



UNITY COLLEGE 2012 INTERNSHIP PROGRAM HANDBOOK

A Guide for Interns and Faculty Sponsors

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

John Burwell Building
internships@unity.edu
207.948.3131 ext. 213

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I. INTRODUCTION

This handbook is a guide to help with the process of arranging and developing a credit-bearing internship experience. Unity College students have engaged in meaningful work experiences since the college was founded in 1965. The program has since developed into a formalized and integral part of Unity College's experiential academic curriculum.

Internships provide the opportunity for students to explore, clarify, affirm, and reflect on career choices while gaining essential occupational skills. Although not academically required by all majors; internships are one of five options that any students may complete to fulfill a Unity Stewardship Curriculum requirement. The distinguishing academic components of an internship are: the development of deliberate learning goals, structured reflection and the focus on career development. Interns receive ongoing support and feedback from both an on-campus Faculty Sponsor and a Worksite Supervisor.

Program Goals

The Unity College Internship Program is designed to...

- Develop skills, confidence, and professional contacts which cannot be achieved in a classroom setting.
- Perform work in a short-term capacity enabling the students to identify their strengths, areas of growth, and specific areas of interest.
- Facilitate personal reflections on work experiences through the development of an internship portfolio and worksite supervisor evaluation.
- Integrate classroom theory with professional learning experiences.

Required Text

InternQube: Professional Skills for the Workplace by Michael True, 2011

(Available through the Unity College Bookstore or online at: <http://www.intrueition.com/>)



Rory Dywer '11, sits by viewing glass observing young female gorilla at the Franklin Park Zoo.

II. INTERNSHIP PROGRAM POLICIES

- All internship paperwork must be submitted by April 2, 2012 for summer internships. Internship paperwork for non-summer internships must be submitted at least 2 weeks prior to the anticipated start date.
- Interns will have the required academic prerequisites for each level and be in good academic standing at the time of submitting internship paperwork.
- No hours can be accrued until the internship agreement has been approved by the Internship Committee.
- Retroactive credit is not given to prior work experiences.
- Internship activities will enhance the intern's progress toward a career.
- Interns will be supervised by an independent professional or a professional affiliated with the employing agency or organization.
- The intern is subject to all the regulations that govern maximum course loads.
- Credits are earned by successfully completing required paperwork, hours and the development of an internship portfolio. Internships at the 3000 and 4000 levels also require a formal public presentation.
- Internship tuition cost is governed by the current catalog; fees will be based on the number of credits indicated on the Internship Agreement form.
- Internships may be part-time or full-time, paid or unpaid experiences. See [Appendix D](#) for information regarding unpaid internships.
- Internships will primarily take place in an off-campus environment.
- Students are responsible for securing and selecting internships sites, housing, and all associated internship expenses.
- Credits are based on 60 hours of work per credit and the completion of academic coursework.
- A maximum of 60 hours per week may be accrued.
- 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.
- Interns should not complete an internship at a location they are currently working or have previously worked. Exceptions are allowed if the intern will be taking on additional responsibilities, working within a different department, or other reasonable rationale.
- If interns choose to use a blog journaling option for their internship portfolio then the [blog guidelines](#) listed in section 7 must be followed.

III. INTERNSHIP REGISTRATION PROCEDURE

Step 1: Attend an Internship Program Information Session **and** Obtain [Required Text](#): InternQube professional skills for the workplace by Michael True

Step 2: Select and confirm Faculty Sponsor

Step 3: Secure an Internship Position & Obtain a copy of your job description. Write or Update your resume.

Note- The Career Resource Center will provide assistance and support with all aspects of the job search process but cannot guarantee placement. Summer interns typically begin a search as early as the preceding October. It is recommended that all interns visit the Career Resource Center for assistance.

Step 4: Complete a 2012 [Internship Agreement Form](#) and review it with your Faculty Sponsor.

Be sure all the information is complete, edited and of professional quality. Be sure your Learning Objectives are clear and measurable.

Step 5: Submit Your Paperwork for Review

The following items will need to be submitted electronically to: internships@unity.edu in order for the Internship Committee review and approve your internship for academic credit.

- [2012 Internship Agreement](#)
- **Résumé**
- **Job Description**

Deliver a signed hard copy of your Internship Agreement to the Career Resource Center.

Interns will be asked to sign a [Release/Assumption of Risk Form](#).

Note- Internship Agreements are learning contracts between the intern and Unity College; agreements will be reviewed by the Internship Committee, the Registrar, and other college administrative offices.

Your internship is not registered until the Internship Committee has received all required paperwork and the Internship Committee has approved your internship. An official email will be sent confirming your internship approval or a need for revisions within two weeks of receiving the internship paperwork.

No hours may be accrued toward an internship until the internship paperwork has been approved by the Internship Committee.

All internship paperwork is due by April 2, 2012 for summer internships.

IV. ROLES AND RESPONSIBILITIES

INTERN RESPONSIBILITIES

- Interns have the primary responsibility for developing and securing the internship experience, articulating learning objectives, and providing evidence that the learning objectives have met the required academic level.
- Interns are responsible for attending a Career Resource Center sponsored Information Session, purchasing [required text book](#) and completing the necessary paperwork with the guidance of a Faculty Sponsor.
- Interns will need to meet with Business Office and/or Financial Aid Office to clarify and understand the financial obligation of registering for a credit-bearing internship.
- It is the Intern's responsibility to review and understand the intern position duties and housing accommodations offered by the internship site. Interns are also highly encouraged to visit the internship site beforehand.
- Interns are responsible for funding the cost to and from the internship site and any planned or unplanned expenses incurred during the internship (e.g. housing, food, parking, etc.).
- Interns must follow all internship site and Unity College Student Handbook policies.
- If a problem, concern, emergency arises or if the intern needs to leave the site early, the Faculty Sponsor and Internship Coordinator must be notified immediately.
- All completed coursework, projects, and public presentations must be completed before the final due date listed on the Internship Agreement. Grades will be assigned by the Faculty Sponsor.

FACULTY SPONSOR RESPONSIBILITIES

- Faculty Sponsors will meet with all interns to discuss appropriate internship selection, to review the Internship Agreement Form containing the learning objectives.
- Faculty Sponsors should inform students of the intended evaluation method, if the standard Internship Program Grading Rubric will be not be used.
- Faculty Sponsors will establish the final due date for the completion of all internship materials and presentations.
- In collaboration with the Intern, Faculty Sponsors will identify a clear communication plan, including the expected method and frequency of communication during the internship.
- Faculty Sponsors will monitor intern progress during the experience at regular intervals through telephone calls or emails. Support from the Internship Coordinator is available if necessary.
- Faculty Sponsors will evaluate and grade internship portfolios, attend required presentations, and review worksite supervisor evaluations. Grades are entered through CAMS under the respective internship semester.

Faculty Sponsors are encouraged to conduct an internship site visit. Limited travel funds are available through the Career Resource Center. Prior approval is needed before submitting reimbursement forms for internship site visits. Faculty Sponsors may complete a [Travel Fund Request Form](#). Funds are available on a first come- first serve basis and are usually not sufficient to cover airfare or travel outside of the regional area. After each site visit a [Site Visit Evaluation Form](#) should be completed and returned to the Career Resource Center.

INTERNSHIP COMMITTEE RESPONSIBILITIES

- The Internship Committee is responsible for reviewing all internship agreements; ensuring the academic, professional integrity and merit of the internship site, position, and Internship Agreement.
- The Internship Committee sets, maintains, and reviews academic standards for internship experiences.
- The Internship Committee will review and edit the Internship Program handbook annually.
- Upon request, the committee members may assist colleagues with the review of internship agreements or grading of student performance.
- The Internship Committee meets routinely and members are expected to attend and contribute.
- The Internship Committee serves as representatives to the faculty of the program as a whole and may indeed be asked to represent the committee in faculty meetings and other venues

INTERNSHIP COORDINATOR RESPONSIBILITIES

- The Internship Coordinator will review the student's eligibility for internship participation.
- The Internship Coordinator will serve as a liaison between the Intern, Worksite Supervisor, Faculty Sponsor, Internship Committee, and the Registrar.
- The Internship Coordinator will facilitate and present Internship Information Sessions.
- The Internship Coordinator is responsible for all formal written correspondence with site supervisors and assisting with any major problems or issues.
- Administration of internship evaluations of all parties will be conducted through the Career Resource Center.

INTERNSHIP SITE SUPERVISOR RESPONSIBILITIES

- Internship Site Supervisors must provide a written job description to the Intern outlining the key duties and expectations.
- Site Supervisors should understand and support the Intern's learning objectives outlined in their Internship Agreement form.
- A formal training should be provided by the Site Supervisor in order to inform, train, prepare, and orient the intern to the site's expectations and culture.
- Site Supervisors should meet regularly with interns to monitor progress of the intern, provide feedback and review the intern's learning objectives.
- Site Supervisors are expected to provide adequate supervision for the intern and assign duties that are appropriate, career-related, and progressively challenging.
- The internship site should make available equipment, supplies, and space necessary for the intern to perform their duties.
- Internship site and Site Supervisors must provide a physically and emotionally safe working environment free of all forms of harassment.
- If the Intern is not meeting the site expectations the Site Supervisors must notify the Faculty Sponsor to discuss appropriate solutions.
- Site Supervisors will be sent one [written evaluation](#) of the intern's performance at the end of the internship. This must be completed and returned promptly to the Career Resource Center as it will provide professional guidance to the intern and factor into the intern's final grade.
- Internship Site must assume liability for work-related injuries sustained by the intern, insofar as the agency may determine the same to be required by law in that state.

V. GRADE REQUIREMENTS ACCORDING TO ACADEMIC LEVEL & NUMBER OF CREDITS

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.

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](#)

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 will be closely supervised.

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

Credits: 3 credits per experience

Grade Requirements:

1. Completion of 180 hours (60 hours of work per credit)
2. [Internship Portfolio](#)
3. Choice of public presentation or 2 page research paper

3000 LEVEL INTERNSHIPS

Internships to begin development of professional skills: Interns are expected to demonstrate the ability to perform routine tasks with some supervision.

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](#)
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](#)
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

3000 LEVEL INTERNSHIPS FOR 9 CREDITS REQUIREMENTS

1. 420 hours of worksite experiences (7 credits)
2. [Internship Portfolio](#)
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

3000 LEVEL INTERNSHIPS FOR 12 CREDIT REQUIREMENTS

1. 540 hours of worksite experience (9 Credits)
2. [Internship Portfolio](#)
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
 - Internship Agreement will need to be reviewed & approved by all members of the Internship Committee

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.

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, and demonstrated personal initiative in campus or community endeavors.

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](#)
3. Public Presentation
4. Major Project or Report reflecting the number of credits awarded
 - Consists of large scale original academic work
 - Reflects an outgrowth from the internship experience
 - Project/ Report requires approval and strong endorsement from Faculty Sponsor
 - Internship Agreement will need to be reviewed & approved by all members of the Internship Committee

VI. INTERNSHIP PORTFOLIOS

FORMATING YOUR PORTFOLIO

Interns may complete either an electronic or hardcopy version of an Internship Portfolio. Note: some faculty members may require an electronic version. Electronic versions can be done by using a number of secure and free websites; some used by past interns include Google Sites, Webs, Weebly, and Wiki Spaces.

REQUIRED INTERNSHIP PORTFOLIO DOCUMENTATION FOR ALL INTERNSHIPS

1. Internship Agreement
2. Resume
3. Job Description
4. Internship Journal
5. Worksite Supervisor Evaluation
6. Photo or video Documentation
7. Final Reflection Paper Based on Learning Objectives outlined in the Internship Agreement

DESCRIPTION OF INTERNSHIP PORTFOLIO DOCUMENTS

1. Internship Agreement

The final copy of the Internship Committee approved Agreement.

2. Resume

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

3. Job Description

Copy provided by the sponsoring worksite organization.

4. Internship Journal

Interns have the choice of 3 types of journals. Interns will need to clearly identify which type of journal they have chosen on their Internship Agreement.

Weekly Reflective Journal:

This includes weekly reflections on all aspects of the internship experience. 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?

Weekly Blog Journal

Many interns prefer this method of journaling because it allows them to share their experiences with the greater Unity College community and it also allows them to share videos and photos of their experiences.

The following guidelines must be followed if choosing this option:

- Interns must use the Unity College Internship Blog to post entries <http://unitycollegeinternshipprogram.blogspot.com/>
- All entries must be reviewed by the Intern's Worksite Supervisor prior to posting.
- All entries will be moderated by the Internship Coordinator.
- Interns are responsible for saving entries separate from the blog site in order to include in their portfolios.
- Interns may switch from a weekly blog journal to private weekly reflective journal at anytime- please notify your faculty sponsor.
- Interns will use only their first name in all posts.

Daily Log

This journal option consists of two requirements: a daily log and responses to 7 of the directed questions listed below.

Daily Log Entries Include:

The date, number of hours worked & a brief description of the day's events

Directed Questions:

- Describe your internship site. What are your duties and responsibilities?
- What are the expected dress, work ethics, and general behaviors for professionals in your field? Do these vary according to the day's duties? How?
- 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?
- 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.
- What social problems or environmental problems does your organization address? Identify what you perceive to be the underlying causes of the social or environmental problems and/or what programs should be implemented to try to decrease these problems.
- 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?
- If you were managing the organization, how would you improve the operations?
- What has been your most positive experience? What has been your least?

5. WORKSITE SUPERVISOR EVALUATION

Interns will receive one Worksite Supervisor Evaluation at the end of the internship experience. Evaluations are sent directly to supervisors from the Career Resource Center. Copies may be obtained from the CRC anytime following the internship.

Written Response to the Worksite Supervisor

At the Faculty Sponsor or interns's discretion, an intern may compose a written response to the worksite supervisor's evaluation. A typical response would address the following questions: Do you feel the worksite supervisor's evaluation was fair and accurate? Why or why not?

6. PHOTO OR VIDEO DOCUMENTATION

Photographic records are an important documentation component of your internship story. Interns are encouraged to include at least one picture of you and your supervisor in front of the employer sign or agency logo. Others photographs should document your engagement in the learning experience.

7. SELF-EVALUATION BASED ON PERSONAL LEARNING GOALS

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

- Did you achieve your Learning Objectives for this internship? Why or why not? Please refer to your internship agreement and address each goal; use specific examples.
- 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 have improved your performance?

VII. COMPLETING AN INTERNSHIP EXPERIENCE

AFTER COMPLETING THE ON-SITE PORTION OF YOUR INTERNSHIP

- Meet with Internship Coordinator to pick up worksite supervisor evaluation and to complete a [Site Evaluation Form](#).
- Complete all remaining required portfolio items and submit to Faculty Sponsor.
- Complete all additional requirements according to your internship level requirements i.e. projects.
- Your Faculty Sponsor is responsible for assigning your grade.

PUBLIC PRESENTATION

The public presentation is an opportunity for an Intern to demonstrate relevant aspects learned during the internship. Interns delivering public presentations for 3000 and 4000 level internships are encouraged to develop creative formats for their presentations.

Suggestions for Presentation

- Develop a documentary 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 professional conference or student conference.
- Create a slideshow of pictures and materials documenting the project and display it at an event.

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 staff
- Unity College Student Conference (December & May)

VIII. UNITY COLLEGE ON-CAMPUS INTERNSHIPS

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 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 benefits a prospective intern would gain from completing an on campus internship. **The roles of Worksite Supervisor and Faculty Sponsor must be held by two separate people.**

Worksite supervisors for on-campus positions are asked to:

- Develop a written job description for the position.
- Advertise the position on-campus so any qualified student may apply.
- Have an application process that requires students to submit a cover letter and resume or application.
- Interview student applicants.

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 their ability to locate and compete for positions with a variety of organizations.
 - 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 their best interest. This letter will:
 - 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>

IX. INTERNSHIP TUITION COST & FINANCIAL AID

The current college catalog governs the fees charged for internships. Fee will vary depending on when the internship is completed. An internship may be registered as part of the semester, summer enrollment period or “outside of the semester”. Standard tuition fees apply if an internship is registered as part of the semester. As part of the internship registration process interns are required to meet with the Director of Student Accounts in the Business Office to discuss the fees associated with the Internship Program.

Fall and Spring Semester Internships

- See current catalog for accurate fee amounts.
- Standard tuition fees and course load limits apply.
- Internship paperwork should be submitted prior to pre-registration period.
- The start date must be within the add/drop period and final due date by the last day in the semester.
- The course withdrawal procedure is the same as other courses for which a student is registered. See the refund and grading policies in the current college catalog for details.
- If a student receives financial aid, internship credit may be included in the semester package.

Summer Enrollment Period

- Worksite portion of the internship must be completed within the **Summer Enrollment Period (June 1, 2012 to August 26, 2012)**.
- Internship credits are offered at a reduced rate, see current catalog
- Withdrawal within three weeks after the expected date of arrival at site 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.
- If a student is eligible for financial aid they will need to meet with the Financial Aid Director to see if a summer enrollment or “outside” of the semester package is available.

“Outside The Semester” Enrollment Period

- Internship credits are offered at a reduced rate, see catalog for current rate.
- Internships are considered “outside of the semester” if the start dates are any time other than the “add/drop” period or summer enrollment period.
- 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.
- If a student is eligible for financial aid they will need to meet with the Financial Aid Director to answer any questions or concerns they may have regarding their ability to pay.

X. IF A PROBLEM ARISES DURING A STUDENT'S INTERNSHIP

Each intern will be faced with challenges and hurdles at various stages on an internship. All interns are advised to notify their Faculty Sponsors immediately of any problems. Many students find there's usually an adjustment period at the beginning of an internship as interns' transition into their new role, environment, and co-workers. It is very important to communicate with your supervisor about your expectations and need for support.

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 or if the intern feels they are in an unsafe situation. Please follow the following guidelines if you decide to withdraw from your internship.

- Discuss problems with Faculty Sponsor and notify the Internship Coordinator.
- Complete an Internship [Withdrawal Form](#) available from the Career Resource Center or online.
- Refer to guidelines above to determine your financial obligations based on the timeframe of your withdrawal.
- Discuss future internship plans with your Faculty Sponsor or Internship Coordinator if an internship is required for your major.

Each problem will be addressed on a case-by-case basis. In some situations interns may change sites, site supervisors or request an incomplete grade. The Internship Coordinator will work with the Faculty Sponsor, Site Supervisor and appropriate college personnel to best address the problem.

XI. COMMONLY ASKED QUESTIONS

How do I write effective Learning Objectives?

Your required text InternQube offers some great advice on page 20. Michael True recommends you think about "What it is that I want to learn? How am I going to learn it? How am I going to demonstrate what I learned?" He also suggests interns brainstorm "What do I most want to explore, understand or learn during my internship? How would I like to change or be different by the end of this experience? What will make me more marketable to an employer or graduate school?"

Interns should work closely with their Faculty Sponsors and Site Supervisors to ensure Learning Objectives are appropriate and feasible within the internship period.

How do I determine a Course Rubric, Number and Title for the Internship Agreement?

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 major.

The academic rubric is assigned according to the academic level and number of credits. Rubric, academic requirements and credit level will vary according to the student's 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
- Some majors have assigned internship rubrics for those that do not, 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
 PR 4912 Internship in Historical Interpretation= an internship in the Parks, Recreation, Ecotourism major at the 4000 level for 12 credits
 All the Wildlife Programs including Captive Wildlife Care and Education share the WF rubric.

Who can I ask to be a Faculty Sponsor?

Faculty Sponsors can be any member of the Unity College Faculty, Academic Staff or occasionally full-time staff members. Faculty Sponsors should have a professional connection to the Intern's field. They may be the Intern's Academic Advisor, teacher or mentor. The Intern should be comfortable with the Faculty Sponsor as they will be in close communication throughout the internship experience. Adjunct Faculty members may not serve as a Faculty Sponsor.

What if an Intern's Faculty Sponsor cannot attend the public presentation or if I will not be on campus the following semester to present?

With prior notice, the Career Resource Center staff may be able to film an on-campus presentation. If the Intern will not be on-campus they can film the presentation for the Faculty Sponsor to review.

How will my internships be evaluated and graded?

The Faculty Sponsor will be responsible for evaluating and assigning a grade to an internship. Most Faculty Sponsors will use [the Internship Grading Rubric \(see appendix A\)](#). Faculty Sponsors should notify their Interns if another evaluative method will be used.

How do I get a copy of my Site Supervisor Evaluation Form? What happens if they never send it back?

Interns will be notified by the Career Resource Center once their Site Supervisor has completed and returned a copy of their evaluation. The CRC will make every effort to acquire a copy for the students. Each year some Site Supervisors do not send evaluations back. In this event Interns may complete a self-evaluation of the evaluation.

APPENDIX A- Faculty Sponsor Internship Grading Rubric

INTERNSHIP GRADING RUBRIC

Sample for 3-credit, 3000-level internship

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 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]

- * _____ 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 [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 aides 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.

_____ **Total**

APPENDIX B- Site Supervisor Evaluation



SITE SUPERVISOR

Evaluation of Student Internship Performance

Intern Information:

Student Name: _____

Organization Name: _____

Name of Evaluator: _____ Job Title: _____

Date of Evaluation: _____

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:

-OVER-

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*

APPENDIX C- Stages of an Internship

SIX STAGES OF INTERN DEVELOPMENT AND ADVISING STRATEGIES FOR THE FACULTY SPONSOR

The following is from "The Internship as Partnership: A Handbook for Campus-Based Coordinators and Advisors," edited and published by the National Society for Experiential Education, 1995.

STAGE ONE: Arranging and Anticipating an Internship

When the student first secures the Internship, they experience "Intern excitement," high motivation, and idealistic expectations. There may also be some self-doubt, "Can I really do this? Am I qualified? How do I fit into the work environment?" By completing and negotiating the Learning Agreement, the Intern will develop self-confidence and more realistic expectations. The Intern becomes an "active" learner. The faculty sponsor's role is to empower the student to take an active role in problem solving and developing the Internship plan.

STAGE TWO: Orientation and Establishing Identity

When the Intern arrives on site, the Intern is preoccupied with new learning, information and finding an identity in the workplace. Interns may feel overwhelmed by too much information or underwhelmed by simple and routine tasks. Help the Intern realize that this is a typical adjustment period that all new workers experience. Encourage strategies that will establish their competence such as requesting regular meetings with their supervisor, tactics for meeting people, and approaching their workload.

The Internship employer may also need to consider developing some training opportunities for the Intern.

STAGE THREE: Reconciling Expectations with Reality

Once the Intern establishes a work routine, the Intern often finds the situation different from what was initially expected. Differences between work and school become clear: there isn't the same flexibility of scheduling, the work may not be very exciting or challenging, there are no chances of incompletes, and there are serious consequences for being late or not completing the work tasks. Help the Intern re-evaluate expectations, identify new and realistic goals, and reflect on skills and strategies already learned. You may need to encourage the Intern to become more assertive about needs and to negotiate with the supervisor.

STAGE FOUR: Productivity and Independence

If Stage Three is successfully negotiated the Intern moves to this stage, which is characterized by increased learning and productivity on site. Interns become more confident and self-aware, focus energy on accomplishments, and feel integrated into the work group. This is a good point to assess/evaluate or complete a site visit. Interns can demonstrate their competence and receive specific feedback on performance.

STAGE FIVE: Closure

Creating closure may be difficult for the Intern and the site does not always facilitate it. Some Interns leave with a sense that they "didn't matter," others leave feeling that they can't get the assignments completed. This is where the value of the learning plan is evident. The plan should include procedures for documenting what was learned. Encourage the Intern to seek career advice and a letter of recommendation from the supervisor.

STAGE SIX: Re-Entry and Practical Application

Students need to focus the benefits of the Internship either as it applies in the classroom or to a post-graduate experience. They may have difficulty translating the learning into skills and insights useful to job search or graduate school applications. At this point, simple reminding the Interns of how much they learned and achieved and how prepared they are now is helpful.

**APPENDIX D-
DEPARTMENT OF LABOR WAGE FACT SHEET #71 REGARDING UNPAID INTERNSHIPS**

**U.S. Department of Labor
Wage and Hour Division
(April 2010)**

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. □

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience (this often occurs where a college or university exercises oversight over the internship

program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243). U.S. Department of Labor Frances Perkins Building 200 Constitution Avenue, NW Washington, DC 20210	1-866-4-USWAGE TTY: 1-866-487-9243
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