

LIBERAL ARTS PROGRAM INTERNSHIPS

William P. Burns, Ph.D. Internship Coordinator

OVERVIEW: The Liberal Arts Program offers all qualified students the opportunity of registering for credit bearing internships in their areas of study to fulfill either the Senior Project requirement or to earn elective credit. To qualify for Senior Project: Internship, students must have completed a minimum of 90 credits including sixteen credits of concentration course work and eight credits of Methods and Theory with a grade point average of 3.0 or higher. Students may also undertake an internship earlier in their academic careers as an independent study. To qualify for an Independent Study Internship, students must have completed at least 60 credits with a GPA of 3.0 or better. All internships sponsored by the Liberal Arts Program are credit bearing: Senior Project internships are four credits; independent study internships range from two to four credits. The school may provide the internship through its Internship Program or the student may bring an internship to school for approval.

The Internship Coordinator, William P. Burns, who is a faculty member with a Ph.D., evaluates the internship for the student based upon specific criteria: an internship should be directly related to a student's academic concentration; it should have an individual from the sponsoring company, organization or institution who is in a position of authority and responsibility who is willing and able to mentor and train the student to do the required work and who can evaluate the student's performance at the conclusion of the internship; the internship should have a predetermined structure so the student's time on site is planned; and the internship should lead to a substantive learning experience for the student.

Internships run concurrently with the semester in which they take place. Internships undertaken in the fall and spring semesters are fifteen weeks long; those done during the summer are twelve weeks. A minimum of six hours of on-site work is required each week of the semester in which the student is enrolled although it is common for a sponsor to ask for more—usually, ten to fifteen hours is common. In addition to on-site placement hours, Senior Project students are required to attend six class meetings with other interns and the Internship Coordinator over the course of the semester as well as meet several times individually with the Internship Coordinator over the course of the semester. Independent Study interns meet with the Internship Coordinator in conference approximately every other week. The course requires a reflective journal written and presented on a weekly basis and an academic/professional paper (ten pages or longer) to be turned in at the end of the semester.

THE INTERNSHIP PROCESS: HOW IT WORKS

After the student is accepted, but before the internship begins, the sponsor, internship coordinator and the student determine what the goals of the internship will be. These are looked at in terms of short term and long term goals. **Short term goals** involve the area of training that will be needed to perform the specific tasks that the project will require. Depending on the student's concentration and the specific internship, a student in economics, for example, might be trained on the database of an investment bank (say

Smith Barney or Credit Suisse) to do, among several other tasks, research on industry sectors or corporations. Or, in the case of Media Studies, student interns might be taught how to turn live news feed into broadcast copy (MSNBC) or how to develop an idea into an article for a national magazine (Newsweek). Something like this would follow for all concentrations for which internships are approved. **Long term goals** would be defined as the substantial learning experience that the student will take away at the end of the internship that might tie together the academic learning experience with the professional learning experience.

Every student doing an internship, then, would have an outside mentor training the student based on a predetermined plan with structure and goals. The student would be required to write a proposal before the internship begins outlining the goals and responsibilities that will be undertaken by mutual consent with the sponsor. Senior Project internships would have as high a level of responsibility as realistically possible for the student given his or her background; we would aim for a high level of responsibility as well for the independent study internship.

The internship coordinator is involved with all phases of the student's internship experience from securing the internship to monitoring it through periodic contact with the sponsor. The coordinator, who is a faculty member, holds class meetings with the interns to advise and discuss experiences. The required journal is often used as the basis for class discussion since it includes not only a descriptive narrative of the intern's experience (what it is that the student is doing to achieve the goals that were set by him or her and the sponsor) but also a reflective narrative (what that experience means in terms of a larger learning experience).

INTERNSHIP GRADING CRITERIA:

The internship is evaluated by both the sponsor and the internship coordinator. The sponsor provides a written evaluation of the intern's performance at the end of the semester by completing a form provided by the coordinator. The Internship Coordinator will also discuss the student's performance on the phone or in person with the sponsor. Part of the student's grade is based also on two written requirements: the journal (mentioned above) and a ten or more page paper. The paper should be related to the internship (but not a narrative of the internship experience or a description of the organization). Rather, it should be on a topic that can be explored in an academic or professional manner using literature from the field of concentration. It is hoped that it will serve also to deepen connections between the academic side and the professional side of the student's discipline. It should be documented and formatted according to the conventions of that discipline. Attendance at all class meetings is also required.

William P. Burns, Ph.D.
Internship Coordinator
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INTERNSHIP PROGRAM

**New York University
School of Continuing and Professional Studies
Paul McGhee Division
Liberal Arts Program**

The Liberal Arts Program of the Paul McGhee Division offers qualified students the opportunity of registering for credit bearing internships either to fulfill Senior Project requirements or to earn elective credits as independent study.

Senior Project: Internship

Four credits are offered under the course titles **Senior Project: Internship-Social Science** (Y26-7992) and **Senior Project: Internship-Humanities** (Y23-7992). These internships can be seen as a culmination of the academic career in which the student applies knowledge from years of concentrated course work to a professional work experience, perhaps with the idea of testing a new career.

Guidelines: Students wishing to undertake an internship need the permission of the Internship Coordinator, Dr. William Burns, and are subject to the following guidelines:

- 1) To qualify for Senior Project: Internship, students must have completed a minimum of ninety credits including sixteen credits of concentration course work and eight credits of Methods and Theory with a cumulative grade point average of 3.0 or higher. They should have no outstanding incomplete grade on their record.
- 2) Internships should be related directly to the student's academic concentration. (For example, a student with an economics concentration could not have a placement in a psychiatric hospital.
- 3) Internships must have sponsors in positions of authority and responsibility who are willing and able to train the students for what will be required of them, guide/mentor them through the internship and, at the conclusion of the internship, evaluate their performance.
- 4) Internships run concurrently with the semester in which they take place. Internships undertaken during the fall and spring semesters are fifteen weeks long; those done during the summer semester are twelve weeks. A minimum of six hours of on-site work is required each week of the semester in which the student is enrolled. The student should note that 6 hours is the program's minimum requirement; internship sponsors can and often do require more time from the student. The student should know at the start how much time he/she is willing to give to the internship and commit to that.

- 5) In addition to on-site placement hours, Senior Project students are required to attend approximately six class meetings with other interns and the Internship Coordinator over the course of the semester.
- 6) The course requires a reflective journal submitted on a weekly basis and an academic/professional paper (10 pages or more) or a portfolio of work turned in at the end of the semester.
- 7) Internship sponsors have the right to interview and select those students best suited to their needs.
- 8) Once the internship has begun, the student cannot withdraw except in case of serious illness or emergency.

Grading Criteria: The student is graded on the following: the internship performance as evaluated by the supervising sponsor and the Internship Coordinator; written work (journal and paper/portfolio); and attendance and participation in class meetings and conferences. Fuller details are provided below.

Since the number of internships we have available for students is limited, students may develop and propose their own internships. Such internships, however, should be substantial enough to merit academic credits and need the approval of the Internship Coordinator. **All internship candidates, after meeting with prospective sponsors, must submit a proposal to the Internship Coordinator before the internship can be approved.** The proposal should contain a description of the internship, identify its short and long term goals, and provide a schema, a weekly breakdown, of what the intern will be doing during the course of the internship.

Independent Study Internships

Students may also undertake an internship earlier in their academic careers as an independent study. Independent study internships (2-4 credits), *Internship: Social Science* or *Internship: Humanities*, can be a more entry level introduction to a particular field. Independent study students meet with the Internship Coordinator individually in regularly scheduled conference meetings. To qualify for an independent study internship, students should have completed at least 60 credits with a GPA of 3.0 or better. Students wishing to consider doing an independent study internship should submit a proposal outlining their internship which must then be approved by both the Internship Coordinator and the Assistant Director of the Liberal Arts Program.

If you think you might be interested in an internship, please contact Dr. William Burns to make an appointment to speak about your application: email: wpb3@nyu.edu; tel.: (212)998-7101.

Fieldwork in Psychology

McGhee's Fieldwork in Psychology course offers students the opportunity to gain hands-on supervised research and clinical experience working with a faculty mentor in a

laboratory, hospital, or clinical setting. Practical experience is combined with background research on the relevant scientific and clinical literature. Dr. Harriet Oster, Master Teacher of Psychology at McGhee, supervises Fieldwork in Psychology projects.

Research Opportunity in Psychology

Dr. Harriet Oster conducts collaborative research on emotional development in infants and young children with undergraduate students in McGhee, Gallatin, and the Psychology Department and has also supervised Psychology Department Masters and Ph.D. projects. Dr. Oster's research focuses on the nature and measurement of emotional expressions in infants and young children. Central to this work is her Baby FACS coding system (Facial Action Coding System for Infants and Young Children), an adaptation of Ekman and Friesen's Facial Action Coding System for adults. Using Baby FACS, Dr. Oster has examined developmental changes and continuities in facial expressions, similarities and differences across cultures, and the effects of maternal depression and infant medical conditions on emotional communication between infants and caregivers and on children's later adjustment.]

INTERNSHIP GRADING CRITERIA

Internship and Journal: 70%

Your internship will be evaluated both by me and your sponsor with whom I will be in contact throughout the semester. Your sponsor will provide a written evaluation of your internship performance at the end of the semester.

Your journal should be both a descriptive narrative of your internship experience (what it is that you are doing to accomplish the goals you and your sponsor have set) and a reflective narrative (what that experience means in terms of a larger learning experience).

Paper/Portfolio: 20%

A ten (10) page paper related to your internship (but not a narrative of your internship or a description of the institution/organization). It should be a topic that can be explored in an academic or professional manner using literature from your field of concentration. It should be documented and formatted according to the conventions of your discipline (MLA or APA).

If your internship involves the creation or production of a substantial body of written work or research (outside the actual internship task), it may be possible to submit this work instead of a paper. It should be presented as a portfolio with an introduction

that establishes a context for its content and points out its significance. A portfolio of work would need my approval before it is submitted. Examples of recent portfolio work include articles by interns published by *Newsweek*.

Class Participation: 10%

Because we meet infrequently as a class, your attendance is mandatory. You will be responsible for keeping track of meeting times. In cases of illness or emergency, notification of unavoidable absence must be made by email or telephone at least a day in advance. Absences from class or conference meetings will result in a lower grade.

This is not a traditional content course but you will be expected to share with me and other student interns the progress of your internship, to bring up any difficulties you may encounter and to listen to other student interns and offer insights when appropriate. Your weekly journal entry should be submitted to me via email each week beginning with the first week of the internship, **A hard copy of all written work (paper and journals up to that week) are due the last day of class.** Your internship, however, should continue and finish at the predetermined time and your remaining journals should be sent to me via email.