INTRODUCTION

The following is a guide provided by the Career Development Center (CDC) to help support your role as a faculty supervisor for an Occidental College student intern. This guide also contains general information, policies and course requirements for INT 200.

INTERNSHIP DEFINED

The Career Development Center’s guiding organization, the National Association of Colleges & Employers (NACE), provides the following definition of an internship:

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.

Internship opportunities are available in all occupational sectors and may or may not directly correlate with a student’s major. Internships provide students with the opportunity to explore career fields or job functions of interest. Through diverse occupational exposure, students can enhance their progression towards career discernment, while building transferable skills toward post-graduation opportunities. Students can secure nonprofit, governmental, and for-profit opportunities.

INTERNSHIP EXPERIENCE

The primary objective of an internship is to create a learning environment for the student under the aegis of an on-site professional supervisor, who is to be available to counsel, guide, or mentor the intern. The on-site supervisor is an employee at the organization where the student is interning.

ORGANIZATION RESPONSIBILITIES:

- Ensure that at least 75% of the intern’s time is devoted to projects and hands-on experiential learning opportunities; 25% of the intern’s time can be devoted to clerical work
- Make necessary equipment, supplies, and space available for the intern
- Arrange a weekly work schedule that can accommodate the intern’s academic responsibilities
- Make available to the faculty supervisor any materials that the intern has produced for the organization for academic review and grading of the intern’s performance
- Internship must meet a minimum of 80 hours throughout the semester on-site (can be off-site if the internship allows for flexibility, as long as the intern is participating in activities related to their internship)

ON-SITE SUPERVISOR EXPECTATIONS:

- Confer regularly with the intern and/or the CDC. Providing a set meeting time can not only serve to monitor the intern’s progress, but can be an opportunity to serve as a professional insider with valuable insight and advice on a career field or job function.
- Train the intern as required and orient her/him to the organization’s policies and procedures.
- Provide two performance-based evaluations of the intern (one at mid and end of semester). The evaluation is submitted on-line, but can include a one-on-one meeting between the intern and supervisor to discuss and clarify projects and goals, provide feedback and/or additional training, as needed. Supervisor needs to recognize that the internship is a learning experience for the student. It is suggested that the supervisor take the time to discuss with the intern how the evaluation tool is interpreted and at what level the performance is evaluated (e.g., student-learner, entry-level employee at the organization, etc.).

COURSE OVERVIEW

Occidental College offers both a two unit (INT 200) and a zero unit (INT 100) option for students. The CDC coordinates both courses and supports students during their internship. The following outlines course prerequisites, requirements and general policies for INT 200.

COURSE PRE-REQUISITES

- At least a part-time student status (enrolled in at least six units or more)
- In good standing with a GPA of at least 2.0 at the time of enrollment
- Sophomore or higher class standing (including rising first-years)
- Complete internship course enrollment paperwork (available on-line or at the CDC)
- Secure a faculty supervisor (faculty supervisors can, but are not required to be associated with the intern’s major)
- Obtain approval from academic advisor

COURSE REQUIREMENTS

- Complete a minimum of 80 hours at internship site per semester (an average of 8-10 hours per week during the semester. During the summer a student can intern up to 40 hours per week for 10 weeks)
- On-site supervisor must complete a mid and final performance evaluation (CDC will send the evaluation to on-site supervisor listed on internship paperwork. A copy of these evaluations will be forwarded to the faculty supervisor.)
- Student completes a 500-word reflective paper and internship survey at the end of assignment
- Any additional academic course work as instructed by the faculty supervisor

Failure to complete course requirements can lead to student receiving N/C for internship course.

COURSE POLICIES

- Student can enroll in one internship course per semester
- There is no limit on how many times student can enroll in INT100; however, student can only enroll in INT 200 twice during their time at Oxy (maximum of 4 units earned)
- Student can only receive CR/NC, which is listed on transcript
- Student is required to notify the CDC, on-site supervisor, faculty supervisor, and Registrar's
Office, if student no longer wants to pursue internship. Student must follow Registrar’s procedures to drop the INT course.

- The College does not allow retroactive credit for an internship. Student must enroll in the INT course the same semester the internship is carried out.

**FACULTY SUPERVISOR ROLE**

The faculty supervisor role is an important component of the student's learning and internship experience. The faculty supervisor for INT 200 does not have to be the student's academic advisor, but must be a full-time professor at Occidental College. Adjunct faculty can serve as a faculty supervisor with the permission of the department head. Below are some suggestions, considerations, and responsibilities of the faculty supervisor.

**MENTORSHIP**

Students can greatly benefit from the mentorship of a faculty member because it enhances student learning by linking academic study to specific career fields. It is recommended that the faculty supervisor keep in contact with the student throughout the internship by setting a meeting schedule at the beginning of the semester for the purposes of monitoring the intern’s progress and providing feedback and guidance. Meeting with a faculty supervisor gives interns the opportunity to process what they are learning and receive valuable insight about their field of interest.

**ACADEMIC COMPONENT**

Similar to an Independent Study, faculty supervisors lead the academic component of INT 200. Faculty supervisors will determine what the academic component of INT200 will be and should outline this in the Student Learning Contract. Typical academic assignments have included:

- Research paper related to the field
- Journal or series of reflection papers (please note there is a final reflective paper that the CDC manages and is a requirement in order for the student to receive credit. The CDC will provide a copy of the final reflective essay at the end of the semester.)
- Portfolio of completed work/assignments at the internship

The faculty supervisor will instruct the student as to what evidence s/he requires in order to evaluate the student’s academic learning for the course.

The faculty supervisor will determine if the student’s completion of the academic component warrants receiving credit and will submit a grade to the Registrar’s Office at the end of the semester.

**CONSIDERATIONS**

This section provides general guidance for faculty on the various stages of the INT200 course. Remember that the staff at the CDC is available to assist you at any time if there are any questions or if concerns arise.
PRIOR TO INTERNING

- Determine whether the student is a good candidate for an internship at this point in time (take into account things like academic load, maturity, and prerequisites for enrollment)
- Ask the student how this internship aligns with her/his career goals
- Determine if the student is prepared for the “work environment” (will this student be able to represent the College at the internship site)
- Determine whether the student is over-qualified for the position and should look to another challenging role within the field
- Determine whether the student has the capacity to integrate applied to theoretical learning

PRIOR TO SUPERVISING/MENTORING

- Do you know the student sufficiently to be inspired to mentor him/her along a career trajectory of interest?
- Is the field of work within your area of expertise? If not, are you open to learning more about the occupational area?
- Does your standard of academic excellence align well by the internship, for example:
  - Is a long research paper appropriate given the duties, scale and scope of intern assignment, and hours spent on-site?
  - Should intern keep a journal because self-reflection will help him/her grow?
  - Do you have sufficient time to offer adequate feedback to the academic assignment you offer?

The decision to serve as a faculty supervisor and mentor to a student during an internship is at the discretion of the faculty.

DURING THE INTERNSHIP

- How is the student experiencing the internship? Is this what the student expected it to be? Are there any surprises?
- Has the student experienced any challenges?
- How is the work environment for the student?
- Is the student getting adequate feedback from the on-site supervisor and is the supervisor accessible to the student?

RED FLAGS

During the course of the internship, the student might encounter some issues with his/her site and/or supervisor. While we encourage the student to seek advice, there are situations that warrant a call or visit to the internship site. In some instances, a termination of the internship is in the best interest of all parties. The following are some warning signs that might need further exploration:

- The student is overwhelmed with the duties/responsibilities that are assigned to him/her
- The supervisor is never available to provide guidance and feedback to the intern’s work
- The duties carried-out are dramatically different than advertised or have changed to include work that is not project-based or outside the scope of the intern’s knowledge/abilities
- The intern is working long hours or more than agreed upon
- The internship is interfering and adversely affecting the student’s academic course work
- The on-site supervisor is treating the intern as an employee
- The work environment of the internship is over stressful or unsupportive

ON-CAMPUS INTERNSHIPS
In an interest to provide increased opportunities for students studying in Los Angeles, the institution is authorizing on-campus internship opportunities that would allow students to intern on campus and receive credit through the Career Development Center’s Internship Program (INT100 and INT200). On-campus internships are distinct from the institution's Work Study Program and various on-campus leadership programs by providing project-based exposure in professional occupational areas, whereby the primary goal is that the student intern is the beneficiary of professional learning. On-campus departments wishing to create internship positions or willing to host a student intern by student request, must work with the CDC to assure that they are developing an internship opportunity that ascribes to the department’s criteria. To assure student learning of the highest caliber, the department’s philosophy is to set on-campus internships to the same rigorous standards ascribed to internships available in for-profit and public service organizations.

SUMMARY
The CDC is committed to supporting students in participating in various experiential learning opportunities. As such, the internship process is an opportunity for students to apply their classroom knowledge to the field of work. It is a way for students to gain "real-world" experience and skills in a career area or job function of interest.

Likewise, employers see an internship as an integral step in the hiring process, as a student who has interned can poses the qualities they seek for employment their opportunities. Therefore, the role the faculty serves is critical to the students’ overall learning and internship experience. The CDC values the mentorship and role that faculty to play and are available to provide guidance to the community on the internship experience.