
INTERNSHIP HANDBOOK 2010

Career Resource Center

The Career Resource Center empowers students and alumni by supplying the resources necessary to initiate employment and internships. This is accomplished through career education seminars, workshops, and one-on-one assistance. Strong partnerships with faculty and administration allow the integration of career development skills with course curriculum.



The Career Resource Center
Unity College in Maine
90 Quaker Hill Road
Unity, ME 04988

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I. INTRODUCTION

INTERNSHIP PROGRAM OVERVIEW

Unity College students have engaged in meaningful credit-bearing work experiences since the college was founded in 1965. Since then the program has grown into a formalized and integral part of Unity College's academic curriculum. Internships provide students opportunity to explore, clarify, affirm and reflect on career choices. Although not academically required by all majors, internships are built into the Unity Environmental Stewardship Curriculum as one of five choices for all degree programs. Unity College offers 4 academic levels of internships to accommodate student interest and academic requirements.

Internships may take the form of paid or unpaid work experiences and can be short term/ seasonal positions or part of a formalized internship program. Criteria for an appropriate internship site, academic level and program-specific academic requirements should be discussed with the students' faculty sponsor, academic advisor or the internship coordinator.

Students are asked to choose an internship experience that will commit them to both personal growth and professional development. Students should carefully explore the sponsoring organization and work expectations, as well as assess how the internship experience will prepare them to successfully enter their chosen career field. The students' internship performance will be evaluated based on the completion of the internship experience, the worksite supervisor evaluation and personal reflection on the experience through completion of an internship portfolio. A successful internship requires cooperation and support from the worksite supervisor, faculty sponsor and internship coordinator.

PROGRAM GOALS

The Unity College Internship Program is designed to...

- Partner students with organizations, agencies or businesses in their field of study for a paraprofessional, credit bearing, supervised and supportive work experience.
- Develop skills, confidence and professional contacts which cannot be achieved in a classroom setting.
- Perform work in a short-term position enabling the student to identify his or her strengths, areas of growth, and specific areas of interest.
- Facilitate personal reflection of student work experiences through the development of an internship portfolio and evaluation by the worksite supervisor.

INTERNSHIP PROGRAM GUIDELINES

- Student will have the required academic prerequisites for each level.
- Student's internship goals match the goals of the co-sponsoring professional, agency or organization.
- Internship activities enhance the student's progress toward a career.
- Both student and employer benefit from the internship.
- Student is supervised by an independent professional or a professional affiliated with the employing agency or organization.
- Student submits completed internship agreement (with all appropriate signatures), resume and job description to the College's Internship Committee. **No hours may be accrued until the agreement is approved by the committee.**

ACADEMIC GUIDELINES

- Registration for an internship can take place at any time during the year. The intern is subject to all the regulations that govern maximum course loads. No hours may accrue toward the internship until the internship committee has approved the internship agreement.
- Student meets the academic level and credit hour criteria stated in the internship handbook. (60 hours per credit)
- Credits are awarded for internships based on a combination of the number of work hours plus appropriate evaluative criteria.
- Credits are based on 60 hours of actual work time per credit. Work in excess of 60 hours per week may not be counted for credit.
- Baccalaureate degree: A maximum of (15) internship credits can be applied toward a baccalaureate degree.
- Associate degree: A maximum of six (6) internship credits can be applied toward an associate's degree.



Nate Miller '10
Trail Crew Leader Intern
The Student Conservation Association
Glennallen, Alaska

II. INTERNSHIP PROCEDURE

PREPARING FOR AN INTERNSHIP

1. Initiate Internship Process

- Attend an internship workshop or meet with the internship coordinator

2. Select a Faculty Sponsor

- Faculty sponsors may be any member of the faculty or academic staff
- Faculty sponsors should be someone who has an understanding of your career goals and field.

3. Envision, Research, Apply and Obtain an Internship Position

- Work with your faculty sponsor or the career consultant/ internship coordinator to determine criteria for appropriate worksite and position for your major.
- Be sure to **obtain an electronic copy of your job description from your employer**
- The Career Resource Center can help you with all steps of this process

4. Draft an Internship Agreement Proposal

- Internship Agreement outlines are available online and in this handbook appendix
- Visit the Writing Center or Career Resource Center to have your Internship Agreement reviewed for content and grammar prior to submission.
- Meet with your Faculty Sponsor for assistance and review. Be sure to **acquire your faculty sponsor's signature on the final document.**
- Meet with the Business Office to discuss financial obligations and payment options associated with your internship and **acquire the Director of Student Accounts' signature on document.**
- Sign the internship agreement.

5. Submit Internship Agreement, Resume and Job Description to the Career Resource Center with required signatures

- Submit hard copy and electronic copy of the Internship Agreement, Resume and Job Description to the Career Resource Center staff.

Internship Agreements are contracts between the student and the college; they will be reviewed by an Internship Committee, Registrar, and other college administrative offices, as well as sent to interns' worksite supervisor. The internship will not be approved until the document is of the highest professional quality, as it is the primary documentation that allows Unity College to offer academic credit for an off-campus work experience.

6. Revise Agreement (if requested)

- Revision requests will be submitted to students via email.
- Please meet with your faculty sponsor or internship coordinator if you need assistance with your revisions. Resubmit the agreement if necessary.

7. Confirm that your Internship has been approved by the Internship Committee and registered with the Registrar's Office.

DURING YOUR INTERNSHIP

1. **Confirm the details of your experience and contact information. Notify the faculty sponsor and internship coordinator of any changes immediately.**
2. **Journal Work: Maintain a consistent daily log, blog, or reflective journal**
3. **Maintain regular contact with your faculty sponsor**
 - If problems arise, please inform your faculty sponsor or internship coordinator.
4. **Complete work portion of your internship**

COMPLETING YOUR INTERNSHIP

1. **Complete all remaining portfolio items and submit to faculty sponsor**
2. **Meet with Internship Coordinator to pick up evaluation and discuss internship experience**
3. **Complete all additional requirements according to your internship level i.e. public presentations, poster sessions, and papers.**



Matty Zane '10 (center) & Friends
North Country Trails Volunteer Projects Intern
Appalachian Mountain Club
Gorham, NH

III. INTERNSHIP GRADE REQUIREMENTS ACCORDING TO ACADEMIC LEVEL & NUMBER OF CREDITS

ITEMS SUBMITTED FOR GRADING

Students must complete the work portion of the internship as described in the agreement before submitting their portfolio and presenting their public presentation. The final grade is based on completion of the internship experience and demonstrated learning, as documented by the portfolio and presentation (if required). The portfolio must be submitted to the faculty sponsor and the presentation completed by the due date indicated in the agreement. The faculty sponsor assigns the letter grade for the internship experience.

1000 LEVEL INTERNSHIPS

Internships for Career Exploration: Interns are expected to develop the ability to complete routine tasks under supervision and adhere to the employer's policies and procedures.

Example: Job-shadowing internships

Academic Preparation: None

Credits: 2 credits per experience; maximum of 4 credits at this level

Grade Requirements:

1. Completion of 120 hours (60 hours of work per credit)
2. Internship Portfolio including the following items:
 - Internship Agreement
 - Resume
 - Job Description
 - One of the Following Journal Options:
 - ✧ Weekly Reflective Journal
 - ✧ Daily Log with Directed Questions
 - ✧ Weekly Blog Post on the Unity College Internship Blog site
 - Worksite Supervisor Evaluation
 - Self-Evaluation based on Personal Learning Goals listed in the Internship Agreement



Rory Dwyer '10
Zookeeper Intern
Zoo New England- Franklin Park Zoo
Boston, MA

2000 LEVEL INTERNSHIPS

Internships to Gain Work Experience and Develop Technician-Level Skills: Interns are expected to execute routine tasks, develop technician-level competence, and adhere to the employer's policies and procedures.

Example: Experience-building or training internship

Academic Preparation: Introductory level coursework in career field or previous work experience

Credits: Up to three credits per experience

Grade Requirements:

1. Completion of 180 hours (60 hours of work per credit)

2. Internship Portfolio including the following items:

- Internship Agreement
- Resume
- Job Description
- One of the Following Journal Options:
 - ✧ Weekly Reflective Journal
 - ✧ Daily Log with Directed Questions
 - ✧ Weekly Blog Post on the Unity College Internship Blog site
- Worksite Supervisor Evaluation
- Self-Evaluation based on Personal Learning Goals listed in the Internship Agreement

3. Choice of public presentation, student conference poster presentation, or 2 pg. paper on a related reading (ex. journal article, research, textbook, professional publication)



Photo- Patrick O'Roark '10
Biological Expedition Research Intern
Operation Wallacea Foundation
Sulawesi, Indonesia

3000 LEVEL INTERNSHIPS

Internships to Develop Paraprofessional-Level Skills: Interns are expected to demonstrate the ability to perform routine tasks without supervision, develop paraprofessional-level competence, and adhere to employer's policies and procedures.

Example: A position requiring responsibility within the Student's major field of study

Academic preparation: a minimum of twelve (12) credits of coursework at or above the 2000 level in the academic area(s) related to the field experience. Previous work experience or equivalent training may be substituted for coursework with the approval of the internship committee. List of coursework and/or training will need to be included on the Internship Agreement under "Preparation".

Credits: 3, 6, 9 or 12

Grade Requirements: Vary according to number of Credits. (See Below)

3000 LEVEL INTERNSHIP FOR 3 CREDITS REQUIREMENTS

1. 180 hours of worksite experience (minimum)
2. Internship Portfolio including the following items:
 - Internship Agreement
 - Resume
 - Job Description
 - One of the Following Journal Options:
 - ✧ Weekly Reflective Journal
 - ✧ Daily Log with Directed Questions
 - ✧ Weekly Blog Post on the Unity College Internship Blog site
 - Worksite Supervisor Evaluation
 - Self-Evaluation based on Personal Learning Goals listed in the Internship Agreement
3. Public Presentation based on the internship experience

3000 LEVEL INTERNSHIP FOR 6 CREDITS REQUIREMENTS

1. 300 hours of worksite experience (5 credits)
2. Internship Portfolio including the following items:
 - Internship Agreement
 - Resume
 - Job Description
 - One of the Following Journal Options:
 - ✧ Weekly Reflective Journal
 - ✧ Daily Log with Directed Questions
 - ✧ Weekly Blog Post on the Unity College Internship Blog site
 - Worksite Supervisor Evaluation
 - Self-Evaluation based on Personal Learning Goals listed in the Internship Agreement
3. Public Presentation
4. Project or Report (1 Credit)
 - Consists of original academic work
 - Reflects an outgrowth from internship experience
 - Project/ Report requires approval and strong endorsement of Faculty Sponsor
 - Two copies of project/report need to be submitted to the Faculty Sponsor

3000 LEVEL INTERNSHIPS FOR 9 CREDITS REQUIREMENTS

1. 420 hours of worksite experiences (7 credits)
 2. Internship Portfolio including the following items:
 - Internship Agreement
 - Resume
 - Job Description
 - One of the Following Journal Options:
 - ✧ Weekly Reflective Journal
 - ✧ Daily Log with Directed Questions
 - ✧ Weekly Blog Post on the Unity College Internship Blog site
 - Worksite Supervisor Evaluation
 - Self-Evaluation based on Personal Learning Goals listed in the Internship Agreement
 3. Public Presentation
 4. Large Scale Project or Report (2 Credits)
 - Consists of large scale original academic work
 - Reflects an outgrowth from internship experience
 - Project/Report requires approval and strong endorsement of Faculty Sponsor
 - Two copies of project/report need to be submitted to the Faculty Sponsor
-

3000 LEVEL INTERNSHIPS FOR 12 CREDIT REQUIREMENTS

1. 540 hours of worksite experience (9 Credits)
 2. Internship Portfolio including the following items:
 - Internship Agreement
 - Resume
 - Job Description
 - One of the Following Journal Options:
 - ✧ Weekly Reflective Journal
 - ✧ Daily Log with Directed Questions
 - ✧ Weekly Blog Post on the Unity College Internship Blog site
 - Worksite Supervisor Evaluation
 - Self-Evaluation based on Personal Learning Goals listed in the Internship Agreement
 3. Public Presentation
 4. Large-Scale Project or Report (3 Credits)
 - Consists of large scale original academic work
 - Reflects an outgrowth from the internship experience
 - Project/ Report requires approval and strong endorsement from Faculty Sponsor AND Internship Coordinator
 - Internship Agreement will need to be reviewed and approved by all members of the Internship Committee
 - Two copies of the project/report need to be submitted to the Faculty Sponsor
-

4000 LEVEL INTERNSHIPS

Honors or Capstone Internships of a professional nature: Interns are expected to perform professional tasks independently, direct or develop programs or systems or engage in professional quality research. Students will adhere to employer's policies and procedures.

Examples: Professional position

Academic preparation: 9 credits of coursework (internship may be included) at the 3000 level at honors level (3.3 GPA) in the academic area(s) in which the field experience falls, the demonstrated ability to analyze data and/or develop programs, demonstrated personal initiative in campus or community endeavors, and the strong endorsement of the faculty sponsor. Internship Agreement approval will require all internship committee members to review and approve internship.

Credits: a maximum of fifteen (15) credits per internship. Please meet with the Internship Coordinator to discuss the specific requirements for the number of credits for which you would like to enroll.

Grade Requirements:

1. Completion of worksite hours according to credit hours
 2. Internship Portfolio including the following items:
 - Internship Agreement
 - Resume
 - Job Description
 - One of the Following Journal Options:
 - ✧ Weekly Reflective Journal
 - ✧ Daily Log with Directed Questions
 - ✧ Weekly Blog Post on the Unity College Internship Blog site
 - Worksite Supervisor Evaluation
 - Self-Evaluation based on Personal Learning Goals listed in the Internship Agreement
 3. Public Presentation
 4. Major Project or Report reflecting the number of credits awarded
-



Amber Behn '11 & Amanda Smith '11
WFFT Wildlife Rescue Center Interns
Wildlife Friends of Thailand
Petchaburi, Thailand

IV. DESCRIPTION OF PORTFOLIO MATERIALS

INTERNSHIP AGREEMENT

A copy of the final internship agreement which was approved by internship committee.

RESUME

Most recent professional level quality resume updated to include the internship experience.

JOB DESCRIPTION

Copy of job or internship description provided by the sponsoring worksite organization.

JOURNAL (one of the following options)

1. Weekly Reflective Journal- includes weekly entries about all aspects of the internship experience including professional and personal reality, perception, and reflection. Students who chose this option typically have kept journals in the past, like to write in a free-flowing style and prefer answering big picture, open-ended questions over concrete observations. The following questions may be used as prompts for weekly entries.

- What happened this week?
- What challenges did I experience?
- How do I feel?
- What did I learn this week?
- How can I apply what I learned to my career?

2. Weekly Blog Journal- New in 2009, student may reflect on their internship experience through posting blog entries. Students must post entries to the Unity College supported internship blog at <http://unitycollegeinternshipprogram.blogspot.com/>. Students will also need to print out posts to be included in their portfolio. The internship blog is maintained and moderated by the internship coordinator; any questions regarding or technological problems with this option should be directed to the internship coordinator. The use of photos and video in blog posts are encouraged. Students who choose this option are anticipated to be those who wish to share their reflections with a greater online community.

The following guidelines should be followed if choosing the Blog Journal option:

- Interns will use only their first name in all posts
- Interns must be sure they will have continuous internet access during their internship
- Interns must follow their sponsoring organizations' company policies regarding personal use of computers.
- Students may switch to an alternative journal option at any point during the internship; however the faculty sponsor and internship coordinator should be notified.

3. Daily Log- consists of two requirements: a log of information answered during each work shift and a section of direct questions to be answered once during the internship. Students who choose this option tend to enjoy concrete, closed ended questions and prefer to write about one specific thing rather than moving from one subject to the next. This is the recommended option for students planning on working in the law enforcement field.

Daily Logs will include the following for each entry:

- The Date
- Number of Hours worked
- Brief Description of the day's events

In addition to the daily log, students will answer 7 of the following questions:

1. Describe your internship site. What are your duties and responsibilities?
2. What is the expected dress, work ethic, and general behavior for professionals in your field? Do these vary according to the day's duties? How?
3. Create or obtain a copy of an organizational chart, indicating where you are on the chart and who you see on a daily basis. Does the chart operate as it is intended?
4. Identify an individual who holds the type of position you would like to have in 5 to 10 years. Conduct an informal interview with the person and write about it in your journal.
5. What social problems or environmental problems does your organization address? Identify what you perceive to be the underlying causes of the social issues and/or programs that should be implemented to try to decrease these problems.
6. What is different than you expected?
7. How is the organization you work for funded? Approximately how much money or what percent comes from each source? How does each source impact or influence the organization?
8. If you were managing the organization, how would you improve the operations?
9. What has been your most positive experience? What has been your least?
10. What personal qualities have you developed in the internship? In what ways do you think these qualities can help you in the future?
11. What job-specific skills have you developed? In what ways do you think these skills can help you in the future?
12. Are there areas you felt unprepared or unqualified for during the internship? Are there courses, workshops or trainings that could be taken at Unity College that would have better prepared you?
13. How did this internship help in deciding your career path?

WORKSITE SUPERVISOR EVALUATION

The internship coordinator will send a worksite supervisor evaluation form to the intern's employer approximately two weeks before the end of the internship. The supervisor will return the evaluation directly to the internship coordinator. Copies of the evaluation will be provided to the student and the faculty sponsor.

Written Response to the Worksite Supervisor

At the faculty sponsor's or student's discretion, a student may compose a written response to the worksite supervisor's evaluation. A typical response would address the following question: Do you feel the worksite supervisor's evaluation was fair and accurate? Why or why not?

SELF-EVALUATION BASED ON PERSONAL LEARNING GOALS

At the conclusion the internship students will write a 2-3-page self-evaluation addressing the following questions:

- Did you achieve your personal learning goals for this internship? Why or why not? Please refer to your internship agreement and address each goal; use specific examples. Did additional goals evolve as the internship progressed? Please explain.
- What do you feel was your most important contribution to your internship?
- Have your academic and career goals changed? If so, how?
- What impact did this experience have on your personal growth?
- In what ways could your internship experience have been improved?
- What personal strengths have you discovered through your internship experience?
- In what areas could you improve?



Adam Douin '11
(Portraying the Invasive Longhorn Beetle for educational purposes)
Entomology Assistant Intern
Department of Conservation, Maine Forest Service, State of Maine
Augusta, ME

VI. PUBLIC PRESENTATIONS ON THE INTERNSHIP EXPERIENCE

The public presentation is an opportunity for a student to demonstrate a relevant aspect learned during the internship. Students delivering public presentations for 3000 and 4000 level internships are encouraged to develop creative formats for their presentations. Students are expected to meet with their faculty sponsor to discuss their presentation one week before the presentation. It is suggested that the student bring a written outline to this meeting. The faculty sponsor must attend the presentation or review a video production of the presentation.

SUGGESTIONS FOR PRESENTATION

- Develop a documentary slide, video, or PowerPoint presentation.
- Give a demonstration of skills you learned at your internship (e.g. tree climbing, radio-telemetry, search and rescue, etc.).
- Experientially deliver a workshop to teach others a skill, lead a field trip or outdoor activity.
- Create a display and present it at an event. The intern must be present to staff the display.
- Create a poster for a conference, session or campus building.
- Create a portfolio of pictures and materials documenting the progress of a project and display it at an event.
- Present an interpretive program developed during your internship to an appropriate on-campus group.

PLACES AND EVENTS TO PRESENT

- Classes (you must have the faculty member's permission)
- Club meetings
- Conferences, civic group meetings, community events or local schools
- Programs at the worksite or special events sponsored by groups such as Audubon
- Earth Day (April)- make prior arrangements with Earth Day Committee
- New Student Experience (April)-make prior arrangements with faculty and admissions
- Unity College Student Conference (December & May)



Deb King '10
Animal Husbandry Intern
Loki Clan Wolf Refuge
Conway, NH

VII. RESPONSIBILITIES

STUDENT RESPONSIBILITIES

1. Initiate the internship process by visiting the Career Resource Center to sign up as an intern.
2. Follow the steps outlined in this handbook, pg.5
3. Attend an internship workshop or meet with the internship coordinator to learn about the internship process.
4. Read and understand this *Internship Handbook*.
5. Contact the Internship Coordinator to discuss any aspect of the internship process that is not understood.
6. Contact the Business Office and/or Financial Aid Office to clarify and understand the financial obligation of registering for an internship. Required signatures should be included on your internship agreement.
7. Complete the work portion of the internship as described in the internship agreement; including hours committed to the sponsoring organization outside of the internship program.
8. Represent Unity College and yourself in a professional manner at all times. Offer the sponsoring organization the highest degree of work ethic, initiative and willingness to learn, and openly accept feedback.
9. Follow guidelines and organizational policies at all times.
10. Complete and submit the portfolio and/or project component of the internship.
11. Contact faculty sponsor with any significant problems, amendments to the internship agreement or if withdrawing from an internship. Interns and faculty sponsors are encouraged to contact the internship coordinator for support and information.

FACULTY SPONSOR RESPONSIBILITIES

Any member of the faculty, administration or staff with expertise in the field of the internship may serve as a faculty sponsor. It is recommended that a first-time faculty sponsor consider co-sponsoring an intern with an experienced faculty sponsor. The responsibilities of the faculty sponsor to the student intern are as follows:

1. Prior to sponsoring an intern, faculty will need formal approval from their Center Director. Staff will need approval from their direct supervisor. It is recommended that faculty discuss workload ramifications with their Center Director to determine the maximum number of interns s/he can sponsor during the year.
2. Meet with student. Offer advice on appropriate internship selection.
3. Assist student with internship agreement preparation and signify approval by signature on final copy.
4. Establish the level and the number of credits.
5. Review internship learning goals to ensure they are specific, measurable, achievable, relevant and trackable.
6. Discuss the method of internship evaluation.
7. Establish the deadline for the receipt of the internship portfolio and public presentation.
8. Set up an arrangement for contacting the intern at regular intervals during the internship.
9. Monitor student progress during the internship experience at regular intervals through telephone calls and emails.
10. All faculty sponsors are encouraged to complete a site visit to their interns. Limited funds are available through the Career Resource Center budget. Prior approval is needed before submitting

reimbursement forms. Funds are available on a first come- first serve basis and are not significant to cover airfare at this time. After each site visit a site visit evaluation form should be completed and returned to the Career Resource Center to be included in the students file.

11. If you have a student with significant problems at the internship site discuss with the intern all their options, including withdrawing from the site. Faculty Sponsors and interns are encouraged to contact the Career Resource Center for support and information.

13. Preview and attend required student public presentation.

14. Evaluate student portfolio and public presentation based on the established evaluation criteria.

15. Assign a letter grade and report this grade to the Registrar.

CENTER DIRECTORS

1. Ensure that faculty sponsors have a balance between teaching workload and internship sponsorships.

INTERNSHIP COMMITTEE RESPONSIBILITIES

The Internship Committee is composed of members selected at large from the faculty and is chaired by the Internship Coordinator.

1. Review and approve internship agreements on behalf of the faculty; ensuring the academic and professional integrity of the internship site and position.

2. Set, maintain, and review academic standards for internships.

3. Train faculty sponsors in the internship process.

4. Assist faculty sponsors (upon request) with the development of internship agreements or grading of student performance.

5. Develop and review the internship program annually.

WORKSITE SUPERVISOR RESPONSIBILITIES

1. Provide a safe working and learning environments.

2. Provide a written job description for the student.

3. Review the student's written internship agreement to ensure the dates, hours, tasks, and other criteria are accurate and the student's personal goals seem achievable within the internship context.

4. Provide worksite supervision throughout the internship; discuss the student's progress with the student at regular intervals during the internship, providing both positive and constructive feedback.

5. Discuss student's progress with the Faculty Sponsor or Internship Coordinator.

6. Provide comprehensive training that will prepare interns for expected work. Training should include workplace policies, safety protocol, job specific skills, and overall expectations.

7. Supervisors should provide interns the opportunity to explore all areas of business operations at some time during their internship.

8. Supervisors are responsible for ensuring interns are covered by appropriate liability insurance whether the position is paid or unpaid.

9. All paid interns should be considered "Employees" not "Independent Contractors" for IRS purposes. Interns may be considered "Trainees" under the Fair Labor Standards Act, if respective criteria are met.

10. All interns should have a designated and qualified supervisor for the duration of the internship.

11. Complete a written student evaluation at the end of the internship and return to the Career Resource Center

VIII. UNITY COLLEGE ON-CAMPUS INTERNSHIPS

WHY ON-CAMPUS INTERNSHIPS ARE DISCOURAGED

It is the purpose of an internship to provide students with off-campus career-related work, a diverse range of pre-professional experience, and an opportunity to establish professional contacts.

Therefore, 3000 level on campus internships are not recommended. If at all possible, 3000 level summer internships at Unity College should primarily be available to students from other campuses.

On-campus internships at the 1000 and 2000 level are encouraged as an alternative to the 3000 level. Those worksite supervisors who would like to interview Unity students for on-campus 3000 level internships should work with the Internship Coordinator directly to identify the intern's benefit of completing an on campus internship.

A Worksite Supervisor may not also serve as a Faculty Sponsor.

WORKSITE SUPERVISORS FOR ON-CAMPUS POSITIONS ARE ASKED TO:

1. Develop a written job description for the position.
2. Advertise the position on-campus so any qualified student may apply.
3. Have an application process that requires students to submit a cover letter and resume or application.
4. Interview student(s) with a panel consisting of at least one person who is not an employee of Unity College.

STUDENTS WHO WOULD LIKE TO APPLY FOR AN ON-CAMPUS 3000 LEVEL INTERNSHIP ARE REQUIRED TO:

1. Meet with the Unity College Career Counselor/Internship Coordinator to:
 - Demonstrate her/his ability to locate and compete for positions with a variety of organizations, agencies, or businesses
 - Review and critique application letters, resume and responses from employers
2. Write a letter of appeal to the Internship Committee stating why an on-campus internship is in her/his best interest. This letter will include:
 - Compare and contrast internship options internal and external to Unity College
 - Explain previous work experience and how the on-campus internship will compliment it.
 - Elaborate career goals with more depth than indicated on the Internship Agreement

<p>The Internship Committee will review the student's draft internship agreement, letter of appeal and report from the Internship Coordinator prior to returning a final decision.</p>
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IX. ADDITIONAL INFORMATION

ASSIGNING A COURSE RUBRIC, NUMBER AND TITLE

When developing an Internship Agreement, students will be responsible for determining the appropriate and/or required course rubric, number and title. **Faculty Sponsors should consult the student's course catalog in order to determine if there is a rubric requirement for the student's internship.** The academic rubric must be assigned based on the level of internship, credit number, and program requirements. Rubric and academic requirements vary according to major and catalog.

- A Rubric is determined by consulting degree requirements. If the program does not have specific requirements the rubric will reflect the intern's program and internship site affiliation.
- Following the rubric is a digit indicating the academic level 1, 2, 3, or 4
- The middle two digits are "99" (except for 12 credit internships which are "91")
- The last digit indicates the number of credits for the internship 2, 3, 6, 9 or 12
- Titles should include the word internship and may describe in more detail the nature of the internship. Titles should be brief as they will appear on the intern's transcript.

Examples:

WF 3993 Internship in Wildlife Management = a Wildlife internship at the 3000 level for 3 credits

AE 3993 Internship in Adventure Education Leadership = an Adventure Education leadership internship at the 3000 level for 3 credits

PR 4912 Internship in Historical Interpretation= an internship in the parks, recreation, ecotourism major at the 4000 level for 12 credits

Please refer to the student interns' course catalog to determine the appropriate combination. Multiple programs share rubrics. For example Adventure Education Leadership and Adventure Therapy both use the AE rubric. All the Wildlife Programs including Captive Wildlife Care and Education share the WF rubric.

INTERNSHIP TUITION CHARGES - FINANCIAL AID

The current college catalogue governs the fees charged for internships. (Note: internship charges may differ from other college courses.) When registering for an internship during add/drop period, internships are considered part of the standard registration only if the final due date is before the end of the semester.

When registering for an internship after the add drop period is closed or at any other point during the year, registration is considered an added course (outside of the semester course load). Students will be charged according to the guidelines in the college catalog.

Financial aid, for eligible students, is generally available for internship costs when the internship is considered part of the standard fall or spring semester registration (start date during add/drop period and final due date by the end of the same semester). Under those circumstances, financial aid would be part of a standard aid package for a semester, not necessarily any additional aid for the internship. Consideration for financial aid, specifically for internship credits, may be available by

request. Students are strongly encouraged to meet with the financial aid office before registering for their internship if they have any questions or concerns regarding ability to pay.

IF A PROBLEM ARISES BEFORE OR DURING A STUDENT'S INTERNSHIP

Students are advised to discuss problems immediately with their Faculty Sponsor or Internship Coordinator. Withdrawing from an internship is possible, however, all options should be discussed prior to withdrawal. Students should review the student, faculty sponsor, worksite supervisor and internship committee responsibilities. Have you contacted the person who seems to be responsible for assisting you with the issue that is causing you difficulty?

WITHDRAWING FROM AN INTERNSHIP

While some problems can be resolved, others cannot. Withdrawing from an internship should only be considered if an intern has explored all other options and possible solutions. Please follow the following guidelines if you decide to withdraw from your internship.

1. Discuss problems with Faculty Sponsor, notify Internship Coordinator.
2. Complete an Internship Withdrawal Form from the Career Resource Center or Career Resource Center website.
3. Refer to guidelines below to determine your financial obligations based on the timeframe of your withdrawal.
4. Discuss with your Faculty Sponsor or Internship Coordinator future internship plans if an internship is required for your academic program.

Please note students are officially registered for an internship when the Internship Committee has approved the internship and the Internship Coordinator has forwarded a copy of the agreement to the Registrar for registration.

When the internship is part of a standard semester registration, the withdrawal procedure is the same as other courses for which a student is registered. See the refund and grading policies in the college catalog for details.

When the internship is not part of a standard semester registration, withdrawal within three weeks after the start date listed on your Internship Agreement will result in a full refund of charges.

Withdrawal any time after three weeks will result in full fees charged, with no refund for the internship.

Students may withdraw up to six weeks after the starting date of the internship and receive a grade of W and no credits earned.

Withdrawal after the six week deadline will result in a failing grade.

INTERNSHIP COORDINATOR CONTACT INFORMATION

Nicole Collins
Internship Coordinator & Career Consultant
Unity College
90 Quaker Hill Road
Unity, ME 04988
ncollins@unity.edu
207.948.3131 ext 213

Internship Committee Members 2010

Pat Clark
pclark@unity.edu

Tim Peabody
tpeabody@unity.edu

Sarah Cunningham
scunningham@unity.edu

INTERNSHIP AGREEMENT (Outline)

Name:

College Box:

Email:

Permanent Address and Telephone Number:

Mailing Address, Telephone Number, email during Internship:

Address at which you will receive your personal mail and telephone number

College Degree and Expected Graduation Date:

Please include your anticipated graduation date

Faculty Sponsor:

Academic Advisor:

Course Rubric/Number and Title:

See page 19 for instructions on assigning a course rubric

Internship Position Title:

Internship Organization/Agency:

Internship Location:

Please indicate city and state

Organization Mission Statement:

What is the organization's mission statement/purpose/philosophy? Be sure to cite your source.

Internship Description:

In paragraph form using complete sentences describe your internship. Include the name of the organization, your job title and the role you will play in the agency. Identify your long term career goals and then explain how this internship will help you achieve those career goals.

Specific Duties at Worksite:

In bullet format list daily tasks and important duties of the position and attach the written job description provided by the worksite supervisor.

-

Personal Learning Goals:

In bullet format list the goals you hope to achieve by the end of the internship. Work with your faculty sponsor to develop challenging learning goals that are specific, measurable, achievable, relevant and trackable.

-

Worksite Supervisor:

Supervisor Name

Supervisor Job Title

Organization Name

Complete Mailing Address

City, State, Zip code

Telephone Number

Email Address

Internship Level: 1000, 2000, 3000 or 4000 level

Number of Credits: 3, 6, 9, or 12

Dates of Employment:

As close to the exact dates as possible, dates need to be set after the internship agreement is submitted to the CRC. No hours may be accrued until the internship has been approved by the internship committee. Please include the Month, day and year. (Example- June 20, 2009 to August 25, 2009)

Number of Work Hours:

____ number of hours per week × ____ number of weeks = ____ total hours
(Example: 30 hours per week × 8 weeks = 240 hours)

Salary:**Non Monetary Compensation:**

Please list room, board, travel stipend, equipment, training, uniform etc.

Preparation:

List applicable courses taken including rubric # (3000 level internships need to list 12 credits at or above the 2000); relevant work/volunteer experience or training. Please use a list format.

Report or project description:

(For 6, 9 or 12 credit internships) Please describe your major report or project which contains original work and is an outgrowth of the internship experience. Delete this section if you are completing a 3 or less credit internship.

Communication with Faculty Sponsor:

Describe briefly the arrangements you and your faculty sponsor have made for communication during your internship.

Items to be submitted to Faculty Sponsor for Grading:

- **Portfolio Requirements**

Internship Agreement

Resume

Job Description

Journal (specify which type of journal- reflective, daily log, blog. If selecting a daily log, include which of the 7 directed questions planned to be addressed during the internship)

Worksite Supervisor Evaluations

Self-Evaluation based on Personal Learning Goals

Paper (2000 level internships option)

- **Public Presentation**

Required for 3000 and 4000 level internships, the public presentation will demonstrate some aspect of what you learned during your internship. List the type of presentation (PowerPoint, instructional, workshop, storyboard, etc.) where, when, and to whom.

Final Due Date: Consult with your faculty sponsor.

I met with the Business Office's Director of Student Accounts and understand the financial obligations I am undertaking when registering for this internship.

Signature of Student

Signature of Director of Student Accounts

To: The Internship Committee

I agree to serve as the faculty sponsor for this internship. I have contacted the site supervisor, reviewed this draft internship agreement with the student and **believe that it meets the standards described in the Internship Handbook.**

Signature of Faculty Sponsor

INTERNSHIP AGREEMENT (Sample)

Name: Mary Thompson

College Box: 224 **Email:** mthompson05@unity.edu

Permanent Address and Telephone Number:

16 Smith Street
St. Albans, VT, 05478
(802) 524 2721

Mailing Address and Telephone Number during Internship:

413 North 5th Street, Apt. B
Wilmington, NC, 28401
(801) 762 9346 **Email:** mthompson05@unity.edu

College Degree and Expected Graduation Date:

Bachelor of Science, Environmental Education, expected May 2009

Faculty Sponsor: Tom Mullin

Academic Advisor: Doug Van Horn

Course Rubric/Number and Title:

ED 3993 Internship in Environmental Education

Internship/Position Title:

Education Intern

Internship Organization/Agency:

The Student Conservation Association (SCA) – The Conservation Corps

Internship Location:

Wilmington, NC

Organization Mission Statement:

The Student Conservation Association (SCA) is a nonprofit organization that offers conservation internships and summer trail crew opportunities to more than 3,000 people each year. SCA is focused on developing conservation and community leaders while getting important work done on the land. Founded in 1957 to restore and protect America's public lands and preserve them for future generations, SCA remains committed to this goal today. SCA members complete projects in every conservation discipline - from archeology to zoology - and everything in between. SCA's mission is to build the next generation of conservation leaders and inspire lifelong stewardship of our environment and communities by engaging young people in hands-on service to the land.

Source: <http://www.thesca.org/about/>

Internship Description: Community Wildfire Protection Plan Team

I will be part of a team that helps determine the wildland fire hazards around the Wilmington, NC area. By gathering information, educating the public and providing public awareness we will be able to assist communities and facilitate meetings to present and recommend future mitigation projects. We will be making changes to help those communities at risk from wild land fires. I will learn about fire ecology, fire behavior, interact with community and state officials and provide valuable feedback. The Community Wildfire Protection Plans will address issues such as wildfire response, hazard mitigation, community preparedness and structure protection in forested urban areas.

Being an intern with the Community Wildlife Protection Plan Team is an excellent opportunity for me because I will have the opportunity to learn about fire ecology and behavior while practicing my education and outreach skills. It will also be a great opportunity for me to learn GPS basics.

Specific Duties at Worksite:

1. Research and gather existing data for the Community Wildfire Protection Plan for five fire districts around a National Park

2. Use GPS units to collect way points, assess communities for hazard levels and work with the public in education and implementation
3. Organize and hold a community meeting for each district to present findings and educate about the planning tool for future mitigation
4. Work with county rangers, fire marshals, emergency response managers and fire chiefs

Personal Learning Goals:

1. To become well versed in fire ecology and behavior. I will demonstrate this knowledge through the community meetings and assessments by my leader.
2. To prepare and deliver effective educational talks and lectures at the community meetings. I will assess this skill through reviews by people that attend the meetings.
3. To learn how to use GPS in the field. I will demonstrate this knowledge when I successfully use GPS to map way points and hazard areas.
4. To learn how to work successfully in a group in a professional manner. I will demonstrate this skill as I work with my group throughout the length of my internship.

Worksite Supervisor:

Rebecca Smith
 Regional Coordinator
 The Student Conservation Association
 22 Penguin Avenue
 Wilmington, NC, 28401
 (801) 762 9346
rsmith@thesca.org

Internship Level: 3000

Number of Credits: 3

Dates of Employment: May 24, 2010 – August 24, 2010

Number of Work Hours: 45 number of hours per week x 13 number of weeks = 450 total

Salary:

\$160 living stipend per week
 \$0.19 compensation per mile for travel to and from location
 AmeriCorps Education Award up to \$1,250

Non Monetary Compensation:

Housing, training, uniform, boots, safety equipment

Preparation:

BI 2004 General Ecology
 ED 2014 Foundations of Education
 ED 3333 Education for the Exceptional Child
 ED 4003 Senior Project
 EH 1053 Oral Communication
 EH 1113 College Composition
 IC 2113 Human Ecology
 OS 3132 Community Practices
 PR 1023 Interpretation of Natural and Cultural Heritage
 PR 4123 Interpretive Methods
 PY 1003 Intro to Psychology for Teaching and Learning

Volunteer Experience:

Environmental Educator for local Organizations – Day Camp and Saturday Program
 Able in April volunteer

Communication with Faculty Sponsor:

Tom and I will communicate via email at least once every other week throughout the length of my internship.

Items to be Submitted to Faculty Sponsor for Grading:

Portfolio

Internship Agreement

Resume

Written Job Description from Community Wildfire Protection Plan Team

Daily Log

Written Self Evaluation based on Achievement of Personal Goals

Supervisor Evaluation

Public Presentation

Public presentation in Tom Mullin's American Outdoor Experience class in November 2008

Final Due Date: December 5, 2008

I met with the Business Office's Director of Student Accounts and understand the financial obligations I am undertaking when registering for this internship.

Signature of Student

**Signature of Director of Student
Accounts Business Office**

To: The Internship Committee

I agree to serve as the faculty sponsor for this internship. I have contacted the site supervisor, reviewed this draft internship agreement with the student and **believe that it meets the standards described in the Internship Handbook.**

Signature of Faculty Sponsor

INTERNSHIP GRADING RUBRIC

Sample for 3-credit, 3000-level internship

The faculty sponsor may be using this rubric, a similar rubric or another method for grading a student's internship portfolio and public presentation. The student and faculty sponsor should discuss the grading method that will be used before the internship is undertaken.

Student Name: _____

Faculty Sponsor: _____

The student fulfilled the internship agreement.

A student who does not complete their internship will automatically receive a failing grade. A student must complete the work portion of the internship as described in the internship agreement before submitting their portfolio for evaluation and doing their public presentation. A student's grade is based on demonstrated learning as documented by the portfolio and public presentation.

Rating Scale 101 points (A 101-90; B 89-80; C 79-70; D 69-60; F 59-0)

2 points per attribute:
2 Completed
1 Partially completed
0 Did not submit

***5 points per attribute:**
5 Completed: exemplary
4 Completed: thorough
3 Completed
2 Partially completed: basic understanding
1 Partially completed: minimal understanding
0 Did not submit 0 Did not submit

PORTFOLIO:

Internship Agreement, Resume, Job Description

[2 or 5 points per attribute, as indicated, for a total of 20 points]

- _____ The internship agreement, resume, and job description were submitted to faculty sponsor in a timely manner.
- _____ The internship description accurately describes the mission of the agency and the role of intern within the agency.
- _____ The internship description describes the student's long-term goals and explains how the internship will help them achieve these goals.
- * _____ The personal learning goals of the internship are specific, measurable, achievable, relevant and trackable. (*5 points)
- _____ The public presentation is defined (type of presentation, when, where, to whom).
- * _____ The resume highlights the student's education and experiences in an effective format. (*5 points)
- _____ Written materials are clear and exhibit good grammar and spelling.

_____ **SUBTOTAL**

Reflective Journal, Directed Journal, Daily Log [5 points per attribute for a total of 20 points]

- * _____ Entries are completed as assigned. (*5 points)
- * _____ Entries respond to Reflective Journal or Directed Journal questions thoroughly and accurately. (*5 points)
- * _____ Entries present facts, analysis and reasoned interpretation. (*5 points)
- * _____ Reflective Journal/Daily Log entries are legible OR Directed Journal entries are typed, clearly written using standard grammar and spelling. (*5 points)

_____ **SUBTOTAL** *5 point attribute (all other attributes are 2 points)

Self Evaluation [2 or 5 points per attribute, as indicated, for a total of 21 points]

Self-evaluation:

- * _____ The self-evaluation discusses the intern's achievement of personal learning goals. (*5 points)

Description, interpretation, analysis and evaluation of the internship experience:

- _____ The self-evaluation discusses the intern's most important contribution to the internship.
- _____ The self-evaluation discusses the intern's academic and career goals.
- _____ The self-evaluation discusses the impact the experience had on the intern's personal growth.

- _____The self-evaluation discusses how the internship experience could have been improved.
- _____The self-evaluation discusses personal strengths the intern discovered through the experience.
- _____The self-evaluation discusses areas for personal improvement.

Quality of written material

- _____The self-evaluation presents both descriptive and reflective information in a thoughtful manner.
- _____The self-evaluation is clearly written with standard grammar and spelling.
- _____ **SUBTOTAL**

Supervisor Evaluation (and Response to Supervisor Evaluation if required)

[5 points per attribute for a total of 20 points]

- * _____The supervisor evaluation indicates that the intern demonstrated a good work ethic. (*5 points)
- * _____The supervisor evaluation indicates that the intern displayed initiative. (*5 points)
- * _____The supervisor evaluation indicates that the student collaborated well with co-workers. (*5 points)
- * _____The supervisor evaluation indicates that the student developed new skills during the experience. (*5 points)
- _____The student provided a thoughtful response to the supervisor’s evaluation. (If required, 5 bonus points)
- _____ **SUBTOTAL**

PUBLIC PRESENTATION:

Oral Presentation [2 points per attribute for a total of 20 points]

Well Planned

- _____The presentation is structured to demonstrate student learning.
- _____The focus of the presentation is clearly stated and is appropriate for the audience’s level of knowledge.
- _____Visual aids that were selected/prepared are well done, can be seen by all, and add to the presentation.

Well Presented

- _____The speaker can be heard by everyone.
- _____The speaker shows interest and enthusiasm, and actively involves the audience.
- _____The speaker maintains excellent posture and makes eye contact with the audience.
- _____The presentation is an appropriate length.

Good Content

- _____The speaker knows and understands the subject matter.
- _____The information presented is accurate and demonstrates student learning.
- _____The ideas presented support the focus and there are clear transitions between the main ideas.
- _____ **SUBTOTAL**

OR

Display, Story Board, Poster Session [2 points per attribute for a total of 20 points]

- _____The display/story board demonstrates student learning during the internship
- _____The display/story board is eye catching and conveys the focus of the internship/project immediately.
- _____The elements of the display/story board collectively provide a complete description of the internship/project.
- _____The elements are arranged to present information in an organized fashion.
- _____The graphics are visually appealing and professional in appearance.
- _____Narrative elements are written clearly and concisely with good grammar and spelling.
- _____The factual information is accurate and reflects an understanding of the subject matter.
- _____Appropriate references are made to the work of others.
- _____The display/story board is neat and presentable.
- _____The display/story board clearly presents the student’s learning during the internship.
- _____ **SUBTOTAL**

_____ **GRAND TOTAL**

***5 point attribute** (all other attributes are 2 points)



WORKSITE SUPERVISOR

Evaluation of Student Internship Performance

Student Name: _____ Job Title: _____

Employing Organization: _____

Name of Evaluator: _____ Job Title: _____

Date: _____

Rating Scale

- 5 **Exemplary/outstanding:** Consistently exceeded objectives. An extraordinary performer in all respects.
- 4 **Highly satisfactory:** Consistently meets, sometimes exceeds objectives. Is a superior performer.
- 3 **Satisfactory:** Consistently meets objectives. Produces results expected from a quality employee.
- 2 **Needs improvement:** Sometimes meets objectives. Sometimes falls short. Improvement is required.
- 1 **Unsatisfactory:** Does not meet objectives. Considerable improvement is required.
- N/A **Not applicable:** Does not apply to this position.

Work Ethic

- _____ Was dependable
- _____ Was punctual
- _____ Was adaptable and flexible
- _____ Dressed appropriately
- _____ Demonstrated a good work ethic

Interpersonal Skills

- _____ Contributed to overall effort as a team player
- _____ Maintained a positive attitude
- _____ Demonstrated professional judgment
- _____ Demonstrated effective written skills
- _____ Demonstrated effective verbal skills

Initiative

- _____ Completed tasks in a timely manner
- _____ Worked successfully without supervision
- _____ Demonstrated responsibility on the job
- _____ Displayed initiative
- _____ Effort put into work

Skills Demonstrated

- _____ Good knowledge of job duties
- _____ Ability to learn new tasks/concepts
- _____ New skills during the experience
- _____ Academic preparation for the position
- _____ Quality of work

Did you provide training for the intern? ____ yes ____ no

Please elaborate:

What contact did you have with the intern during the internship? Please be specific.

Did the intern meet your agencies/organizations expectations for the internship?

Describe strengths demonstrated by the intern:

Describe areas in which the intern can develop professionally:

Would you rehire this student? Why or why not?

Please feel free to include additional comments.

*Each student has the opportunity to examine the official records pertaining to him/her under the
Family Educational Rights and Privacy Act of 1974*
