Table of Contents

UNDERGRADUATE INTERNSHIP INQUIRIES ................................................................. 1
CAREER, INTERNSHIPS, OR ALUMNI INQUIRIES ................................................. 1
ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY INTERNSHIP BASICS .................. 2
LEARNING AGREEMENT ......................................................................................... 4
UNDERGRADUATE INTERNSHIP FAQ’S ............................................................... 5
HOW TO WRITE A RESUME .................................................................................. 7
SECTIONS OF YOUR RESUME ............................................................................... 8
ACTION VERBS ..................................................................................................... 10
SAMPLE TEMPLATE #1 ......................................................................................... 11
SAMPLE TEMPLATE #2 ......................................................................................... 12
SAMPLE TEMPLATE #3 ......................................................................................... 13
COVER LETTERS .................................................................................................... 13
SAMPLE COVER LETTER FORMAT ....................................................................... 15
SAMPLE COVER LETTER ...................................................................................... 16
SAMPLE COVER LETTER ...................................................................................... 17

Undergraduate Internship Inquiries
Internship Coordinator
Phone: (518) 442-3112
E-mail: rockefeller.careers@albany.edu
Humanities B-16
1400 Washington Avenue
Albany, NY 12222

Career, Internships, or Alumni Inquiries
Rockefeller College Office of Career & Alumni Programs
Phone: (518) 442-5253
E-mail: rockefeller.careers@albany.edu
Milne 105
135 Western Avenue
Albany, NY 12222
ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY INTERNSHIP BASICS

What is an internship?

An internship refers to professional experiences outside the classroom that enable students to develop skills related to their academic or career interests. This type of experience is also called experiential learning. Internships are offered as part of academic programs in a broad array of settings in the areas of public policy and political science. The University at Albany offers both credit bearing and non-credit bearing internships. The work can be full or part-time, paid or unpaid, and offered during the regular fall and spring semesters or during the summer.

Why participate in an internship?

- For the student, internships offer the potential for valuable learning opportunities outside the standard classroom setting.
- The internship can also serve as a bridge between the traditional academic setting and the professional world to which the student aspires.
- Internships offer the opportunity for the beginning of lifelong learning for students.
- An internship allows you to develop skills that are necessary for any work environment, such as communication, time management, teamwork and interpersonal skills.
- Gaining these skills will help your resume stand out when you start your job search.
- Internships allow you to test out potential career options. You may be thinking about a career in the legislature and have read about it or spoken to people who work in the legislature, but you’ll really be able to find out if it’s the right job for you through a legislative internship.
- An internship also helps you build a professional network which can open doors for you in the future and prepare you for the job search.
- An internship may give you the opportunity to make money while in school.

Here’s how to get the process started.

**Step 1: Self Evaluation** - if you're thinking about an internship there are a few questions you should ask yourself:

a. Why do you want to do an internship? Do you want to test out a particular career or develop and enhance certain skills?

b. Do you want to stay in the Capital Region or are you looking to explore other areas such as Washington, DC or New York City?

c. Do you want a part-time or full-time internship?

d. Do you need to be paid? Do you need housing?
**Step 2: Explore Your Options** – once you have answered the self evaluation questions it’s time to explore and identify internship opportunities. Look online, talk to friends and faculty, and sign onto Rockefeller College’s Symplicity career management service to see what options may be available. If you need additional help with the search process, Rockefeller College’s Internship Coordinator or Director of Career & Alumni Programs can assist you. To schedule an appointment please call **518.442.3112**.

**Step 3: Student Eligibility and Preparation** – to be eligible for an internship, students must meet all institutional and degree requirements.

- Usually, programs require students to be in their junior or senior year.
- Specific course requirements, determined by the supervising academic department as well as by internship sites, may require students to have specific academic and professional skills.
- The University at Albany and Rockefeller College require a minimum cumulative grade-point average of 2.50, although some internships may require higher averages.
- Students and their parents should be informed that receiving credit for an internship requires payment of tuition, as with any other course.

Student preparation for internship applications should include development of such materials and skills as:

- cover letters
- résumés
- registration for Symplicity online career management system
- mock interviews
- research to acquire advance knowledge of each company or other internship site
- student statement of learning goals
- student statement of proposed internship duties
- student statement of career goals

**Student Health Insurance and Financial Aid:**

- Students serving in internships should check with their health insurers to determine whether insurance coverage applies to the internship.
- Students should also check with their financial aid advisors to determine whether their eligibility for financial aid will be affected by the internship.

**Step 4: Secure an Internship** – It is recommended that you begin the internship search process at least six months before you plan to work. As some state agencies and federal employers have application deadlines that may be months prior to the intended start date, you will want to start your search with these types of deadlines in mind. As you probably know many internships are competitive. The likelihood of being hired increases dramatically when you present a professional cover letter and resume that show you are the right candidate for the position. Likewise, an interview gives you the opportunity to prove yourself to an employer.
Learning Agreement

A learning agreement is an arrangement between the college and the field site to identify the learning activities that will be part of the internship. A learning agreement must be completed between the department faculty or internship coordinator and the site representative prior to course registration and commencement of the internship. As with more traditional face-to-face methods of classroom instruction, the internship learning outcomes should be designed, supervised and evaluated by appropriate and qualified faculty in the discipline. Internship activities should be designed to help accomplish stated learning outcomes. The learning agreement will include at a minimum:

- necessary course registration information (e.g., course title and number, number of credit hours, name of faculty supervisor, date and semester of participation)
- the required number of hours in the workplace
- a clear description of both the site requirements and the required academic components (e.g., log, journal, paper, oral presentation)
- a clear description of intended learning outcomes and activities
- signatures by the appropriate parties, which must include a site representative and the appropriate departmental supervisors. Student signatures are also required on this form to indicate understanding and acceptance of course requirements

Undergraduate Internship Policy

Two general opportunities exist for students to participate in internships during their academic career. They are most easily distinguished by the amount of time spent at the internship.

Part-time Internships are those associated with the 3 credit course POS/PUB Internship in Public Affairs. If students are interested in taking this class they must make an appointment to meet with the Rockefeller College Internship Coordinator who will help them find a placement and provide them with a permission number (SKN#) so they can register for the course. Students do not need a faculty advisor, the instructor of the Internship in Public Affairs course will act as their faculty advisor.

Full-time Internships are those in which students are seeking more than 3 academic credits for their experience (Senate, Assembly or self-designed). Students should make an appointment with the Rockefeller College Internship Coordinator if they have questions about the Senate and Assembly internships or need help finding a placement for a self-designed internship. Students are required to have a faculty advisor for these internships and will receive their permission numbers (SKN#) from the Undergraduate Education Office.
1. I am interested in participating in an internship. What are my options?
   There are 4 basic internship options:
   • The full-time Assembly and Senate internship offered each spring;
   • The full-time "self-designed" internship worth up to 15 credits (UNI 390);
   • The part-time internship associated with POS/PUB Internship in Public Affairs;
   • The Washington Semester Program.

2. I am interested in the full-time Assembly/Senate internship. Can you give some information about it?
   The Senate and Assembly Assistants Internship is a comprehensive academic program that offers students the chance to participate in state government and the legislative process. Assembly interns enroll in a course taught by the Professors-in-Residence, attend weekly Issue Policy Forums and are assigned research and administrative responsibilities in an Assembly office. Senate interns are assigned to a specific office and function as a regular staff member in addition to attending weekly seminars and participating in a model legislative session. Students accepted to the program will receive 15 credits through UNI 391 or UNI 392. Some of those credits may be used to fulfill requirements in the Political Science or Public Policy major or minor.
   • Senate and Assembly Internships take place during the spring semester.
   • In addition to course credit, Senate and Assembly internships provide a stipend.

3. How do I apply to the full-time Assembly or Senate internship?
   You must pick up an application in LC-30. Please note that in addition to the application there are other forms the University at Albany requires you fill out in order to apply and receive credit. Also, the university deadline is earlier than the one stated on materials from the Assembly and Senate so make certain to confirm the application timeline. If you have additional questions the on-campus liaison is Karen Acosta McNeill who can be reached at 518.442.3950.

4. I want to do a full-time internship but not with the Assembly or Senate. How do I receive credit for it?
   Through UNI 390 you can receive up to 15 credits but typically students only receive 9 – 12 credits. Some of those credits may be used to fulfill requirements in the Political Science or Public Policy major or minor. Here is some basic information:
   • The internship must include work experience and an appropriate academic component to qualify for credit.
   • Students need to have a faculty sponsor to supervise the academic component of the internship.
   • A proposal must be approved by the Interdisciplinary Studies Committee in order to receive credit.
5. **How do I apply for UNI 390?**
   You can pick up an application in LC-30. The due date for spring is typically December 1st and the deadline for summer and fall is typically May 1st. If you have additional questions or want more information you can speak with the coordinator Karen Acosta McNeill at 518.442.3950.

6. **I want to do an internship but not necessarily full-time. Can I receive credit?**
   Yes. You can receive 3 credits for an internship through either **POS/PUB Internship in Public Affairs**. In order to successfully earn credit you need to do the following:
   - Work a minimum of **140 hours** at your internship.
   - Attend all **class sessions** and complete all required **coursework**.
   - Turn in a **Work-Learning Agreement** by the 2nd class session.
   - Submit a **Final Evaluation** of your internship site.
   - Submit a **Final Evaluation** from your **supervisor**.

7. **How do I register for POS/PUB Internship in Public Affairs?**
   In order to register you need to do the following:
   - Turn in a completed **Internship Placement Contract** with your supervisor’s signature. You can either fax the contract to 518.442.5298 or drop it off in Humanities B-016 (Contact Office)
   - Once you have turned in a completed contract you will receive a permission number via email.

8. **Will I be assigned an internship?**
   No. We do not “place” students in internships. The Rockefeller College Internship Coordinator is able to assist students in the fields of political science and public policy in locating an internship in their field of interest. The three basic mechanisms for finding an internship include:
   - Do it on your own through networking, websites, etc.
   - Apply to an internship posting on Symplicity

9. **What is the Washington Semester?**
   The Washington Semester is run out of the Political Science Department providing students with the opportunity to work and learn in Washington DC while earning **15 credits**. The program:
   - Is open to Political Science majors and non-majors.

10. **How do I apply to the Washington Semester?**
    Please contact the Rockefeller Office of Career and Alumni Programs to apply at Rockefeller.careers@albany.edu or call 518-442-5253 and ask for Jennifer Williams, Director of Internships & Career Programs.
A **resume** is a summary of your **education, experience, and skills**. Its main purpose is to convince potential employers to invite you for an interview – to make them want to learn more about you.

### A Few Quick Points to Ponder

**Make it user-friendly.** Most employers only spend 12-20 seconds reviewing a resume so make sure it’s easy to read and concise.

**Use details whenever possible.** Emphasize and quantify accomplishments. Use the question words like *who, what, where, when, why, how,* and *how many* to provide specifics.

**Incorporate transferrable skills.** Although not directly related to the position, most skills are transferrable to many positions. Be sure to include examples of skills such as: communication, teamwork, interpersonal, organization, etc. in a resume.

### Resume...

#### DOs
- Have [The Rockefeller Office of Career and Alumni Programs](#) approve your resume for clarity, consistency, and cohesiveness
- Be consistent with formatting
- Organize your resume in reverse chronological order (ordering the most recent information first)
- Pay close attention to verb tenses in your bullet statements. Present jobs use present tense verbs, past work uses past tenses usually ending in “-ed”
- Unless you have significant work experience, your resume should be no longer than one page

#### DON'Ts
- Use resume templates from word processing programs such as Word
- Include personal information like your birth date, marital status or social security number
- List unrelated, minor duties, such as “opened mail” or “filed documents”
- Limit yourself by only including paid experiences
- Include References on your resume, they should be provided in a separate document
SECTIONS OF YOUR RESUME

Heading
Include your current address, e-mail and phone (home and/or cell); be sure your voicemail and e-mail addresses are professional

Objective (optional)
Objectives are usually recommended because they help define what you’re looking for; if appropriate, add special interests or skills that you offer, such as communication or technical abilities. Remember that “objective” is another word for goal, so you should briefly state what type of position you are seeking, reflecting what you have to offer, not what you want. Usually an objective is one line. Objectives are particularly helpful if you are attending a career fair or other networking event where recruiters might be speaking with numerous candidates.

Professional Profile (optional)
A profile highlighting specific qualifications and transferable skills can be effective for career changers or students with significant experience – it should not be used for entry level candidates.

Education
School, location, degree, expected date of graduation, major, minor, concentration
Overall GPA if higher than 3.0; include your major GPA if higher than overall GPA
Previous college, degree, dates of attendance or graduation, major and GPA (if applicable)

Honors, Awards and Accomplishments
Any academic, extracurricular or job-related achievements (can also be listed under Experience)
For example: scholarships, Dean’s List, etc.

Relevant Courses
List 4 to 8 courses related to your major and/or objective

Special/Related Academic Projects
Any significant projects (class or outside activities) that relate to your major and/or career objective

Computer Skills
Hardware, software, programs, languages, operating systems and internet applications

Experience/Employment History
Full-time or part-time jobs, internships, consulting, self-employment, entrepreneurial ventures
Volunteer work (include in this section or list as separate category)

Extracurricular Activities/Volunteer/Leadership Activities
Clubs (indicate role if other than member, e.g. Treasurer) where appropriate describe involvement
Professional Association memberships
Community organizations
Tutoring (include in this section or under “Experience” section)
Fraternity/Sorority or Athletic Groups

**Interests** (optional)
Any genuine interest, expertise, or unique hobby (do not include general areas such as “reading”)

**Language(s)**
Fluency, proficiency or knowledge of a language(s) other than English

**Military Experience**
Military service or ROTC or Reserves

**Certification(s)/Licensure(s)/Trainings & Workshops**
An entry that could substantiate your professional development.

---

**General Résumé/C.V. Guidelines**

- Font should be in a readable, professional format between 10-12 point size, the heading may be larger
- Margins should be between 0.5-1.0 inches all around
- Use **bold**, *italics*, _underlining_, and **CAPITALS** to highlight important information
- Be consistent!
- Avoid abbreviations, unless it is a universally known abbreviation, such as the NAACP. If an abbreviation is necessary, then write out the phrase once, with the abbreviation in parentheses after. For example: New York State (NYS)
- Do not include references on your résumé or C.V.; they should be included on a separate page
- Sell yourself by highlighting the skills/experiences most relevant to the job you are seeking
- Every sentence should start with an action verb; do not use “responsible for” or “responsibilities included”
- Verbs should be in the correct tense according to when you performed the work – if you are still working for the company, your verbs should be in the present tense, if you finished the job, your verbs should be in the past tense
- Use the question words: who, what, where, when, why, how, and how many to expand upon your job descriptions – emphasize your accomplishments and actions
- Do not use any personal pronouns, such as I, me, or my
- Do not include any personal information, such as age, race, marital status, religion, etc.
- Do **NOT** lie or exaggerate
- Use jargon and language appropriate for the job to which you are applying
- Avoid too much white space on your résumé – fill up the spaces, but don’t overcrowd your résumé
- Proofread your document for errors, typos, and grammatical mistakes. All documents MUST be approved before students can start to apply for internships and jobs.
**ACTION VERBS**

You should always begin your bullet points with action verbs, never with “I.” Below is a list of verbs that may be useful in describing the duties, skills and special projects of previous jobs.

<table>
<thead>
<tr>
<th>Action</th>
<th>Verbs</th>
<th>Action</th>
<th>Verbs</th>
<th>Action</th>
<th>Verbs</th>
<th>Action</th>
<th>Verbs</th>
<th>Action</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acted</td>
<td>Classified</td>
<td>Drafted</td>
<td>Improved</td>
<td>Operated</td>
<td>Repaired</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted</td>
<td>Coached</td>
<td>Edited</td>
<td>Increased</td>
<td>Organized</td>
<td>Represented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addressed</td>
<td>Collaborated</td>
<td>Educated</td>
<td>Influenced</td>
<td>Originated</td>
<td>Researched</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administered</td>
<td>Collected</td>
<td>Enabled</td>
<td>Informed</td>
<td>Overhauled</td>
<td>Retrieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advised</td>
<td>Communicated</td>
<td>Encouraged</td>
<td>Initiated</td>
<td>Oversaw</td>
<td>Reviewed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocated</td>
<td>Compiled</td>
<td>Engineered</td>
<td>Inspected</td>
<td>Performed</td>
<td>Revitalized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzed</td>
<td>Computed</td>
<td>Enlisted</td>
<td>Instituted</td>
<td>Persuaded</td>
<td>Scheduled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraised</td>
<td>Conceptualized</td>
<td>Established</td>
<td>Instructed</td>
<td>Planned</td>
<td>Screened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>Consolidated</td>
<td>Evaluated</td>
<td>Integrated</td>
<td>Prepared</td>
<td>Shaped</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arbitrated</td>
<td>Contracted</td>
<td>Examined</td>
<td>Interpreted</td>
<td>Prioritized</td>
<td>Solved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>Coordinated</td>
<td>Executed</td>
<td>Interviewed</td>
<td>Processed</td>
<td>Specified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembled</td>
<td>Corresponded</td>
<td>Expedited</td>
<td>Introduced</td>
<td>Produced</td>
<td>Spoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessed</td>
<td>Counseled</td>
<td>Explained</td>
<td>Invented</td>
<td>Programmed</td>
<td>Stimulated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned</td>
<td>Created</td>
<td>Extracted</td>
<td>Investigated</td>
<td>Projected</td>
<td>Strengthened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained</td>
<td>Critiqued</td>
<td>Facilitated</td>
<td>Lectured</td>
<td>Promoted</td>
<td>Summarized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audited</td>
<td>Customized</td>
<td>Fashioned</td>
<td>Maintained</td>
<td>Publicized</td>
<td>Supervised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authored</td>
<td>Delegated</td>
<td>Forecasted</td>
<td>Managed</td>
<td>Purchased</td>
<td>Surveyed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balanced</td>
<td>Demonstrated</td>
<td>Formulated</td>
<td>Marketed</td>
<td>Recommended</td>
<td>Systematized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeted</td>
<td>Designed</td>
<td>Founded</td>
<td>Mediated</td>
<td>Reconciled</td>
<td>Tabulated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Built</td>
<td>Developed</td>
<td>Generated</td>
<td>Moderated</td>
<td>Recorded</td>
<td>Trained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculated</td>
<td>Devised</td>
<td>Guided</td>
<td>Monitored</td>
<td>Recruited</td>
<td>Translated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalogued</td>
<td>Diagnosed</td>
<td>Identified</td>
<td>Motivated</td>
<td>Referred</td>
<td>Upgraded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chaired</td>
<td>Directed</td>
<td>Illustrated</td>
<td>Negotiated</td>
<td>Rehabilitated</td>
<td>Validated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarified</td>
<td>Dispatched</td>
<td>Implemented</td>
<td>Operated</td>
<td>Remodeled</td>
<td>Wrote</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sara Smith
135 Western Avenue • Albany, NY 12203 • (518) 442-5253 • SaraSmith@albany.edu

Education
Rockefeller College of Public Affairs and Policy, University at Albany, Albany, NY
Bachelor of Arts in Political Science, May 20xx
Concentration: American Politics
GPA: 3.46 • Honors: Honors College, Dean’s List

Experience
Office of Mayor Michael Bloomberg, New York, NY
Intern for Mayor Michael Bloomberg, September 20xx-December 20xx
• Promoted special events, such as town hall meetings, as part of the public relations team
• Facilitated communication by translating for Spanish speaking constituents
• Oversaw office operations in absence of head secretary

Greg Seabury, State Representative Campaign, Danbury, CT
Assistant to Campaign Manager, September 20xx-November 20xx
• Aided with creation of campaign slogan and publicity materials
• Translated campaign messages into Portuguese and Spanish
• Assisted in production and made guest appearance on local TV show, “Celebrating Danbury”

Additional Experience
Banana Republic Inc., Albany, NY
Sales Representative, February 20xx-Present
• Assist customers with clothing selection and merchandise returns
• Perform as one of the top merchandise sellers with sales reaching $2000 per day

Skills
Computers: MS (Word, Excel and PowerPoint); completed course in Information Systems
Languages: Fluent in Portuguese, proficient in Spanish and French; knowledge of Italian

Activities
New York Public Interest Research Group (NYPIRG), Albany, NY
Vice President, January 20xx-Present
• Coordinate activities for students involved in the group
• Invite guest speakers to meetings to discuss issues relevant to state and local government, nonprofit management, and the private sector
• Organized members to participate in community service and political events
SAMPLE TEMPLATE #2

DANE ROCKEFELLER
1400 Washington Avenue, Albany, NY 12203
Cell: (518) 442-5253 • Home: (518) 123-4567 • Email: Dane@albany.edu

OBJECTIVE
To obtain an internship in governmental finance utilizing demonstrated budgeting and computer skills

EDUCATION
Rockefeller College of Public Affairs and Policy, University at Albany Albany, NY
Bachelor of Arts in Public Policy and Management
Concentrations: Public Economics & Finance
GPA: 3.61

HONORS, AWARDS, & ACCOMPLISHMENTS
Dean’s List, Fall 20xx-Spring 20xx
Rockefeller Scholarship for Outstanding Academic Achievement
President, Pre-Law Association

COURSEWORK
Law & Policy
Topics in American Policy History
Systems Thinking and Strategy Development
Policy Analysis in Public Administration

WORK EXPERIENCE
New York State Assembly Albany, NY
Legislative Intern
May 20xx – July 20xx
- Worked in the office of the Assembly Minority Leader
- Tracked pending legislation and researched position statements
- Performed constituent services

St. Sebastian Softball League Latham, NY
Little League Umpire
June 20xx – August 20xx
- Umpired two games per week for teams varying in ages from 6-12
- Attended training in order to be updated regularly on all rules and regulations

COMPUTER SKILLS
Proficient in MS Office (Word, Excel, Access, PowerPoint), knowledge of HTML
Laura McCarthy  
1400 Washington Avenue, Albany, NY 12222  
518.555.5555 • LM@albany.edu

Professional Profile

- Highly motivated and analytical BA/MPA candidate with over three years of successful lobbying experience  
- Excellent knowledge of New York State government and policy writing  
- Strong work ethic along with outstanding research, interpersonal, and communication skills  
- Trained in the use of Microsoft Office programs, including Microsoft Word, PowerPoint, Access and Excel

Education

Rockefeller College of Public Affairs & Policy, University at Albany, Albany, NY  
Bachelor of Arts in Political Science/MPA, expected May 20xx  
Concentration: International Relations; Environmental Policy

Experience

New York Public Interest Research Group (NYPIRG), Albany, NY

Environmental Analyst, (January 20xx – Present)

- Research the administration of the Pesticide Neighbor Notification Law.  
- Perform Freedom of Information Law requests.  
- Compile scientific information regarding the expected effects of climate change.  
- Transcribe public hearing testimony for presentation by NYPIRG’s Senior Environmental Associate regarding support of the New York State Department of Environmental Conservation’s proposed Burn Barrel Ban.

Legislative Intern, (May 20xx – September 20xx)

- Organized a press conference commemorating the 25th anniversary of the New York State Recyclable Container Act and promoting the passage of the Bigger Better Bottle Bill.  
- Designed visual aids for press conferences and events advocating for the Bigger Better Bottle Bill.  
- Conducted two independent research projects regarding the cost-benefit of recycling bins in hotel rooms and health safety standards for public water fountains, respectively.

United University Professions (UUP), Latham, NY

John M. Reilly Legislative Intern, (January 20xx – May 20xx)

- Assisted in organizing regional and statewide legislative meetings on union issues.  
- Organized UUP Outreach Committee events in cooperation with the UUP Research & Legislation Department.  
- Prepared legislative newsletters and bulletins distributed monthly to 5000 constituents.  
- Conducted research, both quantitative and qualitative, on related union issues for the Research Department.

Sushi Samba, New York, NY

Hostess and Waitress, (September 20xx – March 20xx)

- Created superior experience for diverse group of high end patrons  
- Worked in fast-paced environment, accommodating up to 800 patrons daily  
- Communicated effectively with management and staff to provide quality service  
- Participated in planning for special events
**COVER LETTERS**

**What is a cover letter?**
A cover letter is a letter that accompanies your résumé that serves as an introduction of your skills and qualifications. The most important thing about a cover letter is that it matches your experience and skills to the position criteria. Therefore, it’s necessary to write a specific cover letter for each position to which you apply. DO NOT WRITE A GENERIC COVER LETTER. Review the position, and determine the most important elements of the job, and try to match the skills and experience you possess to that specific job. You want to cite specific instances when you have used that experience on the job, rather than just providing a laundry list of your accomplishments. If you can prove your experience, rather than just state your experience, you will stand out to potential employers.

A cover letter should always be sent if you are applying to a full-time job, regardless of if the job announcement cites the need for a cover letter; for an internship, a cover letter may not always be necessary, so check the posting. If you are applying through Symplicity, all cover letters need to be approved by the Rockefeller College Office of Career & Alumni Programs.

In certain cases, you may not be applying to a specific position, but instead, inquiring if there are any available positions. If that is the situation, then you should focus on the organization’s mission or services and how you could contribute to their goals.

**Cover Letter Guidelines**
- Limit your cover letter to 1 page, single spaced.
- Always personalize your cover letter for a specific job – DO NOT WRITE A GENERIC COVER LETTER.
- Proofread your cover letter before sending it out! Any mistake or grammatical error can result in rejection.
- If you are emailing your cover letter, attach your cover letter and résumé to the email. Do not use the cover letter as the body of your email. Instead, write a brief message stating that your cover letter and résumé are attached.
- Address your cover letter to a specific person, whenever possible. Contact the organization and request the name of the appropriate contact person. If you absolutely cannot identify a person, use “Dear Hiring Manager” or “Dear Internship Coordinator”.
- Do not focus on what you would like to gain out of the internship, instead focus on what you have to offer to the organization and position.
- Use the active, not the passive tense.
- Demonstrate your skills and qualifications through concrete examples. Use the STAR method (Situation, Task, Action, Result) to discuss specific times when you have used that skill.
- Vary your sentence structure – avoid starting too many sentences with “I”.
- Sign your letters in blue or black ink if sending via postal mail.
- Include information about why you would want to work for that specific organization or in that specific position.
- Highlight the fit between your skills and the position requirements.
- Format your cover letter so that it matches your résumé – use the same font, headings, margins, etc.
- **Proofread your document and have the Rockefeller College Office of Career & Alumni Programs approve a copy before sending it out to employers.**
Sample Cover Letter Format

Street Address
City, State ZIP
Phone Number
Email Address
Date

Employer’s Name (include Mr./Ms.)
Title
Organization
Street Address
City, State ZIP

Dear Mr./Ms. Last Name (try your best to find the name of a specific person):

The first sentence should address why you are writing to them – in other words, that you are applying to a specific position. Next, address how you found the position (if you were referred by someone, mention that here) and your interest and enthusiasm in that specific position and the organization as a whole. Indicate your degree and expected graduation date – explicitly mentioning that you are a student at Rockefeller College of Public Affairs & Policy at the University at Albany. The last sentence of your cover letter should be your thesis statement. In other words, what you are going to address in the rest of your letter. Remember that you need to focus on what you have to offer to the organization, not what you hope to gain out of the organization or position.

The body paragraphs (one or two paragraphs) should focus on the qualifications that you possess that match the specific position requirements or the mission of the organization. How can your background and experiences contribute to the organization’s goals and objectives? Read through the job description carefully to pinpoint the skill sets that the employer consistently mentions (i.e. analyzing data, lobbying, policy writing, researching, etc.). Select the skills you feel most confident of and match your skills and qualifications to those qualities.

When describing your specific skill sets, do not just reiterate what is on your résumé – give more in-depth detail. Target what they are seeking in a candidate and back it up with specific examples of times when you have used those skills. If you can prove your experience that is much more convincing than just stating that you have those skills. To give specific examples, use the STAR technique (Situation, Task, Action, and Result) to describe the context of the example.

The closing paragraph should again summarize your strengths in the position. You should also discuss some actions towards moving forward in the application process, such as your interest in interviewing with them, or you will be in DC over the summer, or that you would like to hear from them soon, or you will contact them in 2 weeks to follow up. You should thank the employer for their time and consideration.

Sincerely, (you can also use Best Regards, Sincere Regards, or some other closing)

Your full name, signed (if you are sending your letter electronically, type in a script font)
Your full name, typed

Résumé Attached (if you are sending via postal mail, include Résumé Enclosed)
Sample Cover Letter

1400 Washington Avenue  
Albany, NY 12222  
NelsonRockefeller@albany.edu  
518-442-5253

Date

Ms. Kathleen McCarty  
Director  
New York State Assembly Intern Committee  
Legislative Office Building - Room 104A  
Albany, New York 12248

Dear Ms. McCarty:

I am writing to express my interest in the New York State Assembly Undergraduate Intern program. I learned about the position through Dr. Helen Desfosses and also through a posting on Rockefeller College’s online Symplicity site. Currently, I am pursuing my Bachelors degree in Public Administration with a concentration in Local Government Management and will graduate in May 20xx. Growing up in New York, I have a strong interest in state politics, and have followed the Assembly’s legislation for quite some time. I believe I would be a good candidate for the Graduate Intern program, as I have substantial research and policy experience.

As part of my degree, I have taken several classes in policy writing, development, and analysis. In my “introduction to Policy Analysis” course, I completed a group project on higher education policy from 1960-2000. To accomplish the task, the group divided up the project, and each group member selected a decade. For my part of the project, I researched higher education policy from 1980-1990, including conducting research using Lexis-Nexis on Pell Grant initiatives. I found 10 articles on Pell Grants, and compiled a summary of the rulings and the implications on higher education loan assistance. As a team, we created a PowerPoint presentation comparing and contrasting the legislation in each of the decades; we presented it to a class of approximately 40 students. As a result, I feel confident that I could utilize my research skills in the Assembly Internship.

In addition to my research skills, I believe that I could contribute my experience in policy. During the spring semester, I completed a policy internship with the National Alliance on Mental Illness (NAMI) in Albany. In this role, I prepared legislative alerts, action alerts, updates, and communications with other local mental health service provider staff. Specifically, I researched and wrote documents about the recent health care bill passed by President Obama, and sent letters to local Congress and Senate representatives to voice NAMI’s support of the bills.

Thank you very much for your consideration for the Undergraduate Intern position with the New York State Assembly. I can be reached at the contact information listed above, and would welcome the opportunity to discuss the position in more depth in an interview.

Sincerely,

Nelson Rockefeller

Résumé Attached
Ms. Lisa Tovar  
Attn: Research Fellow, Energy and Policy Analysis  
Pew Center on Global Climate Change  
2101 Wilson Blvd., Suite 550  
Arlington, VA 22201

Dear Ms. Tovar:

Please accept this letter and résumé in application for the Research Fellowship in Energy and Policy Analysis. I believe Pew serves the critical function of helping maintain the credibility of expertise and empiricism in civic discourses and the making of public policy. Given the urgency of taking steps to respond to climate change, the dual role of Pew as objective researcher and facilitator is an indispensable one. I have a deep academic and personal commitment to innovative environmental governance and the mitigation of climate change, and feel I am uniquely prepared to make the needed contributions at the Pew Center on Global Climate Change. I believe I would be an asset to your organization because of my ability to research and evaluate data and manage programs.

Currently, I am preparing my senior thesis, which addresses the theoretical and empirical dimensions of climate change mitigation and adaptation policies in the United States. For my thesis, I have critically examined and synthesized the scholarly literatures on U.S. environmental policy history, environmental federalism, rational choice theory and environmental policy, and future directions for environmental governance. This knowledge is readily applicable to the Research Fellow position, as I can synthesize and evaluate the data necessary to write legislation.

I will also bring to Pew the administrative and evaluative skills sets needed for a high level of job performance. I am currently the Research Associate for the Center for Change in Government (CCG) at the University at Albany. My roles and responsibilities have grown during my time at CCG, and I am now intimately involved in all phases of our projects and workshops. At CCG, I am involved with research logistics and support staff, building and managing data sets, and coordinating seminars for state employees. My extensive training in analytic and evaluative methods – policy and cost-benefit analysis, program evaluation, statistical and econometric analysis, and qualitative research – have enabled me to bring a high level of rigor and precision to my various job tasks.

Thank you very much for your consideration, and for the work of your organization. I hope to have an opportunity to discuss this position in more depth in an interview, as I believe my core values and experience meet the position requirements. Please feel free to contact me to further discuss my qualifications.

Sincere Regards,

Barney Nelson

Enclosure: Résumé