



PRESBYTERIAN COLLEGE

Career Development & Student Success

2019-
2020

Academic Internship Guide



A reference guide for
students, faculty, and
employers.

Presbyterian College
2019-2020

Definition of *Internship* (from NACE* website):

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.

... At the foundation ... is the tenet that the internship is a legitimate learning experience benefitting the student and not simply an operational work experience that just happens to be conducted by a student. The core question then is whether or not work performed by an intern will primarily benefit the employer in a way that does not also advance the education of the student. (emphasis added)

*National Association of Colleges and Employers

From <http://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/>

Overview

This comprehensive manual is designed for students and for academic advisors to work through with their advisees beginning as soon as a major has been declared, and it includes a copy of information for employers.

Table of Contents

STUDENTS	PAGE 5
1. Planning ahead - Freshman or Sophomore year	
2. Finding an internship - one year to two semesters before internship	
• Methods and skills to use in the internship search	
• Restrictions and guidelines on accepting an offer	
3. Registering and scheduling the internship once it is secured	
4. Preparing for your internship once it has been secured - BEFORE INTERNSHIP BEGINS	
5. Completing the internship - DURING THE GRADING PERIOD	
• Requirements and processes	
• Addressing problems during the internship	
• Voluntary or involuntary withdrawal/termination guidelines	
6. After your internship - grades and follow-up	
FACULTY ADVISORS	PAGE 13
1. Academic advisor responsibilities	
2. Faculty intern advisor/instructor responsibilities	
EMPLOYERS	PAGE 15
1. Posting of internship opportunities	
2. Selection of interns	
3. During the internship	
4. Following the internship	
CAREER DEVELOPMENT & STUDENT SUCCESS	PAGE 17
Ways staff can assist throughout the process	
APPENDIXES - Student , Faculty , and Employer handouts, by audience; Washington Semester	

A VISUAL OVERVIEW:



Internship overview by area of responsibility.

Student Role

Intern Advisor Role

Employer Role



Determine the career path to be explored through internship



Meet with prospective intern to discuss learning outcomes



Review candidates and select intern



Work with Career Development staff to prepare for internship search



Meet with registered intern to discuss progress and ongoing learning



Provide job description and training for internship work



Apply for and secure internship; complete and submit registration form



Review and grade written material for the internship



Write evaluation of work completed so that intern can learn from strengths and weaknesses (please include BOTH)



Complete work of the internship, meet with intern advisor, and write reflection papers

HELP FROM CAREER DEVELOPMENT & STUDENT SUCCESS STAFF



Staff members are available to help with career exploration, job search process, and registration of the internship. But ultimately, the final responsibility falls on the student to do the work which is needed to accomplish each goal along the way. The sooner a student reaches out to our office, the more help we will be able to provide.

<https://www.presby.edu/careers-and-internships/>

Academic Internship Guide

Quick-start registration for those who have an internship in-hand and simply need to get it registered for academic credit.

If you have already secured an internship and simply need to know how to get it registered for academic credit, skip to student information section 3: *Preparing for your internship once it has been secured*. The first item in this section is the process for registration; but an internship for academic credit involves a lot more than simply securing an internship and getting it registered for academic credit. You will still need to complete the requirements for academic credit which are provided in detail.

***** IMPORTANT ***** Please **DO NOT** “set up” an internship with a local or on-campus employer without first checking with Career Development & Student Success. There is a list of some locations which have limited availability and where a student may already be in process of finalizing the location. These employers may mistakenly assume that *you* are the student whom they are already anticipating, resulting in having an internship fall through for you or the other student.

Student Overview and Guidelines

Overview of internships used to meet the general education requirement for graduation

An internship is a student-initiated educational experience, similar to an independent study or research project in registration process through use of a form instead of by signing up on Banner. Each student partners with a faculty member - called an internship advisor - who is the instructor for the internship, grading all the written assignments. This guide has been developed to simplify the process of seeking, securing, registering, and completing an internship and is designed to be used by academic advisors working with their advisees.

1. Planning ahead:

Selecting the best term in which to intern

- The earliest term a student may complete an internship is the 1st term in which the student has sophomore status AND has completed two grading periods at Presbyterian College.
- Some students wish to use an internship to explore a career early in the academic program in order to determine if an intended major is a good fit.
- Some students wish to save all six hours of eligibility for an academic internship, hoping to secure a paid internship during the final semester of studies; in some cases, the internship may serve as a probationary period for a new job intended for post-graduation.
- Each credit hour requires a minimum of 42 contact hours at the internship (not including time spent writing the reflection assignments). For a fall or spring term of 14 weeks, this works out to 3 hours per week *per credit hour registered*. (Some employers set a minimum of 5-10 or more hours per week for their internship. If their needs fit your availability, you may register 1 credit hour for each 42 hours of contact

time, up to the maximum of 6 credit hours counted towards graduation.) *This must be set up during registration.*

- Registration deadlines for an internship are the same as for all other classes, as are withdrawal deadlines. Medical settings required at least 60 days preparation before the beginning of the intended term and space is limited. Some other locations also have prerequisite approval processes *after* securing the internship (called the onboarding process). If in doubt, ask the internship program manager.

Determining how many credit hours to seek

- The general education requirements for graduation allow two options for internship credit inclusion: a 4-6 hour internship may be used to fulfil the entire gen-ed intercultural/experiential requirement; *or* a 1-3 hour internship plus an intercultural class may be used to fulfil this requirement. *Check the catalog for the year in which you entered for the specific general education requirements for your program of study.*
- Theatre majors, theatre minors, pre-law minors, and media studies minors are all required to complete an internship in the designated field of study. Check your major or minor card for specific requirements.
- A 1-credit internship is minimal in level of experience gained, particularly in hands-on or project based internships. However, many students choose to register only 1 credit hour whether they work extra time or not. These internships also fit well into pre-professional programs of study such as pre-med, pre-PT, etc., where observation is used to build the internship experience. This decision is one to discuss with your academic advisor.
- A moderate work experience of 5-10 hours per week or more is ideal for gaining the most from your hands-on internship experience. For a 3 credit internship, about 9 hours per week of work would be required.
- Summer school internships incur tuition charges on a per-credit-hour basis. Some students who register for summer school internships register only 1 credit hour even if working full-time for the entire summer. Other students will use summer school internships as a way to catch up on hours if courses need to be repeated during fall or spring terms.
- **Internships are graded on a pass-fail basis and do not affect GPA hours except when a student fails an internship.** Internship hours do count towards total hours earned for most scholarship requirements and NCAA progress towards degree.

Determining whether to complete one internship or multiple internships

- If a student wishes to see the annual life-cycle of a business, completing consecutive internships in the same location may be done.
- If a student wishes to compare two or more fields of employment, multiple internships may be completed. This is also true for comparing multiple settings within a field, such as outpatient PT and inpatient PT.
- If a student wishes to commit a larger portion of a semester schedule to a work experience, a 4-6 credit hour internship may be appropriate.
- Students may also wish to consider non-academic internships for additional work experience before graduation.

Selecting a field or related field for your registered internship

- Students who are confident in an intended field may search for an internship in that field.
- Students who are undecided among two or more fields may either complete activities to help narrow focus before seeking a specific internship, or may complete an internship in more than one field in order to compare these.

- TIP FOR SUCCESS: Take time to explore your options by setting up your first meeting with a Career Development & Student Success staff member to explore possible fields of interest!
- Many students, however, have a better idea about what they like to study than they do about specific jobs for after graduation. Career Development & Student Success staff are trained to help students navigate the exploration process at any time - whether as freshmen entering PC or as seniors preparing for graduation. We encourage you to set an appointment with an on-campus career specialist in order to begin this exploration, which may take several months. The sooner you start exploring, the better!

Possible costs associated with internships

- Tuition -all internships for academic credit are considered courses which incur tuition; during fall and spring, this is part of fulltime expenses; during summer school, tuition is charged on a per-credit-hour basis
- Medical test and immunization costs required for approval to specific site
- Drug testing
- Professional clothing, if required
- Criminal background check costs
- Employer-required online coursework for approval (example - HealthStreams module required by the Greenville Health System)
- Travel to the internship, if off campus
- Meals if internship takes you away from campus during meal periods (students may check with Aramark to determine if a boxed lunch may be selected for meal plan)

*Paid vs. unpaid internships**

Internships may be paid or unpaid and still remain eligible for academic credit. Unpaid internships through for-profit organizations should meet federal guidelines. In general, if a for-profit business would need to replace the intern with a paid employee, the internship should be paid. Non-profit and public sector internships are commonly unpaid and should be considered volunteer work in such cases.

*KNOW YOUR RIGHTS: Federal guidelines set the standard for paid and unpaid internships. Registration of an internship for academic credit does not constitute in itself a reason for an internship to be unpaid. Students, faculty, and employers should review the Department of Labor fact sheet 71 at: <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>

Additional guidance regarding unpaid internships is available through the National Association of Colleges and Employers (NACE) position statement, posted on their website: <http://www.nacweb.org/about-us/advocacy/position-statements/position-statement-us-internships/>

Internships and athletic or work-study schedules

Student athletes and those who have work-study tend to have busier schedules than some other students. This is particularly true for pre-med majors and those involved in music coursework. **Planning ahead is particularly important for these students.** We strongly encourage you to meet with Career Development & Student Success staff as early as possible - ideally during your freshman year - to explore the best term to complete an internship, in partnership with your academic advisor, your coach, and the athletic compliance officer.

2. Finding an internship:

Many students put off the search for an internship out of fear or confusion - don't let this be you! There are numerous resources to help you find an internship. Start by contacting Lynn Downie to learn more. The ideal is to use a *career development* model, even if seeking the internship with the help of faculty, family, or other networking. Start a year in advance whenever possible. Partners to include: academic advisor, Career Development & Student Success, and possibly others in your professional network, after you've met with your academic advisor and someone from Career Development & Student Success.

Methods of searching

There are several ways students have successfully found internships. *In ALL cases, it is important that the employer has reviewed the federal regulations governing internships to provide opportunities which comply with guidelines for paid vs. unpaid internships. Career Development & Student Success ordinarily screens employer postings for internships which are posted on our jobs board, the Tartan Network. Students are not limited to that list of internship opportunities.* Here are the most common four search techniques:

Career development model - This method of search permits the student to begin exploration at the beginning and build the job search skills which will be invaluable in future job searches.

- Job search skills and professionalism - You will meet with career staff members to review a resume, practice networking, or build other skills used in the search.
- Where to look for internships - You will apply directly to internship opportunities and may have the opportunity to be interviewed competitively for these positions. Many internships are posted on the Tartan Network, the Presbyterian College career and job search web platform. - see the Tartan Network Internship Handout in the appendix for this process.

Parent-initiated - If a parent has an appropriate contact in the field of the student's desired internship experience, the best practice should include referring the employer to the internship program coordinator, along with the name of the student who is under consideration for an internship. This will allow the student the opportunity to do a more realistic application for the internship, and provide the employer the opportunity to ask questions about internship employer requirements.

Student-driven - If a student already has a professional contact in the field in which he or she hopes to work after graduation, it is acceptable for the student to initiate an application for an internship with this professional's organization. Please note:

- *Students may not complete internships under the supervision of a family member.*
- *Students who initiate contact with an employer outside the school's employer list should also communicate with the internship program coordinator as soon as possible to be certain the proposal meets college requirements and can be registered in a timely fashion.*
- *Summer internships registered for academic credit incur summer school tuition.*

Faculty-initiated/influenced - There are two primary faculty-related methods of searching for internships. *In these instances, a faculty member should also initiate communication with the internship program coordinator to be certain that the student is on all appropriate lists for communication about deadlines and expectations for registration.*

- **Field-work in a specific field related to a discipline:** This method is common when a faculty member has a particular setting in mind for students in a given field. In such cases, the faculty intern advisor often works closely with the employer supervisor to provide a specific experience for students in a given field. Examples include (but are not limited to) Christian education, theatre, and music performance. Education majors complete practicums and student teaching rather than internships.
- **Discipline-related contacts:** Sometimes a student has been working closely with a faculty member or advisor, and the faculty member has a specific contact in a career which is relevant to that student's desired career path. If there is an ongoing close relationship, the faculty member may elect to make an introduction.

Strategies for a Successful Search
Network with professionals in the field of interest to learn of unpublished opportunities
Research the leading companies in your field of interest to determine which companies are of greatest interest. Then follow up by researching their business partners, product providers, etc., to create a prioritized list of prospective internship locations
Make a personal connection whenever possible, through a PC alum, family friend, or a professional acquaintance
Be willing to think creatively - is there a skill needed for your intended career which overlaps with a more readily available local business? If so, an internship in a related field may be as valuable as one in the actual field of interest
Look at the Tartan Network for jobs and internships posted for PC students. Also, look on individual corporate websites for internal postings, and on general jobs boards. Some positions posted specifically for PC students are filled quickly by the first student to apply, so when applying to opportunities marked PC Priority, select one at a time rather than applying to multiples.
Finally, remember to NETWORK! The unpublished opportunity is one which is much easier to secure because you are not competing with as many other for it, but it is the HARDEST to find because it will not be listed on a jobs board. You must practice networking in order to find these.

Seeking an internship: locations available - During fall and spring term, look for internships within a realistic commute from the college. Laurens, Greenwood, Newberry, Union, Spartanburg, and Greenville counties all offer opportunities within a 45 minute drive. The cities of Greenville and Columbia offer opportunities within an hour drive. Virtual internships may also be considered. During summer term, there are no restrictions on location for internship.

Restrictions - Internships may not be completed under the supervision of a family member. Student athletes are restricted from any internship which involves potential solicitation from college donors. Credit may not be received for prior experience. There may be additional limitations which are less frequently encountered. Please ask any questions to explore potential concerns.

Accepting an offer - Once you have an offer for an internship, you may be uncertain whether to accept the offer or to continue looking. If the internship offers the opportunity to build skills which are related to the field where you hope to end up, and if it also fits your schedule of availability, meet with your academic advisor, intern advisor, or career counselor to discuss whether it is a good fit for you. **If so, clearly communicate your intention to the employer and establish a date to follow-up before the beginning date of your internship.** At this time, verify dress code and any other policies which are relevant, and inquire whether there are

onboarding items which must be completed before the internship may begin. In the case of medical internships, a minimum of thirty days is required to complete the onboarding process. Other fields or specific employers may have similar requirements, particularly in the financial field or in education.

3. Registering and scheduling your internship once it is secured**

(**Begin here if you already secured an internship and need to make sure you meet college requirements for academic credit.)

Securing the internship is just the first step to having an approved academic internship experience. Now it is time to:

Register for academic credit - This process uses a [form](#) (in appendix) which must be submitted to the registrar by the registration deadline for the grading period during which the internship takes place.

ACADEMIC CREDIT MAY NOT BE EARNED FOR PRIOR EXPERIENCE.

Plan your learning outcomes - Academic internships are considered a course and must include anticipated or desired learning outcomes which are written onto the registration form. Students will work with faculty intern advisor and/or Career Development & Student Success staff to develop appropriate, measurable learning outcomes.

Setting your schedule - Discuss your availability and expectations with the employer supervisor to schedule internship hours to fit your class schedule and other required activities. Look ahead to any potential conflicts which may be expected and communicate these in writing at this time, and then again one to two weeks in advance of the conflict. (This may include school breaks, away athletic events, class field trips, etc.)

Securing an instructor (faculty intern advisor) - As a part of the registration process, you will be asked to get the signature of your faculty intern advisor. This is your instructor for the internship. If you have not already secured this advisor ahead of time, it must be done before the internship may be registered. Some departments require that you complete the paperwork without the name of your intern advisor. In such a case, the department chair will approve your registration and assign you an intern advisor during the first week of classes.

4. Preparing for your internship once it has been secured - BEFORE INTERNSHIP BEGINS

Professional readiness - Discuss any expectations and onboarding requirements with the employer supervisor well in advance of beginning the internship. Become familiar with dress code, absence policies, communication expectations, and timekeeping procedures.

Employer-required Onboarding - Some employers have checklists to be completed before beginning your internship. Complete any prerequisites during this pre-internship phase (i.e. drug test, SLED check, etc.). For medical settings, this will include immunization records, TB test, HealthStreams module or other training for HIPAA guidelines.

Communication - Provide a cell number and your presby.edu email address to your employer for ease of communication, also adding their information to your contacts list. Remember that the correct salutation for an email is "Dear (title) (surname)," unless you have been instructed to address your supervisor by first name. If so, the salutation should be "Dear (first name)." Never write "Dear (first name) (surname)." Schedule your start date and time in advance so that you are ready to begin the internship during the first week of classes.

5. Completing the internship - DURING THE GRADING PERIOD

Mandatory requirements for all academic internships - All interns must keep a time record documenting the minimum hours required for their registered internship. All interns must also write four or more journals which demonstrate reflection on cultural attitudes, values, transferable skills, and content-area knowledge which are related to the internship experience. A final paper, project, or presentation is also required of all interns. These are all submitted to the faculty intern advisor during the internship.

Supplemental requirements assigned by instructor - Some intern advisors will also require a daily log of observations, an employer evaluation, or specific number of discussion meetings with the intern. Supplemental requirements assigned by employer - some employers may require time sheets, copies of written reflection, or other feedback for program evaluation purposes. Also, in some cases, interns may be asked to provide an evaluation of the site or participate in a publicity photograph or news release about the organization where they are interning. Your faculty intern advisor may have specific deadlines for submission.

Tracking your hours - Any timesheet may be used, or a copy of the hours from a paystub with confidential information such as salary or SS# removed. A [blank timesheet](#) is also included in the appendix.

Written assignment tips - write in first person, reflecting on what you are doing, seeing, and learning. There is no need to do research for the written reflection assignments. If you have a hard time getting started with the written assignment, schedule a time to sit down with your intern advisor or a career counselor to discuss your experience, then build your journal starting from that conversation.

Employer feedback tips - Feedback from the employer should include both strengths and weaknesses. This is not used to grade you, but should be an opportunity for unbiased awareness. Request that your employer tell you where you have the most room for improvement. Ask for a ranking of your best to worst skills. Nobody is perfect, and learning your personal strengths and weaknesses through an internship review is the perfect place to start creating a plan for growth.

Collecting important data throughout internship - Measurable data, outcomes, and numbers are valuable for use on a resume or graduate school application. A database or spreadsheet software is the ideal place to gather such data.

If problems arise during your internship, touch base with either Lynn Downie or your intern advisor right away. Most can be solved much more easily than you might imagine. A few potential problems include:

- Unavailability of adequate work to complete the registered number of academic credit hours.
- Change in responsibilities from what was agreed upon, resulting in poor fit and desire to change location.
- Safety concerns (very rare).
- Illness or transportation problem.

- Other - remember that working through and overcoming problems is part of the LEARNING process, but is best address in collaboration with someone who has more experience.
- Some of the best learning comes from working through the difficulties that can occur, but you do not need to go through these alone. Lynn or your advisors welcome you to call on them for guidance in reflection.

If you need to withdraw from an internship, contact Lynn Downie or your internship advisor to print a copy of the course withdrawal form found on the registrar's web page. This must be signed and submitted to the registrar's office before the withdrawal deadline for the grading period.

6. After your internship

Submitting summaries of your work to Career Development & Student Success - Simply email a copy of your journals, final paper, time sheet, and employer evaluations to the careerservices@presby.edu email address. These are simply for our records and for ongoing evaluation of appropriate settings for future internships.

Putting your internship onto your updated resume - Set up an appointment with someone in Career Development & Student Success to update your resume with new experience.

Grades are pass/fail and submitted by the faculty intern advisor. Career Development & Student Success does not handle any grading of internships.

Follow-up with your employer to request a [final review](#), explore possibility of additional experience, or to request a reference.

Faculty Advisor Overview

As a member of the faculty, there are three possible roles you may have - the role of academic advisor and that of intern advisor (instructor) are the first two roles, and you may serve in both these capacities for a student. However, in limited cases, a faculty member may act as the employer/supervisor for an internship. To prevent the possibility of a conflict of interest, *the supervisor of an internship may not also serve as the intern advisor for a student*. This allows the intern advisor/instructor the freedom to serve as a confidante should the student encounter challenges in communication with the supervisor, providing guidance from a disassociated perspective.

1. **Academic advisor responsibilities** - Among the normal advisory functions, you are, no doubt, conversing with your advisee regarding the future and setting goals. Career Development & Student Success staff members are available to help with all areas which are career-related, whether it is the exploration of personality, skills, and interests to determine possible careers, or the specific steps which may be helpful in pursuing a particular career. [Resources](#) are included in the appendix to facilitate career-related competencies and development. A [handout](#) discussing ethical and legal considerations in career-related advisement is also included in the appendix.

You may wish to:

Refer the student for personality assessment and career or major/minor exploration, if appropriate. *Please note, Career Development & Student Success will not try to drive students to specific majors based on our perception of where jobs will be available, but will help students to find the best fit for their own academic interests, work styles, personality, or other personal characteristics.

Encourage the student to network broadly and then more narrowly to build exposure to areas of interest.

Discuss your own career path and interests, as well as those of your undergraduate classmates who did not become professors.

Help students think strategically in scheduling classes that allow greatest flexibility for appropriate internship opportunities. For some, this means more than one internship to explore multiple fields; for others, it may mean gaining increasing levels of experience through part-time jobs throughout college, culminating with a single six-credit internship during the final semester (or in an earlier semester, if somewhere away from campus, such as Disney or Washington, DC); a third common practice is to gain experience in multiple settings within the same field, such as PT in a hospital, nursing home, and sports medicine clinic; whatever works best for your advisee - within the six credit maximum, internships may be done for 1-6 credit hours either as a single internship or in multiple internships.

Find opportunities to ask advisees about learning in other hands-on settings such as research, service learning, or volunteerism to foster a philosophy of lifelong learning.

Explore the academic plan to determine which semesters are a good fit for the internship (see the “Planning Ahead” section of the student responsibilities). Once you have had this initial conversation, you will decide on the appropriate time to raise the Starfish flag for “Internship Registration Process Not Completed,” indicating that the advisee should begin the internship search process, and alerting the internship program coordinator to anticipate working with the student for the upcoming semester. This flag will remain active until the student has found and registered an internship for academic credit, which may take more than one semester.

2. Faculty intern advisor/instructor responsibilities

Meet with the prospective intern to hear details about a proposed internship.

Help the intern to develop meaningful and measurable learning outcomes which can be tied to coursework within the field of study (as well as in other disciplines). These outcomes should be related to the job description.

During the internship, have regular conversations with the intern. Provide guidance regarding due dates for written assignments. A list of possible [journal topics](#) are included in the appendix, including basic topics which address the general education component of the internship experience.

Some advisors may wish to hold group discussion times for all their interns to provide an opportunity to discuss common themes such as working with others of differing cultural backgrounds, applying core values to the workplace, identifying and building strong transferable skills, or other pertinent topics. (Suggested basic and additional topics are included in the Journal Topics appendix for faculty.)

Review and respond to each journal with questions which encourage deeper exploration and learning.

Communicate the deadlines you expect written assignments to be submitted. Communicate journal topics, final paper/presentation/project guidelines, and any additional expectations you may have. (Some intern advisors also require a daily log or diary of activity.)

Before submitting a grade, confirm completion of the required hours for the number of credit hours registered. (Students have access to a timesheet, which you may require them to submit to you.)

Optional site visits may be possible when pre-arranged or may be requested of the intern coordinator.

Send contact information to the employer in case they need to reach you with any concerns.

Refer the intern to the Lynn Downie if any problems arise with finishing the internship or if a student’s safety, well-being, or educational value of the experience is at risk.

Employer Overview

IMPORTANT DISCLOSURE FOR EMPLOYERS: *Federal guidelines set standard for paid and unpaid internships. Registration of an internship for academic credit does not constitute in itself a reason for an internship to be unpaid. Students, faculty, and employers should review the Department of Labor fact sheet 71 at: <https://www.dol.gov/whd/regs/compliance/whdfs71.htm> Additional guidance is available through the National Association of Colleges and Employers (NACE) position statement, posted on their website: <http://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/>*

1. Posting of internship opportunities - Submit a job description for the internship on the Tartan Network at <https://app.purplebriefcase.com/pb/account/login?s=Presbyterian> at least six weeks before beginning of grading period for internship. Or, for indirect applications or open availability (see description of these opportunities under **Selection of Interns** below), forward a job description to careerservices@presby.edu and indicate either indirect application or open availability.

Job guidelines: The following are minimal expectations for internships used for academic credit at Presbyterian College:

Responsibilities: The intern's responsibilities should contribute to the overall objectives of your organization and may be no more than 20% routine clerical in nature unless tied to learning goals. Internships last for one grading period - fall, spring, or summer - unless otherwise arranged by the employer in collaboration with the student and college staff.

Oversight: A professional staff member, as the intern's supervisor, provides ongoing guidance and direction for training and work completed.

Wages: Employers are expected to comply with federal guidelines regarding unpaid internships. See disclosure at beginning of employer overview for for-profit organization guidelines.

International Students: Employers who cannot hire students who do not have permanent eligibility to work in the US should clarify this in the job description. Approximately 10% of Presbyterian College students are of international background and are eligible to work temporarily in the United States under the Curricular Practical Training (CPT) guidelines for students who are working as a part of their academic program of study. The college Office of International Programs will facilitate the paperwork for a student to set up CPT approval for an internship.

2. Selection of interns - Employers may select one of three methods of selection:

Direct application and hiring of interns: Students apply directly through your normal process (online, email, etc.) and you interview and select interns. If you select your interns using this method, we will ask you to sign the student's registration form verifying that you have hired the student for the specific

internship or for a job which may provide appropriate training to be considered a learning experience. Many paid internships should use this method of selection.

Indirect application and hiring of interns: The employer should submit the job description and a deadline for applications to Career Development & Student Success. Our staff will gather resumes for the employer and send these in one group so that the employer may determine which candidates should be interviewed or offered an internship opportunity. This process will work for both paid and unpaid internships where the employer wishes to limit the application review period to a specific timeframe.

Open availability: Students review qualifications list for the internship with a member of our staff. If the student meets all qualifications and believes that the internship is a good fit, this position will be considered filled and the student will reach out to the employer to make arrangements for the following semester. Employers will note how many openings are available for each semester. This method will work best for opportunities which are with non-profit organizations and provide broad work-based experience for students who have not held jobs before.

3. During the internship - The employer will meet with the student to provide workplace orientation and to explain the responsibilities and expectations.

Clear communication of expected work, including appropriate training where needed, is ongoing throughout the internship. Proprietary and confidential information is common in many internship settings. Please instruct your intern in the degree of expected confidentiality as related to HIPAA, FERPA, or other guidelines. Realize that students are required to write reflective journals and a final paper, but these may be done in ways which *do not compromise confidentiality*.

Periodic reviews are beneficial to the student and should include both strengths and weaknesses to help the student overcome any potential deficits before entering the full-time workforce. A [mid-internship evaluation form](#) is included in the handouts appendix.

Communication with the college staff or the faculty intern advisor is encouraged at any time. In particular, if a student is not meeting professional or other expectations, especially after a review, please contact Lynn Downie at ldownie@presby.edu as soon as possible. There are times when a student needs to be removed from an internship, moved to a different setting, or otherwise should work with the Career Development & Student Success staff for appropriate training and intervention for professional development. Problems addressed early in the semester are easier to solve.

4. Following the internship - A formal evaluation is requested at the conclusion of an internship. An [end-of-internship evaluation form](#) is included in the handouts appendix, or you may design your own process.

Career Development & Student Success Staff

Career Development & Student Success staff members are available for assistance at each point in the process. The internship program manager is always available to answer questions about any portion of the process. The following functions are either provided by all staff members, or are specific areas where additional help is available.

- A. Exploring careers - All staff members are available to help students explore possible careers to pursue related to specific majors, as well as personal assessments to help find a potential good career matches. Freshmen and sophomores are strongly encouraged to set up an initial appointment with us.
- B. Planning ahead for an internship - Students are encouraged to set up a brainstorming and planning session as early in the academic program as a student has determined a major. This early meeting may be several semesters before the actual internship, but will allow the student to ask key questions and learn of options which may be time-sensitive or opportunities which require planning ahead (for example, this may include learning about a specific internship opportunity which requires two summers of particular types of summer jobs before a student is eligible).
- C. Internship search and application process - Although all staff members can help with a general job search and an internship search, the individual who is the program manager will be more familiar with specific opportunities available to Presbyterian College students.
- D. During the internship, remember, Career Development & Student Success staff are:
 - 1. Available to do site visits to internship locations;
 - 2. Happy to answer questions from faculty, employers, or students;
 - 3. Ready to trouble-shoot any problems which may arise, whether brought to light by the student, the faculty advisor, or the employer;
 - 4. Providing journal topic guide, blank time sheets, and other handouts for use during the internship;
 - 5. Open to meet with students to explore future opportunities to build on the current experience or to discuss career-related topics arising from the current internship.
- E. After the internship - All staff are available to help the intern document skills and outcomes from the internship on a resume. All staff are also available to help the student plan for follow-up opportunities, internships, and networking to support a full-time job search or graduate school application process.

About PC Career Development & Student Success

*Springs Campus Center, 2nd Floor
“Helping students help themselves.”*

*Kim Lane, Associate Dean of Students and Director of Career Development & Student Success
kalane@presby.edu | 864-833-8379*

*Lynn Downie, Assistant Director of Career Development: Internships
ldownie@presby.edu | 864-833-8381*

*Kaley Lindquist, Assistant Director of Career Development: Orientation
kelindqui@presby.edu | 864-833-8380*

PRESBYTERIAN COLLEGE MISSION STATEMENT

The compelling purpose of Presbyterian College, as a church-related college, is to develop within the framework of Christian faith the mental, physical, moral, and spiritual capacities of each student in preparation for a lifetime of personal and vocational fulfillment and responsible contribution to our democratic society and the world community.

These goals guide the College in its attempt to fulfill its mission:

- *To help students gain a basic knowledge of humanities, natural sciences, and social sciences; a special competence in one or more particular areas of study; and an ability to see these studies as part of the larger search for truth*
- *To develop in students the ability to think clearly and independently, to make critical judgments, and to communicate effectively in both speech and writing*
- *To foster in students an aesthetic appreciation of the arts and literature*
- *To acquaint students with the teachings and values of the Christian faith*
- *To help students develop moral and ethical commitments, including service to others*
- *To help students attain a sense of dignity, self-worth, and appreciation of other persons of diverse backgrounds*
- *To encourage in students an appreciation for teamwork and for physical fitness and athletic skills that will contribute to lifelong health*
- *To foster in students an appreciation of, and concern for, the environment and natural resources*

Easy Tips to

Complete & Pass Your Internship

Track your time

Download the time sheet available on the internship page of the website, or use one provided by your employer. Just make sure you **TRACK** 42 hours per credit hour you have registered

Gather feedback

Doing an internship is a valuable use of your time. Getting feedback about your strengths and weaknesses will make it even more valuable. Download an evaluation form from the internship page of the website, and ask your supervisor for honest feedback. It can only help your self-knowledge, and will not affect your grade.



Need Help?

Got a problem or question?

ASK FOR HELP!

The internship is to be a learning experience, not a trial by fire. Contact Lynn Downie to see if there's an easy solution to your problem or if you need a brainstorming session.
ldownie@presby.edu

But don't wait!

These are the journal topics: include something about each topic in each journal.



#1

Cultural Attitudes



#2

Important Values



#3

Skills Developed/observed



#4

Connection to Coursework



Final Paper/Presentation/Project!

Now that your internship is finished, summarize what you've learned through your final paper, presentation, or project. Send to your intern advisor, the career office, and maybe even your boss!

Presbyterian College, Clinton, SC
Registration Form for Internship, Research Internship

- GPA minimums: Internship=2.0; Research Internship = 2.5
- Some academic departments, employers, and organizations may require a higher GPA.
- Internships are graded on a pass/fail basis.

I. STUDENT REGISTERING:

Name: _____ PC ID: _____ GPA: _____

Email address: _____ Cell Phone: _____

Academic Advisor (print): _____ Faculty Intern Advisor/Instructor (print): _____

II. INTERNSHIP PROPOSAL

Internship Subject: (E.g. *BADM, HIST, INTD*): _____ Course Number: 444/4007

Semester: Fall; Spring; Summer 1; Summer 2; Academic Year 20 - 20

Primarily Off Campus: Primarily On Campus: Credit Hours (circle one): 1 2 3 4 5 6

- (Fall/Spring semester: 42 – 83 contact hours = 1 credit hour,
84 – 125 contact hours = 2 credit hours, 126 – 167 = 3 credit hours)
- (Summer: Credit hours determined by Campus or Faculty Advisor)

Proposal Title (will be listed on transcript):

_____ (30 characters including space, E.g.; *Local Business Development, or Private Practice; Dentistry*)

A. The college requires the following items to be completed and submitted to the Faculty Intern Advisor to earn academic credit. Submit by last day of classes for registered grading period. Faculty Intern Advisors may have additional requirements.

Verification of Contact Hours (time sheet)

Journal of Experience sent to Intern Advisor (and to careerservices@presby.edu at end of internship for records)

Meet with Faculty Intern Advisor (weekly / monthly / other: _____)

One of the Following (intern advisor, please select one):

- Final Summary Paper
- Final Summary Project
- Final Summary Presentation

B. What courses that you have taken, or are interested in taking, are relevant to this internship?

Department; Course Number: Course Title

(E.g. *EDC* *310* *Literature for the Young Child*)

_____	_____	_____
_____	_____	_____
_____	_____	_____

III. INTERNSHIP LOCATION INFORMATION

Approved Employer Supervisor: _____

Company/Organization: _____

Location: _____ Email: _____
(City, State)

Telephone: _____ Verification or signature _____

IV. INTERNSHIP PROPOSAL DETAILS

A. What are the specific responsibilities of the position? (What will you do?)

1. _____

2. _____

3. _____

B. What are your learning objectives? (May be related to knowledge, skills, attitudes, and/or values)

1. _____

2. _____

3. _____

Student Signature: _____ **Date:** _____

V. APPROVAL SIGNATURES

Faculty Intern Advisor: _____ Date: _____

Department Chair: _____ Date: _____

Academic Advisor: _____ Date: _____

Career Development: _____ Date: _____

PRESBYTERIAN COLLEGE Internship Program
 Career Development and Student Success
 Lynn Downie, Associate Director
 (864) 833-8381 • ldownie@presby.edu

Internship Employing Organization _____

Student Name _____

Date	Time In	Time Out	Hours Worked

Date	Time In	Time Out	Hours Worked

Total hours completed: _____

This is an accurate representation of hours worked.

Supervisor Signature* _____ Date _____

Student Signature _____ Date _____

*May be another employee who can confirm that the intern has worked the time listed if supervisor isn't available for signature. May also be confirmed by email to careerservices@presby.edu.

CAREER READINESS FOR THE NEW COLLEGE GRADUATE

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

Definition:
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

FACULTY GUIDE TO ETHICAL & LEGAL STANDARDS IN STUDENT HIRING 2019

The National Association of Colleges and Employers has established best practices for faculty involvement in student hiring efforts. These recommendations are to protect YOU, your STUDENTS, and Presbyterian College and are based on *notions of fairness, equal opportunity, truthfulness, non-injury, confidentiality, and lawfulness.*

DO

SHARE employment and internship opportunities with ALL of your students (post signs, send mass e-mail, send to Career Development & Student Success so they can be posted on Tartan Network, our online job board and so forth)—do not hand pick students to share information with.

ADHERE to FERPA guidelines when disclosing information about a student to employers and be sure to secure permission from the student to speak about them. All information shared should be firsthand and based when possible on factual or written documentation.

CONSULT Career Development & Student Success on ALL employment and internship requests, including those seeking to connect with specific groups of students (by major, race, gender or other protected categories)

AVOID discussing personal matters and areas that fall outside the job requirements when providing references and recommendations.

DON'T

LIMIT opportunity and access by sharing information with select students.

VIOLATE privacy and FERPA standards by disclosing information about top students, sharing information without student consent, or sharing personal details unrelated to the job description.

ASSUME that you are the only person with a relationship with the employer—share information with Career Development & Student Success so that strategic employer engagement can occur to ensure equal and fair service is provided to each employer

UNDERESTIMATE the liability assumed by you personally and by the school when the above standards are not followed.

Adapted from the National Association of Colleges and Employers.

Journal Topics

Basic Topics to Cover Gen Ed Guidelines for Experiential/Intercultural Reflection

1. Knowledge - How has this internship experience added to your knowledge of the subject area or deepened your understanding of how this knowledge is applied outside the classroom? What specific class work have you found that you refer to about what you are learning in the internship?
2. Skills - Which transferable skills have you developed? Give five or more specific examples of skills related to communication, critical thinking, adaptability, and organization. (See list of transferable skills in the course documents folder for more specific categories.)
3. Attitudes/Diversity - Explore ways in which this experience has prepared you for world citizenship and helped you develop a tolerance for ambiguity.
 - a. What are the backgrounds of the people in the work environment and do you think it affects how they do their job? In what ways?
 - b. How are the people that you interact with similar to you and your background? Different from you and your background?
 - c. What are the factors that influence how the people you work with make decisions about how to accomplish a project or task?
 - d. How are the differences between the genders reflected in the workplace?
 - e. Are the differences in socio, ethnic, religious, political or other demographic parameters addressed in the workplace? If not why? If so, how?
4. Values - Demonstrate ways you have gained self-awareness and respect for perspectives, communities, and/or value systems other than your own.

Possible Additional Topics

1. Philosophy of Vocation.
 - a. How did I decide to pursue this internship? What careers am I considering?
 - b. Thinking about the responsibilities you have in your internship, what skills enable you to excel? (You may include transferable skills, knowledge from coursework, or other skills, traits, etc.)
 - c. How do these skills align with your career goals?
 - d. What training and further knowledge will help you to be better prepared for finding and succeeding in your first post-graduate pursuit? (Whether work or continuing studies in professional or grad school.)
 - e. Why is this field a good fit for you, and how does it fit with your overall life goals? (Or, why is this NOT a good fit for you after all?)
2. Myself as a Team Member: SWOT Analysis.
 - a. Can you describe particular challenges related to skills you are using/building?
 - b. Consider Strengths, Weaknesses, Opportunities, and Threats to your success as part of a workplace team.
 - c. What has surprised me in my internship - how would I change my answers from the first journal if I wrote it over now?
3. Professionalism
 - a. What are the behaviors and values you associate with being a professional?
 - b. For the field, what are specific behaviors and values that are considered the norm?
 - c. Is there a person in the field you have met through an internship experience that meets your definition of professional? What is it about this person that you admire?
 - d. Are there certain people you enjoy working with more than others? Why?
 - e. Is there anyone you are working with that resents you being there? How have you dealt with that?
 - f. Compare/Contrast this experience from a prior one
 - g. How does the organization get information to the staff? Is it effective?
 - h. When you start a shift, who do you work with and how do you know what you are to accomplish for that day?
4. Critical incident: Something that stands out that can be elaborated on.
5. Solving problems: Describe an issue or problem that was solved and identify how you would have solved the problem, or answered the question differently than the person who did.
6. How has this internship experience affected your career interests?

Rubric for Written Journals and Final Summary Paper/Presentation/Project

Outstanding (5): Highly imaginative; demonstrates critical thought; unique; substantial application to own workplace and career objectives; goes above and beyond requirements; creative; demonstrates both breadth and depth of knowledge of subject matter, skills, attitudes and values; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort. Assignments which are exceptionally completed demonstrate that the intern shows awareness of the task/skill/concept, give explanations and shows how the task/skill/concept applies to a career/workplace, and show how the task/skill/concept may be adapted and modified.

Proficient(4): Well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the workplace; clearly shows connections; detailed; thoughtful and supported with ideas. Assignments which are thoroughly completed demonstrate that the intern shows awareness of the task/skill/concept; gives explanations and shows how the task/skill/concept applies to a career/workplace.

Satisfactory (3): Meets minimum requirements; includes general information including some descriptive detail; some application to career/workplace; lacks originality. Assignments which are adequately completed demonstrate that the intern shows awareness of the task/skill/concept, gives explanations.

Marginally Acceptable (2): Does not meet minimum requirements in at least one area; may include general information but lacks descriptive detail; little application to career/workplace; lacks originality. Assignments that are marginally completed demonstrate that the intern shows awareness of the task/skill/concept.

Unacceptable (1): Missing evidence or information; sloppy and poorly organized; demonstrates only surface understandings; no evidence of application to career/workplace; poorly-written or does not include rationale statement or details. Assignments that are inadequately completed demonstrate that the intern shows little-to-no awareness of the task/skill/concept.

N/A: Not addressed – a particular journal may address a specific objective or objectives. When evaluated summarily, however, journals should include proportional numbers of evaluations for each relevant objective, and a minimum of one evaluation for each objective.

Note: The final paper should address all objectives, and an observation of the connection between the academic and practical experience.

Objective evaluated	Outstanding (5)	Proficient (4)	Satisfactory (3)	Marginally Acceptable (2)	Unacceptable (1)	N/A (not addressed)
Cultural Attitudes/Diversity						
Values and Beliefs						
Transferable Skills						
Knowledge/Academic s						
Final Paper topics:						
* Personal Objective 1						
* Personal Objective 2:						
* Personal Objective 3:						

* Personal Objectives are listed on the internship registration form submitted to the Registrar's office.

NSEE Overview of Internship: Eight Principles of Good Practice for All Experiential Learning Activities*

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. **Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.
2. **Preparedness and Planning:** Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.
3. **Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. **Reflection:** Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.
5. **Orientation and Training:** For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.
6. **Monitoring and Continuous Improvement:** Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.
7. **Assessment and Evaluation:** Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.
8. **Acknowledgment:** Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

CAS Standards for Internship Sites**

In identifying an internship site, IP (Internship Programs) must ensure site personnel

- determine the selected site supervisors are qualified to supervise interns and have a supervision plan in place
- provide appropriate orientation and training to internship site personnel on facilitating learning experiences for students
- ensure all parties involved conform to standards of privacy and other relevant standards, policies, and regulations
- provide reasonable disability accommodations in accordance with applicable laws
- ensure risk management and personal safety factors are identified, including both emotional and physical, and that specific, viable safeguards and procedures are in place
- establish an evaluation process, including feedback from site supervisor to the student and student evaluation of the experience

**Source: Council for the Advancement of Standards in Higher Education
Standards for Internship Programs - developed/revised in 2006 & 2015

NACE Criteria for an Experience to Be Defined as an Internship***

To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

The experience must be an extension of the classroom: a learning experience that provides for applying the 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 skills or knowledge learned must be transferable to other employment settings.

The experience has a defined beginning and end, and a job description with desired qualifications.

There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.

There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.

There is routine feedback by the experienced supervisor.

There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

***Source: National Association of Colleges and Employers July 2011 Position Statement: U.S. Internships
A Definition and Criteria to Assess Opportunities and Determine the Implications for Compensation



PRESBYTERIAN COLLEGE

Career Development & Student Success

Springs Campus Center - Lynn Downie, Assistant Director
ldownie@presby.edu ~ 864-833-8381 (o) ~ 864-833-8516 (f)

Presbyterian College Intern Assessment - Mid-point Review

Thank you for serving as the intern supervisor for _____. We will be asking for a full evaluation at the end of the semester, however, we would like to have your feedback on work completed to this point in the semester. Please take a few moments to complete this form and fax or email it to our office.

1. Hours completed to date: ____ ; is this in line with your expectations? _____

2. Please rank the following skills from weakest (1) to strongest (6).
 - Professionalism: _____
 - Time Management: _____
 - Communication (including asking questions): _____
 - Collaboration: _____
 - Problem-solving: _____
 - Initiative: _____

3. Student's strongest point(s), which you encourage the student to highlight when applying for full-time jobs: _____

4. Student's growth point(s), areas where more development should occur: _____

We welcome additional comments on a separate page. Please fax responses to 864-833-8516 or email to ldownie@presby.edu. (For questions, phone 864-833-8381.)

Supervisor Signature _____ Date _____



PRESBYTERIAN COLLEGE

Career Development & Student Success



Professional Competencies for Presbyterian College Students

Student name _____ Date _____ Observer Name _____

Every student has skills, abilities, and accomplishments that are relevant to their desired educational and professional goals. Consistent reflection and feedback will help student staff to grow professionally, to recognize weaknesses, and to market strengths to prospective employers or graduate schools.

Please complete this chart showing where you have been able to observe demonstration of career competencies through related activities. If a competency was not used in this setting, write "N/A" under related activities.

COMPETENCY, DEFINITION, & EXAMPLE SKILLS		RELATED ACTIVITIES
Communication	<p>Ability to articulate ideas and thoughts clearly and effectively both orally and in writing.</p> <ul style="list-style-type: none"> • Speak • Write • Listen • Negotiate • Instruct • Persuade 	
Collaboration	<p>Ability to build collaborative relationships with diverse individuals. Work within a team and manage conflict.</p> <ul style="list-style-type: none"> • Compromise • Cooperate • Open-minded • Teambuilding • Develop rapport 	
Leadership	<p>Ability to motivate, coach, and manage others by leveraging strengths to achieve common goals.</p> <ul style="list-style-type: none"> • Encourage • Facilitate • Prioritize • Proactive • Include • Empower • Delegate • Responsibility 	
Critical Thinking	<p>Ability to analyze issues, make decisions, and overcome problems. Demonstrate originality.</p> <ul style="list-style-type: none"> • Analyze • Synthesize • Recommend • Weigh options • Generate ideas 	
Interpersonal Fluency	<p>Ability to value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, abilities, socio-economic backgrounds, and religions.</p> <ul style="list-style-type: none"> • Understand differences • Active listening • Articulate context • Open-minded • Sensitivity • Interact Respectful 	



Professional Competencies for Life after Presbyterian College

COMPETENCY, DEFINITION, & EXAMPLE SKILLS		RELATED ACTIVITIES
Technological Fluency	<p>Ability to leverage existing tools ethically and efficiently to solve problems and accomplish goals.</p> <ul style="list-style-type: none"> • Use technology • Research • Learn new tools • Troubleshoot challenges • Laboratory skills 	
Financial Literacy	<p>Ability to establish appropriate guidelines for management of financial resources in any setting (personal, organizational, workplace).</p> <ul style="list-style-type: none"> • Budget • Manage debt • Invest wisely • Manage hidden costs • Estimate/plan 	
Professional-ism/Ethics	<p>Ability to demonstrate accountability and effective work habits, integrity, and ethical behavior.</p> <ul style="list-style-type: none"> • Punctuality • Pride in work • Ask questions • Ethical Reasoning • Honesty • Meet deadlines • Understand job • Solicit feedback • Integrity • Proactive responsibility 	

Of the competencies listed above:

What is the student’s strongest area of demonstrated competency? (Choose one)

Which area of competency does the student need the most additional work? (Choose one)

Comments regarding student competency and performance during internship

WASHINGTON SEMESTER PROGRAM

SELECTION PROCESS AND APPLICATION 2018-2019

Presbyterian College is one of only two South Carolina member schools in the Washington Semester program through American University in Washington, D.C. This program is housed in their School of Professional & Extended Studies, the seventh and newest major academic unit of American University. Students have the opportunity to combine academic and experiential learning in the nation's capital, spending time in classroom seminars and in one of the many internship locations.

Since fall 1985, numerous students from Presbyterian College have benefitted from this exciting program in fields such as government, public administration, media, etc. A competitive process has been developed to narrow the selection to one candidate from Presbyterian College if more than one student applies for a given academic year. (Please note that AU also has a summer program which students may apply for without a limitation of one representative per academic year. The summer program may be transferred back to Presbyterian College as an internship: <http://www.american.edu/spexs/summerintern/index.cfm>)

Applications for the 2018-2019 spot with the Washington Semester program will be accepted now through March 1, 2018, with the student selected to represent Presbyterian College being chosen by no later than March 14, 2018. This allows time for the selected student to complete the fall 2018 application process to American University before the deadline.

Students should complete the attached form and submit the form, along with a two-page persuasive essay demonstrating how participation in the Washington Semester program will provide them with opportunities they would not find available in another setting. In addition to the points earned through the application protocol, students will earn up to 25 points based on the persuasive essay which will be added to the objective points tally. Several faculty and staff members will be asked to score the essays between 1-25 points, with the average score being added to the other points assigned based on the application. Student names will be removed so that the evaluations are on a level field.

For more information about the academic and internship components of this experience, please visit the program website at <http://www.american.edu/spexs/washingtonsemester/index.cfm>. For questions about the PC on-campus application process, please contact Lynn Downie by email to ldownie@presby.edu or calling 864-833-8381.

Attachment: Application for the *Presbyterian College student space* in the Washington Semester program for 2018-2019 (candidate may choose either fall or spring term).

WASHINGTON SEMESTER APPLICATION 2018-2019

PRESBYTERIAN COLLEGE UNDERGRADUATE CANDIDATES: DEADLINE MARCH 1, 2018

The Washington Semester Program of American University, Washington, D.C., pairs academic and experiential learning with an internship at one of D.C.'s many influential institutions. Presbyterian College is one of two member colleges in South Carolina who may select students to participate. Only one Presbyterian College student will be selected to participate in this program during any given academic year. See more details online at: <http://www.american.edu/spexs/washingtonsemester/index.cfm>

Name _____ Email _____ PC ID _____

Major(s) _____ Minor(s) _____ Academic Advisor _____

Washington Semester Program sought: _____ Fall 2018 Spring 2019

Please list any alternate semester-long study-away programs explored or considered: _____

Criteria and weighting of values (maximum 100 points):

- GPA 3.0 or higher - **10 points**; 3.3 -3.49 - **15 points**; above 3.5 - **20 points** (2.75 minimum GPA for applicants)
- 9+ hours of related coursework already completed (or scheduled for fall 2018 if applying for spring 2019) - **up to 20 points**
- Approval of academic advisor (demonstrated by signature on this form) - **10 points**
- Resume demonstrating developing interest in field and growing skills in leadership - **up to 15 points** for *related* experience; **up to 10 points** for *any* leadership experience
- Persuasive essay demonstrating interest in specific Washington Semester program and its connection to major or career path - **up to 25 points**

Please submit application, resume, and persuasive essay by email to careerservices@presby.edu no later than 11:59 pm on Thursday, March 1, 2018. Selection will be determined by Thursday, March 14, 2017.

***Please note: out-of-pocket costs for this program will be higher than the out-of-pocket cost for attending PC. Signature indicates awareness that participation may result in \$2,500 or more in additional costs for the semester because of differences in housing, meal plan, and transportation. Consult American University website for current fee schedule, which is subject to change.*

Student signature _____ Date _____

Academic advisor signature _____ Date _____