

Internships

Department of Art and Art History, TCNJ

The primary purpose of the college-level internship is the development of occupational or professional competence in the actual occupational setting after theory education has been completed. Other purposes (income, career exploration, learning-by-doing, on-the-job training, etc.) cannot be the primary purpose, though they may occur as a secondary result of the internship experience. A minimum of 50 on-the-job hours should be required per quarter course unit of credit (0.25 units). A substantial written assignment or portfolio requiring research and/or creative work should be required. A simple log describing activities may be included but in and of itself is not sufficient to satisfy this requirement.

An internship contract consists of four parts:

1. An enrollment form, which must be signed by the student, supervising faculty and department chair.
2. A proposal prepared by the student. The written proposal must follow the guidelines of the College and include the following information:
 - a. the number of credit hours from any previous internship, as well as the semester taken and the firm or agency where the internship was done
 - b. how credits are to be earned and what on-the-job activities will be required of the intern
 - c. the method of evaluating the internship to be used by the faculty supervisor
 - d. the firm or agency where the internship will be done
 - e. the professional person at the firm or agency who will supervise the student during the internship
 - f. information about on-site visits by a supervising faculty member whenever feasible
3. An official letter of hiring signed by the intern supervisor at the agency. The letter should confirm the student's acceptance into the internship program and include the starting and ending date, total number of hours, duties, and contact information and title of the supervisor.
4. An evaluation rubric that describes how the faculty sponsor will assess the intern's performance. The faculty sponsor should ask the agency supervisor to complete a mid-point and/or final evaluation such as the performance appraisal form of the intern.

The completed internship contract must be submitted to the Department of Art and Art History for review (by November 15 for Spring and May 1 for Fall and Summer). If a student receives an Internship offer after the Department's contract deadline, the student must complete and submit the contract as soon as possible to the supervising faculty (for a signature) and then to the department chair. The student and supervising faculty may be asked to attend a meeting with the Department Curriculum Committee to explain the internship and receive feedback.

Students interested in an internship must understand the following guidelines and requirements:

1. Enrollment is limited to upper division program majors or minors with at least a 2.5 GPA in that program.
2. The internship is an applied experience. Students must be working under guidance of professionals within the discipline of study.
3. Internships may be offered on either a graded or pass-fail basis.
4. Student taking a second internship is expected to obtain different knowledge and experience from the first internship.
5. A maximum of 3 internship units can be counted toward a degree, and a maximum of 2 course units is allowed for any single internship within a semester.

Further information on credits, GPA, and requirements for the Internship and The Internship Contract are available in the Student Handbook. *Check the student [HOTLINE](#) for opportunities.*

Internship Enrollment Form- <http://recreg.pages.tcnj.edu/files/2010/11/Internship-Enrollment-Form.pdf>

College Policy for Internships- <http://policies.tcnj.edu/policies/digest.php?docId=8182>

Internship Contract Evaluation Form (to be completed by Department)
Department of Art and Art History

Student Name: _____

Internship Firm/Agency: _____

Contract Criteria	Evaluation	Comments
Is the student an upper division program major or minor with at least a 2.5 GPA?	Y N	
Is the primary purpose to develop occupational or professional competence in the actual occupational setting (after theory education has been completed)?	Y N	
Is the enrollment form complete and signed by the student, supervising faculty, and department chair?	Y N	
Does the proposal include the number of credit hours from any previous internship, as well as the semester taken and the firm or agency where the internship was done?	Y N	
Does the proposal clearly describe how credits are to be earned and what on-the-job activities will be required of the intern?	Y N	
Does the proposal clearly outline the method of evaluating the internship to be used by the faculty supervisor?	Y N	
Does the proposal include the firm or agency where the internship will be done?	Y N	
Does the proposal include the professional person at the firm or agency who will supervise the student during the internship?	Y N	
Does the proposal include information about on-site visits by a supervising faculty member whenever feasible?	Y N	
Does the proposal include a substantial written assignment or portfolio requiring research and/or creative work? Note: A simple log describing activities may be included but in and of itself is not sufficient to satisfy this requirement.	Y N	
Does the official letter of hiring signed by the intern supervisor at the agency confirm the student's acceptance into the internship program and include the starting and ending date, total number of hours, duties, and contact information and title of the supervisor?	Y N	
Does the evaluation rubric clearly describe how the faculty sponsor will assess the intern's performance? Note: The faculty sponsor should ask the agency supervisor to complete a mid-point and/or final evaluation such as the performance appraisal form of the intern.	Y N	
If this is a second internship, is the student gaining different knowledge and experience than from the first internship?	Y N	
Does the proposal follow the workload guidelines (i.e., a minimum of 50 on-the-job hours should be required per quarter course unit of credit (0.25 units))?	Y N	

Department Decision:

Approved _____

Revisions Needed _____
 (must be re-submitted within 1 week)

Reject _____

Student Intern Performance Appraisal Form

To be completed by the end of the internship

Name of Intern: _____ Internship Title: _____

Name of Evaluator: _____ Date: _____

Name of Organization: _____

Directions for Student Intern Evaluator: Please complete all sections of this 5-page document in a timely manner. Responses may be typed or clearly hand-written. Submit the form in one of the following ways:

- a. Directly to the student/intern
- b. Directly to the Faculty Supervisor via email
- c. Directly to the Faculty Supervisor via mail

Part A: Internship

1. Please state the number of **hours** the student spent on the job: _____

2. How many **weeks** did the student spend as an intern? _____

3. Please include an approximate weekly schedule of the student's attendance:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Hours/Time spent interning							

4. Please list the student's duties, responsibilities, and actions performed throughout the internship.

Part B: General Intern Performance

Instructions: Rate the student intern on each of the following job dimensions. For each dimension sample behaviors of excellent and poor performance are listed as guidelines. The intern needn't display these exact behaviors, but behaviors of a similar caliber.

5. Reliability: Extent to which the intern can be counted on to be in attendance and complete tasks in a timely fashion.

Poor 1	2	Moderate 3	4	Excellent 5
Chronically late for work Fails to show up for work				Arrives on time or early Rarely absent Absence planned/non-disruptive

6. Works Independently: Extent to which the intern demonstrates the ability to work conscientiously to complete tasks with minimum supervision.

Poor 1	2	Moderate 3	4	Excellent 5
Fails to submit assignments Submits assignments late Incomplete tasks Needs constant supervision/help				Completes assignments on time or early Tasks are fully completed Works well independently

7. Appearance: Extent to which the intern maintains a professional appearance.

Poor 1	2	Moderate 3	4	Excellent 5
Wears inappropriate clothing Sloppy appearance				Dresses appropriately Neat/clean appearance

8. Attitude/Effort: Amount of effort that the intern puts into their duties, and the extent to which the intern maintains a positive work attitude while performing these duties.

Poor 1	2	Moderate 3	4	Excellent 5
Fails to meet deadlines Refuses to take on extra duties Must be told what to do When own work is done, does nothing Complains about job duties				Meets deadlines or is early Team player/assists others Self-starter When own work is done, asks for more Takes initiative Enthusiastic about job

9. Interpersonal Skills: Degree to which intern gets along with others (co-workers, supervisor, clients).

Poor 1	2	Moderate 3	4	Excellent 5
Ineffective on work-team			Maintains effective and cooperative relationships with co-workers	
Avoids working with others			Initiates interactions with others	
Receives complaints			No complaints/receives compliments	

10. Written Communication: The intern’s ability to communicate clearly in writing.

Poor 1	2	Moderate 3	4	Excellent 5
Poor/ineffective writing skills			Excellent writing skills	
Many spelling/grammatical errors			Clear, organized, fluent writing	
Writing is unclear/unorganized				

11. Verbal Communication: The intern’s ability to communicate orally.

Poor 1	2	Moderate 3	4	Excellent 5
Poor/ineffective verbal skills			Excellent verbal skills	
Lack of eye contact			Clear voice	

12. Adaptability: The extent to which the intern can adjust to new work requirements, directions, or personnel with a minimum loss of efficiency.

Poor 1	2	Moderate 3	4	Excellent 5
Can not accept criticism			Willingly accepts criticism and modifies behavior/task accordingly	
Does not respond to feedback			Willingly accommodates new directions/tasks	
Resists change to work duties				

13. Ability to learn: The extent to which the intern is able to understand/grasp new ideas and instructions.

Poor 1	2	Moderate 3	4	Excellent 5
Not interested in learning new tasks			Actively seeks out information	
Has not improved in job performance			Continually improves in job performance	

14. Self-reflection: The extent to which the intern is able to self-reflect in a critical and useful manner.

Poor		Moderate		Excellent
1	2	3	4	5
Does not self-reflect			Actively self-reflects	

15. Misc: If there is another performance category that you feel should be rated, please include it here.

Poor		Moderate		Excellent
1	2	3	4	5

Part C: Additional Feedback/Narrative Comments

16. Now that you have firsthand knowledge of the student's performance, would you consider him/her for future employment should a position be available (i.e., once the student met all the requirements)? Why or why not?

17. Any additional comments?

Signature of Evaluator

(if you email this form to the faculty supervisor from your work email, please simply type your name here or include a digital signature)

Title/Organization

Contact information (Email or Phone)

Date