

To: All potential internship students

From: Terry Keiser, Department Chair & Internship Coordinator

Subj: Procedures to follow in scheduling an Internship

The material that follows indicates the basic requirements of the internship that you may be embarking on. The experience is one that many students indicate is the most worthwhile undertaking of their college career.

Before the internship is approved and underway, a number of components must first be fulfilled by you, the student:

- Speak with your advisor and/or the department internship coordinator about your goals and desires regarding an internship
- We will assist you in the identification and arrangement of an internship that will provide you with a quality learning experience
- When you are ready to move forward, you must submit in writing, a request to be considered for a specific internship. Your request must be sent to Jane Brown, departmental secretary.
- An interview with the committee will be arranged. Upon approval by the committee, a recommendation will be forwarded to the department faculty. If approval occurs at this level, the student may register for the internship
- All weekly logs and other written materials during the internship are to be submitted in duplicate with one going to your departmental faculty supervisor and another going to Mrs. Jane Brown, secretary at [j-brown@onu.edu](mailto:j-brown@onu.edu).

**Department of Biological and Allied Health Sciences**  
**Ohio Northern University**

Phone: 419.772.2325 Fax: 419.772.2330

**Internship Agreement**

This agreement must be returned to the department office by the end of the first week of the internship. This task is the responsibility of the interning student.

_____ Academic Term and Year	_____ Student Intern Print Name
_____ Supervising Professor	_____ Current address of Student
_____ Mentor/Site Supervisor	_____ Student Cell/Telephone Number
_____ Agency Name	_____ Agency Address
_____ Agency Telephone	_____ Agency Fax

This agreement is meant to identify the responsibilities of the student intern, supervising professor, and the agency supervisor.

**RESPONSIBILITIES of the STUDENT INTERN**

1. The student must have this agreement completed and returned to the department office by the end of the first week of the internship. The agreement with the necessary signatures may be faxed to 419.772.2330.
2. Students are expected to work a minimum of 40 hours per week for ten weeks. They are expected to be available when needed by the interning agency. If university "breaks" occurs during the time frame of this internship, the student is expected to meet the normal work requirements of the interning agency. This includes being punctual to the work site. If a student intern is ill or must be absent from the intern site, they must notify & discuss **"in advance"** this with the Agency Supervisor.
3. **Reports** for interning students are expected the day of the oral presentation, in duplicate, to your departmental faculty supervisor and Mrs. Jane Brown. All student interns are required to **submit every Monday their weekly log sheets**. Students in the Biology and Forensic Biology internship program are required to submit these reports at the end of their internship: Final Internship Paper (10 pages in length), Summary Page, and thank you letter to the internship agency and the Dept. of Biological & Allied Health Sciences. Students in the **Environmental Studies** internship program need to complete Final Internship Report (10 pages in length), Summary Page, thank you letters (agency supervisor & Dept. of Biological & Allied Health Sciences) plus a **case study** on the interning agency. The student must give their internship on-site supervisor the Evaluation Grade Form. The supervisor will complete this form at the end of the internship and then send it to ONU Dept. of Biological & Allied Health Sciences. All reports are due by the day of student's oral presentation.
4. **The oral presentation** on the internship experience will be given at a scheduled time TBA (early in the next term). The presentation is limited to ten minutes followed by a 5 minute question period. It is often helpful to have pictures included in your presentation. They should include the **student intern** in "action" in the visual portion of the presentation.

### RESPONSIBILITIES of the AGENCY/SITE MENTOR

1. Working with the student intern in the successful completion of the experience
2. Supervision of the student intern at the internship site
3. Inform the student intern of Agency regulations, ethics, guidelines, responsibilities, expectations, etc.
4. Contact the Supervising Professor immediately if a problem occurs that cannot be readily resolved.
5. Conduct a mid-term assessment of the student intern indicating progress, problems, and expectations. This assessment will be most likely being of an oral nature.
6. Complete a final evaluation of the student with a **recommendation of a letter grade to the Supervising Professor**. A form is supplied for this purpose.

### RESPONSIBILITIES of the SUPERVISNG PROFESSOR

1. Conduct an on-site visit when appropriate, with the student intern and the Agency Supervisor during the term.
2. Provide an evaluation form to the Agency Supervisor.

### ADDITIONAL INFORMATION RELATIVE TO THIS AGREEMENT:

1. Is the student receiving any remuneration as part of the internship experience? If so, please indicate
2. Will the student be working on a specific "project" during the internship experience?

I have read the Agreement and its expectations and agree to them.

\_\_\_\_\_  
Student Intern – signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Supervisor signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Professor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Dept. of Biological & Allied Health Sciences

\_\_\_\_\_  
Date

**A signed copy of this Agreement will be provided to all of the above parties.**

## UNIVERSITY GUIDELINES

# INTERNSHIP OR TERM OF PROFESSIONAL EXPERIENCE

### BIOLOGY 481, 482, 483 and 490 (summer only)

#### Undergraduate Professional Experience Courses (Internship)

1. Professional experience courses, herein called internships, are upper division courses of study (400-level or above) principally involving practical experience under the primary supervision of an experienced full-time practitioner in the profession, usually in an off-campus location. These courses may be offered for students with appropriate backgrounds and necessary academic prerequisites. Internships should be designed to provide an opportunity for study and experience outside the traditional setting of classroom and laboratory. The internship will meet some of the requirements of the senior capstone.

2. Internships have clearly defined learning objectives and are subject to a rigorous program of supervision and evaluation. Departments, or colleges where no departments exist, must have guidelines to achieve these objectives. These guidelines are subject to the same review and approval process as that for initiating courses and will have provisions designed to ensure high quality of the experience including, but not limited to, the following:

- A. Internship sites will receive approval by the department faculty or college faculty where no departments exist, with consideration given to location and desirability of onsite visits during the internship, prior to the beginning of the internship.
  - B. Student interns will have a formal internship plan approved by the department faculty, or college faculty where no departments exist, and the dean of the college of registration prior to the beginning of the internship.
  - C. Specific provisions will be made for monitoring student progress and supervision at regular intervals during the internship.
  - D. At least one on-site visit may be made by a representative of the department, or college where no departments exist, during the term of an internship. The representative may be a faculty member in the department, or college where no departments exist, or a designate approved by the chair and dean.
  - E. Reasonable expenses, when documented, will be provided for faculty who supervise interns.
3. The following policies will apply to all internships or professional experience courses:
- A. Normally, only students in good academic standing and with departmental recommendation, or college recommendation where no departments exist, may be permitted to register for internship credit.
  - B. A student must be registered for internship credit during the quarter in which the internship is completed.

## REPORTS – by the student intern

BIOL 481, 482, 483 and 490 (summers only) require several reports to be completed and are due at the time of presentation. All reports should be submitted to Mrs. Jane Brown, who will record the date the reports were received. Mrs. Brown will then give the reports to the academic supervisor for grading.

REPORT	TYPE/INFORMATION TO INCLUDE	INTERN DUE:
Weekly Logs (Sample is included in this handbook).	This is a diary – style log that catalogs each day detailing your work, impressions, etc.  Copy to Sponsoring Agency, academic advisor and Mrs. Brown.	BIOL 481, 482, 483 & 490
Final Internship Report	10 pages (typed) and to include the following: <ul style="list-style-type: none"> <li>List &amp; discuss the important things which you experienced &amp; considered valuable.</li> <li>Did the amount of work required of your job reflect accurately the number of hours credit? Discuss.</li> <li>Has this experience helped you decide which direction you would like to go in terms of a career?</li> <li>How would you rate your onsite supervisors?</li> <li>Do you feel that, in general, your time was spent efficiently while on the job and that the sponsoring agency profited from your work?</li> <li>Would you recommend this experience (internship) to another student intern? How would you modify it?</li> <li>Were you prepared academically for this internship?</li> <li>What courses were most valuable to you?</li> <li>What course(s) should you have had?</li> </ul>	BIOL 481, 482, 483 & 490
Oral Presentation	Length of presentation is 10 minutes with 5 minutes for Questions/Answers. Topics may include those listed above for the written report <ul style="list-style-type: none"> <li>Visual aids – slides, pictures in PowerPoint should be used to explain the internship experience. (Must obtain the permission of the interning agency prior to taking &amp;/or using photographs).</li> <li>Using PowerPoint - place your presentation on your H:/drive &amp; S:/drive (scratch) plus a backup copy on a jump drive.</li> </ul>	BIOL 481, 482, 483 & 490
Case Study	This study should be of sufficient length 5 pages and discuss the topics with your internship advisor. (Copy of previous case study is in the department office for your review – this report cannot leave the department office).	BIOL 482
Summary Letter	Condensed version of your final internship report	BIOL 481, 482, 483 & 490
Thank you Letter	Letter to sponsoring agency and the Department of Biological & Allied Health Sciences	BIOL 481, 482, 483 & 490

## **GRADING**

A grading rubric is used and a sample is included in this handbook. BIOL 481 is graded S/U; and BIOL 482 & 483 is a graded – normal (A-F). BIOL 490 (summer only) is graded normal (A-F).

## **INTERN EVALUATION FORM**

The evaluation form is located at the end of this handbook. You, the student, should remove this from the handbook and give it to your supervisor at the Sponsoring Agency. This report is due at the end of your internship and may be faxed (419-772-2330) or sent by mail to:

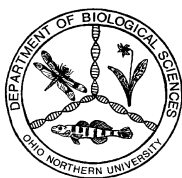
<<Internship Advisor>>  
Ohio Northern University  
Dept. of Biological & Allied Health Sciences  
525 S. Main St.  
Ada OH45810

**MAJOR FIELD TEST** – all interns enrolled in BIOL 481, 482, 483 and 490 must complete the Major Field Test at the end of their internship and when enrolled in BIOL 494 (Biology Senior Seminar).

## **BIOL 481, 482, 483 and 490 GRADING RUBRIC**

*Directions* - Write the score in the score box which corresponds to the best description of the student's performance for each criterion.

<b>Criterion</b>	<b>Exceptional – 20</b>	<b>Admirable – 18</b>	<b>Acceptable – 16</b>	<b>Minimally Acceptable – 14</b>	<b>Amateur – 12</b>	<b>Score</b>
Organization	Introduced topic clearly, followed logical sequence, maintained clear focus on topic, smooth transitions connecting key points, ended with logical, effective/ relevant conclusion, within time limit	Introduced topic, follows sequence, maintained focus on topic, included transitions to key points, ended with a coherent conclusion, within time limit	Introduced topic, rarely lost focus on topic, ends with a conclusion, within time limit	Introductory material scattered throughout talk, occasionally lost focus of topic, unclear conclusion, slightly over time limit	No introduction, no focus or organization of presented material, no conclusion, way over or under time limit	
Elocution	Effectively used eye contact to direct and hold audiences' attention, speaks effectively and confidently always using suitable volume and pace, always used correct grammar and pronunciations	Made eye contact with audience when needed, spoke consistently using suitable volume and pace, used good grammar with few if any mispronunciations	Made eye contact with audience, with occasional exception spoke using suitable volume and pace, used good grammar with a few mispronunciations	Occasionally made eye contact with audience, had some difficulty speaking with suitable volume and pace, used good grammar with more than a few mispronunciations	Rarely if ever made eye contact with audience, consistently had difficulty speaking audibly and with suitable pace, used poor grammar with frequent mispronunciations	
Scientific Content	Clearly and concisely connects their major education, internship experience, and career goals or decisions, convincingly explains application of scientific knowledge or methods to (or gained from) the experience, completely and accurately explains jargon	Connects their major education, the internship experience and career goals or decisions, explains application of scientific knowledge or methods to (or gained from) the experience, completely and accurately explains the jargon	Connects their major education, the internship experience and career goals or decisions, briefly explains application of scientific knowledge or methods to (or gained from) the experience, explains most of the jargon with few errors	Loosely connects their major education, the internship experience, career goals and decisions, lists experiences related to scientific knowledge or methods, some errors in jargon or used with minimal or unclear explanations	Poor connection between their major education, the internship experience, career goals and decisions, minimal application of scientific knowledge or methods, inaccurately uses jargon without explanations	
Legibility and Visual Aids	Concise legible text, no errors, consistent styles and backgrounds that augment the slides, images enhance presentation and are completely explained	Concise legible text, no errors, consistent styles and backgrounds, images related to presentation with succinct explanations	Legible text, few or no spelling or numerical errors, slides with consistent styles and backgrounds, images related to presentation with some explanations	Barely legible text, some spelling or numerical errors, mostly consistent styles and backgrounds, images marginally related to presentation or shown without explanation	Illegible text, many spelling or numerical errors, slides with inconsistent styles and backgrounds, superfluous images unrelated to presentation and without explanation	
Answering Questions*	Answered all questions confidently, appropriately, accurately with explanations and elaboration	Answered all questions appropriately and accurately, sometimes with explanations and elaborations	Answered questions appropriately with few errors in accuracy	Answered questions with some difficulty	Great difficulty answering questions	
* If no questions are asked, this is scored as the closest value to the average of the scores from the remaining categories.						<b>TOTAL</b>



OHIO NORTHERN UNIVERSITY  
Phone 419.772.2327 Fax 419.772.2330

## INTERN EVALUATION

Intern: \_\_\_\_\_

Quarter & Year: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Mentor/Site Supervisor: \_\_\_\_\_

Intern Site: \_\_\_\_\_

### PROFESSIONAL ASSESSMENT BY MENTOR

1. Punctual; arrives on time	A	B	C	D	F
2. Cooperate with colleagues	A	B	C	D	F
3. Work is completed within given time frames	A	B	C	D	F
4. Decisions made are competent	A	B	C	D	F
5. Work ethic	A	B	C	D	F

### ASSESSMENT OF SKILLS BY MENTOR

1. Exhibits the ability to organize work tasks	A	B	C	D	F
2. Research ability	A	B	C	D	F
3. Writing ability	A	B	C	D	F
4. Ability to apply acquired knowledge	A	B	C	D	F
5. Interpersonal ability	A	B	C	D	F

### ASSESSMENT OF PERSONAL ATTRIBUTES BY MENTOR

1. Attitude	A	B	C	D	F
2. Conduct	A	B	C	D	F
3. Judgment	A	B	C	D	F
4. Preparedness	A	B	C	D	F
5. Appearance	A	B	C	D	F

Please make further comments on the back of this sheet.



**OVERALL RATING OF THE PERFORMANCE OF THE STUDENT INTERN:**

**Final Letter Grade Assigned by Mentor** \_\_\_\_\_

# SAMPLE LOG SHEET

Department of Biological and Allied Health Sciences  
Ohio Northern University  
Meyer Hall, Room 118  
Ada, OH 45810

## Environmental Studies Internship Program Weekly Log Form – Week 1

<<Student Name>>

Week of:

### **MONDAY:** 9.5 hours (9-18.30)

This morning I conducted an extensive amount of follow-up research from my weekend in the Kymäluoma National Hiking Area, particularly on plant and wildlife species that I had observed in the area. I received several response emails from persons I had contacted within the United States Forest Service. I spent a good deal of time processing and reviewing the information they sent to me about water resource management and systems in the Forest Service. During the day I also continued to read the 2000 United States Forest Service RPA Assessment and related publications.

### **TUESDAY:** 8.5 hours (9-17.30)

Today, I reviewed more of the RPA Assessment and conducted some research on ecological conservation efforts around the world and sustainable development. In addition, I sorted through more of the email replies I'd received and continued my contact with several of the persons from the Forest Service. I worked on reviewing more of the information I had received and I made a more thorough survey of the US Forest Service NRIS Water application with this new information from my contacts. I also studied more about the Forest Service's work with developing a high resolution hydrography dataset on Forest Service lands, which is a partnership with the United States Geological Survey. In addition, I reviewed the current National Hydrography Dataset (NHD) managed by the Geological Survey and used by the Forest Service.

### **WEDNESDAY:** 9.5 hours (9-18.30)

I began reading *Peatlands in Finland*, a 160-page overview of the peat resources in Finland, published by the Finnish Peatland Society. Today I also did some general review of geographic information systems, and their practical applications in such organizations as Metsähallitus and similar ones. I carried out more research on the US Forest Service Ecosystem Mgmt Coordination (EMC)—including the National Environment Policy Act (NEPA) and related items. In addition, I researched

information on Finnish fauna as well as national parks in both Finland and the United States, comparing them and their methods for nature conservation and education. I also spoke with Mika Kemppainen, a geologist who is in charge of planning for the Oulu office of Morenia, an independent business unit of Metsähallitus. We planned for our field excursion this coming week. To prepare, I began to search and review the Morenia website and general operations of the company.

**THURSDAY:** 8.5 hours (9-17.30)

This morning, I worked on follow-up research and work for one of my courses from the University of Joensuu, through which I am trying to publish an article in the Finnish journal, *Luonnon Tutkija*. I also continued to review *Peatlands in Finland*, and I carried out more research on various outdoor/nature education programs around the world. I also continued my review of geographic information systems. In addition to this, I worked on updating my personal communications and contacts for my work in the fields of environmental studies and broadcasting—both within the United States and internationally. I am trying to prepare for a possible future working in one or both of these fields on an international level.

**FRIDAY:** (Midsummer holiday, NO WORK)

Total Hours Worked: 36 hours

Date: 27 June, 20xx