

INTERNSHIP
GUIDE

Career Services



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GUIDE TO THE INTERNSHIP PROCESS



This *Guide* is designed to assist you in searching for an internship and provides you all the information you will need in order to receive credit for your experience.

*You are just as qualified as the next person. You have a good GPA and a related major. But there is one thing you don't have: **experience**. And the catch is, you need experience to get experience. Employers want good minds and talent, but they also want people with an idea of exactly what they're getting into in the workplace. That's why employers hire graduates who have gained experience through internships, volunteer experiences, and related summer and part-time jobs.*

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Recipe for Success: Add an Internship



“Internships allow students to experience first hand, the pressures and rewards of the workplace, while under the supervision of faculty and selected workplace supervisors.”

~ Professor, DeSales University



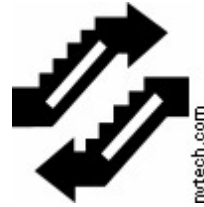
“Internships are valuable to employers as a means of evaluating the skills and abilities of prospective employees.”

*~ Luis Martinez, Vice President of Human Resources
Lehigh Valley Hospital*



**Whether as a means
to enhance their academic resume,
to gain professional experience,
or to open the door for that first job,
DeSales University students have discovered
that experiential learning
is a key ingredient to success!**

THE INs & OUTs



WHAT is Experiential Learning/Internships?

According to the National Society for Experiential Learning, experiential learning, or an internship, is a “carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience. It's temporary work that gives you on the job training and practical experience. Internships usually last one semester, although some can be longer or shorter.” Some are paid positions. Others earn you academic credit. You can intern in almost any area of study in almost any part of the country, or even abroad. Internships can get your foot in the door for your first full-time, permanent position. Employers are using internships as a gain a first in-depth look at prospective employees.

WHY do an Internship?

- ◆ Experiential learning is the single most effective way to obtain employment after graduation. Approximately 85% of interns receive a job offer from their internship site.
- ◆ You get the opportunity to learn new skills, and apply the things you learned in the classroom in “real life situations.”
- ◆ It is a way to explore career options, likes and dislikes, with little investment in terms of time and money.
- ◆ You can earn academic credit, and for some internships you may even be paid!
- ◆ You can network and develop professional contacts in your field of study.
- ◆ You can increase your self-confidence and professionalism.

WHAT types of Internships exist?

- ◆ Paid Internships
- ◆ Credit Internships
- ◆ Volunteer Experiences
- ◆ Summer, Fall and Spring Internships

In order to obtain credit for an internship, students must complete all necessary paperwork and fulfill all requirements set forth later on in this guide.

WHEN is the best time to do an Internship?

The ideal time to do an internship is the summer after your sophomore year or during your junior year. This gives you the option of doing another internship when you are a senior. You can receive credit for an internship once you have reached junior or senior standing.

WHAT should you have prepared?

- ◆ Resume/Cover Letter
- ◆ A professional reference list. (Former and present employers, members of faculty, staff and/or administration. Advisors and coaches. No family members or friends.)
- ◆ Interviewing skills – practice and think ahead. Review the ‘Successful Interviewing’ Guidebook

WHERE do you Identify/Look for Internships?

- ◆ Directories in the Career Services Library
- ◆ Positions posted in the Career Services Office
- ◆ Internet/Websites (e.g. www.collegecentral.com, www.internshipprograms.com, www.interships-usa.com, etc!...plenty more are linked from the Career Services website)
- ◆ Internship Fairs (during the fall in the DUC & in the spring at LVCCE)
- ◆ Job Fairs (many employers there also have internships to offer)
- ◆ Contact previous/present employers and/or faculty
- ◆ Contact local seasonal employers (e.g. Department of Parks and Recreation)
- ◆ Consult a phone book/yellow pages
- ◆ Alumni contacts/database

*** Please remember that your proposed internship site and the work involved still needs to be approved by your Department Chair and the Director of Career Services & Internships to qualify for academic credit.*

WHAT resources are available at the Career Center to help you?

- ◆ Internship Postings- Postings are placed in binders in the office and are categorized by Departments/Majors within the University (e.g. “Internships for students in Business, Humanities, etc.”). There is also the Past Internships Directory located in the Career Services Office, which is a list of internships DSU students have done in the past
- ◆ Websites - All internships received are posted on the web at www.collegecentral.com/desales. You may also explore the internship links listed on the Career Services homepage at www.desales.edu/careerservices.
- ◆ Directories – The Career Services Office has a host of internship directories in the career library to help students identify possible sites to intern (e.g. “Directory of Arts Internships”).
- ◆ Individual Appointments - Meet with the Director of Career Services to discuss possible areas of interest, how to go about contacting employers, etc.

“Nothing ever becomes real until it is experienced.”

~ John Keats



“All genuine knowledge originates from direct experience.”

~ Mao Tse-tung

SERIOUS STUFF

To get the most out of an internship or summer job, you must take it as seriously as a "real" job. Speak, act, and dress in a way that says you are a professional. The employer will be evaluating you and your work. But also realize that it is a learning experience – you are not expected to know everything beforehand!

Keep in mind that employers look for:

- ◆ Enthusiasm
- ◆ Professionalism
- ◆ Responsibility
- ◆ Communication skills (written and oral)
- ◆ Drive and desire
- ◆ Good GPA (how good depends on the employer)



Remember...

Even an internship or related job that is not in the career field you ultimately decide on *can still* be a very positive experience for you. It lets you know what you weren't cut out to be -- while you still have time to do something about it. It will be far less emotionally and financially expensive to make that discovery *before* you get a degree, not *after*.

IT'S AS EASY AS



1. Take a Look at Yourself

- ◆ Personal Interests: What do you enjoy doing?
- ◆ Academic Interests: What do you most want to learn?
- ◆ Career Goals: Where do you see yourself in 1 year? 5 years?
- ◆ Work Values: What rewards do you seek? Causes do you advocate?
- ◆ Abilities: What skills/abilities do you have to offer?
- ◆ What personal criteria do you have for an internship?
 - Geographic location
 - Duration
 - Monetary Compensation
 - Academic credit

2. Gather Information & Make Contact

Resources:

- ◆ Internship directories & guidebooks
- ◆ Bulletin boards
- ◆ Academic department/advisor
- ◆ Career Services library
- ◆ Fellow students/previous interns
- ◆ Professional associations
- ◆ Community agencies
- ◆ Public officials

Narrow It Down:

- ◆ Develop a manageable list (10-15) and prioritize it.
- ◆ Review organizations in light of your goals and objectives from step 1.
- ◆ Do you meet the organization's requirements? Does the organization meet the university requirements for credit?
- ◆ Application Deadlines

Contact Them!:

- ◆ Telephone Scripts
 - (If you have a contact name) "Hello, my name is _____. Is _____ still the person in your office who handles the student intern program?"

- (If you don't have a contact name) "Hello, my name is _____. May I please speak with the person who coordinates your internships?"
- Be Prepared. The intern coordinator may want to interview you on the phone during this first conversation. Be ready to describe briefly who you are, your goals, and why you're interested in the organization.
- "Hello, (Name of person). My name is _____. I am a Junior/Senior at DeSales University majoring in _____. I am interested in (Area of interest) and understand that (Name of organization) provides internships in this field."

♦ **Send your credentials:**

- Cover Letter
- Resume
- References
- Writing samples
- Transcripts
- Other materials (application forms)

3. YOUR FINAL DECISION

- ♦ Helping you decide:
 - Which organization fits your personal interests/needs the best?
 - Are your abilities suited to the organization?
 - How well does the project/assignment relate to your career goals? Academic goals?
 - Do the co-workers and supervisor appear to be enthusiastic and supportive toward interns?
 - How much does the general work atmosphere (employee morale, dress) appeal to you?
 - How much responsibility will you have?
 - Will the internship offer valuable experience?
- ♦ Accepting and rejecting offers:
 - Show appreciation – either way.
 - Confirm start and end dates, intern supervisor, academic credit requirements, etc., in writing.
- ♦ Explore Academic Credit Options
 - Get all necessary paperwork from Career Services (provided later in Guide)
 - Get acquainted with the faculty supervisor who will oversee your credit arrangement.
 - Be sure that all documentation/requirements are met before starting your internship.

QUESTIONS TO ASK DURING THE INTERNSHIP INTERVIEW



Whether you're aiming for a paid or an unpaid internship, it's important to ask your prospective employer intelligent questions- these show you are enthusiastic and motivated. They also help you make the decision of where you want to intern. Listed below are questions you may want to ask:

- ◆ What are the principal duties of this internship?
- ◆ What are the principal duties of those departments?
- ◆ Are there any special programs provided for interns?
- ◆ Will I work with more than one department or division of the company?
- ◆ Will I work for more than one supervisor?
- ◆ What skills will I develop through the internship? (ie: Writing skills? Analytical skills?)
- ◆ What outcome do you expect my work to have? (In other words, will what I do become part of a written report or oral presentation? Will I be required to leave the office to speak to anyone?)
- ◆ How much interaction will I have with other interns? Are there special programs for interns to meet one another?
- ◆ Would there be opportunities to shadow employees?
- ◆ Would I have any interaction with top management or supervisory personnel besides my own supervisor(s)? Would the interaction be spontaneous, or at planned events?
- ◆ Is this a paid or an unpaid internship? Additionally, especially if it's an unpaid internship, will any of my expenses be paid?
- ◆ How will my performance be evaluated (on paper, orally, or both)?
- ◆ How would you describe the work climate here?
- ◆ Do you consider an internship to be a recruiting tool?

Of the last question, you can't say, "Are you going to hire me?", because nobody knows that before seeing how you perform. But you can say, "Do you consider your internship a recruiting tool?" The answer to this question may suggest how many interns eventually are hired for full-time jobs or give you other clues to possible opportunities within a company or agency.

SAMPLE INTERNSHIP INQUIRY LETTER

November 10, 20XX

Ms. Beverly Long
Director, Human Resources
Taxes 'R Fun Accounting Firm
2121 Vermont Avenue
Washington, DC 20036

Dear Ms. Long:

Currently a junior Accounting major at DeSales University in Center Valley, PA, I am writing to apply for an internship next summer with Taxes 'R Fun Accounting.

During my studies at DeSales University, where I maintain a 3.2 GPA, I have gained hands-on experience with tax preparation as well as the daily operations of an accounting firm. As an active member of the Accounting and Finance Club, where I currently am treasurer, I participated for two years in the VITA program in which accounting students help senior citizens prepare their tax returns. This not only gave me experience but has also helped solidify my career interest. Your internship offers me an opportunity to strengthen my current work history by giving me more focused experience in the field of accounting. I am excited to work for you as I feel this would give me an advantage over other students when I seek full-time employment.

Enclosed is my resume. I will contact you within two weeks to schedule a time for us to discuss further this opportunity. I look forward to learning more about the summer internship program at Taxes 'R Fun Accounting. Thank you.

Sincerely,

Peter Richmond
123 Station Avenue
Center Valley, PA 18034
(610) 555-1234
pr8974@desales.edu

Enc.

Maria Gonzalez
123 Smart Street
Center Valley, PA 18038
610.555.4321
mg9876@desales.edu

OBJECTIVE Summer internship in professional writing.

EDUCATION B.A. DeSales University; Center Valley, PA
Major: English (May 20XX)
Minor: Print Journalism
Overall GPA 3.2

RELATED COURSES

Print Journalism I	Persuasive Communication
Print Journalism II	Communication & Thought
Creative Writing	Fundamentals of Public Relations

EXPERIENCE

The Minstrel, University Student Newspaper Fall XX- Present
Writer/Associate Editor
Duties include writing and editing articles, computer layout, paste-up, and assisting in the supervision of a 24-page, bi-weekly newspaper.

Theater-by-the-Bay Summers XX, XX
Administrative Assistant
Assisted in all aspects of office administration for a small summer stock theatre. Wrote press releases, promotional copy, handled mailing lists, and developed computer skills.

Trexler Library Fall XX, Spring XX
Work Study
Oversaw student use of computer systems, provided assistance to students and their questions, and logged usage reports.

HONORS AND ACTIVITIES

Dean's List – Three consecutive semesters
Short Story, "Don't Look," published in Graduate Literary Review, Spring XX
Meals-On-Wheels Volunteer, Fall XX
Intramural Soccer, All semesters

REFERENCES Available Upon Request.

Academic Policy Regarding Internships

1. Internships are elective, planned and supervised learning activities which take place outside the classroom, preferable at off-campus sites, and for which academic credit is granted as an added dimension of the student's academic major. The program is open to juniors and seniors who have completed course work which, in the judgment of the faculty supervisor, is required by the nature of the internship proposal. A minimum GPA of 2.50 is required. Exceptions can be made for sophomores and for students with below a 2.50 GPA with approval from the department chair and the Associate Academic Dean.
2. The Director of Career Services & Internships and/or the student's Department Chair assist the student in identifying possible internship sites. Assignments and duties of the student intern should constitute a new, meaningful and challenging experience. Menial tasks must not comprise the major part of the internship. Questions in this matter should be referred to the Director of Career Services & Internships or the student's Department Chairperson.
3. The Director of Career Services & Internships administers the program's policies and procedures and provides assistance to the student in preparing a resume and in interviewing with the sponsoring employer.
4. The Faculty Supervisor ensures that the internship is a worthwhile experience. This is done, in part, by assisting the student in developing a Learning Contract containing the internship's objectives, a description of the project, any necessary supporting assignments, methods for evaluating student performance and provisions for at least four conferences with the Faculty Supervisor at regular intervals during the internship. Students should be prepared to discuss internship progress with their Faculty Supervisors in these conferences. Additionally, the Faculty Supervisor conducts at least one on-site visit and is responsible for submitting the final grade for the internship.
5. The Work Supervisor at the work site develops a description of the student intern's job responsibilities and project assignment, provides orientation and job training for the student, supervises the student's work and completes mid-term and final evaluations of the student's performance.
6. **All students must complete an Internship Application/Registration Form, Resume, and Learning Contract before registering for an internship.** In addition, students must be enrolled in the college's Student Accident Insurance Plan or have similar coverage under a family or personal accident insurance plan.
7. All students must register for internships according to the registration deadlines posted in the DSU Undergraduate Catalog.
8. It is assumed that students are not paid for internships. In those cases where salary may be provided to the student, the Faculty Supervisor and Director of Career Services & Internships must concur that the learning objectives and nature of the internship are satisfied first rather than salary consideration.

9. Internships are ordinarily limited to three credits (one course) per semester, and a student may not register for the same internship in successive semesters. Internship proposals for more than three credits during the regular academic year must include additional complex job responsibilities and must be approved by the student's Department Chair, and the Academic Dean (for day students) or the ACCESS Dean (for ACCESS students). A student may not register for more than six internship credits in the 120 credits required for graduation, except with the approval of the Faculty Supervisor, the Department Chair and the appropriate Dean.
10. Credits awarded are based on the following number of total hours worked during the internship:
 - 3 credits (1 course) - 120 to 150 hours total
 - 6 credits (2 courses) - 240 to 300 hours total
 - 9 credits (3 courses) - 360 to 450 hours total
 - 12 credits (4 courses) - 480 to 600 hours total
11. **Internships are graded on a pass-fail basis.** A letter grade may be awarded if the Faculty Supervisor, Department Chair and the Academic Dean (in the case of day students) or the ACCESS Dean (in the case of ACCESS students) approves this exception in writing prior to registration for the internship.
12. ACCESS students may complete an internship with their current employer with the approval of the Faculty Supervisor, Department Chair, and Director of Career Services & Internships. In order for the internship to be approved the following criteria **must** be met:
 - 1) The proposed work experience must be different from his/her current day-to-day job
 - 2) The student must be supervised by someone other than his/her current immediate supervisor
13. Students must provide their own transportation to internship sites.
14. Exceptions to any of the program's prerequisites and requirements are referred to the Academic Dean or the Vice President of Academic Affairs for final determination and decision. Request for exceptions, endorsed by the Faculty Supervisor, must be made before the time of registration for an internship.

Student Guidelines for Registering for Internships

What forms and paperwork are required to obtain and register for an internship?

You will need to prepare a one-page resume since most employers want to see your resume when you apply and interview for an internship. See the Director of Career Services & Internships if you need assistance in preparing a resume.

You will also be required to complete the Internship Application and Registration Form (shown on page 20 and available in the Career Services Office) and prepare a Learning Contract (shown on pages 21-24).

Both the Application and Registration Form and the Learning Contract need the required signature approvals prior to the deadline date in order to register for your internship.

Remember, no retroactive credit will be granted. If you want to do an internship for academic credit, you must complete all paperwork and register **before** the registration deadline date and **before** your internship actually begins.

The Learning Contract is made up of three parts:

The content for Part I – Learning Objectives should consist of why you want to attain this internship and what you expect to gain from this experience.

The content for Part II - Work Activities of your Learning Contract should be obtained from your Work Supervisor who should give you a job description and describe the employer's proposed work assignments at the time of your interview. Your Faculty Supervisor also provides guidance in the development of your Learning Contract. Copies of the completed and approved Learning Contract should be distributed to your Faculty Supervisor, Work Supervisor and Director of Career Services & Internships.

The content for Part III – At minimum, evaluation of an internship requires the student to keep a daily log as well as submit a final 3 – 5 page summary/reaction paper regarding the experience of your internship. The log and paper should be typed and turned in to your Faculty Supervisor and to the Career Services Office by the last day of class for the semester (see the College Bulletin for that date).

How many internships may I take at DeSales University?

Normally, you may take only one 3-credit internship during any one semester or summer session with a maximum of two 3-credit internships at two different sites.

In exceptional cases, an internship for more than three credits during the same semester or summer session may be granted provided the work assignments are sufficiently complex and require additional work hours to properly complete. In such cases, the additional hours and complexity of tasks must be documented in your Learning Contract which needs the additional review and approval of your Department Chair and Academic Dean (for Day students) or ACCESS Dean (for ACCESS students).

Is there a charge to take an Internship for academic credit?

Traditional students taking internships during the fall or spring semester will be charged the appropriate full-time or part-time rate. Traditional students taking internships during the fall or spring that preclude them from taking courses on campus (e.g., due to location or timeframe) will still be charged the appropriate traditional day rate. Traditional students taking internships in the summer will be charged the ACCESS rate. ACCESS students taking internships during the fall, spring, or summer will be charged the ACCESS rate.

Internship Timeline for Students

What to Do	When to Do It	Whom to See
Assess your academic background and discuss your eligibility to do an internship	Beginning of semester prior to the internship	Faculty Advisor or Department Chair
Attend orientation meeting and pick up Internship Guide, and Application and Registration Form	Semester prior to the internship	Career Services
Attend Resume Preparation and Interviewing Workshop	Semester prior to the internship	Career Services
Have your resume critiqued	Middle of semester prior to the internship	Career Services
Discuss potential internship sites	Varies by major – usually beginning of semester	Faculty Supervisor and Career Services
Interview with Work Supervisor and obtain job description for Learning Contract	Middle to end of semester prior to the internship	Work Supervisor
Complete Internship Application and Registration Form, prepare Learning Contract, submit Resume	Middle of semester prior to the internship	Faculty Supervisor and Career Services
Finalize Learning Contract; agree on expectations and evaluation	Middle to end of semester prior to the internship	Work Supervisor and Faculty Supervisor
Deadline for submitting Application and Registration Form, Learning Contract, and Resume	Equivalent to Add/Drop Deadline for the semester	Faculty Supervisor, Career Services, Registrar's Office
Maintain log of hours	Throughout internship	
Complete and turn in your evaluation and make sure that the internship site has also done so	During mid-terms and on last day of class (prior to finals week)	Career Services and Work Supervisor
Complete final paper summarizing internship and turn in copies of final paper and log of hours to Career Services and Faculty Supervisor	Last day of class (prior to finals week)	Faculty Supervisor and Career Services

Internship Etiquette

Etiquette (et'i - ket'), n. **1.** the forms, manners, and ceremonies established by convention as acceptable or required in society, in a profession, or in official life. **2.** the rules for such forms, manners, and ceremonies.

Internship etiquette is the behavior and manners, which are acceptable at your internship site.

For many of you, your internship will be the first time you have ventured forth into the business world beyond DeSales University. Employers will expect you to act as a professional in the workplace. 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. Follow the chain of command in all your communications and actions. That means go to your Work Supervisor first unless you are instructed otherwise.

Respect confidentiality. You can talk about issues, projects, the work environment, but refrain from talking about your work associates. 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 interoffice politics. Remember that you are there to work on your project.

Respect the support staff. They have been there longer than you have, and they know more than you do. They can be terrific allies in helping you break in, in helping you understand the unspoken rules, and in 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.

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! Go to the library and read some etiquette books, or pattern your behavior after those around you. 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 disrespect for other's time, 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 that may justify absence. It is important to call immediately and speak directly with your work supervisor if you have a problem that 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 that really can earn you points.

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? Model your dress and grooming after that of your supervisor and other professional staff and you cannot go wrong.

Lose the lingo. 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.

Show your appreciation. At the conclusion of your internship, express your thanks to all those who helped you during your internship experience. In particular, write a brief thank you note to the site Work Supervisor for sharing his or her time and expertise and serving as your "mentor."

Be a good ambassador. Be cognizant that you reflect our college. How you perform and behave in your internship will affect the future of other DeSales University interns.

Think about the long-term benefits of good internship etiquette. Many of you will ask your Work 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!



Faculty Guidelines for Supervising Internships

Prior to Registration

1. Students who ask you to supervise their internships must first meet the program's eligibility requirements as described in the college's Academic Policy (see pages 2 and 3) regarding internships.
2. Students who need assistance in identifying possible internship sites and in preparing a resume should be referred to Kate Hunter, Director of Career Services & Internships.
3. Prior to the student's enrollment in the internship, the Faculty Supervisor should meet with the student to discuss the student's job duties and responsibilities for the internship as described by the Work Supervisor, as well as the student's time commitment (number of hours required for the internship), and advise the student in the development of an appropriate Learning Contract. In addition to the student's objectives and activities, the document should specify the criteria by which the Faculty Supervisor will evaluate the experience for pass-fail grade. See pages 18-21 for sample contracts.
4. Please remind students that their Learning Contract and Application & Registration Form must both be completed with the necessary signature approvals prior to their registering with the Registrar's Office on or before the appropriate registration deadline date. Internship Application and Registration Forms are available in Career Services.

Registration

5. Each internship must be approved by the Faculty Supervisor and the Director of Career Services & Internships prior to the posted deadline date for registration. The Faculty Supervisor will be responsible for the academic supervision of individual internships, the integration of the practical and theoretical work, and the assignment of a final pass-fail grade.

Supervision

6. Ongoing meetings should be scheduled with the student to discuss the internship experience. The Faculty Supervisor should schedule a minimum of four meetings during the semester. Meetings should occur one week after the internship begins, twice during the middle of the semester, and at the end of the semester. In cases where meetings are not possible, regular contact by telephone should be maintained.
7. The Faculty Supervisor should maintain contact with the site Work Supervisor. Periodic contacts should be made at the beginning, midpoint and end of the semester. An evaluation of the student intern should be obtained from the Work Supervisor at the midpoint of the semester and at the end of the internship.
8. One on-site observation visit should be made by the Faculty Supervisor at the sponsoring employer's facility for each internship that is within 25 miles of DeSales University's campus. For those internships beyond a radius of 25 miles, the Faculty Supervisor should require the student intern to initiate three scheduled telephone conferences that include the student intern, Faculty Supervisor and the Work Supervisor.
9. Any unusual problems reported by the student or Work Supervisor, or detected by the Faculty Supervisor, should be discussed immediately with the Director of Career Services & Internships for resolution.

Evaluation

10. The Faculty Supervisor will assign a final grade based on the student's log and final paper along with the evaluations of the Faculty Supervisor and Work Supervisor. Specific criteria for evaluation should have been outlined in the student's Learning Contract. Grades are due on the date established by the Registrar (see the College Bulletin).

Addressing Problems

11. Refer to page 19 of this guidebook for assistance.

Work Supervisor Guidelines

DeSales University Internship Policies for Work Supervisors

The student intern is expected to work 8 - 12 hours per week for a total of 120 - 150 hours per semester for a 3-credit internship. Most internships are taken on a pass-fail basis and provide three academic credits for the student. Internship supervisors will need to sign the student intern's Learning Contract (discussed in more detail below) and to complete written evaluations at the mid-point and at the end of the internship (evaluation forms will be emailed directly to you and your worksite supervisor). Additionally, employers may need to correspond with or accommodate visits from an intern's faculty supervisor.

The work supervisor should provide access to appropriate work/learning experiences in safe environments, where there is adequate supervision and where equipment needed for the completion of internship tasks is available. The internship site should carry appropriate insurance, including policies mandated by federal, state, and local law. These include, but are not necessarily limited to general liability, professional liability, and worker's compensation insurance. It is also important that interns are informed about appropriate workplace behaviors, the organization's harassment policy, and complaint procedures.

With regard to the question of whether or not pay interns, you will want to seek legal advice and refer to the Fair Labor Standards Act, as well as the Department of Labor. If hiring international students as interns, it will also be helpful to consult an expert on immigration.

How to Make the Internship Go Smoothly

- *Initial contact* – Prior to the beginning of the internship, we recommend that the student and the internship host arrange an interview and define the student's job responsibilities and related matters of interest (e.g., start and end dates, hours expected, company rules, etc.).
- *Written Learning Contract* – DeSales University requires the student to write a Learning Contract in cooperation with a Worksite Supervisor and a Faculty Supervisor. This will allow the three individuals to reach agreement on the form and substance of the internship and the performance criteria. Be specific about work results you expect from the intern. Plan ahead for a mutually beneficial experience. Two sample Learning Contracts are included in this manual on pages 18 through 21.
- *Communication* - Open communication between you, the Faculty Supervisor and the student is critical to provide a positive experience. The student will meet with the Faculty Supervisor a minimum of four times during the semester. Likewise, the Faculty Supervisor should contact you for your feedback on how the internship is progressing.
- *High Expectations* - The greatest benefit to the student is when you treat him or her as you do your professional employees.

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, business management, and in the humanities. At the beginning of the internship, you might set aside time to discuss some of the following:

The Organization's Work Rules

What are your organization's formal and informal work rules? Are there clear implicit goals for your organization? 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 them an opportunity to speak with various individuals about their roles.

Structure - What are the formal and informal organizational structures at your site? What are the formal and informal communication patterns?

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, Work Supervisors and Faculty

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

1. Discuss the problem

Occasionally problems arise during an internship. We strongly encourage the individuals involved to discuss the situation, negotiate on their own and work toward agreement. Early intervention can usually lead to a solution that 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, move on. If the problem is with the student or the Work Supervisor, consult the Faculty Supervisor or the Director of Career Services & Internships. If the problem is with the Faculty Supervisor, consult with Kate Hunter, Director of Career Services & Internships, at (610) 282-1100 ext. 1367.

2. Call

Work Supervisors should call the Faculty Supervisor or Director of Career Services & Internships when a problem arises which cannot be resolved through discussion. Such a problem might be absenteeism, failure to follow directions, poor attitude and inappropriate dress.

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

3. Intervene

If faculty intervention is warranted, the Faculty Supervisor should gather information from the Work Supervisor and the student concerning the nature of the problem. A site visit and/or a meeting between the three individuals may be advisable, with the instructor as conveyer and mediator.

4. 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 Supervisor should make recommendations to the student and/or Work Supervisor, and encourage the two individuals to discuss the issue and work out an acceptable solution.

DeSales University
Internship Application & Registration Form

Please read the Internship Program Guide before completing this form. Internship applicants must prepare a resume and Learning Contract before obtaining the necessary signature approvals below and before registering for the academic internship.

Name _____ Date _____

Local Address _____

Major _____ Cum. GPA _____ Student ID# _____ Class Status ____ Jr. ____ Sr.

Campus or Home Phone _____ Work Phone _____

Email Address _____ Indicate if you are an ____ ACCESS or ____ DAY student.

Internship Course Department and Number _____ (See college catalog for Department's Course No.)

Number of credits sought _____ Internships are normally for 3 credits (120-150 total hours of work).

Name of Organization sponsoring Internship _____

Address of Internship Site _____

City _____ State _____ Zip _____

Beginning and ending dates of Internship _____

Term of Internship ____ Fall ____ Spring ____ Summer (Day students charged at ACCESS rate in summer)†

Is your Internship ____ unpaid or ____ paid \$ _____ per hour?

List courses completed that are directly related to your internship.

As a requirement to participate in this internship, I certify that I am enrolled in the Student Accident and Sickness Insurance Plan or have coverage under my family or personal accident insurance plan.

Signature of Student _____ Date _____

Approvals: _____ Date _____

Signature of ACCESS Advisor (for ACCESS Students only) _____ Date _____

Signature of Faculty Supervisor of Internship _____ Date _____

Signature of Director of Career Services & Internships _____ Date _____

Signature of Registrar _____

If this application is for more than three (3) credits, if the applicant does not have a cumulative GPA of 2.50 or higher, or if the student is a sophomore, then the following approvals are required:

_____ Date _____
Signature of Department Chair

_____ Date _____
Signature of Associate Academic Dean (or ACCESS Dean for ACCESS students)

Registrar distributes completed copies to: * Student * Faculty Supervisor * Director of Career Services
* Academic Affairs * ACCESS Dean (for ACCESS students) * Student Billing Office * Financial Aid

†Students using this internship for academic credit will be charged (per credit taken) unless the internship is part of your traditional, day student, full-time course load for the fall or spring semester.

Learning Contract Worksheet

Project Title: _____

Field Site: _____

Student: _____

Date: _____

Faculty Supervisor: _____

Work Supervisor: _____

Semester/Year: _____

Work Supervisor Phone: _____

Course Number: _____ **# Credits:** _____

Work Supervisor E-mail: _____

(Your faculty supervisor also provides guidance in the development of your learning contract. Copies of the completed and approved learning contract should be distributed to your faculty supervisor, work supervisor and career services.)

I. Learning Objectives

(Use this space to highlight what it is that you hope to achieve or gain through your internship experience)

- .
- .
- .
- .
- .
- .
- .
- .

SAMPLE

II. Work Activities

(Work Activities for your Learning Contract should be discussed with your worksite supervisor. Discuss expectations and responsibilities for the internship experience.)

On Site (Use this space to identify your responsibilities, assignments, special projects etc.)

- .
- .
- .
- .
- .
- .
- .
- .

SAMPLE

B. Off Site (Use this space to identify any work you may be completing at home. Be sure to include keeping a journal of hours worked and tasks completed, in addition to the preparation of a final internship summary paper.)

III. Evaluation

(Your worksite supervisor will have the opportunity to provide you with both a mid-term and final evaluation. Additionally, you will have the opportunity to complete a mid-term and final evaluation of your internship site. Evaluation of your internship also requires you to keep a daily log of hours and activities as well as submit a 3-5 page summary/reaction paper regarding your internship experience. The log and paper must be completed and turned in to your faculty supervisor by the last day of class for the semester. *Please discuss the evaluation process with your faculty supervisor in advance.)

Student Signature_____ Date_____

Faculty Supervisor Signature_____ Date_____

Worksite Supervisor Signature_____ Date_____

** THIS WORKSHEET IS TO BE USED AS A ROUGH DRAFT. THE FINAL COPY SHOULD BE TYPED AND THEN PRESENTED TO YOUR FACULTY SUPERVISOR AND WORKSITE SUPERVISOR FOR THE APPROPRIATE SIGNATURES. A FINAL COPY SHOULD BE SUBMITTED TO THE CAREER SERVICES OFFICE AS PART OF THE INTERNSHIP REGISTRATION PROCESS AND TO COMPLETE YOUR FILE.

Learning Contract Sample #1

Project Title: PR Internship with XYZ Company

Date: August 9, 20XX

Student: Student Name

Work Supervisor: Employer Name

Faculty Supervisor: Faculty Name

Supervisor Phone: (XXX) XXX-XXXX

Course Number: English 391

Supervisor E-mail: abcd@efg.com

Credits: 3 credits (approximately 12 hours per week, for 14 weeks)

Semester: Fall of 20XX

Part I - Learning Objectives

- To improve my expository writing skills and further develop my journalistic ability
- To facilitate my understanding of the world of public relations
- To establish a network of communications with various local institutions and businesses such as the Morning Call, The Express Times, etc.
- To enhance my knowledge of various formats for professional press releases
- To gain valuable experience in both oral and written communication areas
- To develop new skills and potential goals for future career endeavors
- To prepare myself for upcoming graduate level courses in Communications
- To acquaint myself with business terminology and its practical applications

Part II - Work Activities

A. On the Job

- Write press releases and other journalistic articles as needed
- Assist in the preparation of the XYZ Company's Annual Report and other publications throughout the semester
- Attend and cover the company's Annual Meeting of Stockholders and participate in a press conference and question and answer session
- Maintain communication/correspondence with local newspapers, television stations
- Analyze completed articles for potential improvements and additional relevant stories
- Read local newspapers on a daily basis and clip/file vital articles concerning the company's mission and public image
- Act as a bridge between the company and its various constituents
- Conduct professional interviews

B. Off the Job

Off the job activities require my maintaining a portfolio containing all rough and final drafts for all my projects and publications. In addition, a time log will be completed daily, detailing both hours worked and my responses/reactions to both positive and negative experiences. Both the portfolio and time log will be submitted to my Faculty Supervisor prior to our progress meeting scheduled every three weeks.

Part III - Evaluation

In addition to the mid-term and final evaluation reports of my work performance submitted by my Work Supervisor, my Faculty Supervisor will assess my performance based upon my portfolio, time log, and progress review meetings. My mid-term and final grades will further be determined by my submission of an evaluation form and the completion of a final summary report to my Faculty Supervisor at the end of the semester.

Student Signature _____

Date _____

Faculty Supervisor Signature _____

Date _____

Work Supervisor Signature _____

Date _____

(Note: An approved copy of the Learning Contract should be submitted to the Director of Career Services & Internships as part of the registration process and to complete your file.)

Learning Contract Sample #2

Project Title: Computer Science Internship with ABC Company

Date: April 22, 20XX

Semester: Summer 20XX

Student: Student Name

Work Supervisor: Employer Name

Faculty Supervisor: Faculty Name

Supervisor Phone: (XXX) XXX-XXXX

Course #: CS 399; # of Credits: 3

Supervisor E-mail: supervisor@worksite.com

I. Learning Objectives

- To improve my understanding of wide area networking and to further develop my network administrative skills
- To gain additional valuable experience with the latest Pentium architecture
- To facilitate my understanding of the Microsoft Access for Windows Data Base
- To learn and apply new languages and software packages to strengthen my computer skills
- To develop my understanding of emerging information systems
- To strengthen my interpersonal skills
- To further explore my career interests in the field of information systems

II. Work Activities

A. On-the-Job

- Convert databases from a DataEase to Microsoft Access for Windows
- Create graphical user interfaces for such address
- Assist in developing a Wide Area Network from Lehigh Portland Cement's Headquarters to other plants and sales offices
- Creation of modem pool file server to enhance communicative abilities for sales people working on the road
- Write and evaluate Realia Cobol Programs in a group setting
- Make hardware adjustments to accommodate new peripheral devices
- Set up and test new equipment with a client/server database package
- Maintain interdepartmental communication through establishing E-mail via a mail server
- Work on a committee determining the new platform that Lehigh Portland Cement will be using (Windows NT, Windows 2003 or an OS/2 operating system).

B. Off-the-Job

Off-site work will include reading manuals and running client/server software from my computer. Other activities will include maintaining a weekly journal, reading documentation pertaining to Microsoft Access and other file server configuration pamphlets, and preparing a final summary paper of my internship experience.

III. Evaluation

My evaluation will be based upon my meeting the previously stated Learning Objectives as measured by my Work Supervisor who will discuss my progress with my Faculty Supervisor. In addition, my Faculty Supervisor will evaluate my performance based on regularly scheduled meetings with me, through an on-site visit with my Work Supervisor, and on a review of my weekly log and my final summary paper of my internship experience.

Student Signature _____

Date _____

Faculty Supervisor Signature _____

Date _____

Work Supervisor Signature _____

Date _____

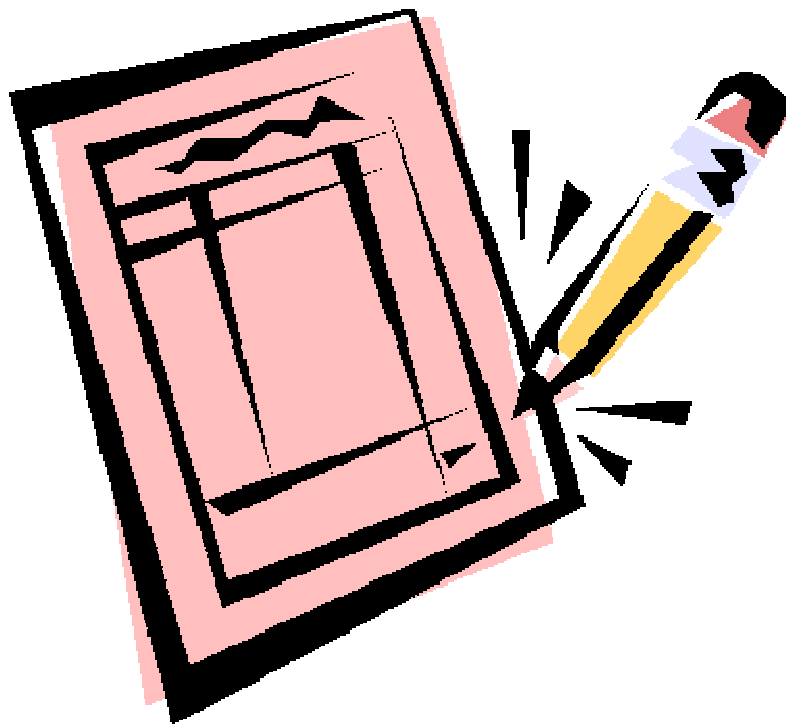
(Note: An approved copy of the Learning Contract should be submitted to the Director of Career Services & Internships as part of the registration process and to complete your file.)

EVALUATIONS

Mid-term and final evaluations will be **emailed directly** to the student as well as the worksite supervisor at least one week prior to the due date.

If the mid-term and/or final evaluations are not completed, it will result in an **incomplete** and possibly even a failure for the internship.

It is critical that Career Services has **accurate email** addresses for both the worksite supervisor and the student.





Career Services

GUIDEBOOK SERIES

- 1 ~ Getting Started**
 - 2 ~ Resume & Cover Letter Writing**
 - 3 ~ Internship Guide**
 - 4 ~ Job Search**
 - 5 ~ Successful Interviewing**
 - 6 ~ Graduate & Professional School**
 - 7 ~ Job Search for Educators**
 - 8 ~ Job Search for International Students**
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