INTERNSHIPS:
A Guide for Students, Faculty and Site Supervisors
Revised February 2011
To the Readers of this Manual:

Muhlenberg College is committed to providing students with opportunities for experiential learning, including internships. An internship can enable a student to translate knowledge gained in an academic setting such as the classroom or research lab into the world of work outside academe. An internship can also assist the student in gaining first-hand knowledge of the expectations of a particular career field and the etiquette of the workplace. Students who have conscientiously met the responsibilities of an internship have valuable assets to discuss with potential employers or graduate and professional schools.

Whether you are a student, a member of the College faculty or staff, or an on-site supervisor, I hope you find this manual helpful and your role in the internship experience a rewarding one.

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Dean of the College for Academic Life
MUHLENBERG COLLEGE
INTERNSHIP MANUAL

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**TIMELINE FOR PLANNING AN INTERNSHIP**

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<td>žHave your resume critiqued.</td>
<td>Semester prior to the internship</td>
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<td>žDiscuss your internship intentions with your academic advisor; complete the Internship Application.</td>
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<td>žObtain referral to possible faculty sponsor and meet with him/her.</td>
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INTRODUCTION

What is an internship?

An Internship is a work experience characterized by intentional learning. During this experience, the student assumes a responsible role in an organization and actively reflects on what he or she is observing and learning. It is important that the student make the link between academic preparation and the world of work.

Planning is key to any internship. The student plans the internship in advance in collaboration with a faculty sponsor and a site supervisor, who also monitors and evaluates the student’s work. Students who register their internships for academic credit also submit an academic project which relates the practical experience to academic theory.

Three important elements distinguish an internship from a short-term job or volunteer work: the academic background which the intern brings to the practical experience, active reflection during the internship, and the final project which demonstrates the learning accomplished as it relates to the student’s academic discipline.

Since a successful internship requires an agreement on the objectives, nature of the work, and outcomes among the three parties involved - the student, the site supervisor, and the faculty sponsor - it is essential that careful planning precede the direct experience: a learning contract is the best way to achieve this agreement in advance (see sample on pages 18 - 20).

Internships can take place in a variety of settings, from corporations, banks, publishing houses, and marketing firms to television studios, human service agencies, and research institutes. Some students receive remuneration, some do not. But all internships involve planning.

This manual is a guide for you - the students, faculty, and site supervisors who are involved in internships through Muhlenberg College. It is intended to help you understand policies, roles, and expectations and to assist you in the planning process. We hope, as a result, your internship experience is a positive one.

We’ll be referring to key documents throughout this manual. Some of those you will want to pay particular attention to are:

- Internship Application p. 17
- Internship Learning Contract p. 18 - 20
- Internship Evaluations p. 21 - 23
What is an internship?

An internship is an experience in which you learn by taking on a responsible role as a worker in an organization and by observing and reflecting on what happens while you are there. Internships are many things to many people. They can range from seeing a Congressional office in action to working with teen-age runaways, working in a hospital, or even working behind the scenes at a television station. Since you select your internship, the possibilities are endless.

Why should I do an internship? What can it do for me?

Test the waters. An internship is a way to try out a possible career in order to pinpoint your area of interest.

Gain employment experience. It is a chance to develop and extend your skills. Students with internship experience are more competitive in the job search. It has become a “must” in today’s job market to demonstrate interest and experience in your chosen field.

Establish contacts. Through an internship, you will have the opportunity to make valuable career contacts, network with professionals in your field, and possibly develop a mentor relationship.

Apply your knowledge. An internship experience can add more meaning to academic study by giving you the chance to integrate the theories learned in class with “real life” situations.

Take charge of your education. An internship is a way for you to design your own curriculum. You decide what you would like to learn, how you intend to learn it, and how you will synthesize your experience with your academic knowledge.

Financial rewards. Although many internships are unpaid, some employers may offer some financial compensation for your work. Internships need not be paid in order to be of value.

How do I find an internship?

Most academic and administrative departments will sponsor internships. There are several ways you can go about arranging one.

Some academic departments (including Media and Communication; English; Accounting, Business & Economics; and Political Science) have internship coordinators who will assist you in arranging an internship. They may be able to give you a list of organizations who sponsor interns and assist you in the selection process. Contact them directly.

If you are interested in arranging an internship with a department other than those listed above, here are some ideas:

Contact the academic/administrative department in which you are interested. They may be able to give you some suggestions about possible internships and let you know who might be willing to serve as faculty sponsor. Many departments keep listings of internship opportunities.
Contact The Career Center. They have:

- a career resource library which contains internship listings and national directories of opportunities.
- hundreds of internship postings available to you online through your Career Connections account.
- a database of alumni who are interested in talking with you about their career fields and possibly sponsoring internships at their organizations.
- workshops on how to identify what you can do and how to arrange an internship that suits your interests and skills.
- individual advising.
- referrals to faculty who might sponsor you as an intern.
- special programs such as resume writing and interviewing workshops (such programs can better prepare you for the interview experience and increase your chances of being hired for the internship position).
- a web site with links to helpful sites for identifying internship opportunities: www.muhlenberg.edu/careercenter.

Talk to students who have completed internships in your field of interest. They may be able to give you valuable insight and information.

What are the “rules”? What do I need to know about academic policies regarding internships?

The following information is a summary of the academic policy you need to observe if you want to earn academic credit. To be sure you don’t miss anything, we suggest that you read over the entire policy on the Internships and Practicums form on page 24 of this booklet.

Who can take an internship? If you want to apply for academic credit, you must be a junior or senior who is a degree candidate in good academic standing. You must be either a full-time student in residence, enrolled in an approved off-campus program, or a part-time student enrolled through The Wescoe School.

What guidelines should I follow if I have a disability or special need? Students with disabilities and special needs have access to internships under the same guidelines and criteria established for all students. It is important, however, to discuss in advance any special arrangements or accommodations you may need with the Director of Disability Services so that your experience can be as positive as possible. As always, your documentation and diagnosis must support your request for any special arrangements or accommodations. Although Muhlenberg will endeavor to provide similar support and accommodations to those you have received on-campus, some sites may not be as accessible as others, and the support and accommodations may differ from what you have previously received. The accommodations should not compromise the essential elements of the experience, but should provide equal access to all facets of the program.

In addition to working with the appropriate service provider at Muhlenberg, it is helpful to provide information to the faculty sponsor and internship supervisor regarding your special needs and the requested accommodations. Disability Services can provide a letter of suggested accommodations to assist in your discussions.
**How do I register for an internship?** Internships must be registered through the Registrar’s Office prior to the end of the third week of classes in the term in which the work is recorded. Complete the Internships and Practicums form (sample on p. 24). Make sure that you have the approval of your academic advisor, the faculty member who will sponsor you, and the on-site supervisor. Without all three of the signatures, the registration cannot be processed. The internship must be completed during the semester in which it is registered. No retroactive credit will be considered.

**What about summer internships?** Using the Internships and Practicums form, available through the Registrar, you must register for a summer internship by the deadline noted in the summer academic calendar, and the internship must be completed prior to the end of the summer term. No retroactive credit will be considered. *An internship will be billed at the same rate as any other summer course.*

You must complete 126-168 hours of work for a summer internship consistent with the standards established for the traditional academic year.

**What standards must I meet in designing my internship?** You must consult with the faculty sponsor and the site supervisor in designing your internship. Normally, no more than one course unit is awarded for such an experience. You will be expected to work an average of 9-12 hours per week (a total of 126-168 hours per semester) for each course unit you earn.

You will complete an academic project which will be defined by and submitted to your faculty sponsor for evaluation. This final project may be written or presented, as in a seminar, at the discretion of the faculty member. Also, a learning contract may be required by the faculty sponsor. The site supervisor will submit a written evaluation of your work; the faculty sponsor will assign the grade. Your internship will be graded on a pass/fail basis except when it is required by your major.

**Please note that, in order to avoid any conflicts of interest, no family member may serve as on-site supervisor for your internship.**

**How many internships may I take at Muhlenberg?** Normally, you may take only one internship during any semester or summer session except for internships taken as part of approved programs such as the Semester in Washington, D.C., Dana Associates, and Study Abroad. However, you may combine an internship with an independent study/research project in a given semester.

You may earn no more than a total of *four* course units through *individualized instruction, internships, practicums, independent study, research, or special arrangement.* These four course units are the maximum you may apply to the 34 course unit degree requirement, except as required by special programs.

You may not use an internship to satisfy a general academic requirement.

**What if I want to do an internship, but not for academic credit?**

We commend you on your initiative and commitment to learning and service! Many students participate in non-credit experiences each year. The experience can be rewarding and interesting whether or not you receive academic credit for your efforts.
Just as with a credit-bearing internship, you will gain valuable work experience, develop contacts, and have an opportunity to test a career in which you are interested. Additionally, many employers give high points to job candidates who have demonstrated a commitment to service.

The process of finding a non-credit internship is much the same as for the credit-bearing experiences described above: check with the Career Center, attend workshops on internships and the job search process, ask your academic department for leads. Also, check with the Community Service office for information about volunteer positions in the community.

Because you are not applying for academic credit, you need not fall within the bounds of the academic policy. That means you can do non-credit work as a first-year student or work as many or as few hours as you can reasonably handle.

Because you will not necessarily have a faculty sponsor, a non-credit experience stands the risk of being less clearly defined than a credit-bearing internship. This can work to your disadvantage. You owe it to yourself to make the experience worthwhile by identifying your goals and agreeing to expectations with your site supervisor.

One way of accomplishing this is to write a learning contract with your supervisor. It will allow you to define your responsibilities and establish a method of evaluation, and it will help you to see your accomplishments. Additionally, it will lend written support to the quality of your experience, and that will help you in the future as you apply for jobs and graduate programs. Give a copy of this manual to your site supervisor and ask for his or her involvement in preparing the contract. We are certain your supervisor will be impressed with your commitment!

**Is there anything else I need to know?**

An internship is comparable to any job for which you will apply in the future. Prepare for your experience as you would for regular employment. Learn about the organizations in which you are interested, schedule interviews and visits to the site, and sell yourself. Don’t forget to dress appropriately for your interview: first impressions are crucial!

**Wait! All this information – I don’t know what to do first!**

Here’s a quick summary:

**Reflect.** Analyze your skills and begin to define your career interests. Decide what you want to learn from an internship.

**Gather information.** Talk to faculty, career counselors, and students who have completed internships.

**Narrow your choices.** Select 10-15 organizations which may be able to offer what you’re looking for in an experience.

**Research.** Find out how the organization places interns and who the right person is to contact. Find out about the programs in which you are interested and their requirements. Send letters of inquiry or make initial phone calls for information.
**Choose your target.** Narrow your search further (to 5-10 organizations), send resumes and cover letters, arrange interviews and/or visits, continue to eliminate organizations based on their capacity to provide the experience you want.

**Present your best side.** Prepare to sell yourself by attending the resume writing and interviewing workshops.

**Apply, persist, and follow up.** Send a top-notch application and make follow-up phone calls to let the employer know you are the right one for the position.

**Make your choice.** Select the right internship for you.

**Complete the internship application** (sample on page 17).

**Arrange academic credit with your faculty sponsor.** Make sure you have the appropriate form from the Registrar ready to be signed as soon as you make your decision.

**Finalize arrangements.** Agree on when you will start, how many hours per week or semester you will work, what duties you are expected to perform, and your responsibilities. Make sure the form is processed by the Registrar. Write your learning contract.

**Begin! Good luck!**
STUDENT INTERN: EXPECTATIONS

It may be that your internship will be the first time you have worked beyond Muhlenberg. All the rules are different there. People don’t expect you to be a student. Rather, they expect you to act the way they do, as a professional in their line of work. The catch is this: seldom are the rules spelled out for you, and the rules are not the same for any two organizations. If you don’t figure out the rules, you can have a poor experience and a poor evaluation. It’s all pretty ambiguous. So what do you do?

Here are a few guidelines and ideas to help you get on track:

**Follow the chain of command.** It is important for you to know the formal and informal reporting structures within your organization. Once you understand them, follow them! The unspoken rule is this: do not go around, behind or over anyone. Follow the chain of command in all your communications and actions. That means go to your site supervisor first.

**Respect confidentiality.** You can talk about issues, projects, and the work environment, but refrain from talking about people. Gossip can get back to people and wind up hurting you. Don’t be hurt if you are left out of certain discussions – some issues are for staff ears and eyes only. Finally, don’t take sides; steer clear of inter-office politics. Remember that you are there to work on your project.

**Respect the support staff.** They have been there longer than you, and they know more than you. They can be terrific allies in helping you break in, helping you understand the unspoken rules, and helping you accomplish your goals if you treat them with the respect they are due. Wipe the thought “just a secretary” out of your mind. Remember this: without support staff, the organization would not run.

**Maintain a professional relationship with your site supervisor.** Interns are expected to refrain from engaging in inappropriate personal relationships with the on site supervisor or any other employees at the internship site for the duration of the internship.

**Learn basic social skills.** This might seem rather silly, but if no one ever taught you such rituals, you are well advised to learn them quickly. How you handle hellos, good-byes, and basic courtesies of speech and action can win friends or turn people off. For example, don’t sit down in someone’s office until you are invited to do so. Keep your feet off the furniture. Hats off inside! Don’t chew gum. In the dining hall, you can get away with reaching across someone for the salt or pushing your plate out of the way when you are through. In the work world, you lose points.

**Attendance and promptness are expected.** Because you are a student, some faculty may not penalize you if you fly into class five minutes late or if you miss class. In the work world, that just won’t cut it. Tardiness and absenteeism signal a disrespect for others’ time, and a lack of interest in the work. Promptness signals eagerness, responsibility, and respect for others. At the beginning of the day and at all your meetings, be on time or five minutes early. As for being absent from work, serious illness or family emergencies are the only reasons which may justify absence. It is important to call immediately and speak directly with your site supervisor if you have a problem which will keep you from your internship.
Learn to make a positive first impression. Practice until you acquire a firm handshake. Learn how to make introductions and how to introduce yourself to those you don’t know. Be friendly, smile and extend yourself. These are all parts of those important first impressions which really can earn you points. Picture this: the Executive Director of your organization is coming down the hall toward you. You are alone. She is a valuable person to know. Are you ready to introduce yourself?

Dress the part. Yes, this is important! When you walk in the door of your internship site, even if it is on-campus, you are no longer a student. We repeat: you are no longer a student. Appropriate attire is different for every organization. Look around you. What are others wearing? What about their hair styles? What kind of accessories are the norm, including earrings for men? Model your dress and grooming after that of your supervisor and other professional staff, and you cannot go wrong.

Lose the lingo. “Hey, cool!” might be a natural expression of affirmation on campus. In your internship, it will tell people that you are not yet professional material. Listen to the language of those around you, listen to your own language, and speak as a professional.

Be a good ambassador. Be cognizant that you reflect the institution. How you perform and behave in your internship will affect the future of other Muhlenberg interns.

Think about the long-term benefits of good internship etiquette. Many of you will ask your site supervisors for job recommendations or contacts. Some of you will apply for full-time or summer jobs at your internship site. Have you proven that you can make it in that type of environment? Have you earned a positive recommendation? What you do today can stick with you for a long time. Make it count!
LIABILITY

Liability for an internship experience can vary depending on the circumstances of the internship. Normally when you are involved with an internship where remuneration is received, you are considered an employee of the organization with which you are interning. Employee status shields you from claims arising out of your assigned work. Internships where remuneration is not received fall into two categories: academic credit attempted and academic credit not attempted. Bodily injury or property damage arising out of an academic credit internship may be covered by a College-owned insurance policy, depending on the circumstances associated with the incident(s). Claims associated with individual student liability are not covered under College insurance policies. Students should consider obtaining a policy to cover personal liability. The College does not maintain any insurance coverage for internships without academic credit.

GUIDELINES FOR ETHICAL BEHAVIOR WHEN WORKING WITH HUMAN SUBJECTS

If you plan to work with human subjects, you must work with an advisor in the appropriate department and follow guidelines published in Policy and Procedure Regarding Research with Human Subjects, Muhlenberg College, available from Dr. Mark Sciutto, Psychology; Dr. Laura Edelman, Psychology; or Dr. Lora Taub, Media & Communication.
FACULTY SPONSORS: EXPECTATIONS

Prior to registration

1. Prior to the student’s enrollment in the internship, the faculty sponsor will meet with the student to discuss the duties and responsibilities required for the internship, as well as the student’s time commitment (number of hours required for the internship), the academic project that will be completed, and the due date for the project. A learning contract may be required at the discretion of the faculty sponsor.

2. The faculty sponsor will initiate contact with the site supervisor to define the student’s duties and responsibilities and to discuss expectations of performance during the internship. The faculty sponsor will also send a copy of the appropriate manual to the site supervisor.

3. Students may disclose a disability or special need for which special arrangements or accommodations may be necessary. The Director of Disability Services should have supporting documentation on file and are available for information related to the possible accommodations.

Registration

4. Faculty sponsors should ensure that the Internships and Practicums form includes a reasonably detailed description of the course. The Registrar’s Office will not accept forms which do not. These forms will be returned to the faculty supervisor.

5. Each internship must be approved by the academic advisor and faculty sponsor. The faculty sponsor will be responsible for the academic supervision of individual internships and the integration of the practical and theoretical work. The internship will be graded pass/fail except when required by the major.

Academic Oversight

6. Ongoing meetings should be scheduled with the student to discuss the internship experience. The faculty sponsor should schedule a minimum of three meetings during the semester. Meetings should occur two weeks after the internship begins, at the midterm of the semester, and at the end of the semester. In cases where meetings are not possible, regular contact by other means must be maintained.

7. The faculty sponsor should maintain contact with the site supervisor. Periodic contacts should be made at the beginning, midpoint, and end of the semester. Site visitations should be arranged at the discretion of the sponsor. An evaluation of the student intern should be obtained from the site supervisor at the midpoint of the semester and at the end, before the last day of classes or the last day of the internship, whichever comes first.

Evaluation

8. Two to three weeks before the end of the semester, the faculty sponsor should meet with the student to review the progress on the academic project and to reaffirm the deadline for completion of the project.

9. The faculty sponsor will assign a final grade based on the student’s academic project and the site supervisor’s evaluation. Grades are due on the date established by the Registrar.
SITE SUPERVISOR: EXPECTATIONS

We appreciate your support of Muhlenberg’s internship program and your willingness to share your time and talent. We hope the following information will help ensure that your experience with a Muhlenberg student is a positive one. Please read both this section and the student guidelines to familiarize yourself with the College’s expectations of students.

Muhlenberg College internship policies

The student who is earning academic credit for the internship experience is expected to meet certain requirements.

- The student is expected to work 9-12 hours per week or 126-168 hours per fall, spring or summer term internship.
- In order to avoid any conflicts of interest, no family member may serve as on-site supervisor.
- The student will be required to complete an academic project to be defined and evaluated by a faculty sponsor. Most internships are taken on a pass-fail basis; however those required by the student’s major are assigned grades. The grade will be based on the academic project and your evaluation and will be determined by the faculty sponsor.
- A written evaluation by the site supervisor will be required at the end of the internship. In addition, a mid-term evaluation is recommended to provide a basis for assessing the student’s development during the internship. Evaluation forms are included in this manual on pages 21-23. You may use your own organization’s employee form if you prefer.

How to make the internship go smoothly

Faculty contact. At the beginning of the internship, the faculty sponsor will initiate contact with you to define the student’s performance during the internship.

Written learning contract. The College encourages the student to write a learning contract in cooperation with you and the faculty sponsor. This document will allow the three individuals to reach agreement on the form and substance of the internship and on the performance criteria. Be specific about the work results you expect of the intern. Plan ahead for a mutually beneficial experience.

Even if a learning contract is not required by the faculty sponsor, you are encouraged to require one of the intern. A learning contract is included in this manual on pages 18-20.

Communication. Open communication among you, the faculty sponsor, and the student is critical to a positive experience. The student will meet with the faculty sponsor a minimum of three times during the semester. Likewise, the faculty sponsor will contact you at the beginning, midpoint, and end of the semester for your feedback on how the internship is progressing.

Please do not hesitate to initiate a call to the faculty sponsor during the semester. Checking in with news of your intern’s activities is welcome. Similarly, concerns or problems sometimes arise. You are encouraged to contact the faculty sponsor immediately to discuss your observations, no matter how small the issue. Early communication can prevent minor concerns from escalating into major problems.
**Professionalism.** The greatest benefit to the student is when you treat him or her as you do your professional employees. Site supervisors are expected to refrain from engaging in an inappropriate personal relationship with student interns.

**Students with disabilities.** Students with disabilities have access to internships under the same guidelines and criteria established for all students and are expected to fulfill the same standards and requirements. When a student discloses a disability and the need for accommodations, the Office of Disability Services and the faculty instructor will provide guidance to the student and the site supervisor regarding accommodations, auxiliary aids, and services. The Office of Disability Services is committed to working with identified students, faculty instructors and site supervisors in developing and implementing the most appropriate strategies for a positive and successful internship experience.

**Orientation to the work setting**

Understanding the context in which work takes place can help the student learn from the internship experience and be more effective in carrying out assignments. The people, events, and issues in your organization often comprise an unlimited curriculum in social sciences, organizational development, politics, and humanities. At the beginning of the internship, you might set aside time to discuss some of the following:

**The organization’s goals.** Are there clear or implicit goals for your organization? Are there varying views of what the goals are? Share with the intern material in which those goals appear, such as annual reports, public relations material, and strategic planning documents.

**The organizational environment.**

People – Who are the key players in the larger organization? In your department? Who are the formal and informal leaders in your organization? What are their backgrounds? Give the intern an opportunity to speak with various individuals about their roles.

Structure – What are the formal and informal organizational structures at your site? Where does power/influence reside? What are the formal and informal communication patterns?

Decision-making – Where and by whom are decisions made? How are they made (decision-making style)?

Funding/Budget – Where does the funding come from to operate your organization? Share with the intern some of the operating budgets for your unit or the organization as a whole. How does the budget process work? How are budget decisions made?

Supervision – If you are supervising others, how would you characterize your supervisory style? What are the challenges you meet as a supervisor? How has your style changed during your career?
WHAT DO YOU DO IF THINGS GO WRONG?
Suggestions for Students, Site Supervisors, and Faculty Sponsors

The following guidelines will assist faculty, students, and site supervisors in working through internship concerns.

Discuss the problem. We strongly encourage the individuals involved to discuss the situation, negotiate on their own, and work toward agreement. Occasionally problems arise during an internship. Early intervention can usually lead to a solution which is acceptable to all involved. If a problem arises, it is important to deal with it immediately.

This, of course, is the ideal. If a solution cannot be found, and if the problem is with the student or the site supervisor, consult with the faculty sponsor. If the problem is with the faculty sponsor, consult with Dean Carol Shiner Wilson at the College at (484) 664-3130.

Call. Site supervisors should call the faculty sponsor when a problem arises which cannot be resolved through discussion. Such a problem might include absenteeism, failure to follow directions, poor attitude, or inappropriate dress.

Likewise, students should call their faculty sponsor when problems occur, such as when guidelines are not being followed, when expectations are not being met, or when inappropriate advances are made.

Intervene. If faculty intervention is warranted, the faculty sponsor will gather information from the site supervisor and the student concerning the nature of the problem. A site visit and/or a meeting of the three individuals may be advisable, with the sponsor as convener and mediator.

Review the guidelines. All individuals should review the guidelines and learning contract. What expectations were outlined at the beginning of the internship? Clarification of the expectations may be in order.

The faculty sponsor will make recommendations to the student and/or the site supervisor and encourage the two individuals to discuss the issue and work out an acceptable solution.
The following internship-related publications are available in the Career Center Resource Library:

I. Internship/Summer Job Section of the Career Resource Library

The Internship Series Mid-Atlantic Edition (Volume 1). Careers Education Institutes, Winston-Salem, NC.
The Internship Series Mid-Atlantic Edition (Volume 2). Careers Education Institutes, Winston-Salem, NC.

II. International Section of the Career Resource Library


III. Periodicals

The Career Center subscribes to many periodicals that contain internship listings. Subscriptions are obtained based on student interest. Current periodicals include:

ArtSEARCH
CURRENT JOBS IN ART
CURRENT JOBS INTERNATIONAL
CURRENT JOBS IN MANAGEMENT AND BUSINESS
ENTERTAINMENT EMPLOYMENT JOURNAL
GREEN CAREERS JOURNAL
OPPORTUNITIES IN PUBLIC AFFAIRS- DC AREA
TRANSITIONS ABROAD
IV. Career Connections – Online Database

To access Career Connections

- Go to The Career Center web site - www.muhlenberg.edu/careercenter - and click on the Career Connections icon.
- Log in using “muh” plus the last 7 digits of your Berg ID as the username (ex. muh1234567) and use “mules” as the initial password. (You must change the password after first login.)
  CLASS OF 2014: Username: your Muhlenberg email address  
  Password: mules
- Click ‘enter’ and you will come to the home page of your Career Connections account.

Jobs and Internships

- Mouse-over Jobs & Internships from the navigation bar and select “Job Search” to conduct a detailed search of the database. Opportunities here come from a variety of sources, and they may be listed by the Career Center or by the Experience.com network.
- You may multi-select job functions to broaden the search – criteria that are too specific may result in fewer or no hits.
- The system gives you the option of saving a search so you won’t need to make all the selections each time.

The list of opportunities you receive will contain the title, company, and location of the position as well as application deadline and interview date (if one exists). You may notice a symbol under the “Interview” column. This means the employer has scheduled a date to come to Muhlenberg to interview candidates for this position.

- Click on the job title to view the details of the position, including how to apply. Each employer has information about their organization, as well as a list of the positions they have available. You will also notice any events associated with that particular employer.

V. Internet

Use the Career Center website (http://www.muhlenberg.edu/careercenter) to link to internet sites that list internships.

The Career Center Resource Library obtains new resources regularly.

Visit us in Seegers Union, lower level.
FORMS
MUHLENBERG COLLEGE
Internship Application

**Student:** Please complete this form and discuss your internship with your academic advisor. After obtaining your advisor’s signature, present this form to the faculty member you are requesting to sponsor your internship. You may make copies of this form or access an online form at http://www.muhlenberg.edu/careercenter/internship/page11.html. *This form must be typed.*

Name _________________________________________________ Berg I.D. # ____________

Campus Box Number ____________ Phone ____________ Email ____________

Major(s) __________________________________________ Minor ______________________

Overall GPA __________________________ Major GPA ________________

I wish to apply for an internship in the following field:

Other courses I will be taking during the internship semester:

Other internships for which I have earned academic credit at Muhlenberg:

Why do you want to do an internship? What kind of experience would be most beneficial to you?

What are your career goals? In what way is the internship supportive of these goals? Do you have prior experience which is related to your intended internship?

Please attach your resume.

Academic Advisor signature ____________________________ Date ____________
MUHLENBERG COLLEGE
Internship Learning Contract
(to be completed by student)

Student: You may make copies of this form or access an online form at the following web site: http://www.muhlenberg.edu/careercenter/internship/page12.html. Write this document in consultation with your faculty sponsor and site supervisor. When all have agreed on the content and all revisions of this document, you should prepare a final, clean, TYPED copy for signatures and distribution to all parties (student, faculty sponsor and site supervisor).

Part I

A. Name ____________________________ Berg I.D. # ____________________________

Campus Address
Box ________ Muhlenberg College, Allentown, PA 18104

Home Address

street

phone __________________ email __________________

city state zip

phone

Your residential address while on the internship, if away from campus:

street

city state zip

phone fax

B. Internship information

name of organization

street city state zip

Mailing Address, if different than above __ ____________________________________________

Site Supervisor __________________________ name __________________________ title

Phone __________________________

C. Faculty Sponsor __________________________ Department __________________________

Office __________________________ Phone __________________________

Academic Advisor __________________________ Department __________________________

Office __________________________ Phone __________________________
PART II: THE INTERNSHIP

A. JOB DESCRIPTION: Describe your role and responsibilities while on your internship. List duties, projects, deadlines, and so on.

B. HOURS: You are encouraged to set regular weekly hours for the duration of your internship. In order to receive academic credit, you must work 9-12 hours per week, and a total of 126-168 hours per semester. For summer internships, you must work no less than 126 hours. Please list hours:

| Day | Hours |

C. SUPERVISION: Describe the supervision to be provided by your site supervisor, faculty sponsor or others. What kind of instruction, assistance, or consultation will you receive and from whom?

PART III: LEARNING OBJECTIVES/LEARNING ACTIVITIES

A. LEARNING OBJECTIVES: What do you intend to learn through this experience? What abilities, skills, or knowledge do you intend to develop or enhance? Be specific. Use concrete, measurable terms.
B. LEARNING ACTIVITIES:

1. *On-the-job:* Describe your activities and how they will enable you to meet your learning objectives. Include projects, research, report writing, conversations which you will carry out while working, relating them to what you intend to learn.

2. *Academic and off-the-job:* Describe in as much detail as possible your academic project. Also list reading, writing, contact with your faculty sponsor and other students, discussions, field trips, and/or observations you will carry out which will help you meet your learning objectives.

PART IV: EVALUATION

How will you know what you have learned or that you have achieved your learning objectives? How will your work performance be evaluated? By whom? When? How will a grade be determined? By whom? When? All parties should receive a copy of the evaluation form at the start of the internship experience.

PART V: AGREEMENT

This agreement may be terminated or amended by the student, faculty sponsor or site supervisor upon written notice, which is received and agreed to by the other two parties. This is a working agreement and does not constitute a contractual obligation for any of the parties concerned.

Student signature _____________________________ Date __________________

Faculty Sponsor _____________________________ Date __________________

Site Supervisor _______________________________ Date __________________

(Copies of this signed agreement should be distributed to the student, faculty sponsor, and site supervisor.)

Portions of this document are reprinted by permission of The Carroll Press, Cranston, RI, from The Experienced Hand: A Student Manual for Making the Most of an Internship, Timothy Stanton and Kamil Ali, National Society for Internships and Experiential Education, (c) Copyright 1982, from page 63 to 65.
MUHLENBERG COLLEGE
Mid-Term Internship Evaluation
(to be completed by Site Supervisor)

You may make copies of this form or access an online form at the following web site: www.muhlenberg.edu/careercenter/internship/page13.html. Please complete this evaluation and review it with the intern during the 7th-8th week of the semester. Give concrete examples in your discussion. After you and the intern have signed this evaluation, please forward a copy to the faculty sponsor and give a copy to the intern.

Intern’s name ________________________________________ Date _______________________________
Organization ______________________________________ Site Supervisor __________________________________
Faculty Sponsor _____________________________________________________________________________________
Internship Position _______________________________________________________________________________
Brief description of responsibilities ______________________________________________________________________

<table>
<thead>
<tr>
<th>Personal Traits and Qualities</th>
<th>low</th>
<th>average</th>
<th>high</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Punctuality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reliability</td>
<td>1</td>
<td>2</td>
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<td>Appropriate dress/appearance</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>Cooperation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Initiative and resourcefulness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Exercises sound judgment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Willingness to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Accepts constructive criticism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Interacts well with staff and constituents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Level of professionalism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Intellectual and Professional Background</th>
<th>low</th>
<th>average</th>
<th>high</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of field</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Thinks independently within professional framework</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Recognizes problems and develops solutions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates ethical and moral conduct</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Follows directions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>low</th>
<th>average</th>
<th>high</th>
<th>Not applicable</th>
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<td>Written communication</td>
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<td>Oral communication</td>
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<tr>
<td>Listening skills</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>General Performance</th>
<th>low</th>
<th>average</th>
<th>high</th>
<th>Not applicable</th>
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</thead>
<tbody>
<tr>
<td>General attitude toward the internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Quality of work performed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Quantity of work performed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Meeting goals set at beginning of internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Compared to other interns, this intern’s performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please elaborate on areas for improvement as rated above. Give examples.

Student signature ________________________________________________

Supervisor signature _____________________________________________
MUHLENBERG COLLEGE
Final Internship Evaluation
(to be completed by Site Supervisor)

You may make copies of this form or access an online form at the following web site: www.muhlenberg.edu/careercenter/internship/page14.html. Please complete this evaluation and review it with the intern before the last day of classes or the last day of the internship, whichever comes first. Give concrete examples in your discussion. After you and the intern have signed this evaluation, please forward a copy to the faculty sponsor and give a copy to the intern.

The purpose of this evaluation is to assess the match between the student and your expectations and to assess the development of the student during the internship.

Intern’s name __________________________________________ Date _____________________________________
Organization ________________________________ __ Site Supervisor _______________________________
Faculty Sponsor ____________________________________________________________________________________
Internship Position ________________________________________________ _______________________ ____________
____________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>low</th>
<th>average</th>
<th>high</th>
<th>not</th>
</tr>
</thead>
</table>

Personal Traits and Qualities
- Attendance 1 2 3 4 5 N/A
- Punctuality 1 2 3 4 5 N/A
- Reliability 1 2 3 4 5 N/A
- Appropriate dress/appearance 1 2 3 4 5 N/A
- Cooperation 1 2 3 4 5 N/A
- Initiative and resourcefulness 1 2 3 4 5 N/A
- Exercises sound judgment 1 2 3 4 5 N/A
- Willingness to learn 1 2 3 4 5 N/A
- Accepts constructive criticism 1 2 3 4 5 N/A
- Interacts well with staff and constituents 1 2 3 4 5 N/A
- Level of professionalism 1 2 3 4 5 N/A

Intellectual and Professional Background
- Knowledge of field 1 2 3 4 5 N/A
- Thinks independently within professional framework 1 2 3 4 5 N/A
- Recognizes problems and develops solutions 1 2 3 4 5 N/A
- Demonstrates ethical and moral conduct 1 2 3 4 5 N/A
- Follows directions 1 2 3 4 5 N/A

Communication Skills
- Written communication 1 2 3 4 5 N/A
- Oral communication 1 2 3 4 5 N/A
- Listening skills 1 2 3 4 5 N/A

General Performance
- General attitude toward the internship 1 2 3 4 5 N/A
- Quality of work performed 1 2 3 4 5 N/A
- Quantity of work performed 1 2 3 4 5 N/A
- Meeting goals set at beginning of internship 1 2 3 4 5 N/A
- Compared to other interns, this intern’s performance 1 2 3 4 5 N/A

Please elaborate on areas for improvement as rated above. Give examples.

Student signature ______________________________________________________
Supervisor signature ____________________________________________________
Your responses to the following questions will help us evaluate the match between the intern and the internship and assess the student’s performance.

Please list five adjectives which describe the student:

How well did the intern complete his/her projects and responsibilities? To what degree were the learning objectives and activities met?

What did the intern accomplish or add to your organization which would not have occurred otherwise?

How has the student developed professionally and personally during this internship?

How well was the student prepared to take on this internship (academic preparation, maturity, job skills, etc.)? Please elaborate and give examples of additional preparation you would recommend.

What additional preparation do you recommend to prepare the student for an entry-level position in your field?

If problems or concerns arose during this internship, please explain.

Comments: Please use this space to summarize your opinion of the student’s performance. You may include strengths, improvements needed, and prediction for success in the future. Would you also please comment on the internship program at Muhlenberg? Your opinions will help us improve the program.

Student signature _______________________________ Date ______________________

Site Supervisor signature __________________________ Date ______________________
REGISTRATION FORM FOR INTERNSHIPS & PRACTICUMS IS AVAILABLE IN THE OFFICE OF THE
REGISTRAR OR ONLINE AT www.muhlenberg.edu/mgt/registrar/forms.html