Ursuline College
Internship Guide

Office of Counseling and Career Services
www.ursuline.edu/occs/
2009

Ursuline College
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Program Overview

The academic internship program at Ursuline College is an experiential education opportunity that provides the link between the classroom and the workplace. It is an opportunity for the student to learn about her/his area of academic interest through practical experience.

I. Definition

The internship experience involves an academic relationship between the student, faculty advisor, coordinator of experiential education, and the employer. It is an opportunity for the student to augment coursework and on-the-job assignments related to her/his academic interests (major). It is a carefully monitored work or service experience in which the student has intentional learning goals and reflects actively on what she/he is learning throughout the experience. An internship is a single–semester or finite time period that may be paid or unpaid, and is always for academic credit.

II. Benefits

In today’s competitive job market, employers are looking for experience coupled with a college education. Internships allow the student to gain work experience through an academic relationship with the college and the employer, allowing them to explore different career opportunities. It is a win-win situation where both the student and the employer have the opportunity to determine if they are a good fit.

III. Academic Policy

- Internships are available to juniors and seniors and should be in the student’s area of academic study.
- **One academic credit hour** is earned for every forty hours worked at the internship site, up to a maximum of three credit hours per semester, and six total hours per student. In addition, the interning student is required to put in whatever hours are necessary to complete the academic component of the internship: i.e., meeting with the faculty advisor, and completing all academic activities required by the faculty advisor.
- Participation in the online Internship Seminar is required of all interns.
- Internships can only be taken on a pass/fail basis if an internship is not a requirement in the student’s major.
- Internships must be completed in the fall or spring of the junior year, and/or summer or fall of the senior year. Students wishing to complete an internship their final semester will need to have the in place prior to the start of the semester. Special circumstances will be considered by the dean and chair of the specific department.
- One, three credit hour internship is mandatory for all Professional Studies majors (excluding education).
- Requirements for students with double majors will be reviewed by both faculty advisors on a case-by-case basis.
- No retroactive credit for hours previously completed can be counted for academic credit.

IV. Tuition for Credits

Tuition for internship credits is the same as for other credits earned at the college.
Student Responsibilities

Internship Search

All students can be successful in their search for an internship; however the success rate improves dramatically when they do the following:

- Meet with a faculty advisor early in their school career and plan which semester will be best for an internship.
- The student should be aware of what types of collegiate leadership activities and potential professions interest her/him as she/he proceeds in academic learning. These need to be considered when selecting an internship site.
- All students interested in internships must meet with the Coordinator of Experiential Education to discuss opportunities and begin resume preparation prior to the start of the internship search. It is best to begin this a minimum of two semesters prior to the intended internship semester.
- The student is responsible for submitting a completed, professional resume to the Office of Counseling and Career Services (OCCS), both prior to and at the completion of the internship.
- Students will be contacted by employers for interviews and screening. **The student must respond to all calls and/or e-mails received from the employer.** Even if the student is not interested in the position, it is important to make a professional impression of themselves and Ursuline College. Opportunities the student is not presently interested in can become attractive opportunities in the future. In other words, don’t burn your bridges.
- Students must report all offers, and subsequent acceptance of internships to the Coordinator of Experiential Education within one week of receiving the offer. This is important in preventing the student’s resume from being sent to other employers.
- **The job description must be approved by the student’s faculty advisor prior to acceptance of the internship position.**
- To protect the student, the employer, and the institution, students may NOT begin work at an intern site without written approval from the OCCS and the faculty advisor. **All necessary paperwork must be completed prior to the beginning of the students’ assignment.** This includes completion of the Experiential Education Agreement form, and creation of learning goals with the faculty advisor.
- Students must register for all academic internships prior to the start of the work opportunity. Students must have all necessary paperwork completed and turned in to the Coordinator of Experiential Education at least one month prior to the registration deadline for the anticipated semester of the internship.
- The registrar will not accept student registration for any internship 475 courses without the proper paperwork signed by both the student’s faculty advisor and the Coordinator of Experiential Education.

Out of State Internships

Students may receive internship opportunities requiring that they live away from home or the dorm. In these instances, it is essential that the Coordinator and the faculty advisor maintain communication with the student and the employer via phone and/or e-mail. While a site visit may not be possible, a virtual site visit may be arranged via conference call. Out of state internships do not preclude any other internship procedures.
Internship On-Site Requirements (during the internship)

The student is responsible for representing Ursuline College in a professional manner. This can be accomplished when the student adopts the following guidelines:

- Report to the workplace on time and when scheduled.
- Dress professionally. (If unsure what this means, ask).
- Be polite, professional and cooperative with all team members.
- Show initiative; set goals and prioritize.
- Observe confidentiality.
- Be aware of office politics and avoid office gossip.
- Learn everything possible about the position and the worksite.

Academic Requirements

- The student will meet with her/his faculty advisor prior to beginning the internship to set learning goals and determine the content and timing of academic activities, and determine means for academic assessment. Academic activities are used to measure the student’s worksite performance and synthesis of academic learning with workplace activities. These activities are used as determining factors for the final internship grade. They may include employer assessments, journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty advisor.
- The student will contact her/his faculty advisor throughout the internship to discuss progress toward attaining learning goals and completion of academic activities.
- The student will communicate all problems that arise during the internship to their faculty advisor and/or the Coordinator of Experiential Education.
- All interns are required to participate in the online Internship Seminar. You will be required to participate in readings, online discussions and reflections about your internship experience. It is expected that you meet the required deadlines for each assignment. While no formal grade is given, the instructor (Coordinator of Experiential Education) will be in contact with you and your faculty advisor if there is a concern regarding appropriate and timely participation.

Involuntary Termination from the Internship Site

Any student who is terminated from (see “Employer Responsibilities-Dismissal Procedures” page 9) the internship site during the course of the semester and prior to completing the required hours, must have the situation evaluated by a panel of College representatives to determine the academic disposition and/or resolution of the case. This group will include the Dean of the Academic College in which the student is enrolled, the Director of the Office of Counseling and Career Services, the Coordinator of Experiential Education, and the faculty advisor. In special cases, the Vice President of Academic Affairs and/or the Vice President of Student Affairs/Dean of Students may review the situation and impose both academic and college judiciary penalties over and above the panel’s recommendation.

Voluntary Termination Without College Approval

As stated in the internship definition found at the beginning of this guide, the internship experience is an academic relationship between the student, faculty advisor, coordinator of experiential education and the employer. Because of this fact, students are prohibited from severing the relationship with the employer prior
to the completion of the required hours. Students with concerns about their internships must address them immediately with the faculty advisor and the Coordinator of Experiential Education. If the student feels her/his concerns are not addressed, she/he has the right to appeal the situation with the Director of the Office of Counseling and Career Services and/or the Dean of the Academic College in which the student is enrolled. Special circumstances can be considered by the Vice President for Academic Affairs and/or Vice President for Student Affairs/Dean of Students.

Faculty Advisor Responsibilities

The faculty advisor is the first link in the chain for the student. They should begin the discussion about the importance of experiential education in the early years of the students’ educational career and help to plan their course load to include at least one internship experience in the junior or senior year. The faculty advisor can work one-on-one with the student to help them determine what type of opportunities best fit their interests and abilities. It is the role of the faculty advisor to insure that all academic goals are set and reached in the process of the internship. This can be accomplished by following these procedures:

- **The faculty advisor must approve the job description, provided by the employer.** It is the faculty advisor’s responsibility to communicate any discrepancies or inadequacies in the job description to the Coordinator of Experiential Education prior to signing the Experiential Education Agreement. This gives the Coordinator and the employer the opportunity to clarify the job description.

- Once the description is approved, the faculty advisor will sign the Experiential Education Agreement and any other paperwork necessary for the student’s registration.

- The faculty advisor then needs to arrange a meeting with the student, prior to the start of the internship, to create a document outlining **learning goals/objectives, academic activities, and methods of assessment** for the final internship grade. This document must be signed by the faculty advisor and the student, and a copy provided to the student, faculty advisor, employer, and coordinator. The employer will use these objectives to develop work tasks appropriate to the learning goals.

- Academic activities are used to measure the student’s worksite performance and synthesis of academic learning with workplace activities. These activities are used as determining factors for the final internship grade. They may include employer assessments, journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty advisor.

- Near the completion of the internship period, the faculty advisor will conduct a site visit if possible. The site visit ensures that the student is having a good learning experience, and allows the faculty advisor to gather any supporting information needed to assign the final grade. The scheduling of the site visit can be done through the Coordinator of Experiential Education.

- The faculty advisor is also responsible for determining the means of appraisal used to assess the student’s learning and subsequent award of a grade.

- To facilitate the communication of internship opportunities to both students and faculty, it is **requested** that faculty advisors forward a list of eligible internship students along with their contact information (current e-mail addresses preferred) to the Coordinator of Experiential Education at the beginning of each semester.
Employer Responsibilities

Ursuline College values its relationship with all employers of internship students. We see this as a true partnership in the education of our students. Because of this, it is important that our students have meaningful work assignments, closely related to their chosen field. The ultimate success of this program occurs when the student makes the connection between the classroom and the workplace, and the employer develops a pool of qualified graduates ready to accept positions of responsibility.

**Employers will be successful in their use of internships if they adhere to the following procedures**

- Each employer interested in participating in Ursuline’s internship program must submit a detailed job description.
- To assist the Office of Counseling and Career Services (OCCS) in preparing students for interviews, any materials providing company history and information are welcome. The information will be shared with students in preparation for interviews with the organization.
- Once employers receive resumes from the OCCS, interviews should be scheduled as soon as possible. The OCCS can assist in this process by providing accommodations for on-campus interviewing.
- It is important that the employer provide feedback to the OCCS on students’ response to calls and interview performance. The Office of Counseling and Career Services does not condone lack of response or inappropriate preparation for interviews from students.
- Employers must notify the OCCS when an offer is made to the student. This allows the office to process the proper paperwork prior to the beginning of the internship experience.
- **Students may not begin their internship until all parties have signed and received copies of the Experiential Education Agreement.** In the event that the employer prefers a different form, or has additional agreements for the student to complete, they should contact the Coordinator of Experiential Education.
- Negotiation of salary and benefits is left solely to the employer and the student. Ursuline College will, in no way, attempt to influence negotiations.

Once the student begins their internship experience, it is the employer’s responsibility to:

- Provide an orientation for the student covering the following areas:
  - Facility tour
  - Worksite policies and procedures
  - The organizational structure
  - The corporate culture
  - Introduction to coworkers
- Provide the student with adequate workspace including a desk, chair, telephone, office supplies, and a computer (where appropriate).
- Keep an eye on the intern. The employer should watch for signs that the intern is confused or bored. As often as silence means that an intern is busy, it could also mean that she/he is confused and shy about telling the employer. Paying attention early helps to head off problems and bad habits early on in the internship.
- Make sure the intern has a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better for everyone.
- Be aware of the number of hours the student must complete at the job site to receive academic credit. **The employer is responsible for verifying the accuracy of all hours worked by the student.**
• Insure that the student is not required to work more hours than is stipulated in the intern agreement.
• Completion of a **midterm evaluation** at the midpoint of the academic semester.
• Communication is the most important aspect of the partnership between the employer, the student and the college. The Office of Counseling and Career Services requests immediate notification from the employer should the following situations occur:
  o Failure of a student to report for the assignment
  o Excessive absenteeism
  o Unexplained or continual tardiness
  o Improper dress
  o Uncooperative attitude
  o Insubordination or any other disciplinary issues

**Upon completion of the internship period, communication on the following topics is requested of the employer**

• A **complete final evaluation** of the student’s performance. It is asked that this form be completed in a timely manner, as it affects the awarding of the student’s final grade.
• Students may request a letter of recommendation. If it is within the company’s policy to provide one, please do so.
• If the employer intends to make the student an offer for a permanent position, it should be communicated to the student at the earliest possible date. This will prevent uncertainty on the part of the student that may lead her/him to solicit other positions.

**Dismissal Procedures**

While we hope there is never a need to sever the business relationship prior to the scheduled ending date, it is always a possibility. Prior to dismissing a student from her/his assignment, we ask that the following procedure be observed (The employer may feel free to supply us with a copy of the company procedure):

• Notify the Coordinator of the difficulties surrounding the student assignment well in advance of the decision to dismiss.
• The Coordinator (and if appropriate the faculty advisor) will meet with the employer and the student separately, then together if necessary.
• The employer should provide documentation of the student’s actions leading to the dismissal. This is important in order to facilitate communication with the faculty advisor in terms of the student’s grade.
• If it is determined that the relationship cannot be saved, and this was not a good match, efforts will be made to provide the employer with another student.

We want all Ursuline College students to represent themselves and the college well, in addition to providing the employer with much needed skills and a willingness to learn. This can only occur successfully if every member of the partnership works together.
Noncompete/Nondisclosure Agreements

Organizations that want interns to sign noncompete or nondisclosure agreements should:

- Advise the Coordinator of Experiential Education, prior to posting the position announcement, that the internship is conditional upon signing a noncompete or nondisclosure agreement, and explain the purposes, intent and critical provisions of the agreement.
- Ensure that the noncompete agreement precisely defines the competitive activity that is to be restricted. It should be limited to the activity that would have a direct impact on the organization’s business and provide the student with other options for employment. If there are no other options for employment during the noncompete period, the company should agree to pay the student a salary for the length of time it does not want the student to work for the competitor.

If the College finds the agreement to be acceptable, it is the responsibility of the employer to give the intern a reasonable period of time to review the documents, alone or with an attorney. (See Appendix C for further information).

Legal Issues

Do you have to pay interns?

The U.S. Fair Labor Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least $500,000, severely restricts an employer’s ability to use unpaid interns or trainees. It does not limit an employer’s ability to hire paid interns.

You don’t have to pay interns who qualify as trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

1. Interns cannot displace regular employees.
2. Interns are not guaranteed a job at the end of the internship (though you may choose to hire them at the end of the experience).
3. Interns are not entitled to wages during the internship.
4. Interns must receive training from your organization, even if it somewhat impedes the work process.
5. Interns must get hands-on experience with equipment and processes used in the industry in which they intern.
6. Interns’ training must primarily benefit them, not the organization.

Workers’ and Unemployment Compensation

Workers’ compensation boards have found that interns contribute enough to a company to make them employees. It is wise to cover interns under your workers’ compensation policy even though it is not required. Student interns are not generally eligible for unemployment compensation at the end of the internship.

Keep in Mind

Even if a student is working through a school program for which he or she is being “paid” in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.

Paid interns make ideal workers—hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.
The employer should identify the specific terms and conditions of employment (e.g., dates of employment as an intern, including internship end date; compensation; organizational and/or reporting relationships; principle duties, tasks or responsibilities; working conditions; and any other expectations), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship.

Coordinator of Experiential Education’s Responsibilities

The Coordinator of Experiential Education will act as a liaison between all parties: the student, employer/on-site supervisor, and faculty advisor.

Student Communication

The Coordinator will be the key contact person in the student’s search for her/his internship by assisting the student with:

- Internship opportunity search and selection.
- Resume preparation.
- Communication with employers: distribution of resumes if necessary, coordination of interviews on and off campus, receipt of job description.
- Ensure receipt and approval of job description by faculty advisor.
- Provide proper paperwork to all parties. The Coordinator is the last person to sign off on all paperwork, ensuring that all affected parties have approved it.

Once the student begins the internship, the Coordinator is responsible for keeping the lines of communication open between all parties. Any concerns faced by the student should be communicated to the Coordinator and/or faculty advisor, for guidance as to a further course of action. The Coordinator’s communications with the student are considered confidential unless otherwise stipulated by the student.

The Office of Counseling and Career Services cannot guarantee internship placement, but will assist in developing the skills necessary for the student to be successful in her/his internship search.

Faculty Communication

The Coordinator will act as a support person to the faculty advisor in the student’s internship. Although it is the faculty advisor’s responsibility to aid the student in determining which direction should be taken with her/his internship opportunity, it is the Coordinator’s responsibility to assist the student in developing the skills necessary to be successful in her/his search.

The Coordinator will ensure that the faculty advisor receives a copy of the job description. If the faculty advisor finds the description to be inadequate, it is her/his responsibility to communicate all concerns, in writing, to the Coordinator. It is the responsibility of the Coordinator to obtain greater details and clarification from the employer and communicate them to the faculty advisor.

Once the description has been approved and the employer has made an offer, it is the responsibility of the Coordinator to provide the necessary paperwork to all affected parties.
Employer Communication

The Coordinator is responsible for communicating Ursuline College’s requirements for internships to all employers, making sure that the employer understands all academic expectations. This includes communicating learning goals and objectives, and academic activities created by the faculty advisor and student.

The process begins with the attainment of the job description for the internship position and communication of this position’s availability to the faculty advisors and students. All interested students will contact the Coordinator and the following course of action will begin.

The Coordinator will:

- Forward resumes of all interested students and/or provide employer contact information to the student.
- Act as liaison between student and employer, during the interview process.
- Ensure that the job description has been approved by the faculty advisor prior to the students’ acceptance of the position.
- Ensure that the Experiential Education Agreement is approved and signed by all parties prior to the start of the work experience.
- Arrange the initial site visit by the Coordinator at midterm (if this is an organization new to Ursuline College)
- Ensure receipt of the midterm evaluation.
- Facilitate arrangement of a subsequent site visit (end of semester) by the faculty advisor if necessary.
- Act as a liaison between the faculty advisor, student, and employer; assuring that all interests are addressed and needs are met.
- Ensure receipt of final student evaluations and updated copy of resume, reflecting internship experience.

In the event that the faculty advisor is unable to make the site visit, the Coordinator will go as a stand-in. It is up to the faculty advisor to notify the Coordinator if this situation occurs.

At the conclusion of the internship, it is the Coordinator’s responsibility to follow up with all parties and ensure that all goals have been attained. The coordinator is then responsible for working with the employer to fill future internship opportunities.

Harassment and Discrimination Policy

Federal and state law prohibits discrimination or harassment on the basis of sex, race, color, religion, disability, age, citizenship, veteran status, or national origin. Ursuline College supports the principle of equal employment and wishes to place internship students in work environments free from harassment and discrimination.

Ursuline College strives to provide an environment, which promotes the worth and dignity of each individual. Sexual harassment demeans both the victim and the harasser and undermines the philosophy and mission of the College. Therefore, Ursuline College will not tolerate behavior, which amounts to sexual harassment. Sexual harassment may take many forms including, but not limited to, unwelcome sexual attention or advances, requests for sexual favors, and other sexually suggestive remarks or conduct:

1. when such remarks or conduct are intended or have the effect of creating an intimidating or offensive environment; or
2. when acquiescence to such conduct or remarks is, either explicitly or implicitly, or made a term or condition of employment or favorable evaluation.

It is essential that any and all incidents of harassment or discrimination be reported to the Coordinator of Experiential Education. If an intern is harassed at the internship work site, and the employer does nothing about it, the employing organization opens itself to risk of lawsuits. The employer should take time to advise the intern of appropriate workplace behavior, and the organization’s harassment policy and complaint procedures.

Students who believe they have been treated in a way that violates this stated policy may file a complaint with Deanne Hurley, Vice President of Student Affairs (Title IX Coordinator) who will initiate an investigation. Detailed procedures are available in the Office of Student Affairs, Mullen 302. Complaints involving the Vice President or members of the Students Affairs Staff are to be filed with JoAnne Podis, Vice President for Academic Affairs, Mullen 322 (x8207).

**Nondisclosure/Noncompete Agreements**

Some organizations will request that the student/intern sign a nondisclosure or noncompete agreement upon/before starting their internship. A **nondisclosure agreement** prohibits an intern from giving another employer proprietary information. This information can include product or process information; customer lists and profiles; marketing, business, and strategic plans; technological innovations; and any other information that is now publicly known. This agreement does not restrict the intern’s ability to work elsewhere, but it places limitations on the information she/he can use in a new position. These type agreements are typically enforceable because they do not limit a person’s ability to work.

By signing a **noncompete agreement**, the intern agrees not to compete with the current employer after leaving the company. These agreements prohibit the solicitation of former customers, employment by a competitor, or the establishment of a competing business. These agreements are difficult to enforce when an intern is involved. The enforceability depends on the reasonableness of the restrictions and whether sufficient legal consideration was given to the student in exchange for the promise not to compete.

Organizations that want interns to sign **noncompete or nondisclosure** agreements should:

- Advise the Coordinator of Experiential Education, prior to posting the position announcement, that the internship is conditional upon signing a noncompete or nondisclosure agreement, and explain the purposes, intent and critical provisions of the agreement.
- Ensure that the noncompete agreement precisely defines the competitive activity that is to be restricted. It should be limited to the activity that would have a direct impact on the organization’s business and provide the student with other options for employment. If there are no other options for employment during the noncompete period, the company should agree to pay the student a salary for the length of time it does not want the student to work for the competitor.

If the College finds the agreement to be acceptable, it is the responsibility of the employer to give the intern a reasonable period of time to review the documents, alone or with an attorney.
Appendix A: Sample Academic Internship Description

Internship Title: Marketing Department Intern

1. Write and edit articles for the Ursuline Sisters Annual Report

2. Contribute article(s) to the quarterly newsletter of the Ursuline Sisters of Cleveland

3. Assist with the editing and proofreading of the quarterly newsletter of the Ursuline Sisters of Cleveland

4. Compile a portfolio of published and unpublished literary works

5. Assist with the Sister Dorothy Kazel 25th Anniversary Event, co-sponsored by the Development Office and a committee of the Leadership of the Cleveland Ursuline Sisters and other Ursuline Sisters from the congregation

6. Broaden exposure to various types of non-fiction prose and writing styles

7. Take part in the professional environment of the development and marketing department of a corporation, including attending staff meeting, regular meetings with employer supervisor, and performance evaluations to be completed at midterm and finals week

8. Complete all required hours to earn academic credit for the internship, if changes become necessary prompt communication with employer supervisor and internship coordinator will be expected

9. Communicate any difficulty completing internship tasks promptly to the employer supervisor and internship coordinator

10. Assume responsibility for all tasks assigned during this internship
Appendix B: Sample Learning Objectives

Specifically, what will you learn during your internship?

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<th>Learning Objectives</th>
<th>Learning Tasks or Strategies</th>
<th>Evaluation</th>
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<td><strong>Example:</strong> To gain experience writing articles for an annual report.</td>
<td><strong>Example:</strong> Review previous annual reports, discuss expectations and possible topics with supervisor, submit drafts to supervisor for review.</td>
<td><strong>Example:</strong> A complete article that is publishable in an annual report.</td>
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2. 

3. 

Your Signature: __________________________________________________________

Employer Signature: ______________________________________________________

Please return this form to the Coordinator of Experiential Education when you turn in the Experiential Education Agreement form.
Appendix C: Mid-Term Evaluation of Student Intern

Please complete the following evaluation of your intern’s performance.

Student ________________________________________________________________

Organization/Company ____________________________________________________

Supervisor ______________________________________________________________

Date ________________________________________________________________

For the individual student being evaluated, please give each statement a numerical value based on whether you:

4  Strongly Agree
3  Agree
2  Disagree
1  Strongly Disagree
N  Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

Student has made every effort to maintain a regular work schedule 4 3 2 1 N

Student makes appropriate arrangements when regular work schedule can not be adhered to 4 3 2 1 N

Student notifies supervisor of issues that may interfere with the successful completion of projects in a timely fashion 4 3 2 1 N

Student displays enthusiasm and professionalism in work assignments 4 3 2 1 N

Student uses classroom knowledge to complete internship projects 4 3 2 1 N

Quality and quantity of work output is acceptable 4 3 2 1 N

Suggestion, comments or concerns:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please fax this completed form to the Coordinator of Experiential Education 440-449-2235
Appendix D: Intern Time Sheet

Student Signature: ____________________________________________________________

Office of Counseling and Career Services
259 Landers Rd; Pepper Pike, OH 44124

Employer Supervisor Signature:  _________________________________________________

Week of: ____________________________________________________________________

Company: ________________________________________________________________

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<th>Date</th>
<th>Time In</th>
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Describe Today’s Duties: ________________________________________________________________________________________________

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</table>

Describe Today’s Duties: ________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours Worked Today</th>
<th>Running Total</th>
<th>Employer Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Describe Today’s Duties: ________________________________________________________________________________________________

Summarize and reflect upon this week’s duties: Have you had any experiences this week that clarify or challenge your values about work, careers, etc?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Please complete and fax to the Coordinator of Experiential Education every Friday during the length of your internship 440-449-2235.
Appendix E: Tips for a Successful Site Visit

The benefits of visiting a student at her/his internship site are many. It gives you an opportunity to ensure that the student is having a good learning experience and is accomplishing her/his learning goals. It allows you to discuss any problems or issues in the internship. It equips you to better evaluate the site as an appropriate placement for your students, and helps you to advise future students about that internship. And, it is excellent public relations for the college and your department.

So, what do you actually do on a site visit? The tips below are designed to help you arrange and carry out a successful site visit.

- Schedule the site visit at a time when both the student and the supervisor(s) are working. Ask the supervisor to allocate 30 minutes for the visit (although many visits will last longer than that). Ask the supervisor if there is anything she/he would like you to know before the visit.
- Before the visit, contact the student to review her/his Internship Learning Goals. Ask the student if there are any specific issues, problems or concerns she/he would like to discuss during the visit. If it is appropriate, ask the student to put together samples of her/his work for you to see during the visit.
- Take the site’s Internship Description and a copy of the student’s Internship Learning Goals to the visit (copies are available in the Coordinator’s office). If it is a first time visit, also take along information about your department/program and the college (A little PR never hurts).
- Begin the visit by reminding both the student and the supervisor that this is an informal meeting designed to focus on what the student has been doing and learning and to discuss what will happen during the rest of the internship. It is an opportunity for both the student and the supervisor to be open and candid about the internship experience.
- Each site visit is unique and should be allowed to take on its own “life”. In order to move things along, think about these as a few questions to ask the supervisor:
  - In general, how are things going so far?
  - Is the internship going according to the Internship Description, or have there had to be changes?
  - What is in the future for the internship? What new projects or assignments will develop? What would you like to see the student focus on in his or her own development?
- Here are a few questions for the student:
  - What have you been learning so far? (Don’t accept “A lot” as a response!)
  - What surprises have you had about the internship, the organization or yourself?
  - What skills or tasks would you like to work on more?
  - Are there things you would like to learn or do that you haven’t had the opportunity to do yet?
  - Is this experience sending you messages about what you would--and would not—like to do in the future?
- At the end of the visit, ask the supervisor if she/he would be interested in working with another intern in the next semester. If so, be sure they know the planning dates and have the opportunity to review the internship job description they have on file with the college.

This list of tips is certainly not a complete one, and there may be nuances with your department or a particular site that create special issues to work through. If you would like to discuss those nuances or anything else about conducting site visits, please contact the Office of Counseling and Career Services. On the next page, you will find a checklist to be used on your site visit.
Site Visit Checklist

1. Was the student on-site during the visit?

2. Was the student’s supervisor on-site during the visit?

3. Does the student have her/his own workspace? Computer? Supplies and tools necessary to perform her/his job?

4. Do the student’s work assignments correlate with her/his learning goals?

5. Do the student and the site supervisor have a clear understanding of what’s required of the learning goals?

6. Is the internship going according to the job description, or have there been changes? If there have been changes, what are they and why have they occurred?

7. What projects is the student currently working on, and will she/he have the opportunity to see a project through from beginning to end?

8. Is the student utilizing on-site, the skills learned in the classroom?

9. Is the student challenged by the work assignments?

10. Is the site supervisor interested in working with another intern in the next semester?

Please make sure that you give the on-site supervisor a business card and any brochures you have about your program and Ursuline College. Contact the Coordinator of Experiential Education with any questions or concerns.
Appendix F: Experiential Education Agreement

Student Information
Last Name _________________________________ First Name _______________________ Middle Initial _____
Social Security Number ____________________ Major _____________________________________________
Telephone Number (Include area code)__________ Work Number (Include area code)_______________
Street Address ________________________________________________________________
City ___________________ State _______ Zip Code ________ E-mail _____________________________

Employer Information
Company Name __________________________________________________________________________
Contact Person ___________________________________________ Title ___________________________
Telephone Number (Include area code)__________ Street Address ______________________________
City ___________________ State ______ Zip Code __________ E-mail______________________________

Student Position Information
Program: __ Co-op CE 101 ___ Internship: _____ 475 Semester/Yr ________ Number of Credits ______
Department Code
Position Title ________________________________ Begin Date _______ End Date ________
Hours per week _____ Hourly Wage or Monthly Stipend (if applicable) __________________________

The student agrees to: perform all assigned duties to the best of his/her ability, satisfactorily meet all requirements of the employer, complete all academic requirements, and abide by the rules, regulations and the policies of the Experiential Education Program. Failure to meet these requirements will result in the student’s withdrawal from the assignment and the forfeiture of any benefits of the Experiential Education Program. I have reviewed the internship guide on the OCCS website or have received a copy of it and understand the requirements attached to the internship include registering for the internship course and paying all applicable fees.

_________________________________________________________________________          ______________
Student Signature                                                      Date

The employer agrees to: abide by the guidelines set forth in the “supervisor section” of the handbook; provide supervision of the student; evaluate the student’s performance on forms provided by the College, and provide the same consideration of health, safety and working conditions accorded other employees.

_________________________________________________________________________          ______________
Employer Signature                                                      Date

The Coordinator of Experiential Education agrees to: maintain communication with the employer, the student, and the faculty advisor in an effort to answer questions, resolve potential problems and otherwise endeavor to make the experience as productive and rewarding as possible for both the employer and the student.

_________________________________________________________________________          ______________
Experiential Education Coordinator                                     Date

The Faculty Advisor agrees to: communicate academic expectations to the student, help develop learning objectives, and make at least one site visit per Experiential Education program guidelines. Upon successful completion of all requirements by the student, the faculty advisor will assign a grade.

_________________________________________________________________________          ______________
Faculty Advisor                                                        Date
Appendix G: Final Assessment of Student’s Professional Development

This assessment is a tool used to measure the student’s worksite performance. The information on this document is one of the determining factors for the final internship grade. Other factors may include journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty advisor.

Student______________________________________________________

Organization/Company_____________________________________________________

Supervisor_______________________________________________________________

Dates of Internship:  From_____________________To___________________________

For the individual student being evaluated, please give each statement a numerical value based upon the following:

<table>
<thead>
<tr>
<th></th>
<th>4 Outstanding</th>
<th>3 Above Average</th>
<th>2 Average</th>
<th>1 Needs Improvement</th>
<th>N Statement does not apply or is not appropriate to the position or level of functioning expected of the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Open to learning from supervisor and coworkers.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>2</td>
<td>Cooperation is shown in working relationships with other staff members.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>3</td>
<td>Effort is made to be accepted by overall staff.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>4</td>
<td>Can work effectively with a wide range of people within the organization.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>5</td>
<td>Takes the initiative to solve problems after seeking input from supervisor/staff.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>6</td>
<td>Is able to keep supervisor informed of work progress and process.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>7</td>
<td>Is dependable and reliable in work tasks and level of performance.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>8</td>
<td>Displays enthusiasm, diligence and interest in work assignments.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>9</td>
<td>Possesses time management skills.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>10</td>
<td>Is able to set priorities for work yet respond to departmental needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>11</td>
<td>Can analyze, synthesize, and apply academic learning to work assignments.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>12</td>
<td>Possesses sufficient technical ability to accomplish work tasks.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>13</td>
<td>Can process constructive criticism in an objective manner and act upon it.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>14</td>
<td>Shows initiative in follow-through with work assignments.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>15</td>
<td>Can assume a leadership role when appropriate.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>16</td>
<td>Is appropriate in dress and grooming.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>17</td>
<td>Is conscientious in maintaining work schedule, hours and starting time.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>18</td>
<td>Is able to collaborate within a group effort.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
</tbody>
</table>

Comments:________________________________________________________________________________

__________________________________________________________________________________________


II. Professional Transition

<table>
<thead>
<tr>
<th></th>
<th>Knows and respects organizational structure and protocol.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>2.</td>
<td>Has awareness and interest in organizational objectives, goals and policies.</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>3.</td>
<td>Is comfortable within the corporate/organizational culture.</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>4.</td>
<td>Can adjust self-interest to organizational interest.</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>5.</td>
<td>Represents the organization with positive enthusiasm and attitude.</td>
<td>4 3 2 1 N</td>
</tr>
</tbody>
</table>

Comments:
________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Recommended Grade: _____________

It is recommended that the employer review this assessment with the student. If this is not possible, it is the responsibility of the faculty advisor to review the assessment with the student prior to the issuance of a grade.

This assessment has been discussed with the student: Yes_____ No_____ 

Student Signature_______________________________________________________________

Employer Signature_____________________________________________________________

Faculty Advisor Signature________________________________________________________

Direct any questions or concerns to The Office of Counseling and Career Services: Phone 440/646-8321 E-mail ocss@ursuline.edu

Please fax the completed form to 440/449-2235. A cover letter is not needed.

Confidentiality of Information:

This evaluation constitutes a confidential assessment that will become part of the student’s confidential permanent record. In the event the college is contacted by prospective employers for the purpose of obtaining personal or professional references for a student based upon their internship assessment, they can be told ONLY the location and dates of the student’s assignment.
### Appendix H - Student’s Evaluation of Internship Experience

This tool is used to measure if the internship met Ursuline College’s requirements for academic and professional development. OCCS will use this information to evaluate the employer and the student’s experiences.

Student ______________________________________________________________________

Organization/Company__________________________________________________________

Supervisor________________________________________________________

Dates of Internship: From___________________________ To __________________________

For each statement below please circle a numerical value based upon whether you:

4  Strongly Agree  
3  Agree  
2  Disagree  
1  Strongly Disagree

#### Academic Development

<p>| | | |</p>
<table>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Activities involved in the internship were more understandable due to your previous coursework</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2.</td>
<td>Activities were challenging yet appropriate for your knowledge level</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>3.</td>
<td>Your skill level in your field has increased due to this internship</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4.</td>
<td>Connections between your academic work and your internship work were apparent to you</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>5.</td>
<td>Your ability to synthesize information from various sources has increased</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>6.</td>
<td>Your ability to apply your previous knowledge to current problems has increased</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>7.</td>
<td>Your internship learning goals have been met</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>8.</td>
<td>Faculty advisor provided academic guidance for internship activities as needed</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>9.</td>
<td>On-site supervisor provided academic guidance as needed</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>10.</td>
<td>Coordinator of experiential development provided guidance as needed</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>11.</td>
<td>The procedures required by Ursuline to officially complete the internship experience were clearly explained</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Comments: ______________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Professional Development

1. Supervisor’s direction was clear and understandable 4 3 2 1
2. Supervisor was available and receptive when approached for help or clarification 4 3 2 1
3. You developed an understanding of, and ability to adjust to, your supervisor’s management style 4 3 2 1
4. Understanding of the organizational structure has increased 4 3 2 1
5. Understanding of the process to accomplish complex tasks in this organization has increased 4 3 2 1
6. The knowledge you have gained at this organization is applicable to other organizations in the same field 4 3 2 1
7. This internship has provided you with experiences that will help you in your future job search 4 3 2 1
8. Confidence in your ability to succeed in this field has increased 4 3 2 1
9. Confidence to take on more responsibility in future endeavors has increased 4 3 2 1
10. Understanding of employer expectations regarding punctuality and work ethic has increased 4 3 2 1
11. Ability to set priorities and accomplish assigned tasks has increased 4 3 2 1

Comments: ______________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________

Would you recommend this internship to other students? YES NO

مؤระวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิ�นถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิยนถวิย

Don’t forget to submit an updated copy of your resume with this evaluation. Your resume should reflect the skills and knowledge gained from your internship experience.

Student Signature __________________________________________ Date ______________________