

SYLLABUS

graphic design internship

G R F X - 4 6 0 3 - 0 0 3 (1 4 0 2 6) | S P R I N G 2 2

Instructor: Professor Nikki Arnell

Office: Art Annex 211

Office Hours: MW 7:30-8:10am, 4:10-4:30pm; Zoom by appt.

Office Phone: cell preferred 303-842-3039 > call or txt

office: 870-680-8457 > leave a message

Email: narnell@astate.edu

Online Coursework: nikkiarnell.net | | Slack | Google Drive

Note: This class is required for any student acquiring a BFA in Graphic Design. You must receive at least a C for this class to count toward this degree. Earning a D or an F means you must take the class again, even if one applies for a Catastrophe Appeal.

COURSE DESCRIPTION

TEACHING METHODS

THE IDEAL INTERNSHIP

POLICIES

- Pandemic Precautions

COURSE LEARNING OUTCOMES

- Problem Solving Skills
- Technical Competence
- Communication Skill
- Interpretation of Historical Artistic Skills
- Organizational Skills
- Collaboration Skills

ASSESSMENT + GRADING

- Overview
- Course Grade
- Internship Request Form Sample
- Weekly Report Form Sample
- Final Report Form Sample
- Student Final Presentation

BFA - GRAPHIC DESIGN PROGRAM LEARNING OUTCOMES

BFA - DIGITAL DESIGN PROGRAM LEARNING OUTCOMES

UNIVERSITY AND DEPARTMENT OF ART + DESIGN POLICIES

- Notice Concerning the Possibility of Interruption of Instruction Due to Emergency
- F.E.R.P.A.
- Health and Safety Policy
- Inclement Weather
- Access and Accommodation Services
- Educational Equity Statement
- Academic Integrity Policy of the Department of Art + Design

CALENDAR

course description

A-State 2021 Course Catalog: Supervised work in a professional graphic design or digital design setting. May be repeated for credit. Prerequisites, a minimum GPA of 2.75 in all work with an ART, ARTH, ARED, DIGI, or GRFX prefix, and instructor permission. Fall, Spring, Summer.

Class Location: On-Site | Remote allowed in Fall 2021

teaching methods

- **This capstone course provides the senior graphic design major the opportunity to experience the work environment of a professional creative firm or agency.**
- **Before a student may be enrolled** in GRFX-4603 Graphic Design Internship, the student, the Internship Supervisor and the Faculty Instructor must agree on the content, procedure, and expectations of the course. The student will be an intern in a professional setting with duties appropriate to the profession of graphic design. See [HERE](#) (page 15) for further explanation and a sample of the form.
- **Weekly, the Internship Supervisor must turn in a report** to the Faculty Instructor for a brief evaluation. This is to continue feedback and be proactive in both encouragement and problem-solving. See [HERE](#) (page 18) for further explanation and a sample of the form.
- Along with the weekly reports, the Faculty Instructor may visit the site prior to finals, this is typically done for new businesses to the program.
- **One week prior to the end of the internship, the student must present** a written paper/presentation/Spark page documenting the work done at the internship site to the Faculty Instructor. See [HERE](#) (page 24) for further explanation.
- **A confidential final report completed by the Internship Supervisor** must be received by the Faculty Instructor prior to the end of finals for the given semester. It is the student's responsibility to see that the final report is submitted. See [HERE](#) (page 20) for further explanation and a sample of the form.
- *BE ADVISED: If a required "Work at Home" is issued from Arkansas State University and the university requires faculty, students and staff to work off campus, interns will be required to work remotely and may not be allowed to work face-to-face for all or partial semester at the business site. However, students are allowed to use their personal equipment and software for their internship responsibilities if this is required.*
- If student does not understand something, please **speak to the professor** as soon as possible but **AFTER** one has read over all materials provided for the course.

the ideal internship

The following PDF guide for a productive internship will be provided to both the student and the Internship Supervisor. Both are also encouraged to communicate with the Faculty Instructor at any time to ensure the experience is mutually beneficial for all involved.

THE IDEAL INTERNSHIP

Quality internships provide an invaluable stepping stone towards professional practice and create continuity within the design profession. The Dept. of Art + Design at Arkansas State University thanks those who open their doors to young designers and generously share their knowledge and experience with the next generation of design practitioners.

WHAT IS AN INTERNSHIP?

An internship is a temporary job at a design consulting firm, advertising agency, in-house design office, or similar environment that is geared toward an upper-level student about to graduate and enter the career as a professional. Students and young designers often develop their practice by broadening their education with a mentor, while gaining experience in a professional design environment.

Many of the demands put forth in the Agreement – for example, monthly evaluations – are due to rules for class credit the student is paying to receive from Arkansas State University and its Dept. of Art + Design. **Thank you for your help!**

HOW INTERNSHIP OPPORTUNITIES BENEFIT STUDENTS:

- Apply design skills acquired in school to real-world projects.
- Observe and apply professional communication skills to be successful in any career, especially in the world of design.
- Gain insight into the professional world of design, including how time management, client relationships, collaboration and teamwork, and consistent process all play a part.
- Begin growing one's network of professional designers for future success.
- Gain the experience necessary to show on a resumé as proof of applied knowledge.

HOW PROVIDING INTERNSHIP OPPORTUNITIES BENEFITS BUSINESSES AND INDIVIDUALS:

- Employers benefit from each intern's unique approach, perspective, and assistance during the creative process.
- Provide freedom for professional staff to pursue other creative or more advanced projects.

- Assist an organization in application of the latest strategies and techniques in the field.
- Maintain connections with colleges and increase visibility on campus.
- Promote community involvement. Public service and philanthropy are excellent public relations tools.
- Recruit other students and generate enthusiasm.
- Create awareness of the field for future hires.

STUDENT TIPS: HOW TO BE A GOOD INTERN

To make a good impression as an intern, students must exhibit the utmost professionalism. Students may receive more responsibility by presenting themselves as dependable, easy to work with, and appreciative of the internship opportunity. Students should take cues from co-workers and fall in line with the social style of the workplace. **As an excellent intern, the student should:**

- Arrive on time and be ready to work as soon as they get there.
- Treat everyone in the office politely and respectfully.
- Prioritize communication and ask questions if they do not understand something.
- Make no unreasonable demands.
- Show enthusiasm and a willingness to help.
- ***Communicate with Faculty Instructor if there are any concerns.***

INTERNSHIP SUPERVISOR TIPS

- Provide an opportunity for students to work directly with a senior level designer or art director who acts as a mentor.
- Situate students in an on-site, professional, ethical, and safe work environment.
- Take account of student's personal learning goals and answer their questions.
- Provide students with the opportunity to experience a broad range of activities, including ideation and creative concept development, client interaction, new business proposals, and production preparation.
- Ask students to perform administrative work only as it relates to the design profession.
- Give students an evaluation at the conclusion of the internship.
- ***Communicate with Faculty Instructor if there are any concerns.***

Paraphrased from AIGA's [A Guide to Internships](#).

THE STAGES OF AN INTERNSHIP

Adapted from: Sweitzer, H.F. & King, M.A. (1999). *The Successful Internship: Transformation & Empowerment*

These are not directions/steps that one must follow. Instead, students and Internship Supervisors may choose to read through this to better prepare for an ideal internship that benefits everyone!

“Some of the concerns and challenges interns face seem to occur in a predictable order. Each stage has its own obstacles and opportunities. There are concerns interns will have at each stage, and to some extent, those concerns must be resolved for them to move forward and continue learning and growing. However, the process of resolving the concerns is also a learning experience in and of itself. At each stage, there are important tasks that will help interns address the concerns. If these tasks go undone and the concerns are left unresolved, the intern can become stuck in a stage.

Rate of progress through the stages is affected by many factors, including the number of hours spent at the agency; previous internships or field experiences; your personality; the personal issues and levels of support you bring into the experience; the style of supervision and the nature of the work. The more you understand as a supervisor, the better the learning experience for the intern.”

STAGE 1: ANTICIPATION

- Beginning of internship!
- Anxiety is high and there is plenty of interaction with many individuals.
- Student should develop good relationships with supervisor, co-workers, etc.
- “What if?” is common as exciting possibilities begin to take shape.
- Supervisor should level task accomplishment low, but defining specific goals with consideration of skills is needed to complete said goals.
- The more information explained to the student – including dress code, hours, goals, etc. – the more likely for a successful internship. Avoid assumptions.

STAGE 2: DISILLUSIONMENT

- Gap between expectations for the internship and what is actually occurring. Sometimes gaps are small, others large. ***If student or Internship Supervisor is concerned, please reach out to the Faculty Instructor as soon as possible.***
- “What if?” from previous stage has become “What’s Wrong?” This is normal.
- Possibility for tremendous personal and professional growth by working through problems!

STAGE 3: CONFRONTATION

- To get past Disillusionment stage, intern must face and study what is happening. As issues raised in disillusionment are resolved, task and morale accomplishments will increase!
- Failure to acknowledge and discuss problems professionally may diminish learning experience, performance, etc. This results in lost educational and future networking opportunities.
- Student and supervisor may need to reevaluate goals, as perhaps these were unrealistic or opportunities may have changed.
- Must continue to confront problems and not get “frozen in the moment.” Empowerment from this acknowledgment can equip intern to problem-solve more effectively.

STAGE 4: COMPETENCE

- Morale is high as trust in performance is exhibited from both the intern and the supervisor.
- Transition from “apprentice” into “professional” begins!
- For students, this provides a strong platform to demand more from one’s self and request an increased work load, and responsibility.

STAGE 5: CULMINATION

- May face a variety of feelings at this stage when the internship ends – both pride in accomplishments and sadness in leaving are both common.
- Strong emotions from this capstone course experience are often mixed with college graduation excitement. For mental health, students are encouraged to address these emotions and find an avenue to express them.

GETTING TO KNOW EACH OTHER

At the beginning of any professional interaction good communication is crucial to getting to know the other person and building that relationship. Here are some questions to get dialogue started.

Paraphrased from [this source](#).

SUPERVISORS/MENTORS TO INTERNS

1. What are you most proud of?
2. What stands out as a peak experience in your internship or working here? What happened? What role did you play? What were the circumstances surrounding the event?
3. What if anything would you like to work on or improve? What tools or resources if provided would help you develop and grow in this area?
4. How can I help you get there?
5. What are we doing well? What should we keep doing? What should we stop doing? What is possible – what should we start doing?
6. What energizes you?
7. If you had a list of tasks and two gages one for energy (empty to full) and one for engagement (empty to full), which tasks do you do that make you feel energized and engaged and which tasks do you do that make you feel depleted of energy and disengaged?

INTERNS TO SUPERVISORS/MENTORS

1. How can I help you?
2. How do you spend most of your time?
3. What would you do if you were me?
4. What has your career progression looked like? How did you get to where you are today? Is this where you thought you would end up?
5. What are you most proud of?
6. What used to be your biggest weakness?
7. What excites you the most about what you do?
8. What courses do you suggest I take in school to maximize my learning? What class did you take that was the most helpful in your career?
9. What's your favorite thing about your job?
10. What professional organizations are you associated with?
11. Could you recommend people in the field whom I could talk to about my career?

PANDEMIC PRECAUTIONS

See [UNIVERSITY AND DEPT OF ART + DESIGN POLICIES](#) at the end of this syllabus.

- Students must follow all mask mandates and other safety precautions of the university while on campus.
- Student must follow all safety precautions issued by worksite if meeting or working there in person.
- A worksite cannot force a student to work unmasked if the student wishes to wear one, as this violates the safety standards put forth by the university.
- Masks must cover both nose and mouth because that's how your respiratory system works. This must stay in place the entire time you are in the classroom, even if social distancing is available.
- **Students should wipe down all public surfaces and/or shared equipment before and after use.** These include computer keyboards, mice, screens, and tables.
- In computer labs, students may wear disposable latex gloves and/or use their own keyboard and mouse if desired. Please see professor if these are desired.
- Avoid sharing common office supplies such as pens and notebooks.
- Students should wash hands often with soap for at least 20 seconds – use an alcohol-based hand sanitizer (at least 60% alcohol) if soap and water are not available after class.
- Avoid touching eyes, nose and mouth with unwashed hands.
- Cover cough or sneeze with a tissue, then throw the tissue in the trash.
- **Stay home if sick.**
- Avoid close contact with people who are sick.

course learning outcomes

PROBLEM SOLVING SKILLS

- Students will be able to understand and apply problem identification, research, prototyping, user testing and analysis to generate multiple solutions to visual communication problems and evaluate their outcomes based on critical, historical and aesthetic issues.

TECHNICAL COMPETENCE

- Students will be able to execute technical, aesthetic and conceptual decisions based on an understanding of art, design, and communication principles culminating in a portfolio of professional work that displays knowledge of these skills through self-directed research, experimentation, risk-taking, and reflective analysis of content and context.

COMMUNICATION SKILLS

- Proper vocabulary and methods of presentation will allow student to communicate with others in a public forum both in person (F2F or virtual) and social media. In addition, these skills will further develop the ability to critically evaluate artistic output for individual improvement.
- Overall presentation and networking skills will be improved by working on-site and/or remotely in a professional setting.

INTERPRETATION OF HISTORICAL ARTISTIC SKILLS

- All design work should cause a student to evaluate and interpret historical graphic design output in relevance to the student's individual experience, within design subcultures, and to the world as a whole.

ORGANIZATIONAL SKILLS

- Time management and research skills will be reinforced by deadline-dependent work in the professional world.

COLLABORATION SKILLS

- Continuing methods of critique will improve self-awareness, as well as art reception per audience and context.
- Through all of the above, student will engage in critical thinking skills in both a group and as an individual.

assessment + grading

OVERVIEW

- This should be considered an independent study course where the student is an active learner and engaged in every step of the process before the grade is submitted.
- Aside from the invaluable experience for the student and the importance of career work listed on a resumé, the required course demands the professional communication, individual responsibility, and impeccable time management from the student.

COURSE GRADE

- Student will be evaluated by the Internship Supervisor, though the final grade is decided by the Faculty Instructor.
- In order to receive an A in the course, a student's work and performance in all categories must be exceptional in all respects. Letter grades A through D with + and -, and F will be used. The corresponding percentage is shown below.

- | | | | |
|-------------------------------------|-----------|------------|----------------------------------|
| • A+ = 100% | • A = 95% | • A- = 90% | = <i>exceptional work</i> |
| • B+ = 88% | • B = 85% | • B- = 80% | = <i>average work</i> |
| • C+ = 78% | • C = 75% | • C- = 70% | = <i>work needs improvement</i> |
| • D+ = 68% | • D = 65% | • D- = 60% | = <i>course must be repeated</i> |
| • F = 50% and below (see Deadlines) | | | = <i>course must be repeated</i> |

INTERNSHIP REQUEST FORM

- Please see the following form sample to request an internship to count for GRFX-4603 credit. The PDF will be available upon request when student approaches advising professor.
- **The form explains the assessment and grading processes of the class.**



GRFX-4603 GRAPHIC DESIGN INTERNSHIP REQUEST FORM

This form must be completed and signed, then submitted to the Department of Art + Design office to enroll in GRFX-4603 Graphic Design Internship. The course will not appear on the student's schedule of classes until this form has been signed by all parties and processed by the Department of Art + Design. *This form can be filled out digitally or it may be printed. If filling out digitally, please DO NOT hit Return after your last word entered in the box.*

COURSE TITLE: Graphic Design Internship **TERM:** **CRN:**

COURSE #: GRFX-4603- **FACULTY INSTRUCTOR:**

INSTRUCTOR A-STATE E-MAIL:

STUDENT NAME:

STUDENT ID #:

STUDENT A-STATE E-MAIL:

PROPOSAL AND AGREEMENT

Before the student may be enrolled in GRFX-4603 Graphic Design Internship, the student, the student's Internship Supervisor and the Faculty Instructor must agree on the content, procedure, and expectations of the course. This section will form the basis for evaluating the student's work.

1. The student will be an intern in a professional setting with duties appropriate to the profession of graphic design.

INTERNSHIP SITE NAME:

INTERNSHIP SITE ADDRESS:

INTERNSHIP SUPERVISOR NAME:

INTERNSHIP SUPERVISOR E-MAIL:

INTERNSHIP SUPERVISOR PHONE:

2. The student must be actively engaged in design-related activities for a **total of 144 hours** in order to receive class credit. Mark an X next to the term and accompanying time schedule for this internship. *Please mark only one.*

- FALL OR SPRING TERM:** The student will be actively engaged in design-related activities for a minimum of **9 hours per week** for the full **15-week** semester term.
- SUMMER 1 OR SUMMER 2 TERM:** The student will be actively engaged in design-related activities for a minimum of **28.8 hours per week** for one of the full **5-week** summer terms.
- SUMMER 1 AND SUMMER 2 TERMS:** The student will be actively engaged in design-related activities for a minimum of **14.4 hours per week** during both of the summer terms for a total of **10 full weeks**. *Note: If student chooses this option, it is only necessary to register for the Summer 1 term. Do not be charged twice for both terms.*

3. REQUIRED WEEKLY REPORTS:

Internship Supervisor's responsibilities:

- The supervisor must complete a Weekly Report Form briefly detailing the projects in which the student participated and a performance evaluation. We estimate this should take approximately 2-5 minutes each week. *This must be completed weekly or the student may not pass the class.*
- It is up to the Internship Supervisor if they wish to share the weekly reports with the student; however, the e-mail to the Faculty Instructor must be sent from the supervisor unless otherwise specified. An e-mail with the report sent from a student's account will not be accepted.

Student's responsibilities:

- A course objective is to learn how to communicate professionally. Therefore, it is the student's responsibility to ensure this report is completed every week. *This must be completed weekly or the student may not pass the class.*

4. FINAL CONFIDENTIAL REPORT REQUIRED BY INTERNSHIP SUPERVISOR:

• Internship Supervisor's responsibilities:

- An Internship Final Report Form provided by the student must be completed by the Internship Supervisor must be sent by e-mail to the Faculty Instructor prior to the end of finals for the given semester/summer term.

• Student's responsibilities:

- It is the student's responsibility to acquire the Internship Final Report Form from the Faculty Instructor and present it to the Internship Supervisor with sufficient time for the report to be completed and returned to the Faculty Instructor prior to the end of finals.
- It is also the student's responsibility to inform the Internship Supervisor of the due date in relation to A-State's finals schedule.
- The student must check with the Internship Supervisor that the report has been turned in; however, the e-mail must be from the Internship Supervisor. E-mails from students will not be accepted.
- *This must be completed by the deadline stated above or the student may not pass the class.*

5. FINAL REPORT REQUIRED BY STUDENT:

- **One week prior to the end of the internship**, the student must present a typed paper documenting the work done at the internship site and present it to the Faculty Instructor.
- The document should be created in a program that will create a multi-page PDF.
 - The document must include visual examples of all work with which the student was involved over the course of the internship. Verbal explanations of meetings, events, pitches, etc. are also encouraged to include to benefit the student's final grade.
 - The final product(s) should be clear, professional, and appropriate to the internship experience. There is no specific length requirement unless Faculty Instructor provides one, but the materials should give a sense of the accomplishments achieved during the internship. Collectively, the materials should present a picture that documents the student's learning experience during the internship.
 - This work will be kept only between the student and Faculty Instructor; therefore, this will not violate any existing Non-Disclosure Agreements.
 - Faculty Instructor may require student to meet at the time the final report is due to discuss the merits of the internship experience.
 - *No grade will be determined without this paper and support material! This must be completed by the deadline stated above or the student may not pass the class.*

6. FINAL EVALUATION BY A-STATE FACULTY INSTRUCTOR:

This is a capstone course. It is expected the student's work will meet performance expectations for a senior graphic design major. **Professionalism** should also be a major part of both Weekly and Final Evaluations from the Intern Supervisor.

The class grade will be comprised of the following (percentages are approximate):

- 30% - Weekly Evaluations (*see responsibilities of both Internship Supervisor and Student*)
- 30% - Intern Supervisor Final Evaluation (*see responsibilities of both Internship Supervisor and Student*)
- 30% - Student's Final Report
- 10% - Faculty Instructor's Evaluation of Work Created

7. ACADEMIC INTEGRITY POLICY OF THE DEPT. OF ART + DESIGN:

The Academic Integrity Policy of the Dept. of Art + Design is taken very seriously. Academic integrity calls for students to do their own work and not to claim as their work anything someone else has done. Intellectual growth calls for doing one's own work; so does academic honesty. Plagiarism includes doing a direct copy of work created by another designer/artist and claiming the credit. Plagiarism will not be excused.

8. The resources, equipment, and facilities used will be those of the internship site. *See COVID-19 Precautions below.

9. COVID-19 PRECAUTIONS:

- Student must follow all regulations of the intern site in regards to personal safety. Intern site must allow student to wear a mask if he/she/they choose to do so for personal safety even if the site does not require masks.
- If a student feels sick or has been in contact with someone who is sick, the student should stay home. This will be an excused absence and the student is eligible to work from home if necessary and if possible.
- If a required "Work at Home" is issued from Arkansas State University and the university requires faculty, students and staff to work off-campus, interns will be required to work remotely and may not be allowed to work face-to-face for all or partial semester at the business site. However, students are allowed to use their personal equipment and software for their internship responsibilities if this is required and possible.

ARKANSAS STATE UNIVERSITY'S DEPT. OF ART + DESIGN IS EXTREMELY THANKFUL FOR THE OPPORTUNITY THE INTERNSHIP SITE AND ITS SUPERVISOR EXTEND TO OUR STUDENTS.

If any of those signing below have questions, please do not hesitate to contact the A-State Faculty Instructor.

• Advisor Signature:

• Student Signature:

• Faculty Instructor Signature:

• Intern Supervisor Signature:

• Dept. Chair Signature:

INTERNSHIP WEEKLY REPORT FORM

- **Students are required to work for total of 144 hours in a fifteen-week semester.**
 - To accomplish the same time requirement in one five-week summer session would mean the student be in the workplace for 28.8 hours per week.
 - This can also be done in two summer terms at 14.4 hours per week. In the second case, the student enrolls for one summer term (summer I or summer II), but works at the intern site for the entire summer.
- **The Internship Supervisor is responsible for:**
 - Filling out the form weekly and sending to Faculty Instructor, Prof. Nikki Arnell at narnell@astate.edu.
 - The form can be filled out digitally using an app like Acrobat or Preview. It can also be printed and filled out by hand.
- **The student is responsible for:**
 - Ensuring that the internship supervisor completes the weekly report that details the projects in which the student participated.
 - The report is returned via email to the Faculty Instructor at narnell@astate.edu. This must come directly from their direct supervisor's email and not from the students.

See sample on following pages.



GRFX-4603 GRAPHIC DESIGN INTERNSHIP INTERNSHIP SUPERVISOR WEEKLY REPORT FORM

This form can be filled out digitally or it may be printed.

If filling out digitally, please DO NOT hit Return after your last word entered in the box.

STUDENT INTERN NAME:

INTERNSHIP SITE NAME:

INTERNSHIP SUPERVISOR NAME:

WEEK OF

Please type/write the date of Monday for this week.

1. Briefly describe the duties and projects assigned to the intern this week:

2. Performance rating of the intern in relation to the assigned work - please rate on a scale of 1-5.

1

2

3

4

5

*Unacceptable.
Student must improve.*

*Excellent! Little to no
improvements needed.*

OPTIONAL: Please explain any reasons for your rating above.

Intern Supervisor Signature:

Date

INTERNSHIP FINAL REPORT FORM

- **The Internship Supervisor is responsible for:**
 - Completing a confidential final report, which must be received by the Faculty Instructor prior to the end of finals for the given semester. [SEE CALENDAR](#)
 - It is preferred to have the form digitally emailed to narnell@astate.edu; however, other arrangements can be made.
 - The form can be filled out digitally using an app like Acrobat or Preview. It can also be printed and filled out by hand.
- **The student is responsible for:**
 - Ensuring that the internship supervisor completes the final report explained above.
 - The report is returned via email to the Faculty Instructor at narnell@astate.edu. This must come directly from their direct supervisor's email and not from the students.

See sample on following pages.



GRFX-4603 GRAPHIC DESIGN INTERNSHIP INTERNSHIP SUPERVISOR FINAL REPORT FORM

This form can be filled out digitally or it may be printed.

If filling out digitally, please DO NOT hit Return after your last word entered in the box.

STUDENT INTERN NAME:

INTERNSHIP SITE NAME:

INTERNSHIP SUPERVISOR NAME:

ARKANSAS STATE UNIVERSITY'S DEPT. OF ART + DESIGN THANKS YOU FOR YOUR TIME AND EFFORT TO PROVIDE THIS VALUABLE OPPORTUNITY.

It is time for us to evaluate the performance of the intern placed with your organization this semester and the internship program itself. Please mark an X next to the most appropriate answer:

- The internship worked well and I would like another intern in the future.
- The internship did not work well, but I would like another intern in the future.
- The internship worked well, but I would not like another intern in the future.
- The internship did not work well and I would not like another intern in the future.

Briefly explain the reason(s) for your answer:

During the last weeks, we have received weekly reports to help determine student's grade.

We hope that the time taken to fill out these reports was not excessive, nor did it interfere in the normal operations of your business. Without these reports we cannot keep the program going, nor can we assign grades. If you have not been able to fill out the weekly reports, please briefly describe the work given the intern and evaluate the intern's performance so that we have this integral feedback.

Note: If you have filled out the requested survey for every week, the box below is optional. Proceed to next page.

SAMPLE

Performance rating of intern relating to assigned work and overall performance:

Please see below explanation of the grade supplied, according to Arkansas State University. Considering all aspects of the student's performance throughout the internship, please mark an X next to the one grade you would grant.

- A : Excellent**
For outstanding achievement.
- B : Good**
For less than outstanding but demonstrably better performance than the normal competency required for satisfactory progress toward graduation.
- C : Satisfactory**
For performance that demonstrates the normal competency required for satisfactory progress toward graduation.
- D : Poor**
For performance that meets minimum course requirements but is below standards required for satisfactory progress toward graduation.
- F : Failure**
For performance that does not meet minimum course requirements and for which no degree credit is justified

OPTIONAL: Please explain any reasons for your rating above.

Intern Supervisor Signature:

Date

STUDENT FINAL PRESENTATION

One week prior to the end of the internship (see [CALENDAR](#) for due dates), the student must present a report documenting the work done at the internship site to the Faculty Instructor.

No grade will be determined without the following being submitted as directed.

FORMATS ALLOWED:

- Multi-page PDF created using InDesign.
- Adobe Spark page set to PRIVATE.
- Other format on which student and professor agree that is not accessible by the public.

VISUAL EXAMPLES:

- Examples of the best work with which the intern was involved over the course of the internship should be included.
- If work samples are not digital, student must take clear pictures of the work to include.

EXPLANATIONS OF WORK:

- The writing required should at least briefly explain responsibilities each week and overall.
- Full sentences or bullet points may be used; however, the writing must use correct grammar and spelling.

SHORT ESSAY:

- Student must also compose a short essay (200-word min., 500-word max.) answering:
How will you apply this experience to your future career?
- Writing must use correct grammar and spelling.
Remember there is a Writing Center on campus if you need help!.

bfa-graphic design program learning outcomes

SUBJECT KNOWLEDGE : REINFORCED/ASSESSED

- Students will be able to synthesize professional work that answers project objectives using aesthetic, conceptual, and technical skills.

PROBLEM SOLVING SKILLS : REINFORCED/ASSESSED

- Students will be able to solve complex problems for interconnected systems of objects, people and settings using knowledge of aesthetic and contextual issues.

TECHNICAL COMPETENCE : REINFORCED/ASSESSED

- Students will be able to create a portfolio that proves adaptation to technological innovation via effective designs that display a working knowledge of multiple processes and media.

bfa-digital design program learning outcomes

SUBJECT KNOWLEDGE : REINFORCED/ASSESSED

- Students will be able to apply a working knowledge of digital design principles to conceptualize, develop and complete professional work that answers project objectives and responds to audience and context.

CONCEPTUAL : REINFORCED/ASSESSED

- Students will be able to distinguish and integrate key digital design concepts, principles and theories to the design of effective and meaningful interactions between humans and digital devices.

PROFESSIONAL DEVELOPMENT : REINFORCED/ASSESSED

- Students will be able to demonstrate skills that reflect readiness for post-baccalaureate employment, graduate school, or professional certification.

TECHNICAL : REINFORCED/ASSESSED

- Students will be able to demonstrate mastery of the technical skills required to develop web and mobile applications that are secure and user friendly.

university and dept. of art + design policies

NOTICE CONCERNING THE POSSIBILITY OF INTERRUPTION OF INSTRUCTION DUE TO EMERGENCY:

While it is the goal of Arkansas State University to offer face-to-face classes for its on-campus programs, the university recognizes that in the event of emergency it may become necessary to shift courses into hybrid or online delivery modes. The recent experience of the COVID-19 pandemic made this necessary; however, the same need to shift could be the product of other natural or civil disasters, and could be for short or extended periods of time. To prepare, this means nearly every course offered will have a component where high-speed, reliable internet access is essential to course success. Other technology such as web cameras or specific software may be required by instructors to facilitate remote instruction (please consult the A-State Internet and Technical Services website for more details). Students are strongly encouraged to secure broadband access they can use for the semester either on or off campus. In the event of the need to change the mode of instruction, A-State will endeavor to keep as many on-campus facilities and support areas open as possible dependent on the circumstances of the emergency.

Please remember, all official notifications are made through your official A-State email account, the university website, and Blackboard Learn. You are responsible for checking your university email to ensure you receive the latest updates regarding this course.

F.E.R.P.A.

- Under the Family Educational Rights & Privacy Act, the instructor is prohibited from posting grades in any manner that reveals the identity of the student. The instructor also cannot discuss grade information over the telephone or via email, text, or any other format in which positive identification cannot be established. If you have questions about your grade, please make an appointment to meet with professor in a face-to-face meeting or a Zoom meeting with cameras on.

HEALTH AND SAFETY POLICY

- This course may require the use of hazardous chemicals, equipment or processes that the University Safety Committee recognizes as potentially hazardous to a student's safety and health. Every instructor is required to provide instructional information and training on safe handling and usage procedures prior to engaging students in the use of hazardous chemicals or equipment. In addition, students are advised to notify the instructor or laboratory supervisor of any medications or conditions that may impair their mental alertness and/or their ability to safely engage in the use of any hazardous chemical or equipment.
- All students should use hazardous chemicals and equipment only under the direct supervision of the instructor or by approval of the instructor, using recommended methods and procedures. Failure to adhere to the outlined safety precautions could result in disciplinary action.

INCLEMENT WEATHER

- University closures are decided by university administration and announced to faculty, staff, and students concurrently. If weather or other unforeseen circumstances cause class to be canceled, immediately check the class's Slack group. If the weather is questionable, also check the class's Slack group just in case professor cancels classes (highly unlikely). If you are a commuter student and weather is extreme, it is imperative that you contact the professor as soon as possible to open a line of communication and not fall behind in coursework.
- *2015-2016 ASU-J Undergraduate Bulletin, Page 14: INCLEMENT WEATHER POLICY:*
The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are

encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her/their professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

ACCESS AND ACCOMMODATION SERVICES

- Any student who is registered with A-State's Access and Accommodation Services (formerly known as Disability Services) and who needs reasonable accommodation must notify the professor by the end of the second week of classes.
- *2015-2016 ASU-J Undergraduate Bulletin, Page 53: DISABILITY SERVICES:*
Disability Services (DS) specializes in facilitating full and equal access to ASU-Jonesboro and sister campus services, programs, and activities for students with disabilities. The philosophy of Disability Services is inclusion for students, while maintaining high standards of academic excellence and student satisfaction through the provision of accommodations that support students' personal, academic, social and career development. Students who are allowed access and accommodations are likely to achieve academically and develop their confidence to navigate college life and excel in a university setting. Disability Services offers a variety of support services, including; mentoring and transitional services, alternative testing options, advocacy, note-taking services, physical access to the classroom, buildings, and grounds; assistive technology, software training and alternative textbooks format. Students may participate in several DS programs that promote volunteerism, including; The Ghostwriter Program, Academic Success and Access Program (ASAP), Golf Cart Program, and Delta Sigma Omicron, a fraternity dedicated to promoting advocacy and inclusion of students with disabilities at Arkansas State University. For additional information, please visit our Disability Services' website at <http://disability.astate.edu> or call 870-972-3964

EDUCATIONAL EQUITY STATEMENT

A-State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of discrimination and/or harassment on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, marital status, veteran status, genetic

information or disability in any of its practices, policies or procedures are not tolerated. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates or financial aid. It is the responsibility of all departments and all personnel, supervisory and non-supervisory, to see that this policy is implemented throughout the university. Direct all inquiries regarding the nondiscrimination policy to the Office of Title IX and Institutional Equity, 870-680-4161 and the Administration Building, Room 104.

ACADEMIC INTEGRITY POLICY OF THE DEPARTMENT OF ART + DESIGN

Academic Integrity:

- Academic integrity calls for students to do their own work and not to claim as their work anything someone else has done. Intellectual growth calls for doing one's own work; so does academic honesty.
- Infringements of academic integrity include offering someone else's work as your own (see Plagiarism below), buying term papers, and cheating (see Test cheating below). Specific penalties may result.

Plagiarism*

- "Plagiarism" means giving the impression in an assigned paper or studio work that someone else's thoughts, ideas, images and/or words are your own.
- To avoid plagiarism give written credit and acknowledgment to the source of the thought, idea, image and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
- If you directly quote words written by someone else, enclose the quotation in quotation marks and provide a footnote.
- If you directly incorporate an image by someone else, you should give credit to that person, in the title, or following your signature, or in some other appropriate way.
Example: ".. after Rembrandt."
- No written paper or studio project created for credit in one class should be used for credit in another class without the knowledge and permission of all professors concerned.
- The research as well as the complete written paper or studio project should be the work of the person seeking academic credit for the course.

Cheating/Unapproved Collaboration

Cheating is an act of dishonesty with the intent of obtaining and/or using information in a fraudulent or unauthorized manner. Examples of cheating include, but are not limited to:

- Observing and/or copying from another student's assignment.
- Giving or receiving assistance during an examination period. This includes
 - providing specific answers to subsequent examinees and/or dispensing or receiving information that would allow the student to have an unfair advantage in the examination over students who did not possess such information.
- Using class notes, outlines, and/or other unauthorized information during an examination.
- Using, buying, selling, stealing, transporting, or soliciting, in part or in whole, the contents of an assignment when such action is not authorized by the instructor of the class.
- Using for credit in a subsequent class an assignment written for credit in a previous class without the knowledge and permission of the instructor of the subsequent class. This includes when a student is repeating a course for credit.
- Impersonating or attempting to impersonate another person, or permitting or requesting another person to impersonate you for the purpose of taking an examination or completing other assignments.
- Unauthorized collaborating during an examination, lab, or any course requirement with any other person by giving or receiving information without specific permission of the instructor.
- Altering grades or official records.
- Falsifying or signing another person's name on any academically-related University form or document.
- Sabotaging or interfering with the academic progress of others.
- Submitting altered, fraudulent, or falsified data, course, degree program requirements, including but not limited to honor's thesis; doctoral dissertation; qualifying exam; dissertation defense, and University records/forms.

Faculty members may respond to plagiarism in any of the following ways:

- Return the work to be redone; the grade may be reduced.
 - Give a failing grade on the work ("F" or zero).
 - Give the student a failing grade in the course.
 - See [A-State 2020-21 Student Handbook](#) in regards to Academic Misconduct.
- If cheating occurs during a test, a faculty member may:*
- Seize the test of the offending student, or

- Allow the testing to continue without interruption, informing the offending student at the end of the period about the offense.
- See [A-State 2020-21 Student Handbook](#) in regards to Academic Misconduct.
- *Faculty members may respond to cheating in any of the following ways:*
 - Give a failing grade on the exam ("F" or zero).
 - Give a failing grade in the course.
- See [A-State 2020-21 Student Handbook](#) in regards to Academic Misconduct.

Reports are **DUE WEEKLY** from Internship Supervisor. These are not shown on the calendar below. Other important dates, including those that relate to the A-State academic calendar, are listed.

WEEK OF JAN 10

Tues Jan 11: A-State classes begin

WEEK OF JAN 17

Mon Jan 17: MLK Day. No classes.

WEEK OF FEB 21

A-State Midterms Feb 22-28

WEEK OF MAR 21

Spring Break

WEEK OF APR 25

Thurs Apr 29: A-State Last Day of Classes

- Student Final Report **DUE** this week

WEEK OF MAY 2

[A-State Finals](#) May 2-6

- Final Report from Instructor Supervisor **DUE**
*The absolute final day this would be due is Wednesday, May 4th;
however, the earlier this week, the better!*