



**LAKE ERIE**  
**COLLEGE**  
OFFICE OF CAREER SERVICES

**Lake Erie College**  
**Internship and Clinical Observation**  
**Program**

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## Program Overview

Internships and clinical observations at Lake Erie College are opportunities that allow students to sample professional environments in which they plan to pursue careers. The internship and clinical observation program is a part of the many experiential learning opportunities offered at Lake Erie College and are defined as a closely monitored, certifiable academic relationship between the student, a member of faculty, Career Services and Internships and an employer. The outcome of the experience is course credit within a specified academic area.

### ○ **Definition**

All experiences under the internships and clinical observations program require an application and signed agreement of all parties. Evaluation paperwork may differ depending on the type of experiential education a student chooses or is required to complete based on their major.

- An **internship** is a single-semester or finite time period that may be paid or unpaid, and when registered, is **an academic course for credit**. An internship experience infers that the student will be provided with meaningful, planned, supervised work related to their career goals.

**Documents needed: Appendix E, G, & H**

- The **clinical observation** is a single-semester or finite time period that may be paid or unpaid, and when registered, is **an academic course for credit**. The clinical observation allows students to actively observe a licensed medical professional in a real-world situation to learn day-to-day activities of the practice and the variable needs and circumstances of the patients who seek treatment there. Students will witness firsthand the work environment, the skills required in practice, and increase their career awareness.

**Documents needed: Appendix I, & J**

### ○ **Benefits**

In today's competitive job market, employers are looking for experience coupled with a college education. Internships and clinical observations allow students to gain work experience through an academic relationship with the college and the employer, allowing them to explore different career opportunities. It is a win-win situation where both the student and the employer have the opportunity to determine if they are a good fit. **While not all majors are required to do an internship or clinical observation, it is strongly encouraged that all students do at least one internship during their academic career.**

## ○ **Academic Policy**

- To qualify for the program, students must have a minimum of a 2.0 cumulative G.P.A and minimum of 32 credit hours (at least sophomore status).
- The experience should be related to the student's area of academic study.
- **One academic credit hour is earned for every 75 hours** worked at the internship/clinical observation site. An internship can be assigned 1 to 5 semester hour credits. A clinical observation can be assigned to 1-2 credit hours. In addition, the participating student is required to complete the academic component of the experience that was agreed upon on the application with the ir faculty sponsor.
- Students may **NOT** begin the ir experience until all paper work is submitted, approved and the ir registration is complete.
- Students may participate in the internship/clinical observation program during the fall, spring, or summer semesters as the process follows Lake Erie College's academic schedule. **Students must be registered for the experience during the semester in which the internship will be completed.** (i.e., to receive credit for a summer internship, a student must be registered for the internship during the summer semester).
- **Internships are required** for the following majors: Advertising, Public Relations, and Digital Media, Biology (General and Environmental Science), Communications, Criminal Justice, EQ Facility Management, EQ Teacher Trainer, Finance, International Business, Marketing, Sports Management, Legal Studies.
- **Clinical Observations are required** for the Biology major with concentrations in Pre-Physical Therapy and Pre-Occupational Therapy.
- A second experience at the same site may be completed only if the responsibilities are distinctly different. Students must complete the application process for a second experience.

## ○ **Tuition for Credits**

The internship/clinical observation program provides academic courses for credit. Thus, tuition and fees for internship/clinical observation credits is the same as for other credits earned at the college.

## Student Responsibilities

### **Internship/ Clinical Observation - Search Procedures**

All students can be successful in their search for an internship/clinical observation opportunity; however the success rate improves dramatically when they do the following:

#### **Where to Start (1 year in advance)**

1. Decide what type of experience you are interested in completing. Consider how this experience will help you with your career goals for a after graduation.
2. Consult with your faculty advisor to discuss how the internship/clinical observation fits into your academic plan and semester schedule. Identify who will be your faculty sponsor for the experience.
3. Have your resume and cover letter reviewed by a Career Services staff member and discuss your internship/clinical observation goals.

#### **The Search (1 semester – 1 year in advance)**

4. Utilize connections through LEC and Career Services by checking the weekly Hot Jobs and Internships – even when you are not in the market for an internship/clinical observation, you may be able to reach out to set one up for the upcoming semester. It's never too early to start building connections. You can access resources for your internship/clinical observation search on the Career Services web site: [www.lec.edu/career/internships](http://www.lec.edu/career/internships)
5. Create a target list of organizations you would be interested in working for. Do research to see if they have established internship/clinical observation programs, what time of year they accept applications. Even if they do not have a designated program posted, they may still take interns/student observers. Find a person to reach out to and discuss what opportunities are available and what you have to offer.
6. Utilize your network to find connections and opportunities. Think of your network of the 5 F's- Friends, Family, Faculty, Foundations, and Fellow peers & alumni.
7. Attend an Internship/Job Fair – check with Career Services to see when these upcoming events are. Even if internships/clinical observation are not posted, it is a good opportunity for networking and inquiring about future opportunities.

#### **After Search (Semester prior- deadline)**

8. Once you have identified an internship/clinical observation options meet with your faculty advisor and sponsor.

9. Contact employer to secure internship/clinical observation by phone and/or email.
10. The student must meet with their faculty sponsor to determine their academic activities and how they will be assessed on their experience prior to the faculty member approving the experience. These assessments may include employer assessments, journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor. Then follow the Registration Procedures below.
11. Determine your schedule and hours with your employer. Be sure to remind your employer of mid-term and final evaluations.
12. Additional assistance and tips for searching, interviewing, and professional communication is available in the Office of Career Services.

### **Registration Procedures**

13. Students are responsible for completing and obtaining the proper signatures (See Appendix D) and **returning all documentation to the Registrar's Office to receive final approval from academic Dean(s) prior to the start of the work opportunity.**
14. Students must register for all academic experiential education courses **by the course registration deadline** for the semester in which they are completing their experience.
15. The Registrar will not accept student registration for any internship/clinical observation courses without the proper paperwork with all necessary documentation and signatures.

### **Quick Checklist:**

- ✓ With your Site Supervisor: Determine weekly schedule, responsibilities and project requirements. Discuss organization policies and supervisor expectations. Complete Section 2 of Application together and provide a job description. (see page 18 for example)
- ✓ With your Faculty Sponsor: Set learning goals, determine the content and timing of academic activities, and establish a means for academic assessment. Complete Section 3 of Application together.
- ✓ Complete Application – submit to the Registrar's Office for Dean's signature with copy of resume and job description.

## **Out-of-State or Out-of-Country Opportunities**

Students may receive internship opportunities requiring that they live away from home or the residence hall. In these instances, it is essential that the office of Career Services & Internships and the faculty sponsor maintain communication with the student and the employer via phone and/or e-mail. While a site visit may not be possible, a virtual site visit may be arranged via conference call. Out-of-state/out of country internships do not preclude any other internship procedures.

Students seeking to complete an internship overseas may need to follow a different procedure. Overseas internships taken as part of a course of study at a foreign institution *with credit awarded by that institution* fall under the host school's policies. As such, students do not need to clear the internship through the normal channels at Lake Erie College; as with any other overseas course, they need to clear the material with their advisor, the Office of International Programs, and the Registrar's Office. Such internships will simply transfer back to Lake Erie as transfer credit. Students should however, make sure that the details of what is covered by the internship, the contact hours, and other pertinent information are available for review by these offices, to ensure that proper credit is awarded for the experience, and that the internship meets Lake Erie College's requirements for internships for a given major.

Overseas internships taken as a distance learning experience *with credit awarded by Lake Erie College* follow the same general procedures as any other internship, and will be governed by the policies outlined in the Lake Erie College Internship handbook. Students should follow the normal procedures associated with the internship process for Lake Erie. Students may also be taking non-internship classes at an overseas institution during this time, resulting in a split registration; again, the Office of International Programs and the Registrar's Office need to know this.

*In both cases*, students planning an overseas experience for academic purposes need to go through the Office of International Programs to complete liability paperwork, applications, etc., as well as for information pertaining to practical travel tips.

### **On-Site Requirements (during the internship/ clinical observation)**

The student is responsible for representing Lake Erie College in a professional manner. This can be accomplished when the student adopts the following guidelines:

- Report to the workplace on time and when scheduled;
- Dress professionally. (If unsure what this means, ask);
- Be polite, professional and cooperative with all team members;
- Show initiative; set goals and prioritize;
- Observe confidentiality;
- Be aware of office politics and avoid office gossip; and
- Learn everything possible about the position and the worksite.

## **Academic Requirements**

- The student must meet with their faculty sponsor to determine their academic activities and how they will be assessed on their experience prior to the faculty member approving the experience. These assessments may include employer assessments, journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.
- The student will contact her/his faculty sponsor throughout the internship/clinical observation to discuss progress toward attaining learning goals and completion of academic activities.
- The student will communicate all problems that arise during the internship/clinical observation to their faculty sponsor and/or the office of Career Services & Internships.
- The student will submit the appropriate evaluation form (see page 3, “documents needed”) to the office of Career Services & Internships by the published deadlines.

## **Involuntary Termination from the Internship/Clinical Observation Site**

Any student who is terminated from (see “Employer Responsibilities-Dismisal Procedures” page 13) the site during the course of the semester and prior to completing the required hours, **must** have the situation evaluated by the Academic Standards Committee to determine the academic disposition and/or resolution of the case.

## **Voluntary Termination Without College Approval**

As stated in the internship/clinical observation program definition found at the beginning of this guide, the experiential learning experience is an academic relationship between the student, faculty sponsor, office of Career Services & Internships and the employer. Because of this fact, students are highly discouraged from severing the relationship with the employer prior to the completion of the required hours. Students with concerns about their internship/clinical observations must address the matter immediately with the faculty sponsor and the office of Career Services & Internships.



## Faculty Sponsor Responsibilities

The faculty sponsor is the first link in the chain for the student. They should begin the discussion about the importance of experiential education in the early years of the students' educational career and help to plan their course load to include at least one internship/clinical observation experience in the sophomore, junior or senior year. The faculty sponsor can work one-on-one with the student to help them determine what type of opportunities best fit their interests and abilities. It is the role of the faculty sponsor to insure that all academic goals are set and reached in the process of the internship/clinical observation. This can be accomplished by following these procedures:

- The faculty sponsor must meet with the student, prior to the start of the internship/clinical observation, to complete the **learning objectives (syllabus), academic activities, and methods of assessment** for the final internship grade. The faculty sponsor must sign the Internship Application and Agreement form (Appendix D).
- Academic activities are used to measure the student's worksite performance and synthesis of academic learning with workplace activities. These activities are used as determining factors for the final internship/clinical observation grade. They may include employer assessments, journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.
- The faculty sponsor will arrange professional contact with the site supervisor. This contact ensures that the student is having a good learning experience and allows the faculty sponsor to gather supporting information needed to assign the final grade. This contact can take place as a professional phone call or a site visit. A site visit checklist has been provided (Appendix C).

### Tips for a Successful Site Visit:

The benefits of visiting a student at her/his internship/clinical observation site are many. It gives you an opportunity to ensure that the student is having a good learning experience and is accomplishing her/his learning goals. It allows you to discuss any problems or issues in the internship/clinical observation. It equips you to better evaluate the site as an appropriate placement for your students, and helps you to advise future students about that internship. And, it is excellent public relations for the college and your department.

So, what do you actually **do** on a site visit? The tips below are designed to help you arrange and carry out a successful site visit.

- Schedule the site visit at a time when both the student and the supervisor(s) are working. Ask the supervisor to allocate 30 minutes for the visit (although many visits will last longer than that). Ask the supervisor if there is anything she/he would like you to know before the visit.
- Before the visit, contact the student to review her/his Internship Learning Objectives. Ask the student if there are any specific issues, problems or concerns she/he would like to discuss during the visit. If it is appropriate, ask the student to put together samples of her/his work for you to see during the visit.
- Take the site's Internship Description and a copy of the student's Internship Learning Objectives to the visit. If it is a first time visit, also take along information about your department/program and the college (A little PR never hurts).
- Begin the visit by reminding both the student and the supervisor that this is an informal meeting designed to focus on what the student has been doing and learning and to discuss what will happen during the rest of the internship. It is an opportunity for both the student and the supervisor to be open and candid about the internship experience.
- Each site visit is unique and should be allowed to take on its own "life". In order to move things along, think about these as a few questions to ask the supervisor:
  1. In general, how are things going so far?
  2. Is the internship going according to the Internship Description?
  3. What is in the future of the internship? What new projects or assignments will develop? What would you like to see the student focus on in his or her own development?

Here are a few questions for the student:

1. What have you been learning so far? (Don't accept "A lot" as a response!)
2. What surprises have you had about the internship, the organization or yourself?
3. Are there things you would like to learn or do that you haven't had the opportunity to do yet?
4. Is this experience sending you messages about what you would --and would not--like to do in the future?

**At the end of the visit**, ask the supervisor if she/he would be interested in working with another intern in the next semester. If so, be sure they know the planning dates and have the opportunity to review the internship job description they have on file with the college.

This list of tips is certainly not a complete one, and there may be nuances with your department or a particular site that create special issues to work through. If you would like to discuss those nuances or anything else about conducting site visits, please contact Career Services & Internships. On the next page, you will find a checklist to be used on your site visit.

## Employer Responsibilities

Lake Erie College values its relationship with all employers involved within the internship/clinical observation program. We see this as a true partnership in the education of our students. Because of this, it is important that our students have meaningful work assignments, closely related to their chosen field. The ultimate success of this program occurs when the student makes the connection between the classroom and the workplace, and the employer develops a pool of qualified graduates ready to accept positions of responsibility.

**Employers will be successful in their use of internship/clinical observation program if they adhere to the following procedures:**

- Each employer interested in participating in Lake Erie College's internship/clinical observation program must submit a detailed job description. Employers can submit these postings online in advance to Career Services online job database through the web site: [www.lec.edu/career](http://www.lec.edu/career) or by utilizing the Job Description Form (Appendix B).
- Employers are responsible for the screening, interviewing and hiring of students. Career Services is available to aid in securing a location if an employer wishes to interview on campus.
- It is important that the employer provide feedback to Career Services on students' response to calls and interview performance. The Office of Career Services & Internships does not condone lack of response or inappropriate preparation for interviews from students.
- **Students may not begin their internship/clinical observation until all parties have signed the Application & Agreement Form.** In the event that the employer prefers a different form, or has additional agreements for the student to complete, they should contact the office of Career Services & Internships.
- Negotiation of salary and benefits is left solely to the employer and the student. Lake Erie College will, in no way, attempt to influence negotiations.

Once the student begins his/her experience, it is the employer's responsibility to:

- Provide an orientation for the student covering the following areas:
  - Facility tour
  - Worksite policies and procedures
  - The organizational structure
  - The corporate culture

- Introduction to co-workers
- Provide the student with adequate workspace including a desk, chair, telephone, office supplies, and a computer (where appropriate).
- Keep an eye on the intern/student observer. The employer should watch for signs that the student is confused or bored. As often as silence means that an intern/student observer is busy, it could also mean that she/he is confused and shy about telling the employer. Paying attention early helps to head off problems and bad habits early on in the experience.
- Make sure the intern/student observer has a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better for everyone.
- Be aware of the number of hours the student must complete at the job site to receive academic credit. **The employer is responsible for verifying the accuracy of all hours worked by the student.**
- Insure that the student is not required to work more hours than is stipulated in the internship agreement.
- Complete a **midterm evaluation** (Appendix F) at the midpoint of the academic semester and submit it to the office of Career Services & Internships. **This is does not apply to clinical observation students.** Employers can fax or mail these forms.
- Communication is the most important aspect of the partnership between the employer, the student and the college. The office of Career Services & Internships requests immediate notification from the employer should the following situations occur:
  - Failure of a student to report for the assignment
  - Excessive absenteeism
  - Unexplained or continual tardiness
  - Improper dress
  - Uncooperative attitude
  - Insubordination or any other disciplinary issues

**Upon completion of the internship period, communication on the following topics is requested of the employer:**

- A **complete final evaluation** of the student's performance. It is asked that this form be completed and submitted to the office of Career Services & Internships in a timely manner, as it affects the awarding of the student's final grade.
- Students may request a letter of recommendation. If it is within the company's policy to provide one, please do so.

- If the employer intends to make the student an offer for a permanent position, it should be communicated to the student at the earliest possible date. This will prevent uncertainty on the part of the student that may lead her/him to solicit other positions.

### **Dismissal Procedure**

While we hope there is never a need to sever the business relationship prior to the scheduled ending date, it is always a possibility. Prior to dismissing a student from her/his assignment, we ask that the following procedure be observed (The employer may feel free to supply us with a copy of the company procedure):

- Notify the office of Career Services & Internships of the difficulties surrounding the student assignment well in advance of the decision to dismiss.
- The director (and if appropriate the faculty sponsor) will meet with the employer and the student separately, then together if necessary. (Depending on the location, a virtual meeting might be necessary.)
- The employer should provide documentation of the student's actions leading to the dismissal. This is important in order to facilitate communication with the faculty sponsor in terms of the student's grade.

We want all Lake Erie College students to represent themselves and the college well, in addition to providing the employer with much needed skills and a willingness to learn. This can only occur successfully if every member of the partnership works together.

### **Non-compete/Nondisclosure Agreements**

See Page 16.

### **Legal Issues**

#### **Do you have to pay interns/student observers?**

The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

You don't have to pay interns/student observers who qualify as trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

1. Interns/student observers cannot displace regular employees.
2. Interns/student observers are not guaranteed a job at the end of the internship/clinical observation (though you may choose to hire them at the end of the experience).
3. Interns/student observers are not entitled to wages during the internship.

4. Interns/student observers must receive training from your organization, even if it somewhat impedes the work process.
5. Interns/student observers must get hands-on experience with equipment and processes used in the industry in which they intern/observe.
6. Interns/student observers' training must primarily benefit them, not the organization.

### **Workers' and Unemployment Compensation**

Workers' compensation boards have found that interns/student observers contribute enough to a company to make them employees. It is wise to cover interns/student observers under your workers' compensation policy even though it is not required. Student interns/observers are not generally eligible for unemployment compensation at the end of the internship/observation.

### **Keep in Mind**

Even if a student is working through a school program for which he or she is being "paid" in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.

Paid interns/student observers make ideal workers—hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.

The employer should identify the specific terms and conditions of employment (e.g., dates of employment as an intern/student observer, including internship/observation end date; compensation; organizational and/or reporting relationships; principle duties, tasks or responsibilities; working conditions; and any other expectations), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship.

### **Office of Career Services & Internships Responsibilities**

The Office of Career Services & Internships will act as a liaison between all parties: the student, employer/on-site supervisor, and faculty sponsor.

### **Student Communication**

The Office of Career Services & Internships will be the key contact in the student's search for her/his internship or clinical observation opportunity.

The Office of Career Services will:

- Communicate new opportunities and the internship/clinical observation process to the campus community.

- Aid students with their internship/clinical observation search and selection and resume/interview preparation.
- **Ensure all necessary paperwork is completed before the Dean's approval. The Dean(s) of the academic area in which the academic credit is being given is the last person to sign off on all paperwork, ensuring that all affected and appropriate parties approved it. The completed and signed paperwork will then be submitted to the Registrar's Office, scanned and sent electronically to Career Services for filing.**

Once the student begins their experience, the Office of Career Services & Internships is responsible for keeping the lines of communication open between all parties. Any concerns faced by the student should be communicated to the Office of Career Services & Internships and/or faculty sponsor, for guidance as to a further course of action. **The communication between the office of Career Services & Internships and the student are considered confidential unless otherwise stipulated by the student.**

The Office of Career Services & Internships **cannot guarantee internship/clinical observation placement**, but will assist in developing the documents and process necessary for the student to be successful in her/his search.

#### **Faculty Communication**

The Office of Career Services & Internships will act as a support person to the faculty sponsor in the student's experience. Although it is the faculty sponsor's responsibility to aid the student in determining which direction should be taken with her/his internship/clinical observation opportunity, it is the responsibility of the office of Career Services & Internships to assist the student in developing the documents and process necessary to be successful in her/his search.

#### **Employer Communication**

The Office of Career Services & Internships is responsible for communicating Lake Erie College's requirements for the internship/clinical observation program to all employers, making sure that the employer understands academic expectations.

The process begins with the attainment of the job description for the internship/clinical observation position and communication of this position's availability to the faculty sponsor and students. All interested students will contact the office of Career Services & Internships and the following course of action will begin.

The Office of Career Services & Internships will:

- Communicate available openings for internship/clinical observation opportunities with the campus community.
- Aid employers, when requested, in securing a non-campus location to conduct interviews.
- Provide deadline reminders of midterm and final evaluations to the employers and students.

### **Harassment and Discrimination Policy**

Federal and state law prohibits discrimination or harassment on the basis of sex, race, color, religion, disability, age, citizenship, veteran status, or national origin. Lake Erie College supports the principle of equal employment and wishes to promote opportunities in work environments free from harassment and discrimination.

Lake Erie College strives to provide an environment, which promotes the worth and dignity of each individual. Sexual harassment demeans both the victim and the harasser and undermines the philosophy and mission of the College. Therefore, Lake Erie College will not tolerate behavior, which amounts to sexual harassment. Sexual harassment may take many forms including, but not limited to, unwelcome sexual attention or advances, requests for sexual favors, and other sexually suggestive remarks or conduct:

1. when such remarks or conduct are intended or have the effect of creating an intimidating or offensive environment; or
2. when acquiescence to such conduct or remarks is, either explicitly or implicitly, or made a term or condition of employment or favorable evaluation.

It is essential that any and all incidents of harassment or discrimination be reported to the Director of Career Services & Internships. If an intern/student observer is harassed at the work site, and the employer does nothing about it, the employing organization opens itself to risk of lawsuits. The employer should take time to advise the intern/student observer of appropriate workplace behavior, and the organization's harassment policy and complaint procedures.

### **Non-disclosure/Non-compete Agreements**

Some organizations will request that the student/intern sign a non-disclosure or non-compete agreement upon/before starting their internship/clinical observation. A **non-disclosure agreement** prohibits an intern/student observer from giving another employer proprietary information. This information can include product or process information; customer lists and profiles; marketing, business, and strategic plans;



technological innovations; and any other information that is not publicly known. This agreement does not restrict the intern/student observer's ability to work elsewhere, but it places limitations on the information she/he can use in a new position. These types of agreements are typically enforceable because they do not limit a person's ability to work.

By signing a **non-compete agreement**, the intern/student observer agrees not to compete with the current employer after leaving the company. These agreements prohibit the solicitation of former customers, employment by a competitor, or the establishment of a competing business. These agreements are difficult to enforce when an intern/student observer is involved. The enforceability depends on the reasonableness of the restrictions and whether sufficient legal consideration was given to the student in exchange for the promise not to compete.

Organizations that want interns/student observers to sign **non-compete** or **non-disclosure** agreements should:

- Advise the office of Career Services & Internships, prior to posting the position announcement, that the internship is conditional upon signing a non-compete or non-disclosure agreement, and explain the purposes, intent and critical provisions of the agreement.
- Ensure that the non-compete agreement precisely defines the competitive activity that is to be restricted. It should be limited to the activity that would have a direct impact on the organization's business and provide the student with other options for employment. If there are no other options for employment during the non-compete period, the company should agree to pay the student a salary for the length of time it does not want the student to work for the competitor.

If the College finds the agreement to be acceptable, it is the responsibility of the employer to give the intern a reasonable period of time to review the documents, alone or with an attorney.



## **Appendix A: Sample Academic Internship Description**

### **Internship Title: Marketing Intern – Knowledge Services (Lubrizonl)**

Participate in design and execution of online marketing programs and analysis of the resulting analytics to determine if these activities are meeting business unit marketing and sales goals for education and marketing services.

#### **RESPONSIBILITIES:**

Marketing copywriting of brief articles and announcements for magazines and online promotions

- Copywriting both promotional and informative materials
- Graphical layout of online materials
- Conduct market research and subject matter research in Lubrizonl's Library, reference materials and on the Internet to develop relevant, topical and informative materials
- Work with subject matter experts to vet materials in a way which limits the time required by the experts (see previous point)

→ Execution of online marketing including working with online email, CRM and web usage tracking tools,  
*Analyze results of online marketing*

#### **PROJECTS:**

→ *Develop a series of short information articles on lubrication for online email (4-6 articles will be published over the course of 18 months to improve open rate of monthly emails).*

→ *Publish monthly emails. Write and text layout of promotional announcement within a standard Lubrizonl K2M template set.*

→ *Develop a series of internal promotional articles (3-4 paragraphs) of new products/services.*

→ *Phone survey recent customer, identify areas of improvement, barriers to repeat purchases and collect testimonials for the website and catalogs.*

→ *Analyze business unit sales and email/web traffic for trends; and develop automated reports which a) identify improvements that might drive sales or traffic, b) evaluate the return on investment based on message views, visitor traffic..., c) summarize global accounts online activities (email, marketing site and training site) for sales managers. Prepare presentations or brief promotional articles summarizing findings.*

#### **REQUIRED SKILLS:**

- Numerical analysis
- Copywriting both promotional and informative materials
- Graphical layout of online materials
- Highly skilled in the use of Internet sites and Internet based tools
- Experience with online authoring tools, knowledge of HTML and related tools a plus
- Experience with reporting and graphical presentation tools

#### **EDUCATION REQUIREMENTS:**

- Completed college courses pertinent to the skills above
- Pursuing a degree in Business, Marketing, IT, Communications, Journalism or Graphic Design



**Appendix B: Job Description Form**

**Employers:** Use this form if you are a NEW Employer in order to register and post your job/internship. If you are already registered in Storm Career Network, please log in to the system and post your opportunity directly to the database.

**\*Students:** Use this form if you are registering for an internship or observation that you created or does not have a traditional job posting and turn in with your completed application. Complete the starred fields only.

Desired Access ID (12 character max):

Desired Password (10 character max):

\*Organization Name:

\*Address, City, ST, Zip Code:

\*Web Site:

\*Site Contact Name:

\*Title:

\*Phone Number:

\*E-mail:

\*Company Description:

\*Student Position Title:

\*Student Position Description:

Application Instructions:

Posting Start Date:

Posting End Date:

Position Type:  Full Time  
 Part Time  
 Internship

Salary: Internship:  
 Paid / Hour or / Stipend for semester  
 Unpaid

Employment:  
/ Hour or / year

Majors Desired (indicate All):

Equal Opportunity Employer (Initial):



### **Appendix C: Site Visit Checklist**

1. Was the student on-site during the visit?
2. Was the student's supervisor on-site during the visit?
3. Does the student have her/his own workspace? Computer? Supplies and tools necessary to perform her/his job?
4. Do the student's work assignments correlate with her/his learning goals?
5. Do the student and the site supervisor have a clear understanding of what's required of the learning goals?
6. Is the internship going according to the job description, or have there been changes? If there have been changes, what are they and why have they occurred?
7. What projects is the student currently working on, and will she/he have the opportunity to see a project through from beginning to end?
8. Is the student utilizing on-site, the skills learned in the classroom?
9. Is the student challenged by the work assignments?
10. Is the site supervisor interested in working with another intern in the next semester?

**Please make sure that you give the on-site supervisor a business card and any brochures you have about your program and Lake Erie College. Contact the office of Career Services & Internships with any questions or concerns.**



**Appendix D: Internship/ Clinical Observation Application & Agreement**  
**(Read Handbook, TYPE, Print, and Obtain Signatures)**

---

**Section 1: Student Information**

Last Name:                                      First Name:                                      Middle Initial:

LEC Student ID #:                                      Major:

Check One:    Sophomore                       Junior                       Senior

Cumulative GPA:                      (2.0 GPA required for Internships)

Telephone Number (Include area code):

E-mail:

Current Address:  
Street Address, City, ST/Zip Code

Campus Mailbox #:

**The student agrees to:** perform all assigned duties to the best of his/her ability, satisfactorily meet all requirements of the employer, complete all academic requirements, and abide by the rules, regulations and the policies of the Internship/Clinical Observation Program. Failure to meet these requirements will result in the student's withdrawal from the assignment and the forfeiture of any benefits of the Internship/Clinical Observation Program. I have reviewed the internship guide on CS&I website or have received a copy of it and understand the requirements attached to the internship/clinical observation including registering for the internship/clinical observation course and paying all applicable fees.

---

Student Signature

---

Date

---

**Section 2: Employer Information (Complete with your Site Supervisor)**

Internship/Clinical Observation Site:

Site Supervisor:

Title:

Phone:

Fax:

E-mail:

Address:

Street Address, City, ST/Zip Code

Student Position Title:

**Job ID # on Storm Central Network:**

Select One:  Unpaid  Paid

Hourly Wage or Monthly Stipend:

Hours per week:

Begin Date:

End Date:

**Attach Internship Description:** Specifically, what projects and responsibilities will the intern/student observer have during the internship/clinical observation? – Please explain this in an “academic internship description” See page 18 for an example. (Must be typed)

**The Employer/ Site Supervisor agrees to:** abide by the guidelines set forth in the “supervisor section” of the handbook; provide supervision of the student; evaluate the student’s performance on forms provided by the College, and provide the same consideration of health, safety and working conditions accorded other employees. I also acknowledge that a job description will be provided or is already on the Storm Central Network database.

---

Employer Signature

---

Date

---

### Section 3: Academic Requirements & Signatures

Complete with your Faculty Sponsor:

Course Code: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Number of Credits: \_\_\_\_\_

Faculty Sponsor Name: \_\_\_\_\_ Academic Advisor Name: \_\_\_\_\_

What work is required outside of the experience hours?

**\*Include Attached Syllabus with Learning Objectives\***

FOR EXAMPLE:

- |   |   |
|---|---|
| <input type="checkbox"/> Employer assessments             | <input type="checkbox"/> Class Presentations      |
| <input type="checkbox"/> Journals                         | <input type="checkbox"/> Examinations             |
| <input type="checkbox"/> Written or Oral research reports | <input type="checkbox"/> Class/seminar attendance |
| <input type="checkbox"/> Other. Please indicate:          |   |

- 1) **The Faculty Sponsor:** I have read and reviewed *Section 2 with the student and approved the stated experience for the course credit information stated in Section 3.* I have communicated academic expectations to the student, help develop learning objectives, and make at least one site visit per internship program guidelines. Upon successful completion of all requirements by the student, the faculty sponsor will assign a grade.

\_\_\_\_\_  
Faculty Sponsor\*

\_\_\_\_\_  
Date

**\*IF APPLICABLE: Faculty Member (sign ONLY IF faculty sponsor is not within the academic area for which credit is being given - LOOK AT COURSE CODE)** - Approval for registration of academic credit for the course code and number of credits assigned in Section 3.

\_\_\_\_\_  
Faculty Member (within the area credit is being given)

\_\_\_\_\_  
Date

- 2) **Faculty Advisor:** Approval for registration of academic credit for the course code and number of credits assigned in Section 3.

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Date

- 3) **The Office of Career Services & Internships agrees to:** maintain communication with the employer, the student, and the faculty sponsor in an effort to answer questions, resolve potential problems and otherwise endeavor to make the experience as productive and rewarding as possible for both the employer and the student.

\_\_\_\_\_  
Career Services & Internships

\_\_\_\_\_  
Date

For Career Services Staff Use Only:

\_\_\_ Resume

\_\_\_ Job Description Attached

\_\_\_ Syllabus Attached

**IF APPLICABLE: Out-Of-Country Opportunities-** students planning an overseas experience for academic purposes need to go through the Office of International Programs to complete liability paperwork, applications, etc., as well as for information pertaining to practical travel tips.

\_\_\_\_\_  
Coordinator of International Studies

\_\_\_\_\_  
Date

- 4) **FINAL SIGNATURE (obtain by dropping off application and all materials at the registrar's office)**

**Dean(s) of Academic Area:** Approval for registration of academic credit for the course code and number of credits assigned in Section 3. Signature prompts registration.

\_\_\_\_\_  
Dean(s) of Academic Area (in which credit is being given and faculty sponsors Dean applicable)

\_\_\_\_\_  
Date



**Appendix E: Mid-Term Evaluation of Student Intern/Clinical Observation**

Please complete the following evaluation of your intern's performance.

Student:

Organization/Company:

Supervisor:

Date:

For the individual student being evaluated, please give each statement a numerical value based on whether you:

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree
- N Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

Student has made every effort to maintain a regular work schedule	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Student makes appropriate arrangements when regular work schedule cannot be adhered to	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Student displays enthusiasm and professionalism in work assignments	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Student uses classroom knowledge to complete internship projects	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Quality and quantity of work output is acceptable	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Student notifies supervisor of issues that may interfere with the successful completion of projects in a timely fashion	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N

Describe any concerns you may have:

This form is available on-line at <http://www.lec.edu/career/internships>. The completed form can be emailed to [career@lec.edu](mailto:career@lec.edu); faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077





**LAKE ERIE  
COLLEGE**  
OFFICE OF CAREER SERVICES

**Appendix F:**  
**Final Assessment of Internship Experience**

This assessment is a tool used to measure the student's worksite performance. The information on this document is one of the determining factors for the final internship grade. Other factors may include journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.

Student:

Organization/Company:

Supervisor:

Dates of Internship: Start Date:                      End Date:

For the individual student being evaluated, please give each statement a numerical value based upon the following:

- 4      Outstanding
- 3      Above Average
- 2      Average
- 1      Needs Improvement
- N      Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

**Professional/ Personal Development**

Open to learning from supervisor and coworkers.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Cooperation is shown in working relationships with other staff members.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Effort is made to be accepted by overall staff.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can work effectively with a wide range of people within the organization.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Takes the initiative to solve problems after seeking input from supervisor/staff.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is able to keep supervisor informed of work progress and process.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

Is dependable and reliable in work tasks and level of performance.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Displays enthusiasm, diligence and interest in work assignments.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Possesses time management skills.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is able to set priorities for work yet respond to departmental needs.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can analyze, synthesize, and apply academic learning to work assignments.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Possesses sufficient technical ability to accomplish work tasks.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can process constructive criticism in an objective manner and act upon it.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Shows initiative in follow-through with work assignments.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can assume a leadership role when appropriate.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is appropriate in dress and grooming.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is conscientious in maintaining work schedule, hours and starting time.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is able to collaborate within a group effort.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

**Professional Transition**

Knows and respects organizational structure and protocol.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Has awareness and interest in organizational objectives, goals and policies.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is comfortable within the corporate/organizational culture.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can adjust self-interest to organizational interest.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Represents the organization with positive enthusiasm and attitude.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

It is recommended that the employer review this assessment with the student. If this is not possible, it is the responsibility of the faculty sponsor to review the assessment with the student prior to the issuance of a grade.

This assessment has been discussed with the student:  Yes  No

Student Signature : \_\_\_\_\_

Employer Signature : \_\_\_\_\_

This form is available on-line at <http://www.lev.edu/career/internships>. The completed form can be emailed to [career@lev.edu](mailto:career@lev.edu); faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077

**Confidentiality of Information:**

This evaluation constitutes a confidential assessment that will become part of the student's confidential permanent record. In the event the college is contacted by prospective employers for the purpose of obtaining personal or professional references for a student based upon their internship assessment, they can be told ONLY the location and dates of the student's assignment.



**Appendix G - Student's Evaluation of Internship Experience**

This tool is used to measure if the internship met Lake Erie College's requirements for academic and professional development. The office of Career Services & Internships will use this information to evaluate the employer and the student's experiences.

Student:

Organization/Company:

Supervisor:

Dates of Internship: Start Date:

End Date:

For each statement below please circle a numerical value based upon whether you:

4 Strongly Agree

3 Agree

2 Disagree

1 Strongly Disagree

N Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

**Academic Development**

Activities involved in the internship were understandable due to previous coursework	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Activities were challenging yet appropriate for knowledge level	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Skill level in your field has increased due to internship	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Connections between academic work and internship work were apparent	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Ability to synthesize information from various sources has increased	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Ability to apply your previous knowledge to current problems has increased	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N
Internship learning goals have been met	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N

Faculty sponsor provided academic guidance for internship activities as needed	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
On-site supervisor provided academic guidance as needed	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Office of Career Services & Internships provided guidance as needed	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
The procedures required by Lake Erie to officially complete the internship experience were clearly explained	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

**Professional Development**

Supervisor's direction was clear and understandable	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Supervisor was available and receptive when approached for help or clarification	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Developed an understanding of, and ability to adjust to, your supervisor's management style	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Understanding of the organizational structure has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Understanding of the process to accomplish complex tasks in this organization has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
The knowledge you have gained at this organization is applicable to other organizations in the same field	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
This internship has provided you with experiences that will help in future job searches	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Confidence in your ability to succeed in this field has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Confidence to take on more responsibility in future endeavors has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Understanding of employer expectations regarding punctuality and work ethic has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Ability to set priorities and accomplish assigned tasks has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

**Would you recommend this internship to other students?**       **YES**       **NO**

Student Signature : \_\_\_\_\_ Date : \_\_\_\_\_

This form is available on-line at <http://www.lec.edu/career/internships>. The completed form can be emailed to [career@lec.edu](mailto:career@lec.edu); faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077



**Appendix H:**  
**Final Assessment of Clinical Observation**

This assessment is a tool used to measure the student's onsite performance. The information on this document is one of the determining factors for the final observation grade. Other factors may include journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.

Student:

Organization/Company:

Supervisor:

Dates of Observation: Start Date:                      End Date:

For the individual student being evaluated, please give each statement a numerical value based upon the following:

- 5      Outstanding
- 4      Above Average
- 3      Average
- 1      Needs Improvement
- N      Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

**Professional/ Personal Development**

Open to learning from supervisor and staff.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Cooperation is shown in relationships with other staff members.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Effort is made to be accepted by overall staff.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can interact effectively with a wide range of people within the organization.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Takes the initiative to solve problems after seeking input from supervisor/staff.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is able to keep supervisor informed of progress and process.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

Is dependable and reliable in task completion and level of performance.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Displays enthusiasm, diligence and interest in assignments.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Possesses time management skills.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is able to set priorities yet respond to changing organization needs.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can analyze, synthesize, and apply academic learning to assignments.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Possesses sufficient technical ability to accomplish work tasks.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can process constructive criticism in an objective manner and act upon it.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Shows initiative in follow-through with work assignments.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can assume a leadership role when appropriate.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is appropriate in dress and grooming.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is conscientious in maintaining schedule, hours and starting time.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is able to collaborate within a group effort.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

**Professional Transition**

Knows and respects organizational structure and protocol.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Has awareness and interest in organizational objectives, goals and policies.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Is comfortable within the organizational culture.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Can adjust self-interest to organizational interest.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Represents the organization with positive enthusiasm and attitude.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

It is recommended that the employer review this assessment with the student. If this is not possible, it is the responsibility of the faculty sponsor to review the assessment with the student prior to the issuance of a grade.

This assessment has been discussed with the student:  Yes  No

Student Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

This form is available on-line at <http://www.lec.edu/career/internships>. The completed form can be emailed to [career@lec.edu](mailto:career@lec.edu); faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077

**Confidentiality of Information:**

This evaluation constitutes a confidential assessment that will become part of the student's confidential permanent record. In the event the college is contacted by prospective employers for the purpose of obtaining personal or professional references for a student based upon their internship assessment, they can be told ONLY the location and dates of the student's assignment.





**LAKE ERIE  
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OFFICE OF CAREER SERVICES

**Appendix I – Student’s Evaluation of Clinical Observation**

This tool is used to measure if the internship met Lake Erie College’s requirements for academic and professional development. The office of Career Services & Internships will use this information to evaluate the employer and the student’s experiences.

Student:

Organization/ Company:

Supervisor:

Dates of Observation: Start Date:                      End Date:

For each statement below please circle a numerical value based upon whether you:

- 4      Strongly Agree
- 3      Agree
- 2      Disagree
- 1      Strongly Disagree
- N      Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

**Academic Development**

Activities involved in the internship were understandable due to previous coursework	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Activities were challenging yet appropriate for knowledge level	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Knowledge level in your field has increased due to observation	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Connections between academic work and observation work were apparent	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Ability to synthesize information from various sources has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Ability to apply your previous knowledge to current problems has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Observation learning goals have been met	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Faculty sponsor provided academic guidance for observation activities as needed	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

On-site supervisor provided academic guidance as needed	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Office of Career Services & Internships provided guidance as needed	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
The procedures required by Lake Erie to officially complete the observation experience were clearly explained	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

**Professional Development**

Supervisor's direction was clear and understandable	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Supervisor was available and receptive when approached for help or clarification	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Developed an understanding of, and ability to adjust to, your supervisor's management style	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Understanding of the organizational structure has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Understanding of the process to accomplish complex tasks in this organization has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
The knowledge you have gained at this organization is applicable to other organizations in the same field	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
This observation has provided you with experiences that will help in future job searches	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Confidence in your ability to succeed in this field has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Confidence to take on more responsibility in future endeavors has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Understanding of employer expectations regarding punctuality and work ethic has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N
Ability to set priorities and accomplish assigned tasks has increased	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> N

**Comments:**

Would you recommend this Clinical Observation to other students?  YES  NO

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This form is available on-line at <http://www.lec.edu/career/internships>. The completed form can be emailed to [career@lec.edu](mailto:career@lec.edu); faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077