

DEREE COLLEGE SYLLABUS FOR: GD 3080 Internship in Graphic Design		0/0/3
(Spring 2026)		
PREREQUISITES:	The student must have completed a minimum of 80 UK credits from Levels 5 and 6 modules from the core courses of the Graphic Design program, and a minimum cumulative index 3.2 before being able to take this course. Formal approval by the Program Coordinator (or/and the Department Chair), is required.	
CATALOG DESCRIPTION:	On-the-job training / Supervised professional experience. Workplace-based learning (180-200-hours during regular Semester, and 2-month placement during Summer Term) for Graphic Design majors in the field of graphic design. Engagement with professional environments (design studio, advertising agency, printing houses, or in-house in commercial or/and cultural organisations). Apply design principles, technical and soft skills, and professional practices in real-world contexts. Integrate academic learning with professional expectations. Build networks.	
RATIONALE:	The internship connects academic study with professional graphic design practice by placing students in collaborative, team-based environments such as studios, printing houses, agencies, and cultural organizations. Through direct engagement with clients, colleagues, and project workflows, students develop communication, adaptability, and problem-solving skills while strengthening their technical and conceptual competence. The experience also fosters confidence, ethical awareness, and an understanding of the collaborative nature of contemporary design practice.	
LEARNING OUTCOMES:	<i>As a result of taking this course, the student should be able to:</i> 1. Analyse the internship context, role, and tasks, explaining how design processes were adapted to real project or client needs. 2. Communicate the design process, key decisions, and collaboration experiences through a structured presentation supported by visual materials. 3. Critically reflect on skills developed and challenges encountered, linking academic learning to professional practice and supporting reflection with design process documentation.	
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: • Use of Blackboard site, where the Program Coordinator posts notes, instructions, timely announcements as well as additional resources in relation to the work-based learning. • Office hours: Students are encouraged to contact the Program Coordinator where they can ask questions and discuss work-based learning issues. • The work-based learning per program/pathway is consistent with the work-based learning (internship) policies and procedures, as they have been described in the DEREI Work-Based Learning (Internship) Policies and Procedures. • Professional seminars and workshops as organized by the Graphic Design Program and related academic areas at ACG. • Work-based learning internship with a minimum of 180 and a maximum of 200 working hours within a 3–4-month period, or during a 2-month period during Summer Term.	

ASSESSMENT:	Summative: <table border="1"> <tr> <td>Personal Development Report (Individual, 1,000 – 1,500 words; Describes workplace context, role, tasks, and discusses how design work responded to real-world constraints and considerations)</td><td>30%</td></tr> <tr> <td>Internship Oral Presentation (with Slides) (Individual, 20mins duration; Presents design process, collaboration experiences, and key learning, supported by visual slides/documentation)</td><td>20%</td></tr> <tr> <td>Reflective Essay (1,000–1,500 words) + Process Documentation (Only physical copy*, sketches, drafts, mock-up) (Reflects on how academic knowledge was applied, what was learned, and how the student grew as a designer; documentation illustrates process) *Specifics on intellectual property to be determined by the Internship Administrator.</td><td>50%</td></tr> </table> Formative: <table border="1"> <tr> <td>Weekly Internship log (Individual, weekly, 300-500 words per entry; Ongoing reflection on tasks, challenges, feedback, and evolving learning)</td><td>0%</td></tr> </table> The Personal Development Report tests Learning Outcomes 1, 3. The Internship Presentation tests Learning Outcomes 2. The Reflective Report and Process Documentation tests Learning Outcomes 2, 3. The formative assessment prepares and organises students for the summative assessments through ongoing reflection on tasks, challenges, feedback, and evolving learning. Required to support reflection. Students do not resit assessments in non-validated modules.	Personal Development Report (Individual, 1,000 – 1,500 words; Describes workplace context, role, tasks, and discusses how design work responded to real-world constraints and considerations)	30%	Internship Oral Presentation (with Slides) (Individual, 20mins duration; Presents design process, collaboration experiences, and key learning, supported by visual slides/documentation)	20%	Reflective Essay (1,000–1,500 words) + Process Documentation (Only physical copy*, sketches, drafts, mock-up) (Reflects on how academic knowledge was applied, what was learned, and how the student grew as a designer; documentation illustrates process) *Specifics on intellectual property to be determined by the Internship Administrator.	50%	Weekly Internship log (Individual, weekly, 300-500 words per entry; Ongoing reflection on tasks, challenges, feedback, and evolving learning)	0%
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INDICATIVE READING:	REQUIRED READING: Sweitzer, H.F. & King, M. (2019). <i>The successful internship: Personal, professional and civic development in experiential learning</i> (5th ed.). Cengage. ISBN 978-1-305-96682-6. [Perlego] Students must familiarize themselves with the Student Handbook (latest update). Online (free to download): 1. AIGA Guide to Internships: http://www.aiga.org/a-guide-to-internships/ 2. AIGA Intellectual Property: http://www.aiga.org/intellectual-property/ 3. AIGA Copyright Basics for Graphic Designers: http://www.aiga.org/copyright-basics-for-graphic-designers/ 4. AIGA Design Business and Ethics: http://www.aiga.org/design-business-and-ethics/ 5. AIGA Trademark Basics for graphic designers: www.aiga.org/trademark-basics-for-graphic-designers/								

	RECOMMENDED READING: Cottrell, S. (2015) <i>Skills for success: Personal Development and Employability</i>, UK, Palgrave-McMillan, 2015. Griffin, M. (2011) <i>Business Internships</i>, Swansea Publishing Group, Swansea, Massachusetts Hannam, B. (2012). <i>A graphic design student's guide to freelance: Practice makes perfect</i>. Wiley. Lee, I. (2021). <i>Creating a successful graphic design portfolio: Creative careers</i>. Bloomsbury Visual Arts Leonard, N. (2017). <i>Becoming a successful graphic designer</i>. Fairchild Books. Neugerbauer, J. & Evans-Brain, J. (2009). <i>Making the most of your placement</i>. Los Angeles: Sage. Shaughnessy, A. (2010). <i>How to be a graphic designer without losing your soul</i>. Hachette UK. Sweitzer, H.F. & King, M. (2021). <i>The successful internship: Transformation and empowerment in experiential learning</i> (5th ed). Belmont, CA: Brooks/Cole-Thompson. ISBN 0534558798 The Graphic Artists Guild. (2023). <i>Graphic Artists Guild Handbook: Pricing & Ethical Guidelines</i>. MIT Press. Design journals and websites: <i>Eye, Communication Arts, It's Nice That, Creative Review, Design Observer, Print, CMYK, Communication Arts, HOW Magazine, Graphis, Step Inside Design</i> Other sources, including journal and newspapers' articles, research papers etc. recommended by the Program Coordinator. Course Internship Handbook and Forms. Material will vary according to the work/area context.
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	REQUIRED MATERIAL: N/A RECOMMENDED MATERIAL: Material will vary according to the work/area context.
COMMUNICATION REQUIREMENTS:	Use of proper English, both oral and written, if needed. Other language requirements as stipulated by the internship provider.
SOFTWARE REQUIREMENTS:	MS Office and Blackboard CMS Adobe Creative Suite or/and other software depending on the professional area.
WWW RESOURCES:	The Program Coordinator will recommend sources that are appropriate to the work/area context.
INDICATIVE CONTENT:	Learning in the context of assigned internship tasks and responsibilities as appropriate for the work/area context.