



WHEELING JESUIT UNIVERSITY

**USE
YOUR
YOU.**

INTERNSHIP HANDBOOK
2010 - 2011

(Includes Registration Form)

CAREER DEVELOPMENT CENTER

Swint Hall Room 208

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Email: careers@wju.edu

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HOW TO OBTAIN AN INTERNSHIP FOR ACADEMIC CREDIT

1. MEET WITH YOUR ACADEMIC ADVISOR: The student interested in an internship placement for academic credit should begin by discussing this option with his/her academic advisor. If the discussion begins in Career Development, the student will be directed to the advisor. This discussion should serve to clarify the student's area(s) of interest and whether such a placement would be practical/possible from an academic perspective.
2. LOCATE AN INTERNSHIP PLACEMENT: With the academic advisor's permission, the student attempts to locate a possible placement. Placements can be found through the academic departments, the Career Development Center in Ignatius Hall or through personal contacts with community businesses and organizations. The student is responsible for finding his/her own placement. Consider the following resources for assistance in locating internship placements:

Career Development

- All internships as well as full and part-time job listings are posted to our College Central web site at <www.collegecentral.com/wju>. You must register on this site to have 24/7 access.
- The Career Center maintains a file of local, regional or national internship opportunities that is accessible anytime during normal business hours.

Academic Departments

- Faculty advisors, department chairs, teaching faculty, and adjunct faculty are excellent contacts and may be aware of various internship opportunities that come directly to their offices.

Personal Contacts

- The student may use his/her own networking contacts with businesses and organizations.
- Current students and graduates who have completed or are presently completing an internship.

3. OBTAIN A FACULTY SUPERVISOR: When a student locates a potential placement he/she then finds a full-time faculty member who is willing to serve as Faculty Supervisor. The faculty member must be in the department in which the student expects to receive credit. This person can be the student's academic advisor, course instructor, or another faculty member who is familiar with the student and has adequate knowledge of the type of activities the student would be engaging in. The supervisor assists in establishing meaningful objectives and evaluating the experience.
4. OBTAIN THE INTERNSHIP PLACEMENT: The student applies for, interviews and successfully acquires a placement. These activities should be coordinated through the Career Development Center for assistance with resume and interview preparation.
5. SUBMIT INTERNSHIP REGISTRATION FORM: The student, in consultation with the Faculty Supervisor and the Work Site Supervisor, completes and obtains approval of the "Internship Registration Form" (Appendix C). These forms are also available on-line from the Career Development Center website at <www.wju.edu/careercenter/intern.asp>. This form must be submitted and approved prior to beginning the internship.

RESPONSIBILITIES AND FUNCTIONS OF PARTICIPATING PARTIES

THE STUDENT:

- Obtain permission from academic advisor to seek an internship assignment for academic credit.
- Find a full-time Wheeling Jesuit University faculty member who agrees to serve as the Faculty Supervisor. The Faculty Supervisor does not have to be the student's academic advisor, but must be in the department in which the student expects to receive credit.
- Apply, interview for, and obtain the internship placement.
- Obtain and complete the "Internship Registration Form". These forms are available at the Career Development Center or on our website (www.wju.edu/careercenter/intern.asp). Obtain the necessary signatures, from both worksite supervisor and faculty supervisor, and submit to the Associate Dean for approval. (See Section on Establishing Learning Objectives).
- Establish a mutually agreeable work schedule with the employer. Since most organizations do not have breaks similar to the college's, the student and work site supervisor must agree in advance whether the student will work at the placement site during the school's scheduled breaks.
- Carry out required duties of the work experience to the best of his/her ability.
- Follow the rules and regulations of the employing organization. The student should dress and conduct him/herself in a manner consistent with other employees of the work site.
- Complete the agreed upon length of placement.
- Communicate with Faculty Supervisor at regular intervals to advise of progress, problems or other occurrences.
- Submit required written work to the Faculty Supervisor at the end of the semester.
- Evaluate the internship placement in terms of knowledge gained, experience received and skills developed. Complete the form found in Appendix A.

THE WORK-SITE SUPERVISOR:

- Sign the completed "Internship Registration Form" as soon as an intern is selected. The intern you choose will provide this form. If you have questions regarding the form, call 304-243-2467 and ask to speak to the Director of the Career Development Center.
- Participate with the student/intern and Faculty Supervisor in establishing four to eight learning objectives.
- Orient the student/intern to the organization with clear expectations of appropriate employee dress and behavior.
- Agree upon hours of work with student/intern. Please take into consideration the college's academic schedule, especially examination times and seasonal breaks.
- Provide adequate supervision. Close supervision at the onset is suggested, with supervision decreasing as student/intern adjusts to work expectations.
- Render verbal feedback to the student/intern during the learning experience.

- Notify Faculty Supervisor of any problems in terms of the student/intern's activity and/or productivity. Rate the student/intern's goal achievement on the provided forms (Appendix B) at the end of the placement.
- Discuss evaluation with student and forward it to the Faculty Supervisor.

THE FACULTY SUPERVISOR:

- Evaluate student readiness for an internship and the student's placement interest.
- Assure that the student is academically qualified.
- Participate in establishing four to eight meaningful learning objectives with the student and employer.
- Establish the number of credits to be awarded (45 contact hours yield 1 credit, maximum 3 credits) and grading expectations.
- Reach an agreement with the student on the form of the student's journal.
- Define the expectations for the student's Internship course work.
- Assist the student in completing the "Internship Registration Form."
- Monitor the student's progress. It is suggested that the Faculty Supervisor and the student meet bi-weekly.
- Respond to problems or concerns of the student and/or Work-Site Supervisor as needed.
- Review the Work-Site Supervisor's evaluation.
- Evaluate the student's assignments and progress.
- Assign a grade based on the employer's evaluation, achievement of learning objectives and the quality/completeness of the work assigned.

ESTABLISHING LEARNING OBJECTIVES

Four to eight learning objectives should be established by the student in consultation with the employer and the Faculty Supervisor prior to starting the co-operative education. These objectives are entered in the *Objectives* section on the *Internship Registration Form* and then copied into the *Learning Objective* section of the *Employer Evaluation of Intern*.

The learning objectives should be as specific as possible and stated as overt behaviors that the student will display by a specific time with a method of evaluation. Whenever possible the objectives should be quantified.

Meaningful objectives can be established if specific outcomes are expected. A goal such as "learning the auditor's job duties" may initially sound reasonable until some questions are formed. How will we know when this is achieved? Whose opinion, the student's or the employer's, will serve as the standard? What does it mean to "learn" something?

Specific objectives will specify new behaviors that the intern will exhibit. A method of evaluation will be clearly stated. A level of supervision may be appropriate in some cases; time frames may also be required. Quantification also can be helpful. The following would be a more specific statement of the original objective:

"Within the first month the student will be able to enumerate and explain the various job duties performed by the auditor."

Vague Objective:

Assist Administrator

Testing as assigned by
Psychologist

Learn the advertising function

Specific Objectives:

By the end of the placement the student will independently prepare one monthly bed utilization report which is accepted as correct by the administrator.

Within the first month the student will have learned to administer and score the following simple tests to the satisfaction of the Psychologist: PPVT, MMPI Hooper VOT.

The student will present a proposal for an advertising campaign to the marketing director. The proposal will include not only the recommendations but also the rationale for these choices as opposed to other options.

JOURNAL PREPARATION

The preparation of either daily or weekly journal entries will be required for the duration of each Internship work assignment. As an intern, you observe and interact with your co-workers and clients in the daily operation of the work site, the entries are to be your honest reaction and interpretation of what you have done, heard, seen, learned, and felt during your time on the job. Entries should indicate reflection on your progress in achieving your learning objectives. The journal should take the form of a written commentary in calendar sequence and contain a record of the hours worked. Your Faculty Supervisor may request a specific style. Expectations are established at the onset of the internship. A neat, legibly hand-written journal in a spiral notebook is the norm.

SAMPLE ENTRIES:

Monday, June 7, 9:00 a.m. - 5:00 p.m.

"Today, the work on the OHI finally began. We left the office early in the morning to take a trip through the corridor to get the feeling of the area that would eventually be covered. We stopped at the Ohio Relocation Office for Route #7 in South Bellaire to inquire whether or not they had an updated list of who the property owners in the affected areas were."

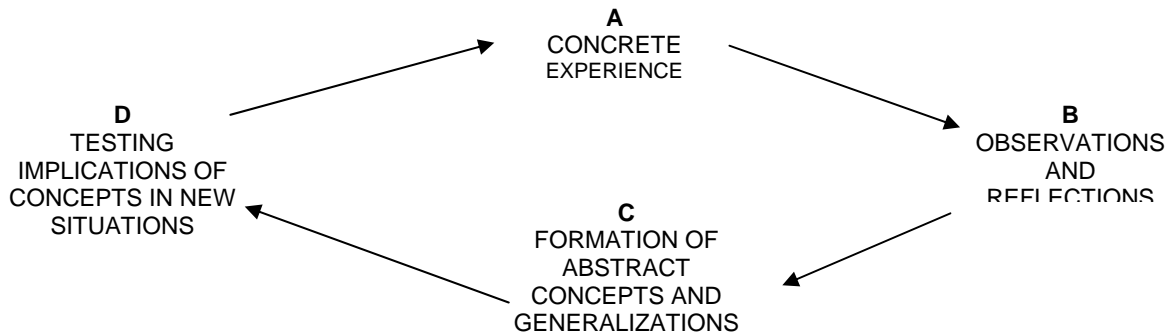
"After lunch we took a tour of the Imperial Glass Corporation to get a feeling for the type of architecture which was predominant during the turn of the century. I returned to the office and began working on a comprehensive map that would show the entire corridor: where the road would go, which houses would be directly affected by the construction of the highway, and those that would be adjacent to the new highway. This map would also show those properties which would be included in the OHI."

Tuesday, June 8, 9:00 a.m. - 5:00 p.m.

"We returned to Bellaire to take a second look at the entire corridor and to look more closely at the northern section of the corridor. After returning to the office I continued working on the map. I am rapidly learning about the relocation process through the on-site tours and staff sessions. My background in public administration is very important and beneficial to my comprehension of the OHI and to my growth in skills as a regional planner."

SELF-ASSESSMENT PAPER

KOLB'S MODEL OF EXPERIENTIAL LEARNING: THE RELATIONSHIP BETWEEN LEARNING AND EXPERIENCE



(Basic Model from D.A. Kolb and R. Fry, "Toward an Applied Theory of Experiential Learning," Cary Cooper, ed. Theories of Group Processes, Lond/News: John Wiley and Sons, 1975.)

Understanding the relationship between knowledge and experience will help to explore and analyze learning.

Using Kolb's model, begin at Step A with the individual's concrete experience. (Remember, concrete experience includes things like reading, consulting with others and personal research.) At Step B, the individual "steps back" from the experience, observes it, and reflects on it. This might involve noticing similarities or differences, patterns or results of certain actions. Based on his/her observations and reflections, the individual makes a generalization or formulates a principle about what was observed (Step C) and then goes on to apply this principle or generalization (Step D) to see if it holds true. This leads to another concrete experience. The individual makes new observations and reflections, and based on them, formulates or refines the principle and again applies it. Kolb's model might be better pictured as a spiral since the circle repeats itself, but on a more refined or sophisticated level each time, since additional knowledge is gained each "turn."

The following questions may help in analyzing learning according to Kolb's Model of Experiential Learning:

A. Concrete Experience

- What did I do? Where? When? For how long? Why?
- How many other people were involved? Are my role, responsibility and contribution clear?
- What was the extent of my involvement?
- What techniques, methods, or procedures did I use? Why?
- What were my goals and objectives? How did they influence my approach?
- Am I able to obtain documentation to verify my participation in this experience?
- What resources did I use?

B. Observations and Reflections

- What were my thought processes? What were the considerations, decisions, and rationale?

- What did I notice? Trends? Patterns? Differences? Similarities?
- What was important, significant, different, and unique?
- What worked and what didn't work?
- What things am I doing differently as a result of my observations?
- What can I say upon reflection?
- What relationships have I noticed?

C. Formation of Abstract Concepts and Generalizations

- What ideas, insights have I had?
- What hypotheses, rules, laws, theories, principles have I formed to explain why this is, why this happens, why this works, or doesn't work, why this is the same or different, why this trend, pattern or relationship exists?
- What theories, principles, and concepts, do I know from other sources that apply to this type of situation?
- Is this explanation or theory appropriate for more than one situation?
- What would also be true or relevant for other persons or situations? How can this be applied?
- Can I look at my learning experience from a broader perspective and make generalizations from it?

D. Testing or Applying Concepts in New Situations

- Would my knowledge be useful in other situations? How?
- Based on this knowledge, what have I done, or what would I do?
- What are the implications of my knowledge?
- Can I make predictions based on my knowledge?
- Have I tested my ideas, concepts or those of others that I have learned? If not, can I make a guess as to what would happen? Why?
- How does my knowledge affect or apply to other situations? Is it relevant or significant?

TO ALL INTERNS:

45 hours of work = one credit
90 hours of work = two credits
135 + hours of work = three credits.

Credit will be reflected on your transcript with a grade assigned by your Faculty Internship Advisor. Your Faculty Supervisor does not have to be your regular advisor but it must be somebody in the department in which you wish to receive credit. You must make sure that all of the forms listed on the checklist are remitted to the proper location in order to receive credit. (Adult students will be billed at the current rate of tuition per credit.)

Student Check List

(To Apply)

- ___ Obtain permission from Academic Advisor to seek an Internship assignment.
- ___ Find a full-time Wheeling Jesuit University faculty member who will serve as the Internship Faculty Supervisor.

(To Begin): When placed in Internship course work, the following must be completed and turned in to their respective locations prior to beginning the program:

- ___ Complete the "Internship Registration Form" (Appendix C) - This form must be filled out with assistance from your Faculty Supervisor. After it has been completed (printed neatly or typed), the following signatures must be on it in addition to your own:
 - Faculty Supervisor
 - Chairperson of the department in which you will receive credit
 - Employer
 - Associate Academic Dean (Dr. Helen Faso)

(To Do)

- ___ Keep a weekly journal of your experiences to be turned in at the completion of the internship.
- ___ Meet, as specified, with Faculty Supervisor about the progress of the Internship. If a student fails to meet this obligation it may be reflected in the final grade.

(To Complete)

- ___ Submit work assigned to Faculty Supervisor.
- ___ Submit the "Student's Evaluation of Internship" form to the Faculty Supervisor. This is only for the benefit of evaluating the entire Internship; it will not affect your grade unless you fail to turn it in.
- ___ Be sure that the employer completes the "Employer Evaluation of Intern" form. It is the employer's evaluation of you, the intern. You should remind the employer that it must be turned in so that you receive credit. The objectives from the "Internship Registration Form" must be copied onto this form before you submit it to your employer. A grade cannot be given without this form, as it is an essential part of the final grade.

Appendix A

STUDENT'S EVALUATION OF INTERNSHIP – Please print legibly.

Name of Student: _____

Name of Company: _____

Work Site Supervisor: _____

Name of Faculty Supervisor: _____

Date of Evaluation: _____

	Excellent	Very Good	Average	Below Average	Poor
1) Internship Environment	()	()	()	()	()
2) Variety of Experience	()	()	()	()	()
3) Availability of Supervisor	()	()	()	()	()
4) Opportunity to interact with employees	()	()	()	()	()
5) Opportunity to interact with customer/client	()	()	()	()	()
6) Technical Training Provided	()	()	()	()	()
7) How would you rate this employer overall?	()	()	()	()	()

Was the Internship a valuable learning experience? Why or why not?

What could be done to improve the program in the future?

Would you recommend this placement for another student?

Appendix B-1

EMPLOYER EVALUATION OF INTERN - Please print legibly.

NAME OF STUDENT: _____

DATE OF RATING: _____

Student: You are responsible for providing this form to the work site supervisor one week before the end of the semester. The learning objectives should be neatly typed or printed in the space provided. A stamped envelope addressed to the faculty supervisor should accompany this form.

Employer: Please complete all of this rating form and mail it to the faculty supervisor upon completion of the internship.

LEARNING OBJECTIVE:

RATING

	Achieved	Good Progress	Needs More Work	Not Attempted
1)	()	()	()	()
Comments:				
2)	()	()	()	()
Comments:				
3)	()	()	()	()
Comments:				
4)	()	()	()	()
Comments:				
5)	()	()	()	()
Comments:				
6)	()	()	()	()
Comments:				
7)	()	()	()	()
Comments:				

Appendix B-2

In responding to the following items, please compare your student-intern to your "average" new employee. Circle one item in each group.

- | | | | | | |
|----|-------------------------------------|-----------|------------|--------------|-----------|
| 1. | Attendance: | Perfect | Acceptable | Inconsistent | Excessive |
| 2. | Punctuality: | Perfect | Acceptable | Inconsistent | Excessive |
| 3. | Fit in well with work group: | Excellent | Very well | Average | Poor |
| 4. | Able to learn new tasks: | Excellent | Very well | Average | Poor |

Please check the item(s) below that describes the student:

- | | |
|---|---|
| <input type="checkbox"/> Displayed enthusiasm | <input type="checkbox"/> Somewhat careless |
| <input type="checkbox"/> Exhibited creative problem solving | <input type="checkbox"/> Somewhat resistant to change |
| <input type="checkbox"/> Dressed appropriately for work setting | <input type="checkbox"/> Dependable |
| <input type="checkbox"/> Not adequately prepared academically for the work assignment | |
| <input type="checkbox"/> Tended not to ask questions, even when later behavior suggested that he/she had not understood | |

What was the student's greatest strength?

Where does the student need the most improvement?

Additional Comments:

(Feel free to attach additional comments)

These ratings have been discussed with the student. Yes No

Work Site Supervisor's Signature: _____ Date: _____

Appendix C

INTERNSHIP REGISTRATION FORM - Please print legibly.

A: (Student Information)

Name: _____ Phone: _____
Student ID Number: _____ Box #: _____ E-Mail: _____

B: (Company Information)

Name: _____
Address: _____

Contact: _____
Phone: _____

C: (Faculty Information)

Faculty member overseeing the internship: _____
Department granting credit for the internship: _____
Course Title: _____
Course Number: _____

Academic Hours: (Please check the applicable response below)

- _____ Not for academic credit (form must still be submitted to registrar)
- _____ 1 academic credit hour (minimum of 45 hours on site)
- _____ 2 academic credit hours (minimum of 90 hours on site)
- _____ 3 academic credit hours (minimum of 135 hours on site)

D: (General Information)

Start Date (on site): _____ End Date (on site): _____
Academic work completed & credit posted to academic record in: (Please check appropriate response)
_____ Spring, 200__ ; _____ Summer, 200__ ; _____ Fall, 200__

By signing below, each party certifies that they have read the conditions listed on the reverse side of this document. In addition, the parties agree to the terms and conditions as specified in this contract.

Student Signature: _____ Date: _____

PROJECT APPROVED BY:

Faculty Supervisor: _____ Date: _____
Employer: _____ Date: _____
Department Chair: _____ Date: _____
Career Development Director: _____ Date: _____

Once this is signed by all parties

RECEIVED BY REGISTRAR'S OFFICE: Date: _____

Objectives: The student, in consultation with the employer and faculty supervisor, should list four to eight learning objectives. These objectives will serve as a guide throughout the internship to the student, employer, and faculty supervisor. For more information on establishing objectives see pages 3 and 4.

Criteria for Evaluation: The faculty supervisor, in consultation with the student, should list how the internship will be evaluated. Included in the criteria should be a listing of requirements, the corresponding weight of each provision, and the date each requirement is due.

Additional Expectations: The faculty supervisor should list any additional qualifying factors. Examples of additional expectations might include when the student should meet with the faculty supervisor, how often they should meet, etc.

1. Students are not registered for an internship until all signatures are obtained and this form is submitted to the registrar's office.
2. By signing this form the student agrees to: a) participate in the internship as specified; b) have the internship used for credit as specified on the front of this document; and c) complete the work assigned by the faculty advisor in order to receive academic credit.
3. By signing this form, the faculty advisor agrees to: a) supervise the internship; b) evaluate the student's efforts; and c) certify that the work and amount of time required of the student are appropriate to the credit given.