

Internship and Practicum Manual



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An Introduction to Internships

Montreat College recognizes the importance of “hands on” experiences for enhancing student learning through internship and practicum opportunities in relevant professional settings. Experiential learning activities allow students to explore the relationship between what they learn in class and how to apply that learning in real-life situations. An internship or practicum opportunity gives you a chance to be immersed in a work setting under the guidance of an on-site supervisor and your faculty advisor who will help facilitate your learning experience. Throughout this manual, the term “student intern” applies to those registered for either a practicum or internship.

A successful practicum or internship experience will include:

- A student intern who actively participates and contributes to the organization
- An on-site supervisor who assigns meaningful projects, objectively evaluates progress, and provides mentorship
- A faculty supervisor who assists the intern in making connections between academic and professional experiences through reflection and evaluation

Students benefit from this experience by:

- Practicing what they have learned in the classroom
- Learning new skills and competencies
- Gaining experience in the world of work
- Clarifying career goals
- Building a resume

- Making contacts that could lead to a full-time position upon graduation

Planning for an Internship

It is a good idea to begin planning for your practicum or internship at least two semesters prior to the term in which you wish to begin your experience.

Step 1: Questions to consider

What is the practicum/internship requirement for my major?

What do I want to learn or achieve?

What type of environment will best help me meet my requirements and achieve my goals?

Step 2: Talk with your academic advisor

Consult with your advisor about the type of practicum/internship experience needed to meet your major requirements and achieve your goals.

Step 3: Complete INDS-3610 or 3611

In this pre-requisite course, students will

- Identify and develop skills most desired by employers
- Develop a resume, cover letter and other documents helpful in the job/internship search process
- Identify practicum/internship possibilities through research, networking, and position postings
- Prepare for practicum/internship application processes including interviewing techniques, position search strategies, marketing yourself to employers

- Use LinkedIn and informational interviewing to build a network of professional contacts in field(s) of interest.
- Develop goals for the practicum/internship experience

Step 4: Explore and apply to internship postings listed with Handshake and other online sources.

Step 5: Complete Online Learning Contract

Once you have been offered a practicum or internship, complete and submit the online [Internship Learning Contract](#) or online [Practicum Learning Contract](#). After approvals have been received from your academic supervisor, on-site supervisor, and Associate Dean for Learning, Calling, and Career, you will receive notification that your practicum/internship registration has been completed.

Deadlines for submitting Learning Contracts are November 1 for Fall, April 1 for Spring, and July 1 for Summer internships.

Practicum Requirements

A practicum is a supervised experiential learning opportunity that provides students with initial exposure to relevant professional activities.

Internship Requirements

An internship is an intensive, quality, structured learning opportunity, generally in an off-campus setting that immerses students in appropriate professional contexts. Internships require extensive involvement by the students.

Credit Hours

Practicum experiences earn 1-3 credits, with a maximum of 3 credit hours.

Internship experiences earn 1-3 credits and may be repeated for a total of 6 credits toward degree requirements (see specific program requirements).

Each credit hour earned requires 45 hours of on-site involvement during an agreed upon length of time (which should be for at least a six-week period). The number of credit hours to be earned must be declared at the time of registration.

Prerequisites

- Approval of the student's advisor, department chair, or designee
- Successful completion of INDS3610 or 3611
- Approval of Internship Learning Contract
- Internships require at least a Junior standing (unless otherwise specified by major requirements)

Grades

Students will receive a letter grade for the experience based on completion of all assignments and assessment by the Faculty Supervisor.

Registration and Fees

Registration for academic credit must be for the term concurrent with the practicum/internship experience.

Tuition and fees are published in the Montreat College Academic Catalog for the School of Arts and Sciences.

Supervision of Practicum/Internship

Student interns will be supervised by both a faculty supervisor from the student's academic department and an on-site supervisor.

Faculty Supervisor Responsibilities

- Communicate with the student intern and On-Site Supervisor on a regular basis to ensure the experience is going as planned
- Conduct an on-site visit to meet with the student and On-Site Supervisor
- Intervene as necessary in the event that concerns are raised regarding the intern or practicum/internship structure.
- Review midterm and final reports and evaluations
- Assess a final grade (A-F)

On-Site Supervisor Responsibilities

- Assist the student intern in crafting appropriate learning goals for the experience
- Facilitate experiences that will allow the student intern to achieve stated goals
- Submit a midterm and final evaluation of the student interns performance
- Serve as a mentor to the student by providing appropriate feedback
- Communicate with the Faculty Supervisor to assess the student intern's experience

Practicum/Internship Learning Contract

The [Internship Learning Contract](#) or [Practicum Learning Contract](#) becomes the guiding document, much like a syllabus, for the learning outcomes and assessment of the internship experience. The contract must be completed and approved by the student intern's faculty supervisor, on-site supervisor, and the associate dean for calling and career, prior to the student's participation in the practicum/internship experience.

The contract includes:

- Names and contact information for each supervisor
- Dates agreed upon with faculty supervisor for mid-experience reports and evaluation, final assessment materials, and end of experience debriefing
- Summary of intern's responsibilities
- Goals for personal development of skills desired by all employers
- Goals for professional/occupational development of industry specific skills

Developing SMART Goals

Students are encouraged to consult with their faculty supervisor to determine appropriate goals for the practicum/internship experience. Goals should follow the SMART Goal structure: **Specific, Measurable, Attainable, Relevant and Timely**. See the Tool Kit section of this manual for a "*Guide to Writing SMART Learning Objectives*".

Suggestions for a Successful Internship

- Begin your search for an internship early, a semester or two before the term in which you plan to complete your internship.
- Make use of internship search resources, such as Handshake (Montreat's online career center), LinkedIn, and CareerBuilder. See the Took Kit section of this manual for more *Useful Links and Networking*.
- Visit the Thrive Center to fine-tune your resume and cover letter.
- Connect with your Faculty Supervisor to discuss problems or concerns about your internship.
- Be conscientious and responsible during on-site work.
- Take advantage of opportunities on-site to talk with co-workers, ask for projects, and learn all you can about the field.

Internship Tool Kit

Writing SMART Learning Goals

Developing Career Ready Skills

Useful Links and Networking

Writing SMART Learning Objectives

To be useful, learning objectives should be SMART:

Specific
Measurable
Attainable
Results-Focused
Time-Focused

Learning objectives focus your learning on specific areas and can help you maximize your time spent in an internship. Further, discussing your learning goals with your supervisor helps to ensure that you will spend your time productively during the internship and that all parties involved are aware of the learning you are trying to achieve.

What are learning objectives?

Learning objectives can fall into the following categories:

- Knowledge or Skills Acquisition: Knowledge or skills you hope to acquire during the internship such as learning to use appropriate procedures, equipment, or methods.
- Personal/Professional: Skills you hope to apply or cultivate such as self-confidence, interpersonal skills, working effectively with others, professional

meeting/email/telephone etiquette, networking, written communication, relationships with supervisors, time management, organization, decision making, etc.

- Career Knowledge: Gaining new information regarding the company, the industry, or job duties.
- Other: Depending on the internship, there may be additional categories of learning objectives. Consider your field of choice and the critical knowledge/skills you would like to obtain.

Steps to writing learning objectives

For each objective, answer the following three questions:

- What do you want to accomplish?
- How are you going to accomplish it? (What steps will you take to accomplish your objective? What activities will you do? How will you acquire the learning? Under what conditions will the learning occur?)
- How you will measure your objective? (What evidence will you have to demonstrate that learning has taken place? What criteria will be used to evaluate your evidence? Who will do the evaluation?)

SMART Learning Objectives

In each case below, the same objective is stated in two different ways. In the "Vague" description, the objective is either too general or not sufficiently measurable. In the "Specific" example, the same objective has been stated SMARTly (in a manner that is Specific, Measurable, Attainable, Results focused, and Time-focused).

Objective Type	Vague	Specific
Skills Acquisition	I will learn how to troubleshoot IT issues for my company.	By December 15th, I will be able to troubleshoot office software, including Microsoft Word and Excel, over the telephone with less than 3% error rate.
Skills Acquisition	I will evaluate the effectiveness of my organization's marketing.	By March 15th, I will develop, distribute, gather, evaluate, and report on a customer survey related to my organization's marketing.
Knowledge Acquisition	I would like to know more about the chemical make-up of common drugs used in the hospital.	By the middle of my internship, I will list the 40 common medications I observe being used by referring to patients' charts, then research their chemical composition, and record this data in my database.
Personal / Professional	I want to learn how to deal with irritable customers.	I will develop four different responsive conversation techniques and briefly describe each in my log. I will record reactions of customers to these techniques and report by May 28.
Career Knowledge	I want to better understand the hospitality industry.	By the end of the internship, I will have interviewed a professional who has been in the hospitality industry at least four years and ask them about typical career paths, job duties, professional associations, and ways to advance one's career in this industry.
Skills Acquisition	I want to assist some children to learn a new skill.	By the middle of my internship, I will have taught a group of ten children ball throwing athletic skills. The children will demonstrate their skills by achieving at least a minimum score which I will determine as a proficiency level.

<http://explearning.ucf.edu/registered-students/tips-for-success/writing-smart-learning-objectives/195/>

Examples of strong Learning Objectives

- I will improve my skills with the Bloomberg financial software by learning how to monitor certain asset classes through shadowing my supervisor and gaining hands-on experience. Improvement will be evaluated by pre- and post-internship assessments by my supervisor.
- I will network and establish professional contacts in the marketing industry by attending PR events and attending client meetings, with a goal of establishing ten relevant contacts.

- I will learn how to address buyers' questions relating to commercial real estate by accompanying a Licensing Associate during five or more property viewings and assisting in at least one customer presentation.
- I will learn the editorial process of online magazine publishing by attending staff meetings and shadowing the Chief Editor, who will critique my report on the editorial process.
- I will become proficient in Microsoft Excel by creating financial spreadsheets to be used to conduct company financial analyses. My spreadsheets and written analysis will be evaluated by my site supervisor.
- I will develop stronger people skills and learn how to establish a strong customer relationship by attending client meetings and listening to telephone conversations. I also will conduct three practice client presentations to department staff, and assist with at least one actual client presentation. My supervisor will evaluate my skills in these presentations.
- While interning in the state senator's office, I will learn the methods involved in researching legislation for committee assignments. I will develop additional written communication skills by drafting responses to constituents' letters. In addition, I will research and produce a paper expanding on my coursework in political theory as it applies to current practice in campaign planning.
- As an intern in the hospital's human resource department, I will build upon my classroom learning regarding wage and hour laws by reviewing current practice in the payroll department. I also will expand my knowledge of employee benefits and insurance by shadowing the benefits staff in group presentations to new employees and appointments with individual employees. I will learn more about recruiting by helping to develop and validate skill assessment tests for job applicants.
- As a Youth Empowerment Services intern, I will expand on my psychology and sociology classes by observing group counseling sessions for teenagers (14-17 years old). When appropriate, I will develop my potential as a facilitator by assisting my site supervisor with teen groups. Through research and observation, I will learn to administer and interpret personality inventories. In addition, I will research teenage alcoholism and produce a paper outlining at least five factors that contribute to this problem.
- During my accounting internship, I will study the methods of cost accounting used by this firm. In addition, I will learn to apply the principles of accountancy to tax preparation for both individuals and small businesses. My major goal for this internship is to help me determine if the specific tasks, structure and environment of a medium-size accounting firm is an appropriate career goal for me.

Developing Career Ready Skills

Employers want Montreat College graduates who are career ready and able to demonstrate their competence in the areas considered essential for new college hires. Candidates who can articulate these skills and point to examples from their own experience will gain a competitive advantage over their peers. You can grow your competency in these skills by setting goals for using and developing these abilities throughout your internship and other activities.

Skills Wanted By Employers	Indicators
<p>Leadership</p> <p>Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. This person is able to manage his/herself as well as leverage the strengths of others to achieve common goals.</p>	<ol style="list-style-type: none"> 1. People management 2. Emotional intelligence 3. Ability follow others 4. Takes initiative when appropriate
<p>Communication</p> <p>Effectively communicating your idea clearly and confidently to others through reports, letters, public speaking, emails, etc. This person is able to articulate thoughts appropriately with a wide variety of individuals.</p>	<ol style="list-style-type: none"> 1. Public speaking skills 2. Ability to express ideas to others verbally and in writing 3. Able to adapt style to various formats (i.e. discussion, debate, dialogue) 4. Understands and uses active listening
<p>Teamwork</p> <p>Building collaborative relationships with colleagues and customers representing diverse viewpoints. This person is able to work within a team structure, and can negotiate and manage conflict.</p>	<ol style="list-style-type: none"> 1. Ability to negotiate 2. Coordinating with others 3. Working effectively with others in teams 4. Recognition of roles and dynamics of a team (i.e. hierarchy, leader, follower, etc.) 5. Contribute to a common goal
<p>Equity & Inclusion</p> <p>Valuing, respecting, and learning from diverse cultures, races, and experiences. This person demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals' differences.</p>	<ol style="list-style-type: none"> 1. Analyzing/solving problems with people from different background 2. Recognition of one's own social identities and impact on worldview 3. Ability to synthesize varying perspectives and influencing factors 4. Cultural intelligence (CQ) 5. Understanding of historical realities that impact individuals and communities today

Skills Wanted by Employers	Indicators
<p>Technology Selecting and using appropriate technology to accomplish tasks and goals. This person is able to adapt effectively to new and emerging technology</p>	<ol style="list-style-type: none"> 1. Locating, organizing, evaluating information 2. Staying current on technologies 3. Able to work with qualitative and quantitative data 4. Able to understand and communicate data using words, images, tables, or graphs 5. Works with numbers and statistics 6. Analyzes data from a wide array of authentic contexts and everyday life situations
<p>Professionalism Acting responsibly and fair in all your personal and work activities. This person is able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and is able to learn from mistakes.</p>	<ol style="list-style-type: none"> 1. Self awareness 2. Self regulation 3. Motivation 4. Empathy 5. Social skills 6. Cognitive flexibility 7. Perseverance 8. Ability to receive constructive feedback 9. Growth mindset
<p>Critical Thinking Analyzing what is around you, making decisions, solving problems, and thinking on your feet. This person is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.</p>	<ol style="list-style-type: none"> 1. Judgement and decision making 2. Locating, organizing, evaluating information
<p>Career & Self Development Identifying and articulating one’s skills, as well as areas for professional growth. This person is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.</p>	<ol style="list-style-type: none"> 1. Aware of strengths and weaknesses 2. Establish goals for personal and professional development 3. Understand how to find job opportunities 4. Develop network of contacts and build relationships with others in the profession 5. Create excellent resume and application materials

Useful Links and Networking

General Job Search Sites

[Career Builder](#)

www.careerbuilder.com

[Internship Programs](#)

www.internshipprograms.com

[Indeed Job Board](#)

www.indeed.com

[LinkedIn Jobs](#)

www.linkedin.com/jobs

[LinkedIn Internships](#)

www.linkedin.com/jobs/internship-jobs

[Monster](#)

www.monster.com

[Simply Hired](#)

www.simplyhired.com

[State of North Carolina Internship Program](#)

https://ncadmin.nc.gov/advocacy/youth-advocacy-involvement-office/state_of_north_carolina_internship_program

[USA Jobs](#)

www.usajobs.gov

[Work for Good](#)

www.workforgood.org/jobs

Non-Profit and Government Jobs

[Idealist: Non-Profit Careers](#)

www.idealist.org

North Carolina Jobs

[NC Works Online](#)

www.ncworks.gov/vosnet/default.aspx

[North Carolina Job Network](#)

www.northcarolinajobnetwork.com/

Online Career Centers

[Handshake \(Montreat College Online Career Network\)](#)

https://app.joinhandshake.com/login

[College Foundation of North Carolina](#)

https://www.cfnc.org/

[O*Net Online](#)

www.onetonline.org

Networking

Having a network of contacts is a valuable resource when looking for an internship. Networking refers to talking with others about your career goals and your job search, and includes:

- Communicating the type of job and career field you are interested in pursuing
- Identifying and meeting contacts who can help answer questions and share their own stories of working in that field
- Contacting employers that your networking contacts may have referred you to

Helpful networking resources

[LinkedIn](#) www.linkedin.com

[Career One Stop](#) www.careeronestop.org/JobSearch/Network/form-a-network.aspx

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Assignments

- 5% **Preliminary Meeting with Faculty Supervisor**
Student interns are responsible for scheduling this meeting with their Faculty Supervisor. Use this time to determine due dates for mid- and final-experience evaluations and reports, and site visit if applicable.
- 10% **Weekly Activity Log**
- 20% **Weekly Journal (with suggested prompts)**
- 20% **Mid-Experience Report**
- 10% **Mid-Experience Evaluations**
Electronic links available below; see pp. 21-24 for printable forms
[Mid-Experience Intern Self-Evaluation: Student](#)
[Mid-Experience Intern Evaluation: On-Site Supervisor](#)
- 20% **Final Experience Report**
- 10% **Final Experience Evaluations**
Electronic links available below; see pp. 27-30 for printable forms
[Final Intern Self-Evaluation: Student](#)
[Final Intern Evaluation: On-Site Supervisor](#)
- 5% **Final Debriefing with Faculty Supervisor**
Internship Exit Survey
Electronic link available below; see p. 31 for printable form
[Internship Exit Survey](#) (for students)

Grading Scale

93-100% = A	73-76% = C
90-92% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	60-62% = D-
77-79% = C+	<60% = F

Weekly Activity Log

(This form can be duplicated as needed. Forms should be submitted to the Faculty Supervisor with Mid- and Final Experience materials.)

Name of Intern:

Intern Signature:

Date	Summary of Activities

Total Weekly Hours:

On-Site Supervisor Signature:

Weekly Journal Suggested Prompts

Week 1

1. Conduct an initial skills assessment: What skill areas are you confident in? What areas need improvement?
2. What are your feelings and perceptions going into this experience?
3. Going into the internship, what expectations do you have of yourself? Your Site Supervisor?
4. Review the organization's mission and vision statements (if applicable). What are the ideals that you agree with? What do you disagree with or feel challenged by?

Week 2

1. What was your first impression of your supervisor? Co-workers? What actions led you to develop these impressions?
2. In regards to your internship site, explain how they are a "partner in your education".
3. Obtain an organizational chart and review the structure of the organization. Describe your thoughts on how the organization is structured.

Week 3

1. Provide an example as to how you demonstrated poise, patience, or adaptability to an unusual or uncomfortable situation at your internship. What are you finding out about yourself that you weren't aware of: personality traits, needs, strengths, weaknesses, values, etc.?
2. Talk to one long-time employee and one short-time employee about their experience with the field and the organization specifically. Describe the comparison between the two professional's perspectives.

Week 4

1. What are your current feelings as they relate to your internship experience at your current location?
2. Have you learned about new jobs or careers while at your internship? If so, what are they and what are your thoughts about them?
3. If you could make any change to your internship placement, what would it be? Why?

Week 5

1. Review your journal entries thus far. Are you surprised at what you've written? What has changed? What insights have you gained?
2. Write a description of yourself in third person; take a step back and write about yourself as if you are an observer at work. What do you see? How do you come across? What would you change? What would you keep the same?

Week 6

1. Compare and contrast the benefits of having an internship versus not having an internship experience and just taking classes without an experiential component.
2. How does the work you are doing on-site support the organization's goals? Support your own goals?

Week 7

1. You're about halfway through your internship experience. Review your journal entries from the beginning. What difficulties, challenges, highs and lows do you notice from your learning experience?
2. Were your expectations set of yourself and the organization realistic?

Week 8

1. Describe a situation in which you have been able to take previous classroom experiences and apply lessons learned at your internship site.
2. Has this internship helped you in your career decisions or post Guilford plan? In what ways? Please explain.

Week 9

1. What has been your greatest lesson learned so far?
2. Take a moment to reflect and write about your growth in skills, confidence, expertise and comfort with your surroundings. Are you where you want to be in these areas?

Week 10

1. Conduct an informational interview with someone in the organization. Ask them about their path and how they got to where they are. Find out how their career path has progressed. Ask them about lessons learned in the profession.

Week 11

1. What has been the biggest lesson learned during your internship experience?
2. Are there areas of unfinished business that are beginning to set in? What do you need in order to achieve a sense of completion?

Week 12

1. What has your supervisor done to support and enable your work? After you've written on this, write a thank-you note that reflects the ways you appreciate your internship experience.

Week 13

1. Where are you now?
2. Think about what you have learned on-the-job. What areas of struggle or disappointment have you experienced? What areas of growth can you see in yourself? What was your role in these?

Week 14

1. What did you learn that made your internship worth academic credit?
2. Conduct a post skills assessment: How have your skills improved or enhanced based on the internship experience?
3. How does what you learned apply to your future?
4. What would you recommend to others preparing to do internships?

Week 15

1. What did you like best about this experience? What did you like least?
2. Do you feel it was worthwhile?
3. How will you use this experience in the future? How has your internship changed your college experience and your view of learning?
4. What was the most significant thing you learned about yourself?
5. What would you recommend to the organization you worked with?

Adapted from Guilford College

Mid-Experience Report

This paper should be written at the midpoint of the internship experience. The purpose of the report is to provide an overall evaluation of your experience, identify problem areas, articulate possible solutions, and make appropriate adjustments to your objectives.

The report should include a description and evaluation of your assignments and activities in your internship role, an appraisal of your relationships with co-workers, and an assessment of your supervision. The paper should be 3-5 typed double-spaced pages.

Mid-Experience Evaluation Form—to be completed by the On-Site Supervisor

Please rate the following skills using this scale:

1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe

	1	2	3	4	5	n/a
Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage his/herself as well as leverage the strengths of others to achieve common goals.						
Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.						
Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work within a team structure, and negotiate and manage conflict.						
Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals' differences.						
Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology						
Professionalism Acting responsibly and fair in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.						
Critical Thinking Analyzing available information, making decisions, solving problems, and thinking on one's feet. Able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.						
Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.						

Areas of strength:

- 1.
- 2.
- 3.

Areas where improvement is needed:

- 1.
- 2.
- 3.

Please comment on the intern's progress towards goals listed on the Internship Learning Contract:

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the Faculty Supervisor.

Mid-Experience Evaluation Form—to be completed by the Student Intern

Please rate the following skills using this scale:

1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe

	1	2	3	4	5	n/a
<p>Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage his/herself as well as leverage the strengths of others to achieve common goals.</p>						
<p>Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.</p>						
<p>Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work within a team structure, and negotiate and manage conflict.</p>						
<p>Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals' differences.</p>						
<p>Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology</p>						
<p>Professionalism Acting responsibly and fair in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.</p>						
<p>Critical Thinking Analyzing available information, making decisions, solving problems, and thinking on one's feet. Able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.</p>						
<p>Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.</p>						

Areas of strength:

- 1.
- 2.
- 3.

Areas where improvement is needed:

- 1.
- 2.
- 3.

Please comment on the intern's progress towards goals listed on the Internship Learning Contract:

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the Faculty Supervisor.

Final Report

This paper is an in-depth analysis and comprehensive assessment of your experience. The final paper should be 12-15 typed, double-spaced pages and explore the following points:

- How do you feel about the experience?
- What are some of your most valuable insights?
- How did the experience impact you spiritually, intellectually, emotionally, philosophically?
- In what general and specific ways were you able to achieve your general and specific goals and objectives?
- What Biblical themes are relevant/significant to your experience?
- Did this experience make you feel more or less adequate in regard to your personal skills and abilities? Explain.
- Has this experience confirmed, confused, or changed a previous career choice? Explain.
- Were there areas of conflict? How were they resolved? What lessons were learned?
- Did you get as much out of this experience as you could have?
- What would you do differently if you were to do this all over again?

Note: These questions are not exhaustive nor listed in any particular order.

Do not include a detailed description of your activities in your summary paper. The Activity Log is a detailed description of your day-to-day activities. Specific activities may be used for illustration only.

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Final Experience Evaluation Form—to be completed by the On-Site Supervisor

Please rate the following skills using this scale:

1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe

	1	2	3	4	5	n/a
Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage his/herself as well as leverage the strengths of others to achieve common goals.						
Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.						
Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work within a team structure, and negotiate and manage conflict.						
Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals' differences.						
Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology						
Professionalism Acting responsibly and fair in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.						
Critical Thinking Analyzing available information, making decisions, solving problems, and thinking on one's feet. Able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.						
Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.						

Areas of strength:

- 1.
- 2.
- 3.

Areas where improvement is needed:

- 1.
- 2.
- 3.

Please comment on the intern's progress towards goals listed on the Internship Learning Contract:

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the Faculty Supervisor.

Final Experience Evaluation Form—to be completed by the Student Intern

Please rate the following skills using this scale:

1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe

	1	2	3	4	5	n/a
Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage his/herself as well as leverage the strengths of others to achieve common goals.						
Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.						
Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work within a team structure, and negotiate and manage conflict.						
Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals' differences.						
Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology						
Professionalism Acting responsibly and fair in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.						
Critical Thinking Analyzing available information, making decisions, solving problems, and thinking on one's feet. Able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.						
Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.						

Areas of strength:

- 1.
- 2.
- 3.

Areas where improvement is needed:

- 1.
- 2.
- 3.

Please comment on the intern's progress towards goals listed on the Internship Learning Contract:

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the Faculty Supervisor.

Internship Exit Survey (please return to your faculty supervisor with your Final Experience evaluation materials.)

When was your internship completed? **Term** (circle one): Fall, Spring, Summer **Year:** 20__

What resources did you use to find your internship? (Please check all that apply.)

Online Job Search Site:

Handshake LinkedIn Career Builder Indeed Monster Other:

Networking Contacts:

Faculty Family/Friend Employer/Former Employer LinkedIn Contact Other:

Please circle a response that best describes your evaluation of each item.

1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree n/a -Does not apply

My formal classroom instruction prepared me for my internship.	1	2	3	4	5	n/a
As a result of my internship, I have a better understanding of concepts, theories, and skills in my course of study.	1	2	3	4	5	n/a
This experience gave me a realistic view of my field of interest.	1	2	3	4	5	n/a
My on-site supervisor provided a job description at the beginning of my internship.	1	2	3	4	5	n/a
My responsibilities were appropriate to my skills and training.	1	2	3	4	5	n/a
The work I performed was challenging and stimulating.	1	2	3	4	5	n/a
My on-site supervisor was accessible when I had questions.	1	2	3	4	5	n/a
My on-site supervisor provided constructive, on-going feedback about my work.	1	2	3	4	5	n/a
I experienced a positive, respectful work environment.	1	2	3	4	5	n/a
I feel I am better prepared to enter the world of work after this experience.	1	2	3	4	5	n/a
The internship helped me improve the following:						
My ability to work effectively on a team	1	2	3	4	5	n/a
My oral communication skills	1	2	3	4	5	n/a
My writing skills	1	2	3	4	5	n/a
My ability to be creative	1	2	3	4	5	n/a
My technology skills	1	2	3	4	5	n/a
My problem-solving skills	1	2	3	4	5	n/a
My decision-making skills	1	2	3	4	5	n/a
My planning and organizational skills	1	2	3	4	5	n/a
Completion of my personal and professional goals for the internship	1	2	3	4	5	n/a