

Approved by Internship Improvement Council 3/2009  
Approved unanimously by the Curriculum Committee on 4/1/2009  
Approved unanimously with changes by Academic Standards Committee 4/20/09  
Approved unanimously with one change by the Educational Policies Committee 4/22/09

Medaille College  
Undergraduate Internship Guidelines  
and Resource Manual

Effective: Fall 2009

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- Appendix B Assessment Forms
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## Scope of the Manual

This manual applies to the undergraduate internships at the Buffalo campus with 277, 377, and 477 course designations *with the exceptions of VET 277 and EDU 477*. Students completing required veterinary technology program preceptorships or the capstone student teaching course in the School of Education will adhere to the departmental program policies, practices, and processes that govern these distinctive forms of experience-based learning.

The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

—Alvin Toffler

In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.

—Eric Hoffer

The only kind of learning which significantly influences behavior is self-discovered or self-appropriated learning—truth that has been assimilated in experience.

—Carl Rogers

## Introduction

This handbook is designed to serve the varied needs of three audiences: undergraduate students, the college’s internship coordinators and evaluators, and the site supervisors serving as field-based educational partners.

The handbook is divided into two major sections: a narrative and a series of appendices. Each serves a fundamentally different but important purpose. After a brief overview of the nature, importance, and history of experiential learning, the narrative focuses primarily on administrative policies and the practical procedures governing the research, academic preparation, implementation, and evaluation of successful internships. Along with some important internship paperwork, the appendices primarily offer educational resources for students and their internship mentors, from an introduction to the theory of experiential learning to useful techniques for composing an analytic learning field journal and for writing effective learning objectives. These tools are designed to help students to demonstrate intellectual initiative, assume greater responsibility for and ownership of their own learning, and effectively design their learning in meaningful and powerful ways.

## Definition of Experiential Education

Before defining internships and briefly considering their value, it is important to understand the educational philosophy behind them. Learning from experience is a powerful form of pedagogy.

*The Association of Experiential Education*, (source: <http://www.aee.org>), offers this formal definition of experiential education: it “is a process through which a learner constructs knowledge, skill, and value from direct experience.”

Many definitions of experiential education exist, but most include the following salient characteristics (source: “What is Experiential Education?” <http://www.wilderdom.com/experiential/ExperientialWhatIs.html>)

Experiential education is:

- a process through which a learner constructs knowledge individually and in collaboration with others
- learning by doing
- learning that occurs through active involvement in what is being studied
- a strategy that connects classroom theory with practice in the real world
- any form of teaching that utilizes direct, hands-on experience
- the process of actively engaging students in experience that has real consequences
- a powerful learning tool
- a pedagogy that complements traditional education.

In essence, the rich, comprehensive, and complex term “experiential education” denotes learning generated from reflection on and analysis of direct concrete experience, whatever its nature, duration, or context. Typically, experiential learning derives from the process of connected, integrated thinking that occurs when one applies the intellectual tools of theory, critical analysis and emotional intelligence to probe and evaluate new experiences. (See list of resources for further information on the definition and theory of experiential education.)

#### Origins of Experiential Education

The origins of experiential learning, reflective practice, and the concept of living a self-examined life go far back in recorded human history.

In the sixth century B.C., the Chinese philosopher Confucius proclaimed the power of experience-based learning:

I hear and I forget  
I see and I remember  
I do and I understand

In the Western intellectual and cultural tradition, the roots of experiential learning extend to ancient Greece. For example, the philosopher Socrates championed the concept of self knowledge (*nosce tiepsum*) and exhorted others to actively pursue a self-examined life through questioning, reflection, and logical analysis. His contemporary, the dramatist Sophocles (495-406 B.C.), also acknowledges the role that hands-on experience plays in deepening human understanding and acquiring true learning: “One must learn by doing the thing: for though you think you know it you have no certainty until you try.”

The things we have to learn  
Before we do them,  
We learn by doing them

—Aristotle

From ancient China and classical Greece to present-day scholars on human development and learning theory, educators in all walks of life have acknowledged the importance to intellectual, personal, and professional throughout the human lifespan of the ability to construct meaning from daily experience through active reflection, critical analysis and integration of theory with practice.

Learning is finding out what you already know. Doing is demonstrating that you know it.

—Richard Bach

### Kolb's Model of Experiential Learning

While a number of theories and models of experiential learning exist, Medaille College has selected David Kolb's model for use as a practical teaching tool. We teach it to our students in order to help them learn productively and effectively from out-of-class experiences, whether they occur in the context of the campus environment, the workplace, the family, social interaction with friends, or in cultural or community settings. A basic understanding of Kolb's theory and model empowers students to be lifelong learners with the ability to use life, culture and community—in all its rich, complex, multifarious dimensions—as a learning laboratory. Kolb's theory nurtures reflective practitioners—integrative learners who possess the capacity to effectively apply their theoretical academic knowledge to inform their practice and in turn use their practical knowledge to clarify and deepen their comprehension of classroom theory.

See list of resources for information that describes and explains the Kolb model of experiential learning and its relationship to learning styles.

We don't learn from experience.  
We learn from reflecting on experience.

—John Dewey

Experience is not what happens to you, it's what you do with what happens to you.

—Aldous Huxley

## Internships

While there are many varieties and forms of experiential education, this handbook focuses primarily on formal, extended internships for academic credit at the undergraduate level.

Internships typically consist of structured and supervised opportunities for extended, in-depth, out-of-classroom, field-based discovery learning through the student's application of theory to hands-on practice in a work or organizational setting.

At Medaille College, students prepare academically for successful internships by engaging actively in the collaborative design of a site-specific learning agreement containing measurable, performance objectives to focus, direct, and deepen their learning from field experience.

The knowledge of the world is only to be acquired in the world, and not in a closet.

—Lord Philip Chesterfield

## Pedagogical Value

In their National Society for Experiential Education monograph, *The Internship as Partnership: A Handbook for Campus-Based Coordinators & Advisors*, Robert P. Inkster and Roseanna G. Ross, emphatically affirm that “meaningful educational value” does exist at the core of successful internship experiences: “Our experience as academic advisors has taught us that the primary value . . . lies in its contribution to the student’s intellectual and ethical growth” (1). They further argue that “a thoughtfully planned and executed internship embodies virtually all the seven principles for good practice in undergraduate education” championed by Arthur Chickering and Zelda Gamson (1).

Internships form an integral part of a liberal arts education for all undergraduates:

The liberal arts program provides students with a foundational, broad understanding of the social and natural world. Focused study in a major field equips students with the intellectual achievement vital to vocational success. Internships are thus an additional, integrated component of a larger academic program that fosters in students a powerful sense of purpose. The skills developed in a liberal education—the ability to speak, read, and write correctly, clearly, and cogently—are the skills needed in employment. Internship experiences help students understand the relationship of their educational experience to potential careers.

There is no discipline in the world so severe as the discipline of experience subjected to the tests of intelligent development and direction.

—John Dewey

There are many truths of which the full meaning cannot be realized until personal experience has brought it home.

—John Stuart Mill

**(Bethel College Internship Handbook 2005)**

<http://www.bethelks.edu/currentstudents/registrar/forms/pdfs/internshipandbook.pdf> )

Medaille College's internship programs endorse the claim that internships give students an educational opportunity that traditional academic, classroom-based instruction cannot always provide: a sustained opportunity to manipulate their classroom knowledge, to use it as a probe to explore a complex, challenging set of new experiences—and also to use new experiences as a probe to explore and evaluate their classroom learning from a new, practical perspective. (Inkster and Ross, 2)

The things taught in schools and colleges are not an education, but the means of an education.

—Ralph Waldo Emerson

We live in a wonderful world that is so full of beauty, charm, and adventure. There is no end to the adventures that we can have if we only seek them with our eyes open.

—Jawaharlal Nehru

## Specific Benefits

Medaille College internships offer a variety of benefits to students, which may include the opportunity to:

- evaluate and apply the theoretical information they learn in the classroom to practical problems and issues in a work environment;
- practice thinking, communication, and interpersonal/professional skills;
- gain additional knowledge and awareness of developing trends in their field;
- become more independent, self-reliant learners who know how to learn from experience;
- become more skilled reflective practitioners and integrative learners;
- explore career choices;
- compare personal goals and expectations to career requirements;
- prepare for career advancement by becoming more competitive in the job market;
- bridge the gap between formal education and the working world;
- access specialized equipment and facilities that may not be available on campus;
- develop self-understanding, self-discipline, maturity and confidence;
- develop networking/mentoring relationships;
- investigate organizational culture; and
- provide service to their intended profession and the community.

Get over the idea that only children should spend their time in study. Be a student so long as you still have something to learn, and this will mean all your life.

—Henry L. Doherty

To most men, experience is like the stern lights of a ship, which illumine only the track it has passed.

—Samuel Taylor Coleridge

## College Internship Policies and Guidelines

This section of the handbook addresses a variety of important college policies that govern most undergraduate internships (see statement of manual's scope on page ii). Students, faculty, and host organizations are expected to be familiar with them and use them appropriately in order to insure academic quality, the safety and well-being of students, and the successful completion of internships for all the partners involved in this collaborative enterprise.

## Eligibility Requirements

Students must meet all department/program-specific eligibility requirements before registering for an internship. See your program internship coordinator for details.

Only students in good academic standing may normally register for an internship or other credit-bearing field experience.

Prior to beginning their first required internship, students should submit a professional resume, developed in conjunction with the Career Planning Office, to their program coordinator.

Prior to course registration, students **must** satisfactorily complete all of the academic preparation steps outlined below in the “Students’ Roles and Responsibilities” section on page 15 of this manual as determined by their program’s internship coordinator.

A mind that is stretched by a new experience can never go back to its old dimensions.

—Oliver Wendell Holmes

*Students are expected to pre-register in the fall semester for a spring internship or in the spring semester for a summer or fall internship during standard pre-registration periods. Indeed, students are encouraged to plan their field experiences well ahead of time whenever possible. However, a student may register for an internship at any time before the conclusion of the add/drop deadline for the semester in which the internship is to occur.*

Institutional authorization to begin an internship is contingent upon completion of an approved and signed **Student Internship Learning Plan (SILP)** describing the student’s learning outcomes and activities (see *Appendix A*). *To register for an internship (including during the pre-registration periods), students must present their signed SILP to the Registrar’s Office in person. A staff member in the Registrar’s Office will then register the student for the appropriate internship course.*

## Indemnity Waiver

All Medaille internship students must also submit a signed Internship Release Agreement form to the Registrar’s Office at the time of registration (see *Appendix C*).

## Internship Timeframe and Awarding of Credit

Credit for internship is granted only after the student has completed all **Student Internship Learning Plan (SILP)** requirements to the satisfaction of her/his internship coordinator and a grade of S has been submitted to the Registrar's Office.

Internships are graded on a Satisfactory (S) or Unsatisfactory (U) basis. Students earning a grade of Unsatisfactory (U) do **not** receive academic credit for the internship and must repeat the course.

Incompletes (I) will be granted only under exceptional, mitigating circumstances, and should normally be requested by the student no later than two weeks before the scheduled conclusion of the internship. Students whose internship extends beyond the closing date for grade submission during a traditional academic semester will receive a Credit Pending (CP) grade on their grade report. Normally the CP is given only in cases when the student is able to complete the remaining internship hours within thirty (30) days of the official date for submission of grades at the end of the semester in which the internship began. After thirty days, the CP automatically changes to a grade of U (unsatisfactory) unless the student has made arrangements with the instructor for an incomplete and filed the necessary incomplete paperwork with the Registrar's Office.

Once the evaluation process is completed, the internship evaluator will submit the student's permanent grade. (See *Medaille College Undergraduate Catalog*, available: <http://www.medaille.edu/academics/catalogs/> and *Student Life and Residence Policies* for grading policies [http://www.medaille.edu/campuslife/handbooks/vol\\_VII.pdf](http://www.medaille.edu/campuslife/handbooks/vol_VII.pdf))

The internship coordinator is responsible for the evaluation process and the determination of the final grade. The criteria for what constitutes a passing grade should be clearly defined in the Student Internship Learning Plan (SILP), which, in cases of a grade dispute, serves as the authoritative document. A student may appeal an internship grade to the appropriate department chair.

The great aim of education is not knowledge but action.

—Herbert Spencer

### Multiple Internships at One Site

With the prior approval of the appropriate internship coordinator, students may pursue more than one internship with the same host organization as long as the second experience (or other subsequent one) does **not** replicate the first but represents a significant departure from it. The Student Internship Learning Plan for the second placement would have to document that the student's on-site work activities *and learning goals and objectives are distinct and significantly different* from those achieved through the prior internship completed at the site. For example, a business student might legitimately pursue an internship in accounting with a large, complex organization one semester or year and then return for a marketing or finance internship the next.

### Internship at Place of Employment

Students may pursue an internship in their place of employment under the following conditions:

- (1) The internship occurs within a different unit, department, or branch location of the organization and involves significant engagement in workplace activities beyond the student/employee's routine job responsibilities.
- (2) The internship demonstrably involves (a) the acquisition of essential new knowledge and skills for professional success, personal intellectual development, or effective citizenship or (b) the application of existing knowledge and skills to addressing challenging new problems or issues faced by the host organization.

In exceptional cases, the college may allow students to structure their learning experience around their current workplace setting and duties if the student and employer can document that the experiences for which credit is to be earned are beyond the employee's routine duties and will generate significant new learning.

There is only one thing more painful than learning from experience and this is not learning from experience.

—Laurence Peters

### Academic Standards

The college expects that students pursue learning goals and objectives commensurate with their academic status and preparation. In other words, a senior's Student Internship Learning Plan should include intellectually and

professionally more complex and challenging activities, objectives, and forms of documentation than those of a junior or a sophomore. The college similarly expects individual students required by their academic program to complete two or more internships to pursue an increasingly challenging developmental trajectory as they move from the first to the second or third field experience. Students—and their internship coordinator—should incrementally “raise the bar” for academic expectations and performance standards. Without new challenges, there can be no true growth.

#### Number of Internship Experiences and Total Internship Credits

Individual academic departments and programs determine the number of internships required in each major curriculum and the total number of credits in a degree program dedicated to field experiences.

However, students are normally restricted to one internship experience each traditional fall or spring semester as well as in the summer.

#### Internship Credits and Site Hours

All internships are for academic credit. Individual programs/department determine the number of internships required as part of the curriculum in a specific degree-program, the hours required for each credit earned, and the minimum or maximum number of credits a student may earn in a given internship course.

A minimum of 30 documented on-site and/or campus-based internship seminar hours are required for every credit earned. A standard 3-credit internship would, therefore, require at least 90 hours of clock time on-site or in off-site service to the host organization. Individual departments/programs may require more clock hours per credit.

In cases where departments/programs require internship students to return to campus on a weekly or other regular basis to meet for purposes of discussion, reflection, and evaluation, the seminar hours count toward the credit hour total cited above.

#### Internship Requirement Waivers

Internships represent an essential component of the curriculum and are critical to students’ academic and professional development. Waivers would be entertained and approved only under extraordinary circumstances. Approval for a waiver of an internship requirement requires the signatures of the appropriate program internship coordinator, department chairperson, and the Dean of the Undergraduate College.

Students are encouraged to embrace, not evade, experience-based learning.

Good judgement is the result of experience—experience which was usually the result of poor judgement.

—Old Farmer's Almanac

### Costs

Students are responsible for travel or other supplemental expenses incurred as part of an internship.

### Changes to the Internship Agreement

Any changes to the original Student Internship Learning Plan (SILP) *prior to or during the internship* **must** be mutually approved by the student, site supervisor, and internship coordinator and **must** be recorded in writing through either an emended SILP signed by all parties or a separate document (copied to all parties) enumerating the changes and the rationale for them.

### Incompletes

The college expects students to complete all internship requirements in a diligent and professional manner within the time frame agreed upon in the Student Internship Learning Plan (SILP). An incomplete (I) will be granted at the discretion of the faculty internship coordinator and only under extraordinary mitigating and documented circumstances.

Within 30 working days of the incomplete being awarded, the student must submit a realistic plan for finishing any outstanding internship requirements and have the plan approved by her/his internship coordinator. Failure to do so will result in the incomplete being immediately changed to a non-passing grade of U. If a completion plan is submitted and approved, the student will normally have until the end of the subsequent fall or spring semester to finish the internship in accordance with published college policy. However, internship coordinators have the authority to establish an earlier completion date for completion of internship hours and submission of all required learning materials.

Students and their internship coordinator **must** file the appropriate paperwork with the Registrar's Office and indicate on it the last date of attendance at the internship site (see form at <http://www.medaille.edu/academics/faculty/>).

### Drop and Withdrawal

Students may drop from an internship without consequence during the standard add/drop policy in effect at the time. After the add-drop period, students

may withdraw from their internship class, but will receive a W on their official college transcript. Students withdrawing after the **mid-point** of their internship as determined by hours completed will receive a W or other non-passing grade as appropriate. Exceptions to this policy may be granted by the appropriate internship coordinator and the Dean of the Undergraduate College *only under exceptional mitigating and documented circumstances*. Poor academic performance does not justify a withdrawal. Students are responsible for informing their site supervisor of a request to withdraw and for obtaining the supervisor's signature on a course withdrawal form.

It's what you learn after you know it all that counts.

—John Wooden

### Ending Uncompleted Internships

For sufficient cause, the student, site supervisor, or faculty internship coordinator may elect to end the internship. However, this decision should be considered **only** as a last resort and after all reasonable means (e.g., meetings, revised learning agreement, change in supervisor) have been exhausted to resolve relevant conflicts and problems in an appropriate manner satisfactory to all parties. Because the internship is essentially a professional commitment, Medaille strongly encourages students to fulfill their obligations to complete the full term of service at the site.

***Please note: If an internship is ended for any reason, the student is responsible for following all procedures regarding adding/dropping credits and is responsible for all tuition, fees, and penalties associated with credit coursework.***

### Student Withdrawal

Sufficient causes for a student to withdraw from an internship might include severe health problems, unanticipated and/or unresolved problems at the host site, agency failure to fulfill its responsibilities and other significant, warranted reasons.

If all remedies for saving the internship have been exhausted and a student elects to withdraw from it, he or she must notify his/her internship coordinator, the site supervisor, and complete all necessary paperwork with the Registrar's Office to withdraw from the internship.

Students must also notify their internship coordinator and site supervisor in writing of their intent to withdraw from the course and receive signed approval from their Medaille internship coordinator before withdrawing.

Note: Students should remember that withdrawing from an internship before its completion is a very serious matter. If an organization feels that it has had a negative experience with one Medaille intern, it may reject future Medaille intern applications. In addition, another suitable internship or other program/degree required course may not be readily available and therefore withdrawal may affect the student's progress toward degree completion.

#### Faculty Termination

Under unusual and irresolvable circumstances, an internship coordinator may terminate an internship placement if the student's performance is clearly substandard or if the internship conditions obviously do not serve the student's best interests. The internship coordinator must inform the student and the site supervisor in writing of the termination. If an internship coordinator chooses to terminate an internship without student consent, she/he must provide written documentation of the student's substandard performance or the unsuitability of the internship site to the student, the site, and the Dean of the Undergraduate College. In the case of an unsuitable internship site, the internship coordinator should work with the student to secure a new site and to fulfill the internship requirement in a timely manner.

#### Site Supervisor Termination

Under exceptional circumstances, the site supervisor may request the termination of an internship if the intern's performance is clearly unacceptable and all efforts to remedy the situation have failed. The supervisor must notify the student and the internship coordinator in writing of the reasons prompting the request. The internship coordinator is responsible for taking any administrative action required to terminate an internship.

Good judgment comes from experience, and often experience comes from bad judgment.

—Rita Mae Brown

#### Academic Integrity

Medaille College's academic integrity policy extends to internship classes and will be enforced. Any student caught engaging in plagiarism or any other form of intellectual dishonesty will be immediately subject to penalty, including being withdrawn from the internship site and being awarded a non-passing grade. (See *Undergraduate Catalog* <http://www.medaille.edu/academics/catalogs/> and *Student Handbook* [http://www.medaille.edu/campuslife/handbooks/vol\\_VII.pdf](http://www.medaille.edu/campuslife/handbooks/vol_VII.pdf))

for complete details about the college's academic dishonesty policies and procedures:

### Student Conduct Code

Similarly, internship students are expected to act in strict accordance with the principles and values for conduct articulated in the Medaille College Student Conduct Code. On-site transgressions will be treated with the same severity and carry at least the same consequences as if the offenses were committed on campus. As representatives of the college, student interns are expected to behave in a mature, ethical, and professional manner. See *Student Handbook* for details. [http://www.medaille.edu/campuslife/handbooks/vol\\_VII.pdf](http://www.medaille.edu/campuslife/handbooks/vol_VII.pdf)

### Conformity with Site Code of Conduct and Personnel Policies

Throughout the duration of the internship, students are expected to behave in strict accordance with their host individual's or organization's rules for conduct and personnel policies. Failure to adhere to these professional, workplace rules of engagement may also lead to termination of the internship and a non-passing grade.

Internships present students with the opportunity and privilege of not only largely designing their own learning, but taking ownership of it. The college, therefore, expects students to demonstrate intellectual initiative and responsibility throughout all the stages of the internship process from researching sites and developing educational objectives through the post-internship steps of reflection on and evaluation of learning achieved.

Failure to complete the following process with integrity and active engagement will not only potentially jeopardize students' ability to register for an internship but diminish the quality and success of the learning experience. (See *Appendix A* for internship process checklist).

Do you know the difference between education and experience? Education is when you read the fine print; experience is what you get when you don't.

—Pete Seeger

## Internship Process and Timeline: Students' Roles and Responsibilities

The student, the college, and the host site each have distinct, important roles and responsibilities to fulfill with due diligence in order to insure successful outcomes for all. The student roles and responsibilities throughout the three major stages of the internship process are detailed in this section.

### Stage 1 Pre-Internship Planning and Preparation

#### *Step 1: Internship Orientation and Resume Creation*

Students are **required** to participate in the undergraduate college's general orientation program into experiential education as well as any additional degree-program-mandated orientation activities **before** being authorized to plan and engage in their first internship. Students failing to complete all necessary orientation requirements will **not** be eligible to proceed with any college-sponsored and sanctioned internship.

As part of their orientation, students will work with the Career Services Office to begin the development of a resume to share with potential internship sites as part of the application process.

#### *Step 2: Meet with Internship Coordinator to Declare Intent*

Notify program internship coordinator of your intent to register for an internship the following semester or summer.

- Submit an Internship Concept form (see *Appendix A*) describing your preliminary thoughts about internship goals, expectations, and interests in the context of your life, career, and educational goals and your current academic background and preparation.
- Schedule meeting with your program's internship coordinator to discuss the Interest Concept form and discuss possible internship sites congruent with your needs and interests.
- Secure permission of the internship coordinator to continue, based on your academic eligibility, with the research and planning process.

#### *Step 3: Research and Site Selection\**

- Research appropriate internship opportunities commensurate with your educational plan. For example, speak with faculty, career services staff, family members, friends, and internship-experienced students. Use library or Internet resources to learn more about available internships and the organizations sponsoring them.

- After identifying some sites of interest and potential value, meet with your internship coordinator to examine the pros and cons of your options and to select a site that matches up well with your needs.

\*Students are **not** to contact any potential host organization or site supervisor **until** after they have met with their program’s internship coordinator and secured approval to initiate the inquiry/application process. In some cases, host organizations may prefer or require that the first contact be made only through a school official, not a student.

#### *Step 4: Applying for an Internship and Developing a Learning Plan*

- After obtaining the internship coordinator’s approval for a site, send letter of interest and resume to the prospective host organization and complete any other of its internship application requirements.
- After receiving notification of acceptance, identify your site supervisor/field educator.
- Schedule meeting with this individual to discuss the organization’s expectations and to explore your internship learning plan and opportunities.
- At the meeting, present for review and discussion a **draft** of your Student Internship Learning Plan (see *Appendix A*). \* The draft **must** include:
  - (1) preliminary learning objectives
  - (2) specific internship activities aligned with them, and
  - (3) a list of methods for documenting and evaluating your onsite performance.
- Revise SILP draft based on feedback from your field educator.
- Schedule meeting(s) with your internship coordinator to design your final Student Internship Learning Plan—your own, customized course syllabus and guide to discovery learning.

\*The Student Internship Learning Plan is essential for maximizing the learning you will derive from your on-site experiences. The SILP serves as a blueprint or road map to guide and deepen your learning and give it a sense of unity and coherence. While you will learn much more than can be captured in a single document, it will serve you well as an ongoing reference point.

The SILP must, however, be created in a collaborative fashion and appropriately reflect the counsel of both your site supervisor at the host organization and your internship supervisor. (See *Appendix A* for sample internship learning agreements, information on the college’s expectations for students’ achievement of generic experiential learning and general education outcomes as

well as customized internship objectives, and resources on writing effective learning objectives).

#### *Step 5: Securing Approval and Registration*

- Secure approval SILP signatures from your site supervisor/field educator and your internship coordinator. Make four copies. Submit the completed original to the Registrar's Office at the point of registration. Keep one copy for your records. Distribute the other signed copies to your academic advisor, your internship site supervisor and your internship coordinator.
- Check for any holds on your college account. Clear any holds.
- Notify your academic advisor of your intent to register for an internship.
- Register for the internship at the Registrar's Office by presenting a signed and approved Student Internship Learning Plan and completed registration form.

#### Stage 2 The Internship

##### General Comments

The College expects students to conduct themselves in a thoroughly mature, responsible, and professional manner at all times. Students should adhere not only to the College's expectations for behavior outlined in its Student Code of Conduct, but to conform to the host organization's policies, cultural norms, and codes of professional behavior. Failure to comply with published behavioral standards represents grounds for the host organization and/or Medaille College to immediately terminate the internship and to fail the student for it.

The following statements highlight some of the key steps for students to complete just prior to and during the internship.

Step 1: Contact site supervisor at an appropriate time but no less than two weeks before start date to confirm arrangements and review your learning plan.

Step 2: Notify your internship coordinator of any changes in arrangements and/or necessary changes in the Student Internship Learning Plan.

Step 3: Attend host site orientation (as appropriate). Familiarize yourself with the host organization's mission, culture, policies, codes of conduct, policies, and procedures.

Step 4: Maintain daily analytic field learning journal (see list of resources for documentation on effective use of journals as a learning and assessment tool).

Step 5: Maintain regular contact with campus internship coordinator and inform him/her of any on-site problems encountered.

Step 6: Attend on-campus reflective practice seminar sessions (as appropriate).

Step 7: Arrange with internship coordinator for site visit and mid-point evaluations by the coordinator and site supervisor (see *Appendix B* for forms).

Step 8: Arrange closure process and activities with host organization, thank site supervisor, and request timely submission of her/his final evaluation.

### Stage 3 Post-Internship Performance Assessment

Like the two previous phases, the post-internship assessment and “re-entry” stage is critical to the active construction of deep, sustained learning and professional development. All students are **required** to maintain an analytical field learning journal, write a summary and analysis paper related to the Student Internship Learning Plan (see *Appendix A*), and submit a form of special documentation of learning (determined in conjunction with the faculty internship coordinator prior to the start of the internship). The special documentation should be suited to the nature of the internship experience, the host organization, and the student’s learning activities and outcomes. Examples of special, individualized documentation might include a lesson plan, a case study, a business plan, an audio or videotape, a short story or song, or a portfolio of work.

After the field experience is concluded, students are required to complete the following steps:

Step 1: Meet with your faculty supervisor to discuss your internship experiences, your site supervisor’s final evaluation report (see *Appendix B*) and to submit your field journal.

Step 2: Complete your internship self-evaluation form and host agency/site supervisor evaluation form (see *Appendix B*).

Step 3: Continue to reflect on your field experiences and to apply the David Kolb model by integrating theory with your recent practice and by formulating new ideas for further application and analysis.

Step 4: Submit summary and analysis internship essay and your specialized learning documentation to your internship coordinator for evaluation and determination of a final grade (see *Appendix B* for further information on these assessment pieces).

Step 5: Apply and integrate field experiences into your next set of classes to test out new insights and ideas, develop skills, and enrich your learning.

Life is not a problem to be solved, but a reality to be experienced.

—Kierkegaard

## College Internship Coordinator and Field Educator Roles and Responsibilities

The previous section outlined the roles and responsibilities of students in the internship partnership. This section shifts attention to the essential tasks performed by the other two partners in the educational process, both of whom support the student interns in the design, execution, and assessment of their learning.

### College Internship Coordinator

#### *Pre-Internship*

Prior to the students beginning their internship, the appropriate program-level internship coordinator should:

- confirm students' participation in required internship orientation activities and eligibility for the desired internship;
- assist students in selecting an appropriate site;
- facilitate student contact with any prospective host organization and selection of an appropriate, qualified site supervisor;
- help student draft an educationally appropriate and realistic Student Internship Learning Plan (SILP) that meets program and college quality assurance standards;
- be sure site supervisor is adequately involved in the design of the learning agreement;
- coordinate with site supervisor about the roles and responsibilities of all parties involved in the internship;
- work out a plan with the site supervisor for handling a site visitation and for addressing problems that may arise during the internship from either a student or site perspective;
- approve SILP (thus clearing students for registration) and confirm students have completed all other required actions and paperwork on the college's Internship Checklist (see *Appendix AC*).

Please see list of resources for more resources about the roles and responsibilities of internship coordinators.

### *During the Internship*

While the student is on site, the appropriate campus-based internship coordinator should

- maintain communication with the student during the semester to provide guidance and support; contacts could take the form of in-person meetings, phone calls, or emails;
- monitor the students' progress in the context of their Student Internship Learning Plan (SILP);
- contact (via phone, email, or site visit) the site supervisor at least once during the semester to discuss the student's performance and the applicability of theory to the field experience;
- send out to the site supervisor the required student evaluation forms (see *Appendix B*);
- insure that the site supervisor is adequately fulfilling his/her responsibilities and giving the interns sufficient mentoring, guidance, and feedback; and
- act as a trouble-shooter, as necessary, to resolve any student-site supervisor problems that may arise.

### *Post Internship*

After the students have completed their field hours, the internship coordinator is required to:

- confirm with the site supervisor that the students have satisfactorily (or not) fulfilled the expectations of their Student Internship Learning Plan;
- collect, review, and share with the students their final Site Supervisor Evaluation form (see *Appendix B*);
- collect students' Internship Evaluation form (see *Appendix B*) and share feedback with the site supervisor;
- collect and evaluate the students' field journal, summary and analysis paper, and other college and program-specific assessment documents;
- meet with students to review their overall performance evaluation; and,
- discuss next steps for learning (integrating field learning back into classroom experience, thinking ahead to the next internship or other steps as appropriate).

### Field Educator/Site Supervisor

The site supervisor:

#### *Pre-Internship*

- interviews prospective interns and participates in selection process;
- works collaboratively with the student and the faculty internship advisor to design an internship that meets the educational and professional needs of

- the student and that conforms to the program's and college's quality standards;
- helps the students develop goals and objectives for the Student Internship Learning Plan (see *Appendix A*) that are linked to the on-site activities in which they will be involved; and
  - signs the Student Internship Learning Plan (SILP).

### *During the Internship*

- provides students with a thorough orientation to the organization, department, and internship;
- discusses with students the responsibilities and parameters of the internship and assigns appropriately challenging and significant duties congruent with the signed internship learning agreement;
- provides access to the equipment, supplies, and space necessary for the students to perform their duties;
- supervises and assesses the students' performance on a consistent basis;
- establishes regular supervision meetings to discuss students' progress;
- remains available to answer questions and help students solve problems;
- serves as a mentor and guide to the profession;
- helps students to connect with other professionals in the field;
- notifies the faculty internship coordinator of any significant changes in student work status, schedule, or performance;
- remains available to talk with the internship coordinator and meet with him/her during a site visit; and
- submits a candid mid-internship performance evaluation for each intern (see *Appendix B*).

### *Post- Internship*

- submits an honest assessment of the students' attitude, performance, and accomplishment of the SILP learning goals and objectives.

### Conclusion

Throughout the internship process, students are encouraged to engage deeply in their experiences, apply Kolb's model and use effective reflective journaling techniques to construct meaning from these experiences. They should also maintain open communication with their site supervisor and campus-based internship coordinator in order to obtain full value from their internship.

Finally, students are invited to read the information in the list of resources about the five documented, commonly experienced stages of an internship in order to prepare them for a successful field experience.

To one who, journeying through night and fog,  
Is mired neck-deep in an unwholesome bog,  
Experience, like the rising of the dawn,  
Reveals the path that he should not have gone.

—Joel Fred Bink