

# ENVIRONMENTAL STUDIES INTERNSHIP PROGRAM



## HANDBOOK - PART 1

- ⇒ General Info About the ES Internship Program
- ⇒ How to Enroll in the ES Internship Course (EnvS 192)
  - ⇒ Tips on How to Find and Obtain an Internship
    - ⇒ The ESIP/EnvS 192 Learning Agreement
      - ⇒ ESIP Waiver Forms (if needed)

*Environmental Studies Program  
University of California, Santa Barbara*

# Environmental Studies Internship Program Handbook - Part 1

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## HANDBOOK - PART 2 (INFO INCLUDED)

**You will receive Part 2 from the ESIP Coordinator once you have obtained an internship and are ready to complete the appropriate paperwork to receive academic credit. The Handbook will contain:**

1. Setting Goals for Your Internship
2. Why are You Doing an Internship?
3. Why Keep a Journal?
4. How to Keep a Journal
5. ESIP Agency Evaluation
6. ESIP Final Question Set
7. ESIP Mid-Quarter Question Set

# 1. What is an Internship?

An internship is any career-related work experience of limited duration in which an individual takes on responsible roles outside of the traditional university environment: in a non-profit organization, a government office, or a for-profit business. Programs can be structured or unstructured, as long as there is training and supervision involved. Positions may or may not be paid, and the student may or may not receive academic credit. Students can do internships during the fall, winter, spring or summer terms (or even after graduation).

## The Advantages of an Internship:

Internships allow students to relate theory to practice--to apply what you have learned in the classroom to the "real" world. Internships allow one to do this in a protected environment, under supervision, and see a particular work setting from the top-to-bottom while working on their own specific projects.

Internships allow an undergraduate to:

- Relate theory to practice--to apply what you have learned in the classroom to the "real" world
- Integrate academic preparation with professional challenges
- Try out a specific career area and work environment
- Explore and make decisions about future career options
- Obtain a full and realistic view of workplace culture and expectations
- Find a mentor and build professional networks in a selected career field of interest
- Learn and improve communication skills such as: teamwork, interpersonal skills, networking and presentation skills
- Gain experience in job-seeking skills such as resume and cover letter preparation and interviewing
- Develop self-confidence, values, assertiveness, and decision-making abilities

# 2. Internships Can Help You Obtain Critical Skills

According to a graduate survey conducted by the *Environmental Careers Organization*, what environmental alumni felt was needed to help today's students best prepare for a career in an environmental field were:

- Take more fieldwork and hands-on classes
- Receive guidance in course selection and career preparation
- Seek out resources and **participate in internships** and activities outside of school

When UCSB ES alumni were asked in a recent survey what they felt was the deciding factor(s) that helped them land a job or get accepted to graduate school their top answer was not good grades, but the amount of "real" world experience they had. "Graduates who have not sufficiently developed their communication, interpersonal, and analytical skills can often find themselves at a disadvantage when it comes time to compete in today's job market." An employer wants to be sure they are hiring an employee who is versatile, self-reliant, has a high level of self-esteem, can fulfill leadership positions, and can be trusted to do the job. Unfortunately, too often graduates find themselves lacking in many of these qualifications because of their difficulty to practice such skills while enrolled in a traditional course or reading text books.

ES students who realize they can obtain valuable practical skills by participating in the Environmental Studies Internship Program stand a much better chance at landing their ideal job when they graduate. Not only does an internship provide the hands on experience they need, but also the opportunity to do so while earning academic units which fulfill major requirements.

The bottom line, the classroom will provide the necessary formal education; but to obtain the “practical” skills needed to transition right into the work force has to be obtained by participating in outside programs such as an internship. The opportunities to develop these skills deemed important by both ES alumni and industry executives are available, but only those students who are motivated enough to take advantage of them will reap the rewards. By pursuing an internship through the Environmental Studies Internship Program a student will take a major step towards acquiring such skills.

### **3. Environmental Studies Internship Program at UCSB**

The ES Internship Program (ESIP) at UCSB was initiated in 1973 to compliment a student’s classroom education with practical “hands-on” experience in their field of interest. Although the ESIP is just one UCSB internship program, but it has evolved into one of the largest academic internship program on campus.

Although internships are not required, over two thirds of all ES students complete at least one internship before graduating - and many often elect to do two or more. The ESIP averages dozens of internship placements per year with students working in local, statewide, national, and even international internships. Positions are available from a variety of sources, including the Environmental Studies Internship Coordinator who can assist students in selecting appropriate internships to meet their learning objectives.

The ESIP maintains an electronic list of campus and local environmental organizations and agencies on its website. In addition to the list, students are strongly encourage to seek internship opportunities on their own via networking and utilizing internet websites. You may also use the World Wide Web to look for internship opportunities around the world. Students who have questions regarding the ESIP and its resources are encouraged to speak with ESIP Coordinator or the ES Student Peer Advisors.

#### **Who May Participate in The ESIP?**

The Environmental Studies Internship Program (Env S 192) is open to any ES and Hydrologic Sciences major with a minimum sophomore standing. The ESIP asks its participants have an overall GPA of 2.7 or higher. However, if an interested student’s GPA is below a 2.7 they are encouraged to seek permission to participate in the ESIP by completing the *ESIP’s GPA Waiver Form*. The ESIP also accommodates non-ES majors as long as they are able to successfully justify their interest in pursuing an environmental internship and why their own department will not give credit for the internship. Non-ES majors must complete the *Non-major Waiver Form* before participating in the ESIP. Both the *GPA and Non-major Waiver Forms* are located at the back of this handbook or can be obtained from the ES Peer Advisors or the ES Internship Coordinator.

An internship orientation/information session is offered by the ES Internship Coordinator at the beginning of each quarter. Students who wish to pursue an internship are encouraged to attend one of these meetings at least one quarter before they want to begin an internship. Enrolled interns who wish to continue their internship for credit do not need to attend the information orientation again or submit the 192 application again. However, they will have to complete a new proposal form for each additional quarter they plan to register for course credit.

#### **Academic Credit (Env S 192):**

Students enrolled in the ESIP course (Env S 192) receive upper-division credit for their internship. Interns must work under an ES faculty advisor as well as the direction of the ESIP Coordinator. Academic credit is awarded on a Pass/No Pass format only. Units are assigned according to the number of total internship hours fulfilled by the student: every 30 hours completed is equal to one unit. ES and Hydrologic Sciences

majors may receive up to a total of 12 units of Env S 192, of which no more than four may apply towards their major requirements. Hours for any one internship may be spread over one to three quarters, depending on the requirements of the agency and the time commitment by the student. The ESIP runs year round and students may obtain and complete a number of different internships while at UCSB.

Note: Students who wish to receive academic credit for an internship must be enrolled in the Environmental Studies 192 course by the end of the second week of the quarter they are interning. Unfortunately, credit for past internships cannot be retroactively awarded, so be sure to enroll the quarter you want credit.

### **ESIP Requirements for Academic Credit:**

An Env S 192 course syllabus is provided at the beginning of each academic quarter by the Internship Coordinator. It will list the time, date, and room in which the mid-quarter seminar will be conducted as well as the due date for the required assignments for that specific quarter.

There are six requirements that must be fulfilled to receive academic credit through Env S 192:

- 1.) Keep an Experiential Journal: Through the course of the internship, the student must keep a journal in which they record their reflections, ideas, and criticisms regarding their internship experience. The format can vary, but one condition is that it be kept current. Experiential journals must be recorded faithfully; not “filled in” at the last minute (it’s easy to tell). We expect at least one page per week at the minimum. Journals are reviewed by the faculty advisor so neatness, grammar, and clarity are important. Students are encouraged to embellish their journal with photos, drawings, projects completed, etc. Completed journals must be turned in by the end of the quarter due date posted on the course syllabus.
- 2.) Attend the mandatory Mid-Quarter Seminar and Complete the Mid-Quarter Assignment: This short question set is located in the ESIP Handbook-Part 2. It must be completed during the 5<sup>th</sup> week of the quarter and turned in at the mid-quarter seminar meeting. The mid-quarter seminar is a one-hour meeting run by the ESIP Coordinator and consists of a group discussion between all enrolled Env S 192 students reflecting on their internship experience to date and expectations for the next five weeks. Completion of both the mid-quarter assignment and attendance at the seminar is mandatory. An alternate written assignment is available from the ESIP Coordinator for those who cannot attend due to a time conflict.
- 3.) Intern Evaluation: A performance evaluation form is emailed to the intern supervisor during the middle of the quarter. Once completed by the supervisor, the intern is required to review the evaluation and both need to sign it. **The intern**, not the supervisor, are responsible for making sure it gets completed and returned to the ESIP coordinator by the end of quarter due date.
- 4.) Agency Evaluation: This form, completed by the intern, evaluates the sponsoring agency and the internship experience. This input is important and used to evaluate and advise other students about internship selections and to evaluate the ESIP. The evaluation form is located in the Handbook-Part 2 and must be signed by both the intern and supervisor and returned by the end of quarter due date.
- 5.) Complete Internship Hours: The intern must complete all work hours contracted with the agency, as indicated on the ESIP Internship Proposal. Each academic unit equals 30 hours of work. If a student is not able to complete the amount of hours contracted they **MUST** notify the Intern Coordinator as soon as possible or run the risk of not passing the course! Verification of all completed hours will be required from the agency supervisor via the Intern Evaluation form.
- 6.) End of the Quarter Question Set: A final question set (provided in the ESIP Handbook-Part 2) must

be completed by the student and turned in to the ESIP coordinator by the due date published on the course syllabus. It will be turned in along with the intern's journal and two evaluation forms. Failure to do so will result in a No Passing grade.

### **Paid vs. Non-Paid Internships**

A vast majority of internships available to undergraduates in the environmental field tend to be non-paid or offer a very small stipend (approximately 80% to 90%). And even though some are paid, they are few and far between and can often be very competitive. Although the primary reason a student should consider participating in an internship is to obtain professional experience and practical skills, not money, it's understood some students must work to put themselves through school. Often, this eliminates them from participating in non-paid internships, and thus limits their options. Although it might seem as a major sacrifice at the time, we strongly encourage these students to find a way to pursue at least one internship as the experience they may gain is a valuable investment and very well could help them in determining what they will be doing for the rest of their life. If a student is lucky to land a paid internship they may still also pursue academic credit.

For those students who qualify, the ES Program, through the establishment of the *Barker Endowment in Environmental Studies*, is able to make possible two to four \$500 to \$1,000 scholarships per year to assist students who enroll in unpaid environmental internships. The purpose of this scholarship is to alleviate the financial burden of volunteer work and thus enable students to participate in the valuable hands-on learning experience which internships provide. Application information and dues dates are provided on the ES website under *Student Scholarships*.

### **Student Intern's Role as a UCSB Representative**

A high level of individual responsibility goes along with the privilege of earning academic credit for an internship. All participating student interns must remember they are an official representative of the ES Program and UCSB. Each student is expected to make an excellent impression by maintaining professional work habits and attitude and by meeting all deadlines without exception. If any problems arise during an internship that cannot be addressed between the intern and their agency supervisor, they are encouraged to contact the ESIP Coordinator or their faculty advisor immediately!

### **The Seven Steps to Enrolling for Academic Credit in ENV S 192**

#### 1.) First, do you Qualify for the ESIP?

- I have Minimum Sophomore Standing    Y\_\_\_ N\_\_\_
- I have a 2.7 overall GPA    Y\_\_\_ N\_\_\_ (*Petition is available, in the back of this handbook*)
- I am an ES or Hydro Major    Y\_\_\_ N\_\_\_ (*Petition is available, in the back of this handbook*)

2.) Attend an ESIP Info Orientation: Students interested in pursuing an internship through the ESIP should attend one of these orientations. They are offered at the beginning of each quarter. Check the ES Program's listserve or the Program's Peer and Academic Advisors for exact day, time and location for these meetings. The orientation will be facilitated by the ES Internship Coordinator who will discuss any questions students might have regarding the ESIP, including placement opportunities and strategies. The course syllabus, application, and waiver forms will also be available at the orientation.

3) Prepare a Resume & Cover Letter: For most perspective interns a major part of the application process will include a resume and cover letter. In preparation for this step, students are strongly encouraged to prepare a master resume and cover letter prior to starting the search for an internship. Included with in this packet is a information page on what a resume and cover letter are, why you need one, and a list of ES, UCSB, and online resources you may use to creat your mater resume and cover letter. By completing this

step you will be better prepared and confident to start searching and applying for internships.

4.) Research and Investigate Internship Opportunities: Once an application has been approved the student may utilize a number of different resources to find an internship. The ESIP maintains its own list of local agencies and their websites for a variety of local and non-local agencies offering environmental internships. They can be found online at: <http://www.es.ucsb.edu/student/organizations>. In addition, students are encouraged to subscribe to the ES Program's email listserv where the Academic Advisor shares any new internship opportunities they come across on a weekly basis.

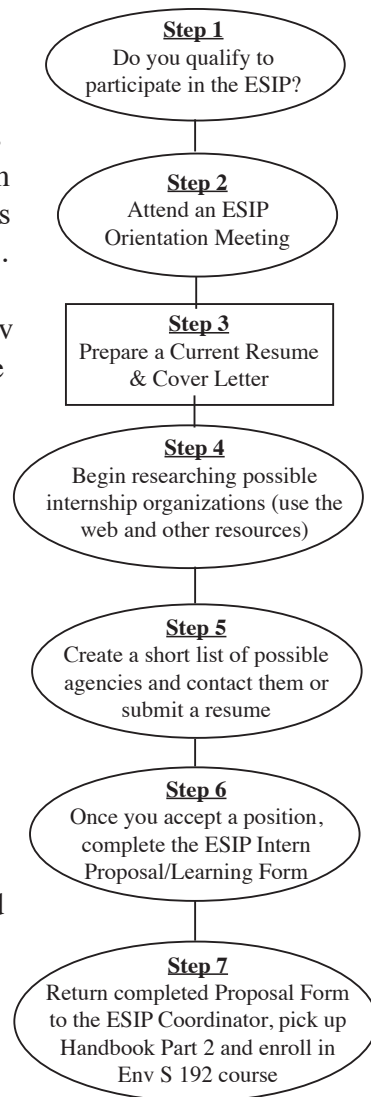
**Students are also encouraged to use resources outside those provided by the ESIP.** A student may utilize the internet, personal acquaintances, or any other method to locate an internship not listed with the ES Program. The only stipulation for a student to participate in an internship is the agency must be environmentally oriented, offer a practical and professional experience for the intern, and agree to provide regular supervision of the intern. Any "outside" internship obtained by a student must be approved by the ESIP Coordinator.

5.) Contact and Pursue Internship Possibilities: Once a list of possible internship opportunities has been compiled, the student is on their own to contact the agency(s) for an interview and/or submit the requested application material. It is important the student is very specific about the exact sort of work they would like to be doing, the time commitment, and the training they expect to receive. UCSB's Career Services (PinkCen) offers a number of workshops to improve student's interviewing skills prior to meeting for an interview.

6.) Complete the ESIP Internship Proposal/Learning Agreement: Once an internship has been lined up the student needs to fill out and the ESIP Internship Proposal/Learning Agreement, found at the end of this internship packet. This must be completed and signed by the student, agency supervisor and either an ES faculty advisor or the ES Internship Coordinator. This proposal form serves as the "official contract" between the student, agency, and the ES Program, so it is important it properly describes the responsibilities of both the agency and of the student intern. To receive academic credit a student must have this completed form turned in to the Internship Coordinator by the set "Proposal Deadline" established for that given quarter. This date can be found on the ENV S 192 Syllabus and is normal 2.5 weeks after the start of each academic quarter.

7.) Return Proposal Form and Enroll in Env S 192: Complete and return the *Proposal Form* to the ESIP Coordinator within the first two weeks of the quarter. The student will be given the ESIP Handbook, Part 2, which contains all the necessary evaluation and question sets for the quarter as well as a detailed description on how to maintain an internship Journal. The student will also receive an add code which will allow one to enroll in the Env S 192 course via the online Registration system (GOLD). Then the student just follows the assignments required and complete the contracted hours to successfully pass the Env S 192 course.

NOTE: If necessary, student would also include their GPA and Non-Major waivers along with their signed Proposal/Learning Agreement..



# ***Résumé & Cover Letter Information***

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You have heard the expression “First impressions are lasting ones.” Well, your résumé and cover letter will most likely be the first meeting between you and a prospective employer. If these documents are not aesthetically appealing, well organized, and contain relevant information, they (and ultimately you) will garner little attention.

The purpose of the résumé and cover letter are to get you an interview. After reading them, employers should want to get to know you better. These documents are your friends, if properly prepared. If not, they could be just the things that lose your opportunity. Use them to your advantage. You have complete control over whatever the employer knows about you. You should never falsify information, but emphasize the good about yourself, and de-emphasize the bad. Make sure your lasting impression is a profound and positive one.

## **The Résumé:**

A résumé tells an employer a great deal about you. Where you have been, where you are and where you are headed. However, the story must be told quickly and clearly. You only have a few moments to convince the employer that your résumé deserves further attention before it’s trashed. Your résumé needs to shout - professionally, “I am the one you want on your team.” So much so, that even if you are not appropriate for the advertised position, he or she would be inclined to start one for you.

One’s résumé is a summary or listing of your relevant job experience, education, skills, accomplishments, and interests that justify your qualifications for a specific job or internship. The most effective résumés are clearly focused on a specific job title and address the employer’s stated requirements for the position. The more you know about the duties and skills required for the job--and organize your résumé around these points--the more effective the résumé is.

The résumé is a living document; always growing, changing, and adapting to any employment or internship opportunity that may arise. Whether or not you’re on the hunt for a new job, keeping your résumé up-to-date is important. There’s nothing worse than scrambling to come up with an accurate and interesting résumé when you have two days to make the submission deadline for a job opening. Even if you don’t edit your résumé regularly, you should keep good records of your benchmarks and accomplishments to use when you finally sit down at the computer.

Before you write your résumé, take time to do a self-assessment on paper. Outline your skills and abilities as well as your work experience and extracurricular activities. This will make it easier to prepare a thorough résumé. And remember, a résumé is supposedly you at your best. So make sure you take care of typos, misspellings, incorrect grammar or punctuation, smudges, etc. If a person’s best work contains mistakes, it alerts employers about potential carelessness.

## **The Cover Letter:**

A cover letter should always be included when sending your résumé. This letter of application serves the purpose of introducing you, your résumé, and asking for an interview. It is a chance to show the reader the person beneath the accomplishments, to make a personal connection between the reader and your background. You can let the employer know you are willing to relocate, that you have a mutual acquaintance, that you’ve done your homework on the company and know how you can be an asset to them. A knockout cover letter sells the concept that you’re a good fit for the company you’re applying to.



Like a résumé, there are a number of different formats you may use when writing a cover letter; but regardless of the chosen style, a good cover letter should:

- Make a personal connection. Establish a personal connection with the reader of your letter as quickly as possible.
- Show personality. Give the employer a sense of your personality through your writing style, direct statements about your character, or testimonial references.
- Initiate action. Understand what you would like the employer to do as a result of your letter — and ask him or her to do it.
- Make it quick and easy to read. Format your one page letter using short paragraphs, bullet points, and white space to make your letter look quick and easy to read.

## **UCSB Résumé and Cover Letter Resources:**

*UCSB's Career Services* (PinkCen) offers an excellent resume writing workshop throughout the academic year as well as an annual "Career Manual" which contains a great section on "Résumé Writing" and "Cover Letters" with numerous examples of each. Visit their "Résumé and Cover Letters" webpage at: [http://career.ucsb.edu/students/job\\_search/resumes.html](http://career.ucsb.edu/students/job_search/resumes.html) Be sure to also check out their online Résumé Builder at: [http://www.career.ucsb.edu/students/job\\_search/resumebuilder.html](http://www.career.ucsb.edu/students/job_search/resumebuilder.html) Finally, an "Online Document Review" service allows currently enrolled UCSB undergraduate and graduate students to have resumes and cover letters reviewed by a career counselor via e-mail. [http://career.ucsb.edu/students/document\\_review.html](http://career.ucsb.edu/students/document_review.html) Students may also set up an appointment with a career counselor for Drop-In Resume & Cover Letter Critiques.

*ES Program* has a couple excellent résumé books specific to majors in Environmental Studies/Sciences available for review in the ES Peers office (Bren Hall, rm 4313).

## **Additional Résumé Resources:**

Resume-Resource.com puts together one of the largest resources of free resume writing and cover letter writing information on the web. <http://www.resume-resource.com>

Résumé Types Chronological, Functional, Combination, Targeted from jobsearch.about.com: <http://jobsearch.about.com/od/resumes/p/resumetypes.htm>

Résumé Critique Checklist by Kim Isaacs, Monster Resume Expert: <http://resume.monster.com/articles/critique-resume>

EssayInfo.com - Resume Writing  
[http://essayinfo.com/resume/what\\_resume.php](http://essayinfo.com/resume/what_resume.php)

*There are hundreds of websites with useful information on résumés. Do your own internet search with key words such as: résumé examples, writing résumés, etc.*

## 4. Tips on How to Find and Obtain and Internship!

Besides the obvious resources such as the ESIP list of local agencies, the ES Email Listserve (ESMail), and surfing the internet, here are a few additional tips to help you with your internship search:

### **TIP #1: Use UCSB's Career Services Office (<http://career.ucsb.edu>)**

Located in Bldg. 559 (PinkCen), the mission of Career Services is to help students and alumni of the University of California identify and fulfill their career goals. They serve as the bridge between their college experience and employment or graduate school, helping them apply what they have learned. By providing comprehensive resources, programs, and counseling on career development, internships, employment, and graduate school info, connect with employers, and attain their life goals.

Their principle services include:

- Provide undergraduates, graduate students and alumni with caring, customized service, individualized to meet the changing needs of students and the job market
- Participate in a wide range of partnerships with employers, campus and local communities, and academic and administrative departments to enhance the development of students
- Employ the best tools -- both human and technological -- to maximize the accessibility and effectiveness of our services
- Maintain a collection of carefully selected resources both in our library and on-line

One of the many services they provide includes the "**Internship Directories & Handouts**" section located in their Internship section of the Employment area of Career Services. An example of some of the databases they maintain include:

- *America's Top Internships* (A.11): Includes more than 18,000 internship positions
- *The Back Door Guidebook to Short Term Job Adventures* (A.20): Adventure Short-term Work Experiences. Includes Recreation & Outdoor Adventure Options, Wilderness Experiences, Environmental Education, Socially Responsible/Green Experiences, Artistic Adventures, and Going Abroad organized by interest category, geography or alphabetically
- *Directory of International Internships- A World of Opportunities* (A.13): A comprehensive guide to international internships sponsored by universities, government agencies, and private organizations.
- *Peterson's Learning Adventures Around the World* (A.07): Describes 2,500 learning vacations from cooking in Provence to digging for ruins in Belize to hiking in rainforests or learning Spanish in Salamanca
- *Peterson's 2000 Internships* (A.08): More than 50,000 internship opportunities organized by industry categories as well as geographic, field of interests, paid options, and listings for international students
- *Preparing to Lead* (A.06): The College Women's Guide to Internships and Other Public Policy Learning Opportunities in DC
- *Work Abroad: The Complete Guide to Finding a Job Overseas* (A.02): Contains chapters on international careers, short-term jobs, internships, volunteering abroad, teaching overseas, K-12, and university teaching options

Each quarter Career Services offers a variety of **Career Fairs and Workshops** designed to help students choose the right major, find a job or internship, or to apply for just the right graduate school:

- **Build Your Resume Workshop**: Learn how to create and update your resumes and prepare for campus events such as the *Science and Technology Fair*
- **Greening of Your Resume Workshop**: This workshop addresses how to develop a "green version" of your résumé to prepare for environmental careers. Learn what hiring managers are looking for when

they advertise for environmental positions

- Interview Skills Workshops: Covers topics such as the importance of language skills, preparing for interviews, questions to ask employers, and closing the Interview
- Prepare for Graduate School Workshops: Topics will include "applying to law school" and "is there an MBA in your future?"

**Visit Career Services' Career Resource Room:** This facility is great for students who are trying to figure out a major, research careers or find internships and jobs. You can visit with a Career Counselor who can answer any quick questions, review drafts of your resume, edit your statement of purpose and/or help you brainstorm how to uncover jobs in a particular field. It also contains career binders, books and videos that contain information on hundreds of careers, including what professionals in the field do, how much they are paid, training requirements, whether the field is growing or shrinking, etc.

### **TIP #2: Use the Internet!!!**

The internet is a gold mine for digging up internship opportunities! 95%+ of all agencies who offer internships have a website. With each passing year fewer and fewer agencies formally publicize their internship opportunities via traditional sources such as newspapers, at career centers, flyers, etc. Instead, they use their website to advertise such opportunities and expect interested students will seek them out via the internet. So, use this incredible resource that sits right at your fingertips to search for organizations that you find interesting and then browse their websites for internship opportunities. Even if an organization does not specifically list internship opportunities you can still use their website to learn about the organization, what they do, projects they are working on and who works there. Use this information to contact them to inquire about any volunteer/internship/other opportunities for current students to work with their organization.

*If you are not using the World Wide Web to search for internships you are seriously handicapping your chances of finding that perfect internship!!!*

### **TIP #3: Subscribe to the Environmental Studies Program's email listserv: ESmal**

Managed by the ES Program's Academic Advisor, this free and public e-mail service is available to not only ES majors, but all UCSB students and the general public. Approximately one to two email messages are posted each week regarding the Environmental Studies Program and UCSB. Topics covered include: important campus deadlines, schedule of classes updates, scholarship opportunities, recent internship and job openings, etc. Subscribers to this service may add or delete themselves from the mailing list at any time. To add yourself visit the ES website's News & Events page: <http://www.es.ucsb.edu/news>

### **TIP #4: Use Personal Contacts, Friends, and Family**

Many students feel intimidated or uncomfortable using family friends or acquaintances to line up internship opportunities. DO NOT let this happen to you. One of the most successful methods UCSB graduates use to obtain their internships and/or jobs has been through personal references. There is nothing wrong with "using your connections." It is just another resource available to you in search for that perfect internship.

Some students feel that using a personal contact to line up an internship is taking the easy way out so they insist on finding a position completely on their own. As noble as this may seem, many past student interns will attest, it is often very frustrating for a first time internship seeker with no "real world experience" to get their "foot in the door." Just keep in mind, the "real world" is not always a fair or ideal one, and business conducts itself in a very aggressive and competitive manner. The decision of which resources one uses to locate an internship is up to each student, but remember there are hundreds of equally qualified students out there who will be looking for the same internship opportunities.

## **TIP #5: Professional Career Interviews**

One of the better ways to explore potential internship and/or career fields is to set up personal interviews with environmental professionals. Many employees within environmental organizations are well aware of the difficulties and decisions a current environmental studies student is facing. More often than not, they are willing to sit down with a student during their lunch break or after work and discuss what they do and how one might “break into” their career field. These one on one sessions are referred to as **Professional Career Interviews** and differ from a regular job or internship interview. Motivated students will set up these meetings with the understanding that they are not interviewing for a specific position, but rather they are interested in obtaining an insight or personal perspective from someone who has already “jumped through the hoops.” The UCSB Career Services is a great place to obtain names and contact information as well as the Environmental Studies Academic Advisor and Peer Advisor's office.

## **5. Words of Wisdom from Past ESIP Participants**

***Question:** Based on your Environmental Studies education and past internship experience, what advice would you give to new/current ES students and/or future ES interns?*

- Internships are a positive experience which allows you to get a taste of what goes on outside of the classroom and allows you to set realistic future goals.
- Take a proactive stance not a reactive one. Start early. Get involved right away. Find something in the community or through school that you love to do. Be a volunteer. Be somebody.
- Try a variety of internships to see where they feel most comfortable and to open up windows of opportunities for possible careers.
- New freshman should start planning ahead early and most definitely go and talk to their professors and advisors. The sooner you know what your options are, the easier things are.
- The ES major is as comprehensive as a major gets. The most real world learning occurs in this major, but to get a complete real world understanding **DO AN INTERNSHIP!**
- Not to expect everything to happen at once and to work hard at it - discussing your roles with faculty and your supervisor would be very useful to great a more diverse internship experience.
- To take your internship seriously and to always remember that your job is an extended classroom. You should always be learning from all your experiences. If you feel like you're simply doing grunt work (filing, phone calls) let your supervisor know.
- Pay attention to details in your classes, because they apply in jobs later on. You can also answer questions in interviews etc.
- Internships are something you've got to do! I think in the long run you end up learning more about yourself than what the job has to offer! And that is a real asset.
- Really search for what interests you, don't just settle for the first offer you get.
- Do an internship as soon as possible and as many as you can. Try to stay there for about six months. Also try to develop a network of people you can use as references.
- Don't focus just on one thing, always try to learn from both sides of the coin.
- Work hard and learn as much as you can because having experience is what companies and job head-hunters are looking for, not if you got an A on a book report.

**ENV S 192 - INTERNSHIP IN ENVIRONMENTAL STUDIES**

**Petition To Waive GPA Requirement**

*This form is to be complete and returned with your ESIP Application and Resume to the Internship Coordinator only if your overall UCSB GPA is below a 3.0*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Qtr. you want to begin the internship: \_\_\_\_\_ 20\_\_\_\_\_ Perm # \_\_\_\_\_

Current Overall GPA: \_\_\_\_\_ Email: \_\_\_\_\_

- 1) Briefly provided any relevant circumstances/reasons that have affected your current GPA.
  
- 2) Briefly explain how/why an internship would benefit you this quarter and how it fits into the rest of your curriculum and goals as an Environmental Studies major:
  
- 3) What other courses will you be taking during the quarter you want to do an internship?
  
- 4) Have your grades been improving over the last year? Be Specific. Include grade point averages for the last three quarters in the spaces provided and/or attach a copy of your transcript:

Last 3 Quarter GPA's: \_\_\_\_\_/\_\_\_\_\_, \_\_\_\_\_/\_\_\_\_\_, \_\_\_\_\_/\_\_\_\_\_  
GPA QTR. GPA QTR. GPA QTR.

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*I have read the internship information guide lines and understand what is expected from an intern and feel that I can successfully **complete both an internship and my current course work.***

Student's Signature \_\_\_\_\_

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\_\_\_\_ Approved    \_\_\_\_ Not Approved

ES Internship Coordinator's Signature \_\_\_\_\_

**ENV S 192 - INTERNSHIP IN ENVIRONMENTAL STUDIES**

**Petition to Waive Major Requirement**

*Complete and return this form with your Application and Resume to the Internship Coordinator only of you are not a student majoring in Environmental Studies or Hydrologic Sciences*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class Standing: Soph. or Jr. or Sr. Cumulative GPA: \_\_\_\_\_

Major(s) and emphasis: \_\_\_\_\_ Perm # \_\_\_\_\_

Email: \_\_\_\_\_ Local Phone # \_\_\_\_\_

*Please answer the following:*

1) *What course work, if any, have you completed in the Environmental Studies Program?*

2) *How will an ES Internship benefit you academically, professionally, and/or personally?*

3) *Why do you need academic credit through the ESIP instead of your home department?*

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*I have read the internship information guide lines and understand what is expected from an intern and feel that I can successfully complete an internship through the ESIP.*

*Student's Signature* \_\_\_\_\_

*Internship Coordinator's Comments:*

*ES Coordinator's Signature* \_\_\_\_\_

UCSB Environmental Studies Internship Program

**INTERNSHIP PROPOSAL & LEARNING AGREEMENT**

This agreement is meant to clarify the intern's learning objectives and to specify expectations and requirements between the intern, agency sponsor, and the ES Internship Coordinator. Academic credit is awarded for documented learning which takes place during the internship and leads to the development of new concepts and insights. Careful planning, reflection during the internship, and critical analysis at its completion will help maximize the learning experience. Please LEGIBLY complete both sides of this form and return it with all necessary signatures to the Environmental Studies Internship Coordinator by the Proposal Form Deadline (end of 2nd week of the Qtr.).

Student's First Name: \_\_\_\_\_ Last \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Proposal for: \_\_\_\_\_ Qtr., 20\_\_\_\_ Major (s) \_\_\_\_\_

Perm # \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Current Class Level: \_\_\_\_\_ (must have minimum 45 units completed) Overall GPA: \_\_\_\_\_

Name of Placement Agency: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Agency Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone # \_\_\_\_\_

Fax # \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

**Student:**

1. Total number of hours you will intern for: \_\_\_\_\_ x 1/30 = # Units Requested: \_\_\_\_\_  
(30 hrs. per 1 unit)
2. Give a brief description of the agency for which you will be working for:

3. List what your duties and responsibilities as an intern for this agency will be:

4. List your personal expectations and learning goals for this internship:

5. In signing this form I understand and agree to:

- a) *Discuss and understand my responsibilities as an intern and the expectations of my Agency Supervisor.*
- b) *Complete all work hours contracted with the sponsoring agency. I understand that each unit is equal to 30 hours of work.*
- c) *Contact the Internship Coordinator and my agency supervisor if any problems at my placement site or elsewhere arises which would prevent me from successfully completing my internship or satisfying my learning objectives.*
- d) *Satisfy all Environmental Studies 192 course requirements as outline in the course syllabus.*

*Intern's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_/\_\_\_\_/\_\_\_\_

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**Agency Supervisor:**

In offering this internship, both my agency and I agree to:

- a) *Enrich the intern's knowledge by orienting them to the occupation, the work setting, and conditions relating to their internship position as stated in the above student section of this agreement.*
- b) *Offer supervision and periodic consultations to provide training and feedback regarding the intern's progress.*
- c) *Complete an evaluation of the intern's performance at the end of the quarter and review it with the student.*

*Supervisor's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_/\_\_\_\_/\_\_\_\_

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**ES Internship Coordinator:**

Once this proposal form is signed by both the student and agency supervisor return it by the Proposal Deadline to the ES Internship Coordinator in Bren 4312. An approval code will then be given to officially add the class on GOLD. Be sure to select the name of the Internship Coordinator as the course instructor when adding the class.

*Coordinator's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_/\_\_\_\_/\_\_\_\_