Informatics Undergraduate Experiential Learning Opportunities

Employers consistently recommend a capstone experience for students from all concentrations to work together, bringing their skill set to a team to create a business or complete a project, each bringing forth their area of expertise. This can be done as part of the experiential learning opportunity requirement within the program.

Informatics students are encouraged to pursue opportunities for experiential learning, via internships, modified co-ops, independent research, capstones and community service placements where students can put into practice the technology skills they learn in classes.

How to Learn about Experiential Learning Opportunities
The Informatics Department is NOT responsible for matching students with opportunities. We will work with students to identify potential opportunities, but it is up to the student to actively apply and interview for opportunities. Do NOT wait until the last minute as many internship, community-based organizations, and research groups “hire” students well before a semester begins! You should always be looking for opportunities.

INF Undergraduate Listserv
The INFUG listserv provides students with access to all the latest information regarding the Informatics Undergraduate Academic Advisor’s hours, outreach opportunities, and more.

To subscribe to the Informatics Undergraduate (INFUG) Listserv:

1. Log on to your email account
2. In the to field, type: listserv@listserv.albany.edu
3. Leave the subject field blank
4. In the message field, type: Subscribe INFUG your first name your last name (for example: Subscribe INFUG Jane Doe)
5. Send the message
6. You will receive an email confirming your subscription

CCI-Careers Listserv
Through the CCI-Careers listserv you will have access to all the latest information regarding the possible internships, job opportunities and professional development opportunities, and more.

To subscribe to the CCI-CAREERS Listserv:

1. Log on to your email account
2. In the to field, type: listserv@listserv.albany.edu
3. Leave the **subject** field blank
4. In the **message** field, type: Subscribe CCI-CAREERS your first name your last name (for example: Subscribe INFUG Jane Doe)
5. Send the message
6. You will receive an email confirming your subscription

**UAlbany Career Services**

Take advantage of all UAlbany Career Services has to offer!

- The resources provided by Career Services are for UAlbany students and alumni. Internship specific information is available ([http://www.albany.edu/career/internships/internship_resources.shtml](http://www.albany.edu/career/internships/internship_resources.shtml)) as well as general career information.

- Sign up for UA Career Path at [http://www.albany.edu/career/ua_careerpath.shtml](http://www.albany.edu/career/ua_careerpath.shtml). This is an online job bank that is designed for college students and includes opportunities for both full time jobs as well as internships.

- Attend a Job and Internship Search group appointment at Career Services to learn all about their resources. Contact Career Services to schedule. To schedule an appointment, stop by the Career Services office in the Science Library - Room G50 or call 437-4900.

**Network!**

Most importantly, network! Meet people! Do informational interviews. How to meet people?

- Join LinkedIn and create a professional profile! Use a professional photo.

- Join LinkedIn Groups to raise your professional online profile (and remember to delete anything that you wouldn’t want a future employer to see from other online sites). Specifically, be sure to join the Informatics Department ([http://linkd.in/1mOf5w8](http://linkd.in/1mOf5w8)) and the Career Services ([http://linkd.in/1morVqS](http://linkd.in/1morVqS)) groups.


- Attend resume critiques, mock interviews and career fairs, networking and social events and lectures. Remember, you never know when you’re going to find that next opportunity!

- Explore membership to professional associations---don’t just join one and have it on your resume, but to be deliberate by joining a professional organization that can provide networking opportunities such as attending regional or national conferences.

- Professional organizations often have membership options for college students that can be very inexpensive. Professional organizations with active student chapters on campus are Association for Computing Machinery (ACM: [http://www.acm.org](http://www.acm.org)).
http://www.acm.org/membership/student/student-toc) and Association for Information Science and Technology (ASIST:
http://www.asis.org/studentmember.html).

• Within the Albany area, also consider joining or attending the events hosted by Techconnex (http://www.techconnex.org/)

• Another resource for finding relevant professional organizations is Weddle’s (http://www.weddles.com/associations/index.cfm)

**Once you have the opportunity, get credit!**
While we encourage everyone to take advantage of every opportunity, there are ways to get credit too. Once you have an internship, community-service opportunity, or research opportunity with a faculty member, contact the INF UG Advisor or INF UG Director. There are forms and contracts you and your supervisor will need to sign before you are given a CPN to register. See the following brief descriptions of each course, but also discuss specific options with your advisor.

Note: these are each a 3-credit, graded class and as such require academic work associated with them. In addition, they ‘count’ toward your credit limits for tuition. If you do one of these over the summer, you will have to pay summer school tuition.

**Classes that Support Experiential Learning**
Students will be advised into experiences that complement the chosen concentration. Classes may be repeated twice for a total of 6 credits. Students must do at least two different courses. Online IT students only may complete INF 469 (9 credits) to fulfill this requirement.

Each class includes in-the-field practice, as well as academic components that include class meetings, papers, and presentations, in addition to other requirements as specified in the syllabus.
I INF 465: Senior Capstone (3 credit hours)

Student Information

Course description from Undergraduate Bulletin:
Students from each concentration will each represent their area of expertise on a class or group project. The projects will either be real-life problems as presented by partnering external organizations or real-life problems as posed and solved by the group itself. A culminating paper, application, or presentation will be produced.

The Instructor of INF 465 will act as a mentor to the student teams and help to guide them through their projects.

May be repeated for credit up to a total of 6 credits with permission of department.

Prerequisites
Senior Informatics majors only.

Course Goals
By the end of the semester, teams of students from various Informatics tracks will have created a product for a real or proposed organization that solves an Informatics challenge for that organization. The key component of the capstone is that students will work on a team with students from other tracks in the major, each bringing their own expertise to examine, research and solve a technology challenge.

Grading & Requirements
This course is letter graded, A-E. Requirements will include:

- Team Participation
- Project Proposal
- Team Presentation
- Site Supervisor Evaluation
- Individual Reflection

Blackboard may be used as a tool for communication and submittal of status reports and the final research document, as appropriate.

Contact Information
Dr. Jennifer Goodall
Informatics UG Director
jgoodall@albany.edu
I INF 466: Undergraduate Research (3 credit hours)

Student Information

Course description from Undergraduate Bulletin:
Student-initiated research project under faculty guidance. Students will present their research as appropriate. May be repeated for credit up to a total of 6 credits with permission of department.

Prerequisites
Informatics majors, juniors and seniors only. STUDENT MUST SECURE AN INDEPENDENT RESEARCH OPPORTUNITY WITH A FACULTY MEMBER BEFORE THEY ARE GIVEN A CPN.

Course Goals
By the end of the semester, the student should have completed their research project and submitted it to the instructor for review and approval. An oral presentation / summary of the findings and results to the faculty member is also required. The goal of this course is to allow the student to gain experience in conducting faculty-lead research and satisfactorily present the results.

Grading & Requirements
This course is letter graded, A-E. Requirements will include:

- Project Proposal
- Status Updates
- Final Product
- Final Presentation

Contact Information
Dr. Jennifer Goodall
Informatics UG Director
jgoodall@albany.edu
I INF 467: Technology-Based Community Support (3 credit hours)

Student Information

Course description from Undergraduate Bulletin:
Students work on-site with a non-profit to provide technology support. Possible projects could include website creation and development, computer lab support, or networking. At least 100 hours/semester are required. Students will also meet with a faculty supervisor throughout the semester and complete a final presentation of their work. May be repeated for credit up to a total of 6 credits with permission of department.

Prerequisites
Permission of instructor, Informatics juniors and seniors only. STUDENT MUST SECURE A COMMUNITY-SERVICE OPPORTUNITY BEFORE THEY ARE GIVEN A CPN.

Course Schedule
Though the course is a placement with a work schedule totaling 120 hours for the semester, defined by the site supervisor, the student must also attend seminar classes to discuss progress. The class will meet face-to-face about every three weeks. Schedule posted on Blackboard.

Grading & Requirements
This course is letter graded, A-E. Requirements will include, but are not limited to:

- Project Proposal
- Presentation
- Site Supervisor Evaluation
- Individual Reflection

Blackboard will be used as a tool for communication and submittal of status reports and the final summary document, as appropriate.

List of opportunities: http://goo.gl/dvUa4C
Learning Agreement: http://goo.gl/WY3OClM

Contact Information
Dr. Jennifer Goodall
Informatics UG Director
jgoodall@albany.edu
I INF 468: Undergraduate Internship (3 credit hours)

Student Information

Course description from Undergraduate Bulletin:
The internship has two components. (1) work experience in position related to student's interests in computing and information. Interns are expected to spend eight (8) hours per week during the semester at their internship location. (2) Academic seminar where students and faculty mentor meet together monthly to discuss their experiences and general career preparation topics. Assignments may include preparing a resume and cover letter, career development, assessing skills for and barriers to career development, and planning for graduate or professional school.

Students are expected to research, identify and find their own possible internship opportunities. This activity will help student to identify their own career goals and manner in which they may best be achieved, and it will also help students to learn career preparation skills that will be useful after graduation. All internship opportunities must be reviewed and approved by appropriate faculty prior to course registration. May be repeated for up to 6 credits.

Prerequisites
Permission of instructor, Informatics juniors and seniors only, and a minimum GPA of 2.50.
STUDENT MUST SECURE AN INTERNSHIP BEFORE THEY ARE GIVEN A CPN.

Course Schedule
Though the course is an internship with a work schedule totaling 120 hours for the semester, defined by the site supervisor, the student must also attend seminar classes to discuss progress. The class will meet face-to-face about every three weeks. Schedule posted on Blackboard.

Grading & Requirements
This course is letter graded, A-E. Requirements will include, but are not limited to:

- Project Proposal
- Presentation
- Site Supervisor Evaluation
- Individual Reflection

Blackboard will be used as a tool for communication and submittal of status reports and the final summary document, as appropriate.

Internship Opportunities: http://goo.gl/Z9BhuC
Learning Agreement Form: http://goo.gl/iqXDpm

Contact Information
Dr. Jennifer Goodall
Informatics UG Director
jgoodall@albany.edu
I INF 469: Internship for Fully Online Students (9 credit hours)

Student Information

Course description from Undergraduate Bulletin:
The internship has two components. (1) work experience in position related to the Information technology track. Interns are expected to spend at least twenty-four (24) hours per week during the semester at their internship location. (2) Online academic seminar where students and faculty mentor discuss their experiences and general career preparation topics. Assignments may include preparing a resume and cover letter, career development, assessing skills for and barriers to career development, and planning for graduate or professional school. Students are expected to research, identify and find their own internship opportunities. This activity will help student to identify their own career goals and manner in which they may best be achieved, and it will also help students to learn career preparation skills that will be useful after graduation. All internship opportunities must be reviewed and approved by appropriate faculty prior to course registration.

Prerequisites
Permission of instructor, Informatics juniors and seniors only, IT fully online track only, fully online students, GPA 2.5 minimum. STUDENT MUST SECURE AN INTERNSHIP BEFORE THEY ARE GIVEN A CPN.

Course Schedule
The course is a placement with a work schedule totaling 360 hours for the semester, defined by the site supervisor. The class will share their experiences through online discussions. Schedule posted on Blackboard.

Grading & Requirements
This course is letter graded, A-E. Requirements will include, but are not limited to:

- Project Proposal
- Presentation
- Site Supervisor Evaluation
- Individual Reflection
- Blackboard will be used as a tool for communication and submittal of status reports and the final summary document, as appropriate.

Contact Information
Dr. Jennifer Goodall
Informatics UG Director
jgoodall@albany.edu
UAlbany Peer Educator Program

EAPS 456 and 457 are 3-credit classes designed to support education learning and practice in a variety of peer education settings. Learning outcomes include:

- In depth knowledge of a particular subject matter or discipline through teaching, tutoring, and mentoring.
- Knowledge of the research, roles, ethics, professionalism and challenges of peer education.
- Knowledge and practice of peer education in higher educational settings.
- Knowledge of higher educational issues of student persistence, student success, new student transitions, higher education demographics and challenges.
- Effective interpersonal communication skills for interacting with undergraduate students in a variety of peer educator settings.

Course pre- and co-requisites:
EAPS 456 and 457 are designed for excellent upper-division students to support teaching, tutoring and mentoring of lower-division students in academic and support offices at UAlbany. Students are expected to be looking to assume roles of responsibility and leadership in supporting other students and to demonstrate high standards for academic accomplishment, knowledge of and respect for the University’s resources, policies and procedures. Students should have a 3.3 GPA in the relevant academic area or prior course work (unless home department or office specifies otherwise), be in good standing, and must meet other criteria from their home department as deemed appropriate. Students must be endorsed by their home department and must have a peer educator placement in that home department while enrolled in EAPS 456/457. *Please note if the student GPA is below a 3.3, a letter of support from the supervisor/faculty member and an essay from the student indicating why he/she should be in the program are required*

Home Department Work:
In general, Peer Educators will spend approximately 2/3 of their time or approx. 6-8 hours/week of interaction in preparation for and working with the designated peer group. Students will be involved in at least two of the following items as defined by their home department:

- Attendance/Lab support in departmental-paired course
- Presentation(s) and/or research in departmental-paired course
- Classroom Preparation/Lesson Planning in departmental-paired course
- Office Hours in departmental-paired course
- Tutoring in departmental-paired course
- Peer Coaching or Review in departmental-paired course
- Discussion Sessions in departmental-paired course
- Workshop creation, development or facilitation for on-campus office
- Mandatory minimum measurable time spent in contact with students in departmental-paired course or for on-campus office
- Other as defined by both the EAPS instructor and the department faculty but with a mandatory minimum number of hours specified
**EAPS 456/457 Work:**
Peer Educators will spend approximately 1/3 of their time or approx. 30 hours during the semester in EAPS class and doing class-related work/research along with other peer educators and their EAPS faculty. We encourage you to talk to your Peer Educator about their learning!

**Grading:**
Peer Educators will be graded by their EAPS professor. However, 50% of their grade will be based on their performance in their home department assignment. Therefore, feedback from their Peer Educator “Supervisor” will be required (see form attached). It is requested that this be submitted to the EAPS instructor no later than Reading Day.

**Home Department Support:**
Peer Educators must have appropriate home department support. It is recommended that the following be discussed between the Peer Educator and the Home Department Supervisor prior to the start of the Peer Educator’s work:

- How will the Home Department Supervisor communicate the Peer Educator’s role to the class, the department, and those with whom the Peer Educator will be working?
  - Their status and role comes from the Supervisor so clear and frequent communication is needed from the Home Department Supervisor.
- How will you be mentoring and providing feedback to your Peer Educator? While they will be providing a vital and unique learning opportunity to undergraduate students, they too need support.
  - It is recommended that Peer Educators and Home Department Supervisors meet face-to-face at least once a month and touch base via e-mail more frequently (weekly).
  - Home Department Supervisors will be invited and encouraged to attend one meeting with peer educators and EAPS faculty at about the 3rd week of the semester.
- If supporting a class,
  - How often should the Peer Educator attend class? (Time attending class should be included in the weekly number of hours worked by the Peer Educator.)
  - Where will the Peer Educator meet with students?
  - How will the Peer Educator know about homework assignments, tests, quizzes, etc.? (Time preparing for tutoring or grading should be included in the weekly number of hours worked by the Peer Educator.)
  - Can/should the Peer Educator have a copy of the class text book and readings?
  - Can/should the Peer Educator have access to BLS?
Peer Educator Learning Agreement (LA)

Please return to Christy Smith (ED 211 or csmith2@albany.edu)

On-Site Supervisor/Faculty Name: ________________________________
Supervisor/Faculty Email: ______________________________________
Student Name: ________________________________
Student Email: ______________________________________
Course/Office being supported by Peer Educator: ________________________________
Class #: ________________________________
Semester: ________________________________
Has the student taken EAPS 487 or 456 before? ________________________________
Student overall GPA: ________________________________

*Please note if the student GPA is below a 3.3, a letter of support from the supervisor/faculty member and an essay from the student indicating why he/she should be in the program are required.

On-Site Supervisor Responsibilities
The Student Engagement office greatly appreciates your participation in our undergraduate peer educator program. Your role is integral to the student’s experience and success.

As an On-Site Supervisor, I agree to:
- Clearly discuss the requirements of the peer educator role with the student;
- Work with the student to complete on-site goals, duties, and learning objectives;
- Provide ongoing supervision and feedback to the student on his/her performance;
- Talk with the EAPS 456/457 professor as needed;
- Provide an evaluation of the student’s performance and attitude to the EAPS 456/457 professor.

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<thead>
<tr>
<th>Description of Duties in Home Dept. (Please include at least two specific duties – see back of this form for options.)</th>
<th>Description of work in EAPS class</th>
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<tbody>
<tr>
<td>1.</td>
<td>Attend all classes of EAPS 456/457 as indicated in syllabus</td>
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<td>2.</td>
<td>Post progress reports on BLS as indicated in syllabus</td>
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<td>3.</td>
<td>Perform all work/reading/research assignments as indicated in syllabus</td>
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On-Site Supervisor Signature: ________________________________
Student Signature: ________________________________

Date: ________________________________
Date: ________________________________
**EAPS 456/457 – Institute in Education**

**Faculty Feedback Form**

Please provide feedback on your Peer Educator. Note: 50% of your peer educator’s grade is based on the work performed with you. This feedback will be used to help determine their final grade in EAPS 456/457. Please submit to the EAPS 456/457 professor at the end of the semester.

Peer Educator: ____________________________________________

Faculty Supervisor: ____________________________________________

5=Excellent; considerable above expectations for an undergraduate peer educator  
4=Very Good; above expectations for an undergraduate peer educator  
3=Average; met expectations for an undergraduate peer educator  
2=Below Expectations; did not meet expectations for an undergraduate peer educator  
1=Poor; well below expectations for an undergraduate peer educator  
NA=Not applicable; doesn’t apply to work my undergraduate peer educator was doing.

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<tr>
<th>Content Knowledge</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<tr>
<td>Provided accurate information (5)</td>
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<td>Contributed to class discussions (5)</td>
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<td>Contributed to student learning/success (5)</td>
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<th>Professionalism</th>
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<th>NA</th>
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<td>Communication with students (5)</td>
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<td>Communication with professors/staff (5)</td>
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<td>Role model for other students (5)</td>
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<td><strong>Total (out of 15): ____</strong></td>
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<th>Work Ethic</th>
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<td>Problem-solving ability (5)</td>
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<td>Creativity – contributed ideas to class, projects, and/or assigned duties (5)</td>
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<td>On time and reliable (5)</td>
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<td>Hourly commitment to home department (5)</td>
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<td><strong>Total (out of 20): ____</strong></td>
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**Total Points (out of 50): ____**
Please provide any additional feedback on your peer educator that you feel is important and should be considered when determining their grade for EAPS 456/457.

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Thank you for being a part of this program. We appreciate your willingness to work to enhance undergraduate education and academic engagement.

Please provide your feedback on EAPS 456/457. Note: this information will be used to improve the course and will not be considered when grading your peer educator.

5=Strongly Agree with this statement
4=Agree with this statement
3=Neither Agree nor Disagree with this statement
2=Disagree with this statement
1=Strongly Disagree with this statement

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<td>Having a peer educator enhanced my class or my work overall</td>
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<td>Having a peer educator benefited my department</td>
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<td>I would work with a peer educator again</td>
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<td>I would recommend working with a peer educator to others in my department</td>
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<td>I would recommend working with a peer educator to other departments</td>
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Please provide any additional feedback on your peer education experience that will help us improve the peer education program at UAlbany.

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**Please note that this information will not be considered when grading your peer educator.**