 of and approving the Internship Agreement Form—the student submits an Internship Agreement Form developed in consultation with the advisor and 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; that the credit hours are appropriate; that the learning objectives are suitable and measurable; that the work expectations and reporting relationships are clear; and that 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 his/her learning objectives and to provide guidance to the student regarding his/her 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 his/her 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 of and approving learning objectives.
2. Orientating the intern—the site supervisor should introduce the intern to the general functions of the worksite, the rules and guidelines the student should follow, the method the student should follow in asking questions, and any other information a new person should know.
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 consistent with the intern's capabilities. Demanding tasks within the realm of an intern's expertise will provide the intern with a feeling of being important to the work site and will usually 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 his/her role in it.