



WHEELING UNIVERSITY

INTERNSHIP HANDBOOK

(Includes Registration Form)

NOTE: Please contact Career Services for questions regarding information in this handbook.

Revised: December 2019

Table of Contents

Academic Prerequisites for Internships	1
How to Obtain an Internship for Academic Credit	1
Responsibilities and Functions of Internship Student	2
Responsibilities and Functions of Internship Supervisors	2
The Role of the Career Services Office	3
Establishing Learning Objectives	3
Internship Journal	4
Self-Assessment Paper	5
Academic Credit Hours	6
Assignments and Grading	6

Appendices

A. Internship Registration Form	7
B. Employer Evaluation of Intern	9
C. Student Evaluation of Internship	11
D. Internship Work Log	12
E. Final Grade Rubric	13
F. Internship Progress Checklist	14

ACADEMIC PREREQUISITES FOR INTERNSHIPS

In order to register for an internship and receive academic credit, the Wheeling University student must:

- be at least a Junior and in good academic standing (please refer to your Academic Catalog for the definition of “good academic standing”)
- have completed a minimum of 3 credit hours of academic major coursework prior to the internship
- be enrolled in a minimum of 6 credit hours of academic major coursework concurrently with the internship course

HOW TO OBTAIN AN INTERNSHIP FOR ACADEMIC CREDIT

1. **MEET WITH CAREER SERVICES:** The student interested in an internship placement for academic credit (paid or unpaid) should begin by discussing this option with Career Services. This discussion serves to clarify the student's area(s) of interest and whether such a placement is practical/possible from an academic perspective and from a logistical perspective (i.e. timeline, transportation, etc.) The discussion should also address how this internship prepares the student for his/her professional life after college.
2. **LOCATE AN INTERNSHIP PLACEMENT:** With Career Services' permission, the student locates a possible placement. Placements can be found through Career Services, through academic departments or through personal contacts with community businesses and organizations. The student is responsible for finding his/her own placement; however, the Career Services office serves as a valuable resource for students to find advertised internship opportunities in various locations. The following resources are available to students who are locating an internship placement:

Handshake

- All advertised internships as well as full- and part-time job listings from employers who contact the University to advertise to students are posted through the University's Handshake application. Visit www.joinhandshake.com to create your free student profile to have access to these opportunities.

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 may also serve as a resource.
3. **OBTAIN THE INTERNSHIP PLACEMENT:** After meeting with Career Services and locating an internship placement, the student will then apply for, interview and successfully acquire a placement. The Career Services office encourages students to seek its assistance before finalizing and sending a resume and cover letter(s) to internship placement sites.
 4. **SUBMIT INTERNSHIP REGISTRATION FORM:** The student, in consultation with Career Services and the Worksite Supervisor, completes the "Internship Registration Form" (Appendix A) and obtains approval from Career Services. These forms are also available on the Career Services website, in the Career Services office in the Student Success Center, and in the Internship Handbook. This form must be submitted and approved by Career Services prior to beginning the internship.

RESPONSIBILITIES AND FUNCTIONS OF INTERNSHIP STUDENT

- Meet with Career Services to discuss internship eligibility and options, and evaluate possible placements.
- Apply, interview, and obtain the internship placement.
- Obtain and complete the "Internship Registration Form" (Appendix A). Gather the necessary signatures from both the Worksite Supervisor and Career Services and submit the form to Career Services for approval. (See below section on Establishing Learning Objectives)
- Establish a mutually agreeable work schedule with the employer. The student and Worksite 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 worksite.
- Complete the agreed upon length of placement.
- Communicate with Career Services at regular intervals to report on his/her progress, problems or other occurrences.
- Submit required written work to Career Services (via Blackboard) prior to the last day of the semester.
- Evaluate the internship placement in terms of knowledge gained, experience received and skills developed. Complete the "Student Evaluation of Internship" form (Appendix B).
- Receive permission from the Career Services to seek an internship assignment for academic credit.

RESPONSIBILITIES AND FUNCTIONS OF INTERNSHIP SUPERVISORS

THE WORKSITE SUPERVISOR:

- Sign the completed "Internship Registration Form" as soon as an intern is selected. The intern you choose will provide this form. Return the completed form to the student for processing on-campus.
- Collaborate with the intern and Career Services in establishing three to five learning objectives.
- Orient the intern to the organization with clear expectations of appropriate employee dress and behavior.
- Agree upon hours of work with the intern. Please take into consideration the college's academic schedule, especially its examination times and seasonal breaks.
- Provide adequate supervision. Close supervision at the onset is suggested, with supervision decreasing as the intern adjusts to work expectations and procedures.
- Deliver verbal feedback to the intern during the learning experience.
- Notify the Career Services office of any problems in terms of the intern's activity and/or productivity.
- At the end of the placement, rate the intern's goal achievement on the "Employer Evaluation of Intern" form (Appendix C), discuss the evaluation with the intern and submit it to Career Services.

THE OFFICE OF CAREER SERVICES:

- Evaluate student readiness for an internship and the applicability of the student's placement interest.
- Assist in developing a cover letter, resume, and/or portfolio.
- Collaborate with the student and the Worksite Supervisor in establishing three to four meaningful learning objectives.
- Establish the number of credits to be awarded and the grading expectations. (See below section on Academic Credit Hours)
- Reach an agreement with the student on the format and expectations of the student's journal. (See the below section on Journal Preparation)
- Define the expectations for the student's internship course work.
- Assist the student in completing the "Internship Registration Form" (Appendix A).
- Monitor the student's progress. It is suggested that the student meet with Career Services each month.
- Respond to problems or concerns of the student and/or Worksite Supervisor as needed.
- Review the Worksite Supervisor's "Employer Evaluation of Intern".
- Evaluate the student's assignments and progress.
- Assign a grade based on the employer's evaluation, the student's achievement of learning objectives and the student's quality/completeness of the work assigned.

ESTABLISHING LEARNING OBJECTIVES

Each internship for academic credit will be assessed base on five to seven learning outcomes. Wheeling University has established two learning objectives that are used for all internships. The student should establish three to four additional learning objectives in consultation with the Worksite Supervisor and Career Services prior to starting the internship (for a total of five to seven objectives). The objectives should be listed under the *Objectives* section on the "Internship Registration Form" as well as under 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 clear method of evaluation. Whenever possible the objectives should be quantified.

Meaningful objectives are established if specific outcomes are expected. A goal such as "learning the auditor's job duties" may initially sound reasonable but ultimately such an objective will be far too broad to effectively assess. How will the evaluator know when the student has achieved this goal? Whose opinion, the student's or the employer's, will serve as the standard? What does it mean to "learn" something?

Specific objectives will identify new behaviors that the intern will exhibit as well as specify a method of evaluation. A level of supervision may be appropriate in some cases, and time frames may also be required. Quantifiable (numerical or time based) information can also be helpful. The following would be a more specific statement of the previous objective:

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

Vague Objective:**Specific Objectives:**

Assist administrator.

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

Testing as assigned by psychologist.

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, and Hooper VOT.

Learn the advertising function.

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.

INTERNSHIP JOURNAL

The preparation of weekly journal entries will be required for the duration of each Internship experience. Each intern will observe and interact with co-workers and clients in the daily operation of the worksite, and the journal entries are an honest reaction and interpretation of what the student has done, heard, seen, learned, and felt during each week at the worksite. Entries should reflect on the student's personal growth, understanding of the career field, and progress in achieving the internship learning objectives. The journal should be typed, take the form of a written commentary in calendar sequence and contain a record of the hours you worked. Career Services may request a specific format, and those expectations are established at the onset of the internship. Although "journals" are typically perceived as informal and personal, this internship journal will be read by multiple people and should therefore be written professionally.

Sample Entry:

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

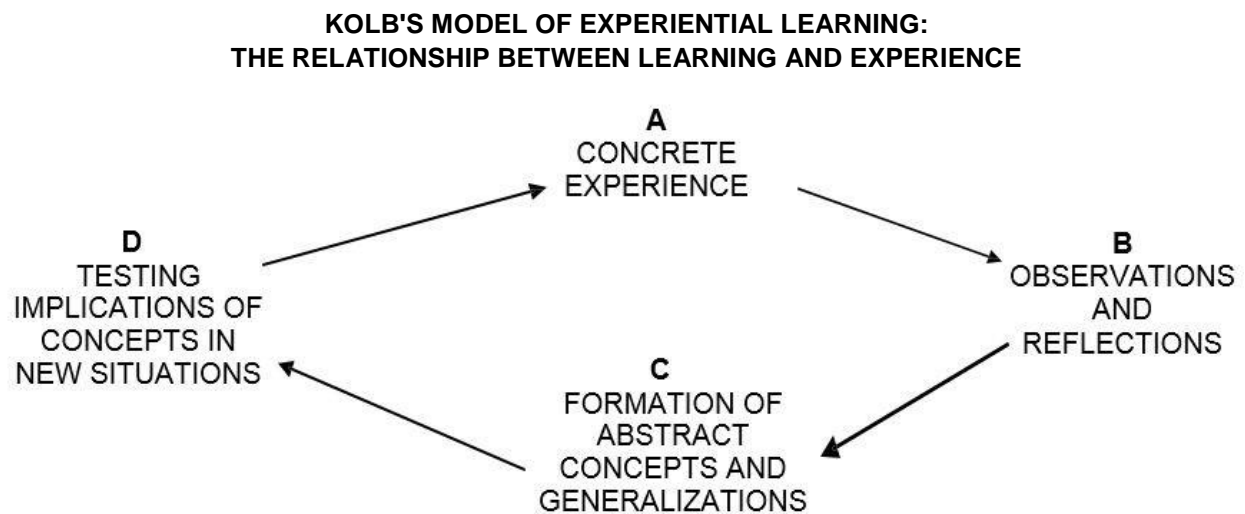
Today the work on the OHI finally began. We left the office early in the morning to take a trip through the corridor to get the feeling of the area that we would eventually be covered. My supervisor made a point to talk about the area, and was very helpful in answering my questions. I was a bit nervous to ask questions at first, but he was very knowledgeable and easy to talk with. 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 shows 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 will also show those properties which would be included in the OHI. It felt good to have my own project, and put my classroom knowledge to use. The program was a little different than what I was used to, but after asking a few questions, I picked it up very quickly.

SELF-ASSESSMENT PAPER

Each intern is required to complete a final self-assessment paper at the end of the internship experience. This paper, typically 5-10 pages in length, is a summary reflection of the internship experience. The self-assessment paper should:

1. Reflect on the entire internship experience, and demonstrate the student's personal growth
2. Demonstrate fulfillment of each of the student's internship learning objectives (as noted on the Internship registration Form)
3. Connect the experiences and skills gained in the internship to the student's career development
4. Be typed, and written professionally



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

Kolb's model of experiential education is based upon the idea that learning is achieved through not only a person's experiences but also via reflection and testing of the knowledge gathered from those experiences. Understanding the relationship between knowledge and experience will help the intern to explore and analyze learning.

The following questions may help both interns and supervisors 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?

B. Observations and Reflections

- What were my thought processes? What were my 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?

C. Formation of Abstract Concepts and Generalizations

- What ideas or insights have I had?
- What hypotheses, rules, laws, theories, or 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, or 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?
- 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?
- 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?

ACADEMIC CREDIT HOURS

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 Career Services. The student must make sure that all of the forms listed on the "Internship Progress Checklist" (Appendix H) are submitted to Career Services in order to receive credit. (Adult students will be billed at the current rate of tuition per credit.)

ASSIGNMENTS AND GRADING

All internships are graded using a Credit/No Credit grading scale. In order to receive "Credit" for the internship, each intern must complete and submit the following required assignments to Career Services for evaluation:

1. Internship Journal
2. Internship Work Log (Appendix D)
3. Self-Assessment Paper
4. Employer Evaluation of Intern

Failure to complete and submit any of the required assignments, will result in the student receiving "No Credit" for the internship. Career Services may alter the format of the work or assignments for the internship, and those assignment must be noted on the "Internship Registration Form".

Appendix A

INTERNSHIP REGISTRATION FORM

A: Student Information

Name: _____ Stu. ID: _____

Email: _____ Phone: _____

B: Company Information

Company Name: _____

Address: _____ City, State: _____

Worksite

Supervisor: _____ Phone: _____ Email: _____

C: Academic Credit Hours: (Please check the applicable response below)

____ Not for academic credit (form does not need to 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

Department/Subject: _____ Course ID: _____

Internship Title: _____

Start Date (onsite): _____ End Date (onsite): _____

Academic work completed & credit posted to academic record in: (Please check appropriate response)

____ Spring, 20____; ____ Summer, 20____; ____ Fall, 20____

Criteria for Evaluation: Career Services, in consultation with the student, should attach a list of requirements, and the date each requirement is due.

Additional Expectations: Career Services should list any additional qualifying factors. Examples of additional expectations might include when the student should meet with Career Services, how often they should meet, any additional required assignments, etc.

Learning Objectives: The student, in consultation with the Worksite Supervisor and Career Services, should list three to 4 learning objectives. These objectives will serve as a guide throughout the internship for the student, Worksite Supervisor, and Career Services.

* For more information on establishing objectives see pages 3 and 4 in the Internship Handbook.

1. Student will gain a greater understanding of professionalism and proper conduct, as they relate to the internship setting and career field.
2. Student will develop professional communication skills by interacting and communicating with a variety of individuals and groups within the internship setting and career field
3. _____

4. _____

5. _____

6. _____

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 Career Services in order to receive academic credit.
3. By signing this form, Career Services 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.

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

Student Signature: _____ Date: _____

PROJECT APPROVED BY:

Academic Advisor: _____ Date: _____

Worksite Supervisor: _____ Date: _____

Career Services: _____ Date: _____

RECEIVED BY REGISTRAR'S OFFICE: Date: _____

Appendix B

EMPLOYER EVALUATION OF INTERN

NAME OF STUDENT: _____

DATE OF EVALUATION: _____

Student: You are responsible for providing this form to your Worksite 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 Career Services should accompany this form.

Worksite Supervisor: Please fully complete this rating form and mail it to Career Services 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:

Appendix B (page 2)

EMPLOYER EVALUATION OF INTERN

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

Attendance	Perfect	Acceptable	Inconsistent	Poor
Punctuality	Perfect	Acceptable	Inconsistent	Poor
Fit in well with work group	Excellent	Very well	Average	Poor
Able to learn new tasks	Excellent	Very well	Average	Poor
Professionalism	Excellent	Very well	Average	Poor

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

- Somewhat irresponsible
- Exhibited creative problem solving
- Somewhat resistant to change
- Dressed appropriately for work setting
- Not adequately prepared academically for the work assignment
- Tended not to ask questions, even when later behavior suggested that he/she had not understood

What were the student's greatest strengths and successes?

Where does the student need the most improvement?

Additional Comments:

(Feel free to attach additional comments)

Worksite Supervisor's Final Evaluation:

Excellent Above Average Average Below Average Poor

These ratings have been discussed with the student. Yes No

Worksite Supervisor's Signature: _____ Date: _____

Appendix C

STUDENT EVALUATION OF INTERNSHIP

Name of Student: _____

Name of Company: _____

Worksite Supervisor: _____

Date of Evaluation: _____

	Excellent	Very Good	Average	Below Average	Poor
1) Internship Environment	()	()	()	()	()
2) Variety of Experience	()	()	()	()	()
3) Availability of Worksite 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 this internship in the future?

Would you recommend this placement for another student? Why or why not?

Appendix E

FINAL GRADE RUBRIC

In order to receive academic credit for internship, the student must complete, and submit, the following required assignments:

Internship Journal

Work Log

Self-Assessment Paper

Employer Evaluation of Intern

Failure to complete, and submit, any of the above assignments will result in the student receiving no credit for the internship.

Appendix F

INTERNSHIP PROGRESS CHECKLIST

(for Career Services use)

Name	Term/Year	Academic Department
Phone Number	Course	Internship Site
Student Email Address	Credit Hours	Worksite Supervisor

(To be filled out by Career Services)

Criteria	Date	Comments/Initials
Registration Form submitted		
Enrollment completed		
Distribution of Registration Form	Student _____ Registrar's Office _____ Worksite Supervisor _____	
Internship Work Log submitted		
Journal submitted		
Self-Assessment Paper submitted		
Employer Evaluation of Intern		
Assignments graded by Career Services		
Grade to Registrar's Office		