



NOTRE DAME
COLLEGE

INTERNSHIP PROGRAM

FACULTY GUIDE

**Notre Dame College
Career Services Center**

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Office Hours:
Monday–Friday, 8:30 am – 4:30 pm

Introduction

The purpose of this guide is to provide information and assistance to NDC faculty in their role as faculty advisor of student interns. This role is essential in ensuring an academically sound and successful internship. While participating in one internship is the norm, students are encouraged to complete two to three internships to maximize their learning opportunities. Please consult the college catalog to determine internship requirements for specific degree programs.


Notre Dame College's internship program provides students with opportunities to work in professional work settings, and to gain academically-structured learning experiences that are related to their personal interests and academic programs. Internships have become an integral part of a college education due to two factors: the effort to make learning relevant in order to solve societal problems as well as the demand by students and parents for a more career oriented curriculum (AACU, 2007).




The distinguishing aspect of an internship when compared to other active learning opportunities is the degree of supervision and self-study that allows students to 'learn by doing' and to reflect back on that learning in a way that achieves certain learning goals and outcomes. The Council for Advancement of Standards in Higher Education (CAS) emphasizes the "importance of framing internships as a learning activity. It should be a deliberative form of learning that involves doing, reflection and feedback for improvement all in support of learning goals and objectives" (CAS, 2008).

Internships are experiences related to a student's major in which the student works in a professional environment under the supervision of practicing professionals. In general, internships are short-term, usually one semester long; full- or part-time, paid or unpaid and may or may not be for academic credit. Students are encouraged to do multiple internships.

All Bachelor of Arts students are required to do an internship. All Bachelor of Science students are encouraged to do an internship.

The internship program supports Notre Dame College's Institutional Learning Outcomes:


Institutional Learning Outcomes
Undergraduate students, as members of the Notre Dame College learning community, will be able to:

 <p>Responsibility:</p> <ul style="list-style-type: none">• Personal - Choose a life that honors values, purpose and accountability to self and others.• Professional - Contribute to and enrich one's chosen discipline by acting morally and ethically.• Global - Appreciate the world at local, national, and global levels and strive to have a positive impact.	 <p>Information Literacy: Research and evaluate information for accuracy, value, context, and meaning in order to formulate an argument.</p>
 <p>Communication: Articulate thoughts and ideas clearly and effectively in written and oral forms in a variety of formats and situations.</p>	 <p>Ethical Inquiry: Investigate and apply ethical reasoning in decision-making using ethical principles, including Catholic social teaching.</p>
 <p>Critical Thinking: Exercise open-minded reflection and reasoning to analyze, evaluate and make decisions.</p>	<p>Notre Dame College, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional and global responsibility.</p>

The Role of the Career Services Center (CSC)

The Director of the CSC provides individual assistance with major and career-related decisions. Students participating in the internship program should consult with the staff of the CSC for help with their resume, cover letters, and interview preparation.

The CSC Internship Coordinator assists students in their search for internships, and is responsible for approving their Internship Agreement, as well as grading their final paper. All students seeking to complete an internship at Notre Dame College for academic credit must receive approval by both the Internship Coordinator and their faculty advisor before they begin their work experience.

The Role of the Student

The student is solely responsible for finding his/her internship position, applying for the position, and completing the learning goals and all other assignments related to the internship. It's important that the student understand that engaging in an internship involves *an academic relationship* between the student, the employer, the internship coordinator, and their faculty advisor. Furthermore, they must remember that, as interns, they are representatives of NDC, and should project an image of the College that is positive and professional.

For best results, students should start the process *at least five weeks* before the semester in which they wish to do the internship. Though we recommend that students complete their internship their junior year, discussion of a student's internship or co-op should begin in the early years of their education. When the discussion of experiential learning begins, help them determine what type of opportunities would best suit their career interests, abilities, and goals. When the student is prepared to begin his/her search for an internship or co-op, be sure to follow the proper steps on the following page to ensure the successful implementation of the program.

The Role of the Faculty Advisor

The faculty play a vital role in the student's development of an effective internship experience. As the faculty advisor, you are often the starting point for the student's exploration of the purpose and definition of an internship. The faculty role is most crucial at three distinct times during the internship, each touch point enhances the breadth and depth of the learning experience. The first is during the initial discussions about the purpose and focus of an internship and guides the student in thinking creatively about internship opportunities. The second is during the development of the learning objectives and third, the review of the final reflection paper and discussion about the student's experience and its influence in decisions for the future.

Considering the Possibilities

The following questions are guides for the faculty in exploring ideas about internship opportunities and discussing the internship experience once complete. These conversations engage the student in a creative exercise to define the focus and purpose of an internship, ones that meet the needs of the student. The questions invite the student into a dialogue about their understanding of the purpose of an internship and enable faculty to assess the student's interests and learning needs, and offer career path advice.

1. What are you really good at? - interpersonal, knowledge, skills
2. What do you really enjoy doing (again, and again)
3. What do you know that you really want to avoid in your job/career
4. What would people who know you well say you are good at?
5. Where are you now? What have you achieved so far (education, courses, training, experience)?
6. What are the 'must haves' for you in your career? For example - money, satisfaction, a career path, values, people, location, type of work
7. Who/what influences your career choice? For example - family, money, peers, you, other? What influence do they have over your choice? What do you think of that?
8. Thinking more broadly, and about all the people you know, are related to, or admire. What careers choices are available?
9. What would you be happy to spend the next 25-40 years of your life doing?
10. What is your ideal job or career? Write down your ideal job or career with all the reasons it's ideal for you
11. What do you still need to do to achieve your ideal? Who do you still need to speak to? What resources do you have available to help you achieve what you still need to do?
12. If for any reason your ideal job or career is not achievable right now, what can you learn from what you've written so far and how can you apply that to a different job?
13. What do you need to do in order to ensure you make the right choices?
14. Who should you be speaking to next?
15. What do you think you are able to achieve if you put time and effort into working towards your job/career?

Defining the Learning Objectives

Students often need assistance in defining meaningful and realistic learning objectives. The goal is to define learning objectives in a minimum of three distinct capacities selected from the following:

1. **Communication:** Employers want people who are capable of listening, speaking and writing, accurately interpreting what others are saying and organize and express their thoughts clearly.
2. **Interpersonal Effectiveness:** Employers usually note whether an employee can relate to co-workers and build relationships with others in the organization.
3. **Professional Demeanor:** Dependability, integrity honesty, self-confidence and a positive attitude are prized qualities in any profession.
4. **Teamwork/Collaboration:** In today's work environment, many jobs involve working in one or more groups and employers want someone who can bring out the best in others.
5. **Analytical/Problem-Solving:** Employers want people who can use creativity, reasoning and past experiences to identify and solve problems effectively.
6. **Project/Personal/Time Management:** The ability to plan and manage multiple assignments and tasks, set priorities and adapt to changing conditions and work assignments.
7. **Computer/Technical Literacy:** Although employers expect to provide training on job-specific software, they also expect employees to be proficient with basic computer skills.
8. **Leadership/Management:** The ability to take charge and manage your co-workers, if required, is a welcome trait employers seek in their employees

Pedagogical Foundation for Reflection and the Learning Process

The Faculty advisor plays a key role in helping the student derive meaning from their internship experience. The final assignment to be completed by the student is the reflection paper. Contemporary scholarship about the importance of reflection in the learning process can be traced back to Dewey (1933) who defined it as the active, persistent and careful consideration of beliefs supported by knowledge that influence the resulting conclusions. The goal of Dewey's perspective was to recognize which beliefs are based on tested evidence. Schon (1983) expanded this framework beyond the rational perspective to include intuition. From this perspective, learners consider the tacit norms that underlie decisions, the theories that guide a practice and the feelings that lead to reframing of a problem. The reflective process introduces a practice that frames learning as a transformational process; where the learner changes behavior, attitudes and skills for a new way of thinking and acting. Reflection is recognized as an essential component of the learning process as it provides a means to shift from an instrumental approach to learning to a perspective that acknowledges the influence of beliefs, values and norms in an active learning process. It engages the learner in a practice that supports the ability to access, make sense of and learn through experiences in the move toward a more desirable, effective and satisfying work experience.

The act of reflection focuses attention on the assumptions upon which we base our work or interact within social contexts. It allows the learner to reconstruct how he/she thinks about the nature of their work as they see themselves in the context of their experience. The questions that are addressed in the reflective process enhance the development of habits of the mind that shape and nurture ideas that support both effective practice and lifelong learning. Additional resources regarding the role of reflection in the learning experience are listed below.

Students are to submit their reflection paper online to the Moodle site for their Internship course for review and assignment of a pass/fail grade by the course faculty. In addition they are to submit a copy to their faculty advisor as a basis for discussion about future course/program and/or internship planning. The guidelines listed below are provided to the student to support their understanding of the reflection process and the requirements for the paper.

References

- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D.C. Heath.
- Schon, D.A. (1983). *The reflective practitioner*. San Francisco, CA: Harper Collings
- Horton-Deutsch, S. & Sherwood, G. D. (2017). *Reflective practice: Transforming education and improving outcomes*. Indianapolis, IN: Sigma Theta Tau International.

Bibliography

- Mezirow, J. (1990). *Fostering critical reflection in Adulthood: A guide to transformative and emancipatory learning*. San Francisco, CA: Jossey-Bass Publishers.
- Mexirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco, CA: Jossey-Bass Publishers.
- Ritchhart, R., Church, M. & Morrison, K. (2011). *Making Thinking Visible: How to promote engagement, understanding and independence for all learners*. San Francisco, CA: Jossey-Bass Publishers.

Final Reflection Paper Instructions and Rubric

A student’s final reflection paper should synthesize their internship from beginning to end, using their progress updates or journal to analyze their work experience and highlight the learning objectives you created before you began working. Students must submit a satisfactory paper to receive academic credit for their internship. This is a reflection about their experience and not a research paper.

Reflection paper must:

- Be at least appropriate length: 3 pages for 1 credit, 4 pages for 2 credits, 5 pages for 3 credits, 6 pages for 4-6 credits.
- The single-spaced header should contain student’s name and date.
- Be typed and double-spaced with one-inch margins on all sides.
- Be proofread by someone else and free of grammatical and spelling errors.
- Contain a well-written introduction, body, and conclusion.
- Not be filled with fluff and “stretched” by increasing the margins, font or header.
- Contain all of the required information listed in the outline below.

Reflection paper outline:

I. Introduction

- a. Description of their position, department, work site, culture of the organization
- b. The student’s 3 original learning objectives

II. Body

- c. How and why did they achieve each learning objective? If they feel they did not achieve them, why not? It’s alright if they didn’t, they just need to explain why.
- d. How *specifically* did they apply theories, research, and/or concepts learned in courses at NDC during their internship?
- e. What new skills did they learn from their experience (include mistakes)?
- f. How can they apply their new knowledge in the future (in school, work, or their personal life, for example)?
- g. What have they learned about themselves, their knowledge, skills, attitudes, and values?

III. Conclusion

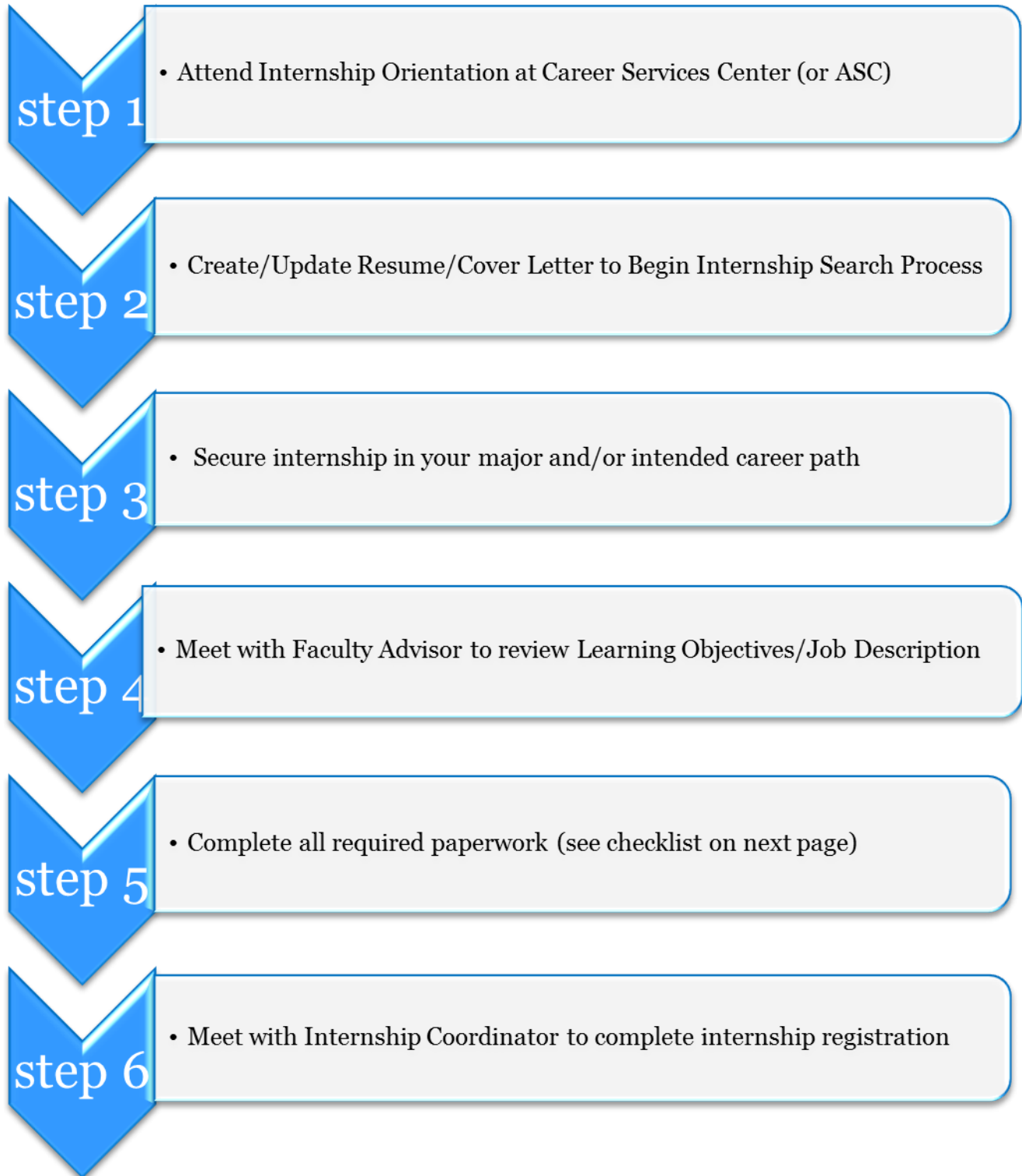
- h. How was their internship experience? What did they like and dislike? Why?
- i. How has it impacted their feelings about their career choice?

Final Reflection Paper Rubric

This rubric is a tool for both the student and the Internship Coordinator, who will use it to grade their paper. Students should use it to make certain they’ve met all the requirements which ensure a passing grade. If any category is found to be “Unsatisfactory,” students will be asked to revise your paper.

	Satisfactory	Unsatisfactory
Introduction provides necessary background information and descriptions		
Body analyzes the learning experience with regard to original learning objectives		
Body provides sufficient details, specific examples and reflection		
Conclusion provides new insight and closure		
Your reflection is well-organized and focused on the topic		
Meets or exceeds page requirements		
Has been proofread and is free from grammatical, mechanical and usage errors		

Internship Approval Process



Referring Students to Employers

The National Association of Colleges and Employers (NACE) has outlined legal standards and guidelines for faculty's role in helping students find positions of employment (whether temporary or permanent). As a member of NACE, it is the position of NDC's Career Services office that, "we must maintain an environment of equal employment opportunity and act in a fair and nondiscriminatory manner without regard of a student's race, color, gender, religious belief, color, national origin, disability, veteran status, or any other factor beyond bona fide occupational qualifications that may exclude a student from consideration for a position for which she/he is qualified." Further, "if you or a colleague receive a job lead from an employer and choose only to refer a few individuals without publicizing the position to all students who may be qualified, you are not maintaining 'a fair and equitable recruiting process.'" For more information, see NACE's complete "Faculty Guide to Ethical and Legal Standards in Student Hiring" at http://www.naceweb.org/legal/faculty_guide/.

Dismissal Procedures

Involuntary Termination

If a student is involuntarily terminated from their position as an intern, the student must immediately notify their faculty advisor and the Internship Coordinator. If the termination occurs before the required amount of hours on the job are completed (see Internship Agreement Form for credit hour/work hour requirements), the student will be expected to withdraw the internship credit hours from his/her schedule, and begin looking for another internship opportunity.

Voluntary Termination

An internship is an academic relationship between the student, Faculty Advisor, Internship Coordinator, and employer. *Students are prohibited from severing the relationship with the employer prior to the completion of registered credit hours.* If a student should have concerns about his/her internship during the experience, they should immediately address those concerns with the Internship Coordinator and/or their faculty advisor.

Internship Registration Paperwork

The balance of the faculty guide contains the paperwork students need to complete in order to be registered for their internship experience.

Notre Dame College
Student/Site Information

(Students, not Employers, are responsible for completing ALL internship forms)

Student Information

STUDENT NAME: _____ STUDENT ID: _____

NDC Email: _____@students.ndc.edu Phone: _____

Current Class Year (circle one): Fr / So / Jr / Sr Expected Graduation Date: _____

International Student? (circle one): Yes/No

(If yes, you must also get approval from Carl Nolan, the International Student Advisor)

Major(s): _____

Faculty Advisor: _____

Semester Registered (circle one): Fall / Spring / Summer

Number of Internship Credits Registered: _____

Course Number _____

Credit Hours	Hours at Work Site
1	45
2	90
3	135
4	180
5	225
6	270

Work Site Information

Projected Beginning and End Dates: _____

Number of Weeks: _____ Hours per Week: _____ Number of Weeks x Hours Per Week = _____

Organization/Company Name: _____

Address: _____

Organization/Company Website: _____

For-Profit or Non-Profit Organization: _____

Supervisor's Name: _____

Title: _____

Supervisor's Email: _____

Telephone: _____

Your Position Title: _____

Hourly Rate or Stipend (if applicable): _____

Final Project Due Date: _____

(2 weeks after your last day of work at your internship and/or by end of semester)

Developing Internship Learning Objectives

Step 1:

Select 3 Learning Objectives from the following that relate to your internship:

- 1. Communication:** Employers want people who are capable of listening, speaking and writing, accurately interpreting what others are saying and organize and express their thoughts clearly.
- 2. Interpersonal Effectiveness:** Employers usually note whether an employee can relate to co-workers and build relationships with others in the organization.
- 3. Professional Demeanor:** Dependability, integrity honesty, self-confidence and a positive attitude are prized qualities in any profession.
- 4. Teamwork/Collaboration:** In today's work environment, many jobs involve working in one or more groups and employers want someone who can bring out the best in others.
- 5. Analytical/Problem-Solving:** Employers want people who can use creativity, reasoning and past experiences to identify and solve problems effectively.
- 6. Project/Personal/Time Management:** The ability to plan and manage multiple assignments and tasks, set priorities and adapt to changing conditions and work assignments.
- 7. Computer/Technical Literacy:** Although employers expect to provide training on job-specific software, they also expect employees to be proficient with basic computer skills.
- 8. Leadership/Management:** The ability to take charge and manage your co-workers, if required, is a welcome trait employers seek in their employees

Step 2:

Based on your job description, along with a conversation with your Internship Supervisor, identify the specific job responsibilities and tasks you will be performing in your internship that will allow you to meet the specified Learning Objectives.

**Notre Dame College
Learning Objectives Worksheet**

Learning Objectives What will you learn (from prior page)?	Responsibilities Related to Learning Objectives What will you be doing that will allow you to learn (from job description)?
1.	
2.	
3.	

Notre Dame College Signatures

As the **STUDENT**, I agree to perform all assigned duties to the best of my ability, satisfactorily meet all requirements of the employer, complete all academic requirements in a timely manner, and abide by the rules, regulations and the policies of Notre Dame College's Internship Program. I understand that once approved, I will provide the Employer with a copy of my learning objectives from which I will be evaluated. I will promptly contact the Internship Coordinator with any questions.

Student Signature

Date

As the **FACULTY ADVISOR**, I have informed the student of the academic expectations required during his/her internship. I have reviewed and approve the employer, learning objectives, and job description set forth in this agreement by the student.

NDC Faculty Advisor Signature (or email confirmation)

Date

As the **EMPLOYER**, I will provide guidance, mentorship and supervision of the student, evaluate his/her performance in forms provided by the College at the end of the internship experience, and provide the same consideration of health, safety, and working conditions afforded to other employees. I also agree to contact the Internship Coordinator with any concerns or questions.

Internship Supervisor Signature (or email confirmation)

Date

Supervisor Name and Title (please print)

As the **INTERNSHIP COORDINATOR** I agree to maintain communication with the employer, the student, and the faculty advisor in an effort to answer questions, resolve potential problems, and otherwise endeavor to make the experience productive and rewarding for both the employer and student. I approve the work site, learning objectives, and job description.

NDC Internship Coordinator Signature

Date

Submit this form to the Internship Coordinator BEFORE you register for Internship hours and BEFORE your first day at your work site.



CHANGE OF SCHEDULE FORM

Fall 20____ Spring 20____ Summer 20____ Online/WECO Session _____

Full name _____ Student ID# _____

Phone _____ Email _____@students.ndc.edu

Student athlete? (Select one) Yes No If yes, specify sport: _____

Do you receive VA benefits? (Select one) Yes No

If semester hours exceed 19, Overload Approval is required from the Office of Academic Affairs.

Total Max Hours Approved _____ OAA Signature _____

COURSE INFORMATION

Add	Drop	Dept	Number	Section	Course Title	Credits

Advisor Signature: _____

1. Students with financial aid dropping below full-time status **MUST** check with the Financial Aid Office to determine if dropping below full-time will have any effect on financial aid.
2. Student-Athletes **MUST** obtain signature approval from the Registrar of Athletic Eligibility if dropping a course(s).

Registrar Signature: _____

3. Veteran Beneficiaries **MUST** notify the certifying official of your change in schedule. Dropped courses may affect benefit level.

By signing this form, you have read and agreed to the policies above:

Student Signature

Date

For Office Use Only

Processed by: _____

Processed on: _____

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