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Employer Guide to Structuring
A Successful Internship Program
Dear Employer:

Thank you for considering Methodist University and our students for your internship needs. With over 80 majors and concentrations from which to choose, we believe that our students are among the brightest and best educated students anywhere. Our students are involved in athletics, clubs, and organizations, which strengthens their leadership and team building skills and, because Methodist University is liberal-arts based, our students learn the value of giving back and participating in their local communities.

The Methodist University journey is about embracing experiences outside of the classroom and fulfilling the University’s mission to engage, enrich, and empower its students and its community. The four components of the MU journey are Leadership Development, Community Engagement, Global Education, and Undergraduate Research and Creativity. These pathways enable our students to gain the knowledge and skills to achieve positive change in society, and in the organizations with which they are affiliated.

This guide is intended to be a resource and to provide general information for you, as an employer, to consider in developing the kind of internship program for your organization that is mutually beneficial to you and your interns. It will not be without effort on your part, but the rewards will be well worth it, and will provide you with the opportunity to preview talent that may well become part of your permanent staff.

The Methodist University Career Services Office is here to assist you with your internship needs. Please do not hesitate to reach out if you have questions or need additional information. We look forward to working with you.

Sincerely,

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**Why Do Employers Host Internships?**

Employers are willing to invest their time and resources in an internship program for a variety of reasons, two of the most common of which are the opportunities provided to find future employees and to “test-drive” the talent.

From a solution-based perspective, internships are good news. The primary needs of employers are twofold:

1. To effectively manage their workflow to accomplish immediate objectives; and
2. To find new team members to help grow the business and accomplish longer-range objectives.

Internships can definitely assist in meeting both of these needs. Further, employees hired from internships typically have a higher retention rate than other employees. A 2013 Huffington Post online article reported that, per the National Association of Colleges and Employers, the conversion rate for turning interns into full-time hires was at 58.6 percent. More importantly, the retention rate of full-time hires who originated from an organization’s own internship/co-op program was at 62.4 percent after five years, compared to just 48.1 percent of hires who came with no experience whatsoever.

**Benefits of Starting an Internship Program**

1. **Find future employees.** An internship program can be a year-round recruiting tool. Offering fall and spring semester, and summer internships provides an ongoing pipeline of future full-time employees.

   College campuses are viral societies. If one student has an outstanding internship experience, word will quickly spread among their peers and beyond, attracting other students to apply.

2. **Test-drive the talent.** It's a human resources reality that sometimes new employees make a solid impression in the interview, but then just don't gel with the current team or the company's culture.

   Hiring an intern is an extremely effective way to evaluate their potential as a full-time employee. Having the opportunity to "try out" candidates over a semester-long or summer internship enables employers to make better long term hiring decisions with entry-level staff.

3. **Increase productivity.** Hosting interns allows employers to take advantage of short-term support. The extra sets of hands assist current employees in becoming more productive, preventing them from becoming overburdened by side projects, and freeing them up to accomplish more creative tasks or tasks where higher-level, strategic thinking, or expertise are required.

4. **Increase employee-retention rate.** Managers aren’t the only ones evaluating future employability during an internship. Interns who have had the opportunity to experience the culture, management, and workflow of an organization are more likely to remain employed with that organization for a longer period of time if hired.

5. **Enhance perspective.** New staff, including interns, bring with them novel perspectives, fresh ideas, and specialized strengths and skill sets. These augment the abilities of an organization’s professional workforce.

6. **Take advantage of low-cost labor.** Interns are an inexpensive resource. Their salaries are lower than staff employees and, while their wage requirements are modest, interns are among the most highly motivated members of the workforce.

7. **Give back to the community.** Creating an internship program is an excellent way for employers to give back. Hiring interns not only helps students get started in the workplace; it enhances the local workforce as a whole.
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8. **Support students.** Internships provide students numerous perks: They gain experience, develop skills, make connections, strengthen their resumes, learn about a field, and assess their interest and abilities.

Offering a paid internship is particularly beneficial, because it enables students to cover transportation and living costs, especially if the internship is during the summer, outside of the traditional school year when a student’s housing needs are covered.

**Employer takeaway:** In terms of both today's workload and tomorrow's workforce, starting an internship program is an excellent way for organizations to facilitate success.

**What is the Best Option for your Organization?**

The below definitions may be helpful as you consider what kind of program is the best fit for your organization.

**Externships** (Job Shadow) provide an initial exposure to a career for a brief period of time (such as one day a week or a couple of hours per week) by having students “shadow” an experienced employee or professional. Externships may include academic credit when connected to a course. Externships are frequently found in medical professions.

**Internships** are defined by the National Association of Colleges and Employers (NACE) as: “a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.” In addition, an internship is a semester (fall, spring, summer) in duration, may or may not carry credit, and may be paid or unpaid based on the Department of Labor (DOL) criteria (see Page 12 for DOL requirements).

A **Student Employee** is a person who is hired to provide services to an organization in exchange for compensation. This is appropriate when you don’t meet the Department of Labor’s “Primary Beneficiary” test. A student employee might be a better fit for employers who need temporary or part-time help with more basic work, with less of a learning component, only general supervision, and no mentoring.

**A Closer Look at an Intern**

An internship is often the ideal fit for a student and employer. An internship is a carefully monitored, meaningful learning experience in which the intern has intentional, professional objectives and reflects actively on what he or she is accomplishing throughout the experience. Developing an internship program is an excellent strategy for an organization to invest in its future success, often leading to discovering future colleagues and leaders.

A typical internship:

- Includes developing intentional learning objective goals that are structured into the experience and are supervised by a professional with relevant and related background in the field.
- Promotes academic, career and/or personal development.
- Includes learning objectives, observation, reflection, and evaluation.
- Balances the intern’s learning goals with the organization’s needs.
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- Typically lasts three months. May be part-time or full-time.
- Involves industry-related and soft skill development.
- May be carefully monitored and evaluated for academic credit.
- Provides adequate supervision in a reasonably safe environment with the necessary tools to perform the learning objectives agreed upon for the duration of the internship.

An internship is not:

- Free help.
- Meant to replace an employee.
- More than 20% “busy work” (filing, covering phones, doing errands).

**Criteria for an Experience to be Defined as an Internship**

A meaningful internship is a partnership between Methodist University and a host employer, collaboratively defined and guided by the student, a faculty internship mentor (if academic credit is being sought), and an on-site supervisor from the host employer.

To ensure that an experience is educational and thus eligible to be considered an internship by Methodist University, the following criteria must be met:

1. The experience must be an extension of the curriculum: a learning experience that provides for applying the knowledge gained through the curriculum. It must not be simply to advance the operations of the host employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a description of on-site internship functions, expectations, and desired qualifications provided by the host employer.
4. There are clearly developed learning objectives/goals, defined collaboratively by the student, faculty mentor (if applicable), and host employer, related to the professional goals of the student’s academic coursework.
5. There is on-site supervision by a professional with expertise and educational and/or professional background in the field of experience.
6. There is routine feedback to the intern by the experienced on-site supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

If these criteria are followed, it is the opinion of the National Association of Colleges and Employers (NACE) that the experience can be considered a legitimate internship.

In 2018, Methodist University established campus-wide general guidelines for students seeking academic credit for internships. These guidelines are included in the Appendix, beginning on page 44.
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Methodist University Internship Process

When you are ready to move forward with your internship, contact the Methodist University Career Services Office to begin the process. It will be extremely helpful for you to have the following information readily at hand:

Information on your Organization:
- Company/Organization Name
- Company Address
- Company Website
- Contact Name/Title
- Contact Phone Number
- Contact E-Mail Address

Information on the Internship:
- Physical Location of Internship
- Internship Semester: Fall, Spring, or Summer Semester
- Anticipated Number of Hours per Week
- Beginning and Ending Date of Internship
- Compensation (Is internship paid or unpaid)
- Required and Preferred Major(s), Class Year (Sophomore, Junior, Senior), Minimum GPA, legal Age Restrictions, and legal Physical Requirements
- Required and Preferred Skills
- Basic Duties of Internship Position

Application Process:
- Application Instructions (required documents, process, application deadline)

You are now ready to contact the University regarding your internship. The Career Services Office offers a variety of ways for you to share information on your internship with us. You can:

- Post your internship directly through our website at http://www.methodist.edu/career-services by selecting the Request an Intern button.
- Post your internship through our College Central Network at http://www.methodist.edu/career-services by selecting Employers in the College Central Network area.
- Contact Robin Davenport, Associate Director of Internships & Employer Relations directly at rdavenport@methodist.edu or (910) 630-7279.

Methodist University recommends that internships held during the Fall and Spring semesters not typically exceed 20 hours per week. Internships during the summer are normally full-time opportunities.

Requiring Academic Credit: At Methodist University, students receive academic credit when they enroll in and pay for an internship course while employed in their internship. While some academic programs require an internship to graduate, others do not. Methodist University encourages that employers not require that a student receives academic credit for their internship as it may discourage other qualified students from applying.
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The employer’s additional responsibility, when a student is seeking academic credit for their internship, is to complete specific documents, and communicate with the designated University Internship Supervisor, which is normally determined by the academic program. The requirements and forms for each internship are contained within the syllabus for the specific internship class. Academic program requirements are further explained in the last three documents in the Appendix at the end of this Guide, beginning on page 44.

**Designing Your Internship Program**

Prior to hiring an intern, it is important for employers to understand how interns will fit within the company’s goals and culture. Since organizations vary in age, size, industry, and product, so too will internship activities.

Questions that may determine what kind of program will work best for an organization:

- What does the organization hope to gain from the internship program?
- Is the organization looking to fulfill a need on a specific project? Will the internship(s) encompass one major project, or entail a variety of small projects?
- What hardware, software and other tools, and workspace are needed to adequately equip the intern to carry out his or her responsibilities?
- What talents, academic background, and experience are needed for the intern to be successful? Deciding on qualifications early on will greatly assist in selecting the best candidate.
- Who will be primarily responsible for the intern(s)? Will that person be a mentor, supervisor, or both?

It is important that employers realize that college and classes must remain a top priority for interns if they are current students. The internship should enhance their learning experience. For most students, doing an internship is a new experience, and interns may need support in balancing their schoolwork and internship responsibilities. Agreeing on a set number of hours that interns will work each week, and offering some flex-time for freedom to plan their schedules on a weekly basis, are two ways to support balance.

Required hours/credit will vary by school and program, but most interns typically complete 10-20 hours per week during the fall and spring semesters. Summer internships generally are full-time positions. If they are seeking academic credit for the internship, the student intern should meet with an academic or internship advisor within their school for further direction.

**Identifying an Internship Coordinator for your Organization**

Typically, the Internship Coordinator is responsible for completing preparatory work in anticipation of the internship(s). This includes performing a needs assessment, setting goals, writing an internship position description, reviewing resources the intern may need, assigning a mentor/supervisor, and assessing the value of the internship program at the organization.

When identifying the Internship Coordinator, it is important to remember that students completing an internship will likely have a predetermined list of Learning Objectives if academic credit is being sought. Learning
Internships are good business. Objectives are written statements that describe what the student will learn, be able to do, or be able to demonstrate upon completion of the internship. These are advantageous for employers because they help establish a framework to determine intern projects and responsibilities, as well as clear expectations and objectives for the experience. For the experience to be mutually beneficial, the recommendation is to select a site supervisor who is interested in the Learning Objectives and/or has a specific skill set that will foster a positive learning environment. Learning Objectives are great measuring tools for all interns, even when academic credit is not being sought.

Following is an example of Learning Objectives (see page 18 for information on SMART learning objectives): As a result of participating in an internship experience, the student:

a. Will become proficient in Microsoft Excel by creating financial spreadsheets to be used to conduct company financial analyses. The spreadsheets and written analysis will be evaluated by the internship coordinator/site supervisor.

b. Will develop stronger people skills and learn how to establish strong customer relationships by attending client meetings and listening to telephone conversations. The intern will also conduct three practice client presentations to department staff, and assist with at least one actual client presentation. The intern’s supervisor will evaluate his or her skills in the presentations.

c. Will network and establish important business contacts and obtain professional references by attending events and attending client meetings, with a goal of establishing ten relevant contacts.

d. Who has selected a major and completes an internship in that field will be able to easily draw parallels between the curricular and co-curricular experience.

There may be additional Learning Objectives, including personal Learning Objectives, which the intern and site supervisor can discuss and determine the best method to complete them. Other sample learning objectives can be found in the back of this guide beginning on page 34.

**Role of an Internship Supervisor/Mentor**

It is important to identify a supervisor for your intern(s) who will familiarize them with the organization, provide assignments, and serve as a “contact” person for questions. It is recommended that the intern supervisor be an expert in the type of work the intern(s) will be performing in order to provide the appropriate guidance for the intern’s assignments. The success of the internship is grounded in planning and having an on-site person to supervise the intern on a daily basis. An intern supervisor’s responsibilities will include:

- Taking part in an intern’s application, screening, and interview process.
- Conducting intern orientations.
- Developing learning objectives.
- Meeting with intern(s) regularly to evaluate performance and whether needs/objectives are being met; and assessing the internship program’s success.

Depending upon the size of your organization, whether it is the same individual as the internship supervisor, or a different individual, the internship mentor should be someone with knowledge of the project and the organization who is willing to train or teach, and is committed to helping the student achieve the Learning Objectives. A mentor can also assist with the transition into this new learning environment by answering
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general questions related to personal and professional growth, and sharing career knowledge, leading to networking in the field.

Tips for Mentors and Supervisors:
- **Communicate** – give constructive feedback on a regular basis.
- **Be prepared** – have tasks ready. When an intern is successful with one project, give him/her another task that uses the same skills on a larger scale or adds new skills.
- **Include the intern** – Make the intern feel a part of the group. Take him/her to meetings/lunches.
- **Be sensitive** – Interns do not always possess the everyday knowledge that you take for granted, such as office etiquette and appropriate dress. Provide coaching on these topics when needed.
- **Be interested** – Listen to the intern’s ideas. He/she wants to contribute to the organization.

**Assessing Internal Needs**

Some helpful questions that organizations should consider in designing their internship(s) include:

- What are our ongoing projects?
- What special or extra projects need to be developed or updated?
- What is the workload and how can the workload of departments be eased?
- How many interns can be supported?
- Does the organization have a need for part-time or full-time interns? (Note: Full-time interns are only available during the summer months.)
- How long with the internship last (10 weeks, 12 weeks, etc.)?

Once these questions have been considered, an Internal Needs Assessment can be completed, a sample of which is included at the back of this guide on page 23.

**Allocating Resources (Determining Needed Resources)**

**Financial** – If you cannot pay your intern an hourly wage, try to explore other ways of providing monetary compensation such as: a small stipend, reimbursement for mileage/parking, lunch, or assistance with housing and other costs. This is especially important in the summer when students do not have housing provided, and generally work full-time to earn money to return to school in the fall. Please see **Unpaid as Defined by the Department of Labor** beginning on page 12 for more information on paid vs. unpaid internships and FLSA regulations.

**Time** – Be prepared for the intern to require some time and attention from supervisors and co-workers. The intern will have questions, and there should be an orientation process, as well as regular supervisor meetings.

**Material Resources** – Provide your intern with the resources they need. An intern that is constantly transferred from desk to desk senses that he/she is not really valuable.

A sample Resource Allocation Checklist is available on page 24 at the back of this guide for your convenience.
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### Paying an Intern

- Wages for most internship opportunities are usually determined before the intern is hired and are not typically negotiated.
- Consider paying consistent wages to all interns within each department.
- Students in technical fields are generally paid more than nontechnical fields.
- Pay for interns often varies by location, type of industry, size of organization, etc.

### Unpaid as Defined by the Department of Labor

If you are deciding between paid and unpaid internships, it is important to know if the U.S. Fair Labor Standards Act (https://www.dol.gov/whd/regs/compliance/hrg.htm) applies to your organization.

The U.S. Fair Labor Standards Act (FLSA) restricts an employer’s use of unpaid interns. This Act applies to businesses that have two or more employees directly engaged in interstate commerce as well as annual sales of $500,000 or more. The FLSA requires “for profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA – in which case the FLSA does not require compensation for their work. More specific information can be found in the U.S. Department of Labor Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act (https://www.dol.gov/whd/regs/compliance/whdfs71.pdf), updated January 2018, information from which is listed below.

### The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee – and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.
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Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Other Forms of Benefits

Offering benefits may provide incentives for talented students to accept one internship position over another or increase the interns’ commitment during the experience.

- Scholarships
- Housing assistance for those who relocate
- Professional Development Networking Events
- Time worked as an intern can accumulate and apply toward benefits if turned into a full-time employee after graduation
- Paid holidays (if already receiving compensation)
- Tuition reimbursement

Insurance Considerations

Employers, interns, parents, and colleges/universities should be aware of insurance considerations:

- Accident/liability insurance: provided by the intern/parent/guardian (some organizations may require the school to provide liability insurance).
- Automobile accident insurance: provided by the intern/parent/guardian.
- Health/Life Insurance: provided by the intern/parent/guardian.
- Worker’s compensation: does not apply for interns participating in non-paid internship experiences, but if injured at the internship site, should be covered by the intern/parent/guardian personal insurance. (Paid internships require that students be covered by worker’s compensation.)

Setting Goals and Developing a Position Description

The goals/outcomes of the internship(s) should almost write themselves based on the Internal Needs Assessment. It is important that everyone, including management, agrees on the same goals and level of commitment to the internship program so that it is successful.

Once the goals have been defined, work responsibilities may be determined. Challenging work assignments that complement and focus on a student’s major or area of interest will sell the experience to students. Students who perform only menial tasks may learn little about applying their expertise to a professional environment. While many students have worked to finance their education, an internship does not classify as a job. The internship is part of the academic program and should offer opportunities to link classroom learning to workplace environment.
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Creating a list of work activities that fit your department and a detailed description of typical tasks will help the University accurately promote your internship and attract the appropriate candidates. The activities and goals may be adjusted, if appropriate, after you have selected an intern to better fit their qualifications.

Some tasks that undergraduate students have completed in the past:
- Performing laboratory tests
- Writing handbooks/manuals
- Designing posters, charts, and graphs
- Creating/updating websites
- Developing and updating social media sites
- Performing software/hardware modifications
- Conducting studies, surveys, research
- Developing slide/sound presentations
- Preparing budget/financial reports
- Writing press releases, creating brochures
- Developing/presenting educational programs
- Generating marketing plans
- Generating financial forecast and cost recovery reports

Finding the Right Intern for your Opportunity

**Undergraduate Students:** An Undergraduate intern could be beneficial for your organization because of their experience in and out of the classroom. They have an opportunity to apply things they’ve learned in their undergraduate curriculum into the workplace. Many students participate in internships to explore career niches and to develop their professional skills. Ideally, an internship for a college student is an opportunity to network, enhance industry-related and soft skills, leading from education to employment. (Note: Methodist University does not encourage students to apply to internships until their sophomore year.)

**International Students** (non-U.S. citizens): These could be undergraduate or graduate students. There is no excessive paperwork needed to hire an international intern. International students do not need a green card to intern, nor is sponsorship required while they are still enrolled in college. Eligible students who maintain an F-1 or J-1 visa status are permitted to intern in their major field of study by federal regulation with permission from their representative Office of International Students. These students benefit organizations because of their language advantage and their willingness to adapt to a different environment. The Methodist University International Programs Office will assist international students with the required documentation for their internship.
**Graduate Students:** These students have earned an undergraduate degree, are currently enrolled in graduate school, and are interested in advancing research and professional skills relevant to their career niche.

**Writing an Internship Posting Description**

Employers are competing to gain students’ interest and stand out among the rest. When writing your posting, treat the description as an opportunity to showcase the internship. Sample internship descriptions are at the end of this document beginning on page 30.

**Questions to consider BEFORE writing the posting description:**

- Why will students want to apply for your opportunity over others in the industry?
- Does your opportunity illustrate how it will be a unique experience?
- Do you fully define the benefits and incentives your organization can provide?

Writing an effective internship description is essential to recruiting the right individual. Write the description in clear, everyday language that will help the student understand the position and your organizational culture. If the opportunity offers a broad exposure to many elements in your organization, be sure to state that in the description. Interns appreciate knowing the expectations upfront.

**Essential components of an effective internship description:**

- Explain the organization’s goals and mission
- Outline the intern’s responsibilities and potential tasks/projects
  - Describe skills that will be developed
- Illustrate the necessary qualifications
  - Skills (computer, analytical, design, communications, etc.)
  - Education level (year, GPA, etc.) and Majors
- Clarify the duration of the internship
  - Hours required per week/semester (fall, spring, summer)
  - Flexibility with schedule or specific hours
- Note if it’s paid or unpaid
- Specify how to apply – provide contact information

**Posting your Internship Online**

Many campus career centers have databases that allow employers to post internships and employment opportunities free of charge. Information should be posted on University Career Services websites, and Career Services Staff are always on hand to assist organizations with their opportunities. It is also recommended that organizations also post their internship opportunities to their own websites.

At Methodist University, employers can post internships and full-time positions to the University’s College Central Network site at no cost. To learn more about College Central Network, go to [https://www.collegecentral.com/methodistuniversity/](https://www.collegecentral.com/methodistuniversity/).

**Recruiting and Interviewing Candidates**

Begin recruiting early. The earlier your internships are posted and the longer you are accepting applications, the more time you have to select a good candidate. It is not uncommon for summer internships to be advertised in
Internships are good business. October or November and have January application deadlines. Also consider a University’s academic calendar when planning to advertise for your internship. Students respond to opportunities much more quickly when classes are in session. Traditionally, fall classes begin in mid- to late-August and end in early December. Spring classes may not begin until mid- to late-January, and end in early May. Organizations that wait until later in the spring to advertise their summer opportunities may miss out on the best candidates.

Interviews can be conducted in a variety of ways, including in person, via telephone, Skype, or other electronic interview method. It is helpful for employers to understand that, unlike most full-time job seekers, interns are not likely to be well versed or comfortable with the application process. Consider the following best practices when scheduling interviews:

- Give the candidates as much notice as possible and provide several dates to select from (keeping in mind that students may have class schedules to work around);
- Provide the following information to the candidates:
  - The position for which they are being interviewed;
  - Date, time and approximate length of interview;
  - Indicate who will be interviewing them (panel or individual);
  - Explain the format of the interview – for example – a mini presentation is involved – what the requirements are, and whether it is a behavioral-based interview;
  - Indicate if testing or writing are part of the interview process;
  - How many steps are involved in the process;
  - Any other information that you think the candidate needs to know.

- Provide your Selection Committee or other appropriate individuals in your organization with the date, time, location and candidate’s name(s) to be interviewed.

The goals of interviewing a prospective intern are the same as interviewing a job candidate—you want to learn about the person’s skills and abilities, assess their interest in your company, and determine whether or not they’ll be a good fit with your team. What students are not likely to have, however, are years of full-time employment experience. Fortunately, there are ways to work around this, and the following questions may assist in getting you started.

Tell Me About Your Coursework. In What Ways is it Relevant to This Position?
Even the most mundane college class has some professional benefit to it. There are the obvious ways—if you’re looking for a PR intern, having someone who is majoring in marketing or public relations and has worked on projects related to your industry, is a clear connection. Other classes have indirect benefits as well—for example, writing papers takes research, organization, time management, and editing skills, and foreign language classes require communicating effectively in a diverse environment. By having candidates identify and articulate those connections, you’ll get a good sense of where their strengths lie.

Tell Me About Your Volunteer or Community Service Experience.
Experiences like volunteering in the community, planning on-campus events, or participating in clubs or Greek life can be incredibly valuable in developing professional skills. An intern with no paid work experience may
Internships are good business. Have a resume chock-full of impressive volunteer work. Asking candidates to describe what they’ve learned and gained from their volunteer experiences can be a great way to determine what they’ll bring to a professional setting.

What Skills Do You Want to Gain From This Experience, and What Skills Can You Offer Us?
Candidates may have great skills that aren’t reflected in their coursework or on-campus activity—or, they may know that they need experience in a certain area, and that your internship will provide them with just that.

Why Do You Want to Intern Here?
Sometimes students just need an internship, and they’ll take it where they can get it. But the best candidates—the ones who will likely work hard and be excited to learn more about your industry and function—will be applying because they respect your company’s mission or have some connection to the work that is done.

What Do You Know About Our Company? What Questions Do You Still Have?
As with any good job interview, the strongest intern candidates are those who have done their research. Ask a few questions that will reveal knowledge of your organization (or not). In addition, letting candidates ask questions about the company and role can reveal their ability to think critically about what they’ve learned.

What Are Your Expectations for this Internship?
Asking candidates what their expectations of the internship are is a great way to ascertain whether or not they understand your organization and the work they’ll be doing. Making sure both you and the candidate are clear about the work involved, the required hours, and the pay is the first step to ensuring a successful setup for both of you.

What Do You Know About the Industry?
An intern will become a member of your team and will likely interact with other colleagues, vendors, and clients at some point. Don’t be discouraged if internship candidates don’t yet know a great deal about your industry. Remember, they are still students. It may be helpful, however, in making your final hiring decision if the applicant is familiar with basic industry jargon, programs, and procedures—or at the very least, will be excited to learn about them.

What Are Your Goals After Graduation?
Learning about candidates’ long-term goals can give you insight into the kind of people they are (and want to become). They don’t necessarily have to perfectly align with the role and industry, but the internship will be a better experience for both of you if it’s at least somewhat related, especially if your desire is for the intern to eventually turn into a full-time hire.

As you ask these broad-based questions, try to elaborate on the answers and ask candidates to use specific examples whenever possible. Don’t let the fact that candidates have little or no job experience throw you—just focus on the needs of your organization, the practical skills each candidate brings, and how he or she will fit into the team.

Making an Internship Offer
When you feel that you have found the candidate with the appropriate experience, professionalism, maturity, and who is a mutually beneficial fit, make an offer. Just as in a permanent full-time job search, students may be applying and interviewing for internships with multiple organizations. Thus, it is best to make an offer as soon as a decision has been reached. At the time that an offer is made, a work schedule should be set, compensation
agreed upon, and appropriate paperwork completed for human resources needs and the student’s internship requirements. In the offer, be clear about expectations, the beginning and end date of the internship, expected start time each day, hours worked each week, etc.

Upon the acceptance of the offer, remove your internship from all places where it is posted (e.g., college/university websites, etc.) to prevent further applications. It is also helpful for Career Services Office to know when their students have been hired as most track this information for a variety of purposes.

**Onboarding: Providing an Intern Orientation to your Organization**

It is very important that interns be warmly welcomed and introduced throughout your organization, just as you would welcome a new full-time employee. Not only are interns new to your organization, in many cases, they are new to the professional world of work.

The majority of students will be unfamiliar with the activities, environment, and objectives of organizations. Even though students may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making nature of business. It is during the orientation and training that these issues and information about the organization are addressed.

The sooner your intern understands your organization and how it operates, the sooner he or she can assume assigned responsibilities and contribute. Expectations can vary based upon the size of your organization but, in general, be sure to review the following information:

- Ensuring that the intern understands who they should report to in your organization so that there is a defined reporting responsibility
- Total hours of internship; hours worked each week; and workday start and end time
- Planning appropriately for travel time, expectation of completing required number of hours each week, and desire to keep absenteeism to a minimum
- The importance of communicating when emergencies arise and the intern is not able to come to work, is unable to perform their assigned duties, or is unable to meet a deadline
- Dress code
- Overall responsibilities
- Safety regulations and requirements

**Learning Objectives**

At the start of the internship, it is recommended that the supervisor and intern create a list of learning goals (objectives) the intern hopes to complete. The learning objectives serve as the academic and professional roadmap during the internship period. This activity helps to clearly identify the intern’s learning objectives and how the intern plans to accomplish them. Creating these goals is also an opportune time to discuss workplace requirements, intern responsibilities, and hours expected to complete (to earn academic credit). Intern supervisors should make the time to meet with interns during the **first week** of the internship to discuss and negotiate learning objectives.
If there are no predetermined learning objectives, or you are interested in developing your own, useful learning objectives should be **SMART:**

- **Specific**
- **Measurable**
- **Attainable**
- **Results-Focused**
- **Time-Focused**

Learning objectives focus learning on specific areas and can help maximize the time that your interns are with you. Further, discussing these objectives with interns will ensure that they are spending their time productively, and that all parties involved are working together to achieve these goals.

**What are learning objectives?**

Learning objectives can fall into the following categories:

- **Knowledge or Skills Acquisition:** Knowledge or skills the intern should acquire during the internship, such as learning to use appropriate procedures, equipment, or methods.
- **Personal/Professional:** Skills the intern should cultivate and apply during the internship, 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:** The knowledge that the intern gains regarding the company, the industry, or job duties.
- **Other:** Depending on the internship, there may be additional categories of learning objectives. These will often surface during a discussion with the intern about critical knowledge/skills they are interested in obtaining.

**Steps to writing learning objectives:**

For each learning objective, answer the following three questions:

1. What do you want the intern to accomplish?
2. How will they accomplish it? (What steps or activities need to be taken to acquire the knowledge or skills? Under what conditions will the learning occur?)
3. How will this objective be measured? (What evidence will there be to demonstrate that learning has taken place? What criteria will be used to evaluate the evidence? Who will do the evaluation?)

The below chart provides examples of how learning objectives can be made more measurable (SMART).

<table>
<thead>
<tr>
<th>Objective Type</th>
<th>Vague Objective</th>
<th>Specific Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills Acquisition</strong></td>
<td>Intern will learn how to troubleshoot IT issues for the company.</td>
<td>By December 15th, the intern will be able to troubleshoot office software, including Microsoft Word and Excel, over the telephone with less than a 3% error rate.</td>
</tr>
<tr>
<td><strong>Skills Acquisition</strong></td>
<td>Intern will evaluate the effectiveness of the organization’s marketing.</td>
<td>By March 15th, the intern will develop, distribute, gather, evaluate, and report on a customer survey related to the organization’s marketing.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Objective Type</th>
<th>Vague Objective</th>
<th>Specific Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Acquisition</td>
<td>Intern will gain knowledge about the chemical make-up of common drugs used in the hospital.</td>
<td>By the middle of the internship, intern will list the 40 most common medications observed on patients’ charts, then research their chemical composition, and record the data in a database.</td>
</tr>
<tr>
<td>Personal/Professional</td>
<td>Intern will gain knowledge on how to deal with irritable customers.</td>
<td>Intern will develop four appropriate responsive conversation techniques and briefly describe each in their log. The intern will record customer reactions to each of these techniques and report by May 28th.</td>
</tr>
<tr>
<td>Career Knowledge</td>
<td>Intern will gain a better understanding of the hospitality industry.</td>
<td>By the end of the internship, the intern 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 associates, and ways to advance one’s career in the industry.</td>
</tr>
<tr>
<td>Skills Acquisition</td>
<td>Intern will teach children in learning a new skill.</td>
<td>By the middle of the internship, the intern will have taught a group of ten (10) children ball throwing athletic skills. The children will demonstrate their skills by achieving at least a minimum pre-determined proficiency level.</td>
</tr>
</tbody>
</table>

Additional sample Learning Goals are included at the end of this document, beginning on page 34.

**Midterm and Final Evaluations**

Interns will look to their mentors and/or supervisors to help them transition from the classroom to the workplace. It is recommended that mentors and/or supervisors regularly meet with interns to receive and provide feedback concerning their performance. During these meetings, the students may:

- Report on a project’s status
- Learn how their work is contributing to the organization
- Participate in evaluating their strengths
- Discuss areas needing growth and development
- Get insight about what additional work or projects lie ahead

An internship can only be a true learning experience if constructive feedback is provided. An effective evaluation will focus on the interns’ initial learning objectives identified at the start of the internship. Supervisors should take time to evaluate both the student’s positive accomplishments and areas for improvement.

Typically, supervisors are asked to evaluate interns at the midpoint and end of the internship. Employers are encouraged to review the internship with the intern before he or she leaves. Evaluations are helpful when determining the intern’s success within the organization for future internships or employment upon graduation. Sample evaluations are included at the back of this guide for your convenience, beginning on page 25.
Ensuring that Student Interns benefit from an Internship Program

Students are seeking opportunities that stimulate their interests and provide real-world experiences. A meaningful, purposeful internship program, therefore, will:

- Ensure the assignment of challenging projects and tasks, with relevance to your industry.
- Provide projects that complement academic programs and/or career interests.
- Give broad exposure to the organization (remember, this is a chance for interns to personally develop and explore career possibilities).
- Provide adequate, reliable, and regular supervision and mentoring.
- Ensure that interns are keeping pace with and accomplishing goals.
- Provide a thorough Orientation.
- Provide real life experience.
- Enable the intern to establish a professional network.

Retaining Talent

There are many ways to make the internship both memorable and engaging for both the intern and employer:

**Social Activities:** Whether it is employees and interns going out to lunch, or employees taking interns to a local baseball game, engaging in these activities provides a great opportunity to get to know one another on a more personal level. They also provide interns a chance to get to know other interns and employees with whom they have not worked. Many employers with successful internship programs state that their social activities are rated by interns as one of the top highlights of their experience.

**Professional Development Activities:** Allow interns to develop their professional skills by allowing them to sit in on meetings and work with employees in other departments for a day. Provide opportunities for interns to attend career development events/seminars in the community to learn new skills.

Conclusion

Thank you for your interest in supervising and mentoring a Methodist University intern. Your participation provides interns the opportunity for both personal and professional growth. Interns have been commended for their diligence, work ethic, and professionalism. We are confident that you will find them a welcome addition to your staff.
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References


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## Appendix

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</tbody>
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**Internal Needs Assessment Form**

1. How many interns can your organization realistically support?

2. What will the intern’s title be?

3. To whom will the intern report? If the intern will have a mentor different from the supervisor, who will that be?

4. Will the intern work in several different areas or departments, or be assigned solely to one person?

5. What will be the preliminary projects or responsibilities of the intern selected?

6. What other activities will the intern do?

7. Will there be daily tasks that the intern will be assigned to do?

8. How much general support work will the intern do?

9. What are the desired skills and qualifications?

10. Is there a specific major/minor that is required? Is there any specific course work that is essential for doing the internship?

11. What are the desired start and end dates of the internship? Are there desired times when your organization needs an intern more?

12. How many hours per week should the intern work? (Note: Fall and Spring internships should not typically exceed 20 hours/week.)

13. Are there specific hours or shifts required for the intern?

14. Can you pay an intern or provide some type of monetary compensation? If so, how much?

15. Where will you house/locate an intern within your facility?

16. Is there any other information needed to consider an intern?
Resource Allocation Checklist

Financial Resources

- Will your intern be paid? If so, at what hourly rate/stipend?
- Will your intern need a parking pass, or will he/she be reimbursed for parking costs?
- Will your intern be reimbursed for mileage or housing?
- Will your intern receive a housing allowance, if applicable?
- Will you provide any assistance for relocation expenses?

Material Resources (check all that apply)

- Computer
- Software: ____________________________
- Organizational e-mail account
- Telephone extension/Long Distance Code
- Voice Mailbox
- Parking Pass
- Name/ID Badge
- Office Supplies: ____________________________
- Physical Workspace
# INTERNSHIP PERFORMANCE REVIEW SAMPLE 1

## INTERN INFORMATION

<table>
<thead>
<tr>
<th>Name of Intern:</th>
<th>Name of Internship Supervisor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Review Date:</th>
<th>Review Period From: to:</th>
</tr>
</thead>
</table>

## REVIEW GUIDELINES

Please evaluate your intern using the following scale:

- **NA** = Not applicable
- **1** = Unsatisfactory: Unable to perform basic position functions
- **2** = Marginal: Able to perform basic position tasks, but improvement is needed
- **3** = Meets Expectations: Understands basic position functions and performs according to standards
- **4** = Exceeds Expectations: Performs above standards and anticipates position function needs
- **5** = Exceptional Performer: Exhibits the highest level of team spirit, leadership, creativity and responsibility

## EVALUATION

### Personal Qualities

| [ ] | Demonstrates ability to organize and schedule work |
| [ ] | Requires minimum supervision once task is explained |
| [ ] | Is thorough and attentive to detail |
| [ ] | Has a positive and mature attitude |
| [ ] | Has good organization skills |
| [ ] | Is knowledgeable of the organizational functions |
| [ ] | Is cooperative and respectful of others |
| [ ] | Is punctual and has consistent attendance |
| [ ] | Has a neat, clean, appropriate appearance |

### Leadership Qualities

| [ ] | Upholds standards |
| [ ] | Is dependable |
| [ ] | Demonstrates initiative and drive |
| [ ] | Has high integrity |
| [ ] | Demonstrates creativity |
| [ ] | Demonstrates leadership |
| [ ] | Has a strong work ethic |
| [ ] | Is willing to assist others |
| [ ] | Analyzes problems effectively |
| [ ] | Adapts to a variety of situations |
| [ ] | Functions well in a team environment |

### Professional Qualities

| [ ] | Demonstrates interest and initiative in assignments |
| [ ] | Comprehends instructions |
| [ ] | Completes tasks on time |
| [ ] | Has good critical thinking skills |
| [ ] | Uses information to solve problems |
| [ ] | Recognizes a problem and recommends solutions |
| [ ] | Is willing to work flexible hours |
| [ ] | Accepts feedback and modifies behavior when asked |

### Specific Internship Job Skills

| [ ] |
| [ ] |
| [ ] |

### Communication Skills

| [ ] | Listens attentively |
| [ ] | Has good written communication skills |
| [ ] | Has strong analytical skills |
| [ ] | Has good oral communication skills with clients |
| [ ] | Has good oral communication skills with co-workers |
| [ ] | Has good oral communication skills with managers |
| [ ] | Has appropriate IT knowledge and application |
| [ ] | Has appropriate knowledge and use of social Media |

---

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MANAGEMENT OBSERVATIONS

1. What are this intern’s primary strengths?

2. Does this intern have the potential to advance in this profession?

3. Indicate the knowledge, skills, or abilities that this intern needs to improve upon to excel in this field or profession.

4. What is your overall assessment of this intern’s performance?

5. Would you consider this intern for a future position in your organization? Why?

ADDITIONAL COMMENTS:

Have you reviewed this evaluation with the intern? _____ Yes _____ No

Internship Supervisor Signature: ___________________________ Date: ________________
# INTERNSHIP FINAL EVALUATION SAMPLE 2

**On-site Supervisor’s Final Evaluation of Student Internship**

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
</tr>
</tbody>
</table>

Sponsoring Organization ____________________________________________________________

Address _____________________________________________________ Phone # ________________________

On-site Supervisor’s Name/Title __________________________________________________________

Supervisor’s E-Mail _____________________________________________ Phone # ________________________

Please describe the major activities of your intern during the Internship:

### 1. How would evaluate this intern’s work habits:

<table>
<thead>
<tr>
<th></th>
<th>Consistently</th>
<th>Usually</th>
<th>Rarely</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is punctual:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Follows directions:</td>
<td>Consistently</td>
<td>Usually</td>
<td>Rarely</td>
<td>N/A</td>
</tr>
<tr>
<td>c. Completes work on time:</td>
<td>Consistently</td>
<td>Usually</td>
<td>Rarely</td>
<td>N/A</td>
</tr>
<tr>
<td>d. Is dependable:</td>
<td>Consistently</td>
<td>Usually</td>
<td>Rarely</td>
<td>N/A</td>
</tr>
<tr>
<td>e. Accepts suggestions well:</td>
<td>Consistently</td>
<td>Usually</td>
<td>Rarely</td>
<td>N/A</td>
</tr>
<tr>
<td>f. Exercises good judgment:</td>
<td>Consistently</td>
<td>Usually</td>
<td>Rarely</td>
<td>N/A</td>
</tr>
<tr>
<td>g. Is thorough:</td>
<td>Consistently</td>
<td>Usually</td>
<td>Rarely</td>
<td>N/A</td>
</tr>
<tr>
<td>h. Accepts responsibility:</td>
<td>Consistently</td>
<td>Usually</td>
<td>Rarely</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2. Please evaluate this intern’s key characteristics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Initiative:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Attitude:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>c. Character:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>d. Creativity:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>e. Innovativeness:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>f. Critical thinking:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>g. Integrity:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>h. Ethical decision-making:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>i. Computer skills:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>j. Personality:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
<tr>
<td>k. Neatness:</td>
<td>Excellent</td>
<td>Average</td>
<td>Poor</td>
<td>N/A</td>
</tr>
</tbody>
</table>
3. Please evaluate this intern’s Conceptual skills in:
   a. Ability to use information to solve problems:
      __Excellent __Average __Poor __N/A
   b. Recognizing problem areas & recommending potential solutions:
      __Excellent __Average __Poor __N/A
   c. Understanding of organization’s business:
      __Excellent __Average __Poor __N/A

4. Please evaluate the intern’s Communication Skills:
   a. Ability to transform ideas into words & actions:
      __Excellent __Average __Poor __N/A
   b. Listening & asking questions:
      __Excellent __Average __Poor __N/A
   c. Presentation skills; spoken format:
      __Excellent __Average __Poor __N/A
   d. Presentation skills; written format:
      __Excellent __Average __Poor __N/A

5. Please evaluate the intern’s Effectiveness skills in:
   a. Contributing to corporate Mission/objectives:
      __Excellent __Average __Poor __N/A
   b. Customer focus: __Excellent __Average __Poor __N/A
   c. Organizational skills: __Excellent __Average __Poor __N/A
   d. Negotiating skills: __Excellent __Average __Poor __N/A
   e. Project management: __Excellent __Average __Poor __N/A
   f. Maintaining performance standards:
      __Excellent __Average __Poor __N/A
   e. Setting priorities:
      __Excellent __Average __Poor __N/A
   h. Time management: __Excellent __Average __Poor __N/A

6. Please evaluate the intern’s Interpersonal skills:
   a. Diversity (working with diverse people/cultures):
      __Excellent __Average __Poor __N/A
   b. Networking within the organization:
      __Excellent __Average __Poor __N/A
   c. Networking outside of the organization:
      __Excellent __Average __Poor __N/A
   d. Working in teams (cooperation and commitment):
      __Excellent __Average __Poor __N/A
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7. Intern’s performance revealed weakness in the following areas:
   a.__________________________________________________________________
   b.__________________________________________________________________
   c.__________________________________________________________________
   These weaknesses can be strengthened by doing the following:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. Intern’s performance revealed strengths in the following areas:
   a.__________________________________________________________________
   b.__________________________________________________________________
   c.__________________________________________________________________
   These strengths can be used more effectively or enhanced by doing the following:
   ________________________________________________________________
   ________________________________________________________________

9. Please comment on any other area of interest or accomplishment(s) that you want to share concerning the intern’s performance during the semester:

10. In evaluating his/her potential in their desired profession as a ______________________, would you rate (circle your rating) this individual as:
    a. Excellent
    b. Above average
    c. Average
    d. Below average
    e. Should not continue in the ________________ (intern’s major) field

11. Have you shared this evaluation with the intern?   ___Yes   ___No

On-Site Supervisor’s Signature                                    Date

Student’s signature (optional) ______________________________________
SAMPLE: PUBLIC RELATIONS INTERNSHIP DESCRIPTION

CORPORATE PUBLIC RELATIONS COMPANY

PUBLIC RELATIONS INTERN

Internship Description: Are you the next PR Superstar? If so, you’re going to need the skills and relevant work experience to get your foot in the door of your first public relations job. We take great pride in nurturing the up-and-coming public relations stars of tomorrow. Through our hands-on, corporate public relations internship program, students compete for a unique opportunity to work alongside an award-winning public relations team that develops innovative global programs to help support organizational growth, client retention, and profitability.

WORK WITH A GLOBAL LEADER

EXPERIENCE YOU WILL GAIN. Unlike internships at other organizations, our public relations interns gain meaningful, real-world experience in the four key areas that the most astute public relations practitioners demonstrate competency in: research, planning, implementation, and evaluation. You can expect to develop confidence and marketable skills by engaging in or assisting with many of the following activities:

- Preparing news releases, bylined articles, award nominations, fact sheets, and executive biographies;
- Enhancing the organization’s social media presence, corporate Web site, and corporate Intranet;
- Participating in strategy meetings, conference calls, and media interviews;
- Monitoring earned media coverage using the latest research tools;
- Publishing the organization’s quarterly media coverage report;
- Supporting special events and site tours; and much more!

Qualifications: Only the best and brightest need apply
To be considered for the public relations Summer, Fall, or Winter/Spring internships, you must:

- Maintain an overall GPA of 3.0 or higher;
- Major in Public Relations, Communications, English, Journalism, or Marketing;
- Plan to pursue a career in public relations; and
- Be a junior or senior in college
- Applicants are responsible for transportation to and from the internship experience
- Hours Per Week: 40 during Summer internship; 20 during Fall and Winter/Spring internships
  Hours are flexible and depend on the student’s class schedule, course requirements (if applicable) and available.
SAMPLE: MARKETING INTERNSHIP DESCRIPTION

INSURANCE COMPANY

STUDENT INTERN-MARKETING DEPARTMENT

Internship Description: Our company has more than a century of experience as a personal lines insurance carrier. Consistently ranked highest in customer satisfaction by its policyholders, our company is strong, stable, and financially secure.

Our office, located in ____________, ___ is seeking an intern for our Marketing Department. This is a paid internship, and the working hours are 37.50 hours per week during the summer months. The selected candidate will be responsible for assisting and supporting the Marketing Department with a variety of social media and marketing initiatives.

Our internship is designed for individuals who are currently enrolled at an accredited college/university and who will be continuing their undergraduate studies in the fall.

Job Functions and Responsibilities:

Social Media focus includes:
- Assisting with social media engagement by helping manage social channels
- Drafting and editing copy for social channels
- Monitoring social media web analytics on a weekly basis (e.g., page views, twitter followers), and providing reports of growth and other activity

Marketing/Advertising focus includes:
- Engaging with marketing teams on a regular basis to brainstorm ideas for new and innovative marketing and social media campaigns
- Assisting in gathering data for marketing reports, and supporting a variety of marketing and advertising programs

General responsibilities include, but are not limited to:
- Researching industry-specific sites (blogs, forums, etc.) for product reviews, customer comments, and other relevant marketing information
- Maintaining marketing program files

Job Requirements:
- Must have excellent written and verbal communication skills
- Knowledge and experience with Facebook, Twitter, YouTube, and other social media platforms
- Strong attention to detail and organizational skills
- Property and casualty insurance knowledge a plus
- Pursuing a Bachelor’s degree in Marketing, Public Relations, Communications, or Journalism
- Must have transportation to and from the internship environment

Application Instructions: All applicants must submit a cover letter and resume.
SAMPLE: PSYCHOLOGY INTERNSHIP DESCRIPTION

HUMAN SERVICES AND TRAINING ORGANIZATION

INTERNSHIP – BACHELOR LEVEL (FALL SEMESTER)

Overview
Bachelor Level training focuses on milieu therapy, skills groups, and introduction to various individuals with mental health challenges and /or developmental disabilities. A minimum of 8 hours per week is expected for undergraduate level placements.

In addition, due to the implementation of Evidence-Based Practice models throughout the agency, students wishing to focus on a specific model of treatment are able to do so. These include Dialectical Behavior Therapy, Illness Management and Recovery, Supported Employment, Cognitive Behavioral Therapy for Individuals with Post Traumatic Stress Disorder, and Wraparound.

TRAINING
The Organization Name provides agency orientation, professional development, and advanced clinical trainings. In addition, all students are invited to attend workshops offered by our Training Institute.

Students will participate in structured learning activities throughout their placement. They may attend professional development trainings offered to all employees, as well as Evidence-Based Practice training series.

For more information and to learn about our upcoming Training Institute trainings visit our website at: www.__________________________.org.

Responsibilities
- To complete all necessary paperwork including journals, logs, papers, etc.
- To attend scheduled meetings, case conferences, and staff meetings
- To respect the confidentiality of the individuals in service
- To participate in supervision
- To develop a positive rapport with the individuals served
- To observe and participate in the implementation of routines and program structure

Qualifications
Must be an enrolled student in a Bachelor-Level degree program at an accredited college or university. Degree program must be relevant to psychology, social work or human service related field of study.

Bachelor Level internships are a minimum of 120 hours.
SAMPLE: ENGINEERING INTERNSHIP DESCRIPTION

TECHNICAL CAREER EDUCATION

TEST ENGINEERING INTERN

Internship Description: The Test Engineering Intern will be responsible for developing and executing physical and electrical performance testing to have more comprehensive characterization of fluid dispensing equipment. Essential job duties and responsibilities include: developing test plans to effectively evaluate dispense equipment (valve, dispenser, barrel) performances, selecting the test methodology and instrumentation required, setting up the test equipment, executing tests, summarizing the test results, and presenting conclusions in a formal report format. Any other duties will be assigned.

Qualifications:
- Pursuit of a mechanical, industrial or electrical engineering bachelor’s degree, and at least a junior in class standing
- Self-directed and motivated
- Technical Report writing skills
- Proficient in Microsoft Office
- Must have transportation to and from internship experience

Preferred Skills and Abilities:
- Familiar with Labview
- Familiar with National Instruments products
- Knowledge of physical and electrical measuring methods

Working Conditions and Physical Demands:
- Mixed environment of office, laboratory, and manufacturing
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily
- Must be able to lift up to 20 lbs. daily and 40 lbs. on occasion

Wage/Salary: $17.00/hour
Hours: 10-15 hours per week availability

The requirements listed above are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Drug-Free Workplace, in an effort to safeguard workplace health, safety, and productivity. Employment is contingent upon passing a post-offer drug screening and background check. Fully committed to Equal Employment Opportunity and to attracting, retaining, developing, and promoting the most qualified employees without regard to their race, gender, gender identity or expression, color, religion, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, or any other characteristic prohibited by state or local law.
SAMPLE LEARNING OBJECTIVES: JUSTICE STUDIES/CRIMINAL JUSTICE

Police Intern Professional Objectives

Objective 1: To learn and understand the correct terminology and acronyms used by a police department.

Activities/Resources:
- Read filed police reports
- Participate in on-the-job training experiences, projects, and activities
- Be actively involved in discussions of current offenses on campus
- Attend meetings within the department
- Observe the professional officers in the department
- Read police handbook to be able to participate in discussions

Evidence:
- Include a reference guide of the terminology and coded abbreviations learned throughout the internship

Objective 2: To learn how to successfully clear a crime scene and take fingerprints from a perpetrator.

Activities/Resources:
- Observe the professional officers in the department; seek a professional mentor
- Conduct discussions with officers in the department
- Read manuals and professional publications on each of the processes
- Attend training sessions
- Read filed police reports

Evidence:
- Include an annotated bibliography of material that has been reviewed
- Include a mock scenario (case), and include developed mock diagrams and a descriptive narrative on how the scene was cleared
- Include a step-by-step visual guide on how to take fingerprints using yourself as an example

Duties include:
- Answer and record telephone calls coming into the station
- Engage in ride-alongs with the officers around campus
- Attend court meetings and observe trials
- Organize and file paperwork
- Attend meetings and observe the officers at work
- Review police logs and arrests from the previous day
- Attend department meetings to go over policies and review past logs

Internship Evaluation Methods (how your supervisor will evaluate your performance)
- Constant contact with the supervisor throughout the day
- Communication via e-mail and telephone calls
- Completion of university provided evaluation forms
- Reviews from other officers that intern shadows throughout the day
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Internship work days/hours
- Start date: September 10; End Date: December 3
- Days/Hours Worked: Monday, Wednesday, Friday, from 12:00 p.m. to 5:00 p.m.
- Days and times are subject to change weekly, but the hours will amount to approximately 15 hours per week.
SAMPLE LEARNING OBJECTIVES: SCIENCE

Mystic Aquarium Fish & Invertebrate Husbandry (Cold Water Aquarist Intern)

Professional Objectives

Objective 1: To facilitate research on the development of a new exhibit with co-existing species at Mystic Aquarium.

Activities and Resources:
- Research local species of the Long Island Sound, including their ideal water quality, potential predators or prey, possible toxicity, and physical traits
- Research local sponge species as the base of the exhibit, including scientific and husbandry aspects
- Develop (and present) a proposal, including photos, cited resources, and an explanation of the species of the exhibit and how it depicts the boulder reef of Long Island Sound
- Replace existing tank and stock with Long Island Sound species

Evidence:
- Include a list of citations from scientific journal articles that describe each species habitat, physical properties, and chemical properties
- Include original photos and descriptive captions depicting each selected species
- Write up a report including information on each individual species, explaining how they co-exist in the Long Island Sound exhibit and in their natural ecosystem
- Include formal presentation and report of original project as presented to the Department of Fish and Invertebrates at Mystic Aquarium

Objective 2: To learn proper maintenance of the discovery lab touch tank.

Activities/Resources:
- Maintain the filtration devices used to keep the exhibit clean
- Inspect the exhibit, by checking the water temperature, chiller temperature, UV light, and protein skimmer to insure that they are properly functioning
- Routinely clean the algae along the glass as well as fingerprints, debris, and other material that hinders the aesthetic appeal of the tank

Evidence:
- Include a step-by-step manual, for future interns, on how to properly maintain the tank

Duties include:
- Scuba diving in off-site locations to collect species and record population data
- Clean and maintain Discovery Touch Tank
- Attend weekly intern educational meetings
- Participate in weekly staff meetings
- Educate the public visiting the Aquarium
- Research new possibilities for species introduction and new exhibits
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**Internship Evaluation Methods (how your supervisor will evaluate your performance)**

- Constant contact with the supervisor throughout the day
- Communication via e-mail and telephone calls
- Completion of university-provided evaluation forms

**Internship work days/hours**

- Start date: September 8th
- Days/Hours Worked: Tuesday, Wednesday, Thursday, from 9:00 a.m. to 4:00 p.m.
- Days and times are subject to change weekly, but the internship hours worked will total 200.
SAMPLE LEARNING OBJECTIVES: WRITING

Package Copy Editorial Intern
Professional Objectives with Activities/Resources, and Evidence

Objective 1: To create a tutorial for the trademark (TM) search process
Activities/Resources:
- View past TM search spreadsheets
- Create a TM search spreadsheet template
- Save links to databases used for TM searches
- Perform mock TM searches
- Do real TM searches and create spreadsheets
- Ask questions as they arise
- Ask co-workers for feedback
Evidence:
- Include tutorial for TM searches, including a template for spreadsheets
- Include in intern portfolio copies of TM spreadsheets created

Objective 2: Create a mock copy document
Activities/Resources:
- Receive tutorial from co-worker
- Read existing copy-documents
- Save a copy document template for reference
- Create forward planning documents to set timelines for due dates
- Create copy documents
- Ask co-workers to proofread and offer to proofread for them
Evidence:
- Include in intern portfolio a mock copy document (as company is legally unable to disclose actual projects)
- Compile a list of Brands with which the intern worked

Internship Details
Duties:
- Brainstorm product names and taglines
- Organize product names in an Excel spreadsheet
- Perform preliminary trademark searches
- Research relevant product and competitive information
- Create and update copy documents
- Proofread artwork and instructions
- Create mood boards and other creative brainstorm thought-starters
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**Internship Evaluation Methods:**
The supervisor will ask the writing team to evaluate the intern based upon their experience. The intern must:

- Have good attendance
- Communicate regularly with the writing team
- Complete tasks assigned by writers
- Stay busy and be proactive about finding projects on which to work
- Check e-mail frequently

**Internship Work Days/Hours:**
- Start date: January 24th; End Date: April 26th
- Days/Hours Worked: In-office work on Tuesdays and Thursdays, from 8:00 a.m. to 5:15 p.m.
- Days and times are subject to change weekly, but the hours will amount to approximately 16 hours per week.
SAMPLE LEARNING OBJECTIVES: BUSINESS

Service and Training Manager

PROFESSIONAL OBJECTIVES

Objective 1: To create an improved interviewing and hiring system that will lead to more accurate and relevant interviewing, lower turnover, and a stronger team.

Activities/Resources:
- Evaluate current interview forms
- Alter the forms to be more behaviorally based; create new forms if necessary
- Determine desired qualities (experience, availability, customer focus, etc.) and the importance of each characteristic
- Determine the most effective way to determine the information from the applicant

Evidence:
- Include data that highlights lower turnover in Quarter 4
- Include original forms and procedures

Objective 2: Create a more efficient system of training to provide a consistent, comprehensive New Employee Orientation in an engaging manner.

Activities/Resources:
- Create a training system that is consistent for each new employee
- Maintain a fun, engaging environment
- Create an environment of trust and camaraderie
- Get feedback from new associates for any alterations needed to training program

Evidence:
- Include an electronic version of the new training binder

Duties include:
- Participate in interviewing and hiring process for new associates
- Train new and existing employees on best practices
- Provide coaching and feedback to all associates regarding performance
- Meet Customer Experience Survey requirements (currently #3 in the district)
- Manage Organization Project Goals (currently #9 in the district)

Internship Evaluation Methods (how your supervisor will evaluate your performance)
- Daily communication with Store Manager
- Weekly meetings for evaluation and feedback
- Quarterly performance reviews

Internship work days/hours
- Start date: January 23rd; End Date: May 2
- Expected Workdays/Hours:
  - Sundays: 12:00 noon to 9:00 p.m.
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- Mondays: 8:00 a.m. to 5:00 p.m.
- Tuesdays: 1:00 p.m. to 10:00 p.m.
- Thursdays: 1:00 p.m. to 10:00 p.m.
- Saturdays: 9:00 a.m. to 6:00 p.m.

- The schedule is subject to change weekly, but will always be five (5) 9-hour shifts per week.
SAMPLE LEARNING OBJECTIVES: COMMUNICATIONS

Public Relations Intern

Professional Objectives

Objective 1: Provide constructive feedback and data to clients regarding the media hits received by their products.

Activities/Resources:
- Find product placement in publications, such as magazines, newspapers, or online news websites
- “Clip” the article by taking screen shots of the article, or scan articles of print publications
- Edit the document to make it professional and organized
- Send the media hit to be reviewed by account executives

Evidence:
- Include a sample media hit in intern portfolio

Objective 2: Create industry-focused media lists to assist in reaching out to media professionals and recruiting additional accounts.

Activities/Resources:
- Review last year’s media lists and update any changes to contact information
- Search for new contacts using the database CisionPoint
- Send to account executives for final editing

Evidence:
- Include an Excel spreadsheet of a media list in intern portfolio

Duties include:
- Assist account executives by updating media lists, clipping product placement hits, and reaching out to media professionals
- Package samples of products to send to bloggers and editors
- Organize product samples to keep track of inventory
- Write product descriptions to include in holiday gift guides
- Update magazine subscriptions

Internship Evaluation Methods
- Communication with supervisor/account executives via e-mail and in person
- Recorded hours worked on eSilent Partner per account
- Completion of university-provided evaluation forms

Internship expected work days/hours
- Start date: September 10; End Date: November 28
- Days/Hours Worked: Monday and Wednesdays from 12:00 p.m. - ________
- Complete 10 hours per week for 10 weeks, totaling 100 hours for the semester
- Hours are flexible with regard to holidays or mandatory school functions/assignments
Methodist University Undergraduate Academic Internship Program (For Academic Credit)

The Methodist University Undergraduate Academic Internship Program is designed to extend and promote student learning opportunities beyond the traditional classroom setting, allowing for professional application of theory-based skills. The internship is a carefully structured work experience in which a student pursues intentional, faculty guided learning objectives and actively reflects on what is being learned during the experience. In addition, internships are relevant to the students’ vocational and career goals, promote personal development, and are monitored and evaluated for academic credit.

Internship requirements

1. An undergraduate academic internship requires a minimum of 50 hours for one semester hour of credit. (Excludes additionally accredited degree programs, which may have a mandated number of hours different from the above.)
2. Students who are interested in an academic internship must complete the **MU Student Internship Release and Indemnity Agreement Form** and submit it to their Faculty Advisor.
3. Departments provide students with a contract that includes the following:
   - course requirements
   - handouts such as timesheets/portfolio templates
   - professional conduct/dress code requirements
   - estimated cost if applicable
4. An **Educational Affiliation Agreement** should be fully executed with the internship site. If the site does not have an agreement, complete the **MU Educational Affiliation Agreement**.
5. Provide a list of expectations to the onsite supervisors/evaluators. A sample list is provided below.
6. Evaluations of internships should include both a site supervisor evaluation of the student, a student evaluation of the site, and a department evaluation of the site at least biennially.
7. The faculty member assigns the grade for the internship.

Responsibilities of the Site Supervisor

1. Introduce the intern to the staff as soon as possible and explain the intern’s role.
2. Familiarize the intern with the organization, all applicable policies, and provide training as needed.
3. Provide background data on the organization, which will help to facilitate the intern’s acceptance.
4. Foster a relationship among the employees, which reflects respect and acceptance of the intern.
5. Encourage and help the intern to develop the learning agreement and identify their primary project(s) and/or responsibilities to your organization.
6. Provide adequate supervision for the student and to assign duties that are career related, progressive, and challenging.
7. Provide student with appropriate work space and equipment necessary for the student to perform his/her duties.
8. Provide a safe working environment.
9. Make suggestions concerning responsible control and time management.
10. While exhibiting your own expertise, encourage the intern to develop his own skills and techniques and reflect on his strengths and weaknesses.
11. Offer frequent feedback about student performance.
12. Confer with the faculty and the intern if a problem arises regarding illness, work performance, general attitude, or other problems.
13. Discuss the intern’s personal performance in a private, nurturing conference.
14. Complete the *Final Evaluation* of the Student Internship at the end of the internship to allow the intern the opportunity for growth and improvement.
Methodist University Educational Affiliation Agreement

This agreement is entered into between Methodist University as the “Educational Institution” and ______________________ as the “Experience Provider,” on this _____ day of ______, 20__. This agreement is intended to administer the relationship between the Educational Institution and the Experience Provider with respect to student interns from Methodist University involved in an internship opportunity with the Experience Provider and provide for the mutual rights and responsibilities of the parties hereto.

NOW, THEREFORE, FOR GOOD AND VALUABLE CONSIDERATION, THE RECEIPT AND SUFFICIENCY OF WHICH IS HEREBY ACKNOWLEDGED, THE PARTIES AGREE AS FOLLOWS:

1. General Considerations:
   a. An internship is a cooperative program between the educational institution and approved experience provider. The Experience Provider provides workplace supervision, work facilities, and instruction, which assists students in gaining knowledge and skills necessary in their chosen program of study.
   b. This agreement is continuous unless terminated by either party or by offering a 30 day written notice to the other.
   c. The Experience Provider retains discretion to terminate the internship of any student at any time for cause.

2. The Experience Provider agrees to:
   a. Designate an individual who will serve as the liaison with the educational institution and the student.
   b. Involve the student for the entire period of the internship as agreed unless the agreement is terminated or the Experience Provider terminations the student.
   c. Give the student the opportunity to engage in a wide range of duties to learn and practice diverse skills.
   d. Provide orientation to the Experience Provider’s operations, policies, procedures, rules, and methods.
   e. Assign primary responsibility for the student’s supervision and direction at the intern site.
   f. Evaluate the performance of the student and notify faculty sponsor immediately in any case of student misconduct or Provider dissatisfaction.
   g. If applicable, compensate the student at the rate agreed upon for the term of the internship. If terminated prior to the completion of the internship experience, the student is eligible for only a prorated portion of the agreed amount.
   h. Provide for the health, safety and welfare of the student while the student is participating in the internship.
   i. Comply with all federal, state and local laws and regulations applicable to the internship and the participation of the student in the internship.

3. The Educational Institution agrees to:
   a. Designate a Faculty Advisor/Sponsor for each internship.
   b. Ensure the Educational Facility properly monitors the student during the internship experience.
   c. Ensure the Faculty sponsor is an available liaison to the Experience Provider and serves to promote communication and cooperation between the Experience Provider, the student intern, and the Educational Institution.
   d. Remove the student intern from any internship site where student is not complying with the policies and procedures of the Educational Institution and/or the Experience Provider.
e. Remove the student intern from any internship site where the internship experience is not serving the best interest of the student.

f. Require the student to agree to the following provisions, as well as any other obligations and/or responsibilities required by the Educational Institution:

- Comply with the policies and procedures of the Experience Provider, including dress and grooming standards.
- Comply with moral and ethical standards derived from the Educational Institution.
- Immediately report any, and all, serious problems including safety and personnel problems, to the Educational Institution and the Experience Provider.
- Read and sign a Student Internship Release and Indemnity Agreement.
- Maintain personal or student health insurance, and, if applicable, current automobile insurance and an automobile operator’s license.

4. Indemnity and Hold Harmless

Methodist agrees to indemnify and hold harmless ________________ officers, directors, trustees, employees, agents and affiliates from any and all claims, demands, damages or other financial demands (including, without limitation, attorneys’ fees and expenses) arising out of Methodist’s or Methodist’s employees’ or agents’ actions or omissions pursuant to this Agreement.

______________ agrees to indemnify and hold harmless Methodist and Methodist’s officers, directors, trustees, employees, agents and affiliates from any and all claims, demands, damages or other financial demands (including, without limitation, attorneys’ fees and expenses) arising out of _______________ employees’ or agents’ actions or omissions pursuant to this Agreement.

This agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement, and may not be modified except in writing, and signed by both parties’ authorized representatives.

This agreement is subject to and construed in accordance with North Carolina law. Sole venue and jurisdiction for any dispute hereunder is in the North Carolina General Court of Justice.

The Experience Provider:

Administrator ___________________________ Date __________

Phone: ___________

Email: ___________
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Methodist University:

**Instructor of Record** ________________________________ Date __________

Phone: __________

Email: __________

**Faculty Advisor / Sponsor** ________________________________ Date __________

Phone: __________

Email: __________

**Department Chair** ________________________________ Date __________

Phone: __________

Email: __________
Student Internship Release and Indemnity Agreement

Students must submit this completed form to their Faculty Advisor when registering for credit.

I, __________________ , ID # __________ am a student at Methodist University and plan to complete a credit internship in the FA________, SP_______, SU______, of 20__ at the following location:

In granting academic credit for this internship, the University asserts that, to the best of its knowledge and judgment, the experience is an appropriate curricular option for students in a liberal arts program of study and worthy of Methodist credit. Methodist University makes no other assurances, either written or applied, regarding travel and/or living arrangements, the student has made concerning this internship. Methodist University does not knowingly approve internship opportunities that pose undue risks to student participants. However, any internship or travel carries with it potential hazards which are beyond the control of the University and its given agents or employees.

STUDENT INSURANCE COVERAGE: I have sufficient health, accident, disability, and hospitalization insurance to cover me during my internship; I further understand that I am solely responsible for the cost of said insurance and for the expenses not covered by the insurance, and I recognize that Methodist University does not have an obligation to provide me with such insurance. In addition, I assume full responsibility for any undisclosed physical or emotional problems that might impair my ability to complete this internship experience, and I release Methodist University from any liability for injury to myself, damage to, or loss of my possessions, or any injury or damage I may cause to third parties during the course of my internship.

PERSONAL CONDUCT: The University holds students responsible for knowing the policies as set forth in the University catalog and Student Handbook. These policies are not an end in and of themselves; however, they exist to facilitate the educational process, of which, academic internships are an integral part. As a student of Methodist, I agree to adhere to the student code of conduct established by the University and understand that an off-campus internship may require additional standards of professional decorum as well. Therefore, I indicate my willingness to understand and conform to the professional standards of the internship site as well as to the policies of the University code of student conduct. I agree that should the University and/or its agents interpret my conduct as a violation of the student code and/or as compromising to the reputation of Methodist University, or my Faculty Advisor can and will terminate my internship experience. In addition, I understand that this decision will be final and may result in the loss of academic credit.

GENERAL RELEASE: I understand that I am to meet with my Faculty Advisor as set forth within the terms of my Learning Agreement. I understand that I am to inform my Faculty Advisor immediately regarding serious problems, including but not limited to physical, safety, harassment, and personnel issues involving my internship site. I understand that Methodist University reserves the right to make cancellations, changes, or substitutions in cases of emergency or altered conditions or in general interest of the internship program. I understand that my Faculty Advisor may take any actions deemed warranted under the circumstances to protect my health and safety and/or to guard the integrity of the Internship program, including termination of the internship experience. It is further agreed that I shall undertake the internship site and its use of any/all facilities at my sole risk. Methodist University shall not be liable for any/all claims, demands, injuries, damages, actions, or causes of actions, whatsoever to me or my property stemming from or connected with the internship and with the use of any/all services, facilities associated
with the internship. Accordingly, I forever release, discharge and covenant not to sue Methodist University, its governing board, representatives, employees, and/or agents as to any and all liability that may arise out of any injury to myself or others or property damages, resulting from my participation in this internship. Furthermore, I forever indemnity and hold harmless Methodist University, its governing board, representatives, employees and/or agents for any claim or damages to myself or others or property damages resulting from my actions and omissions in regards to my participation in this internship and/or resulting from the actions or omissions of third parties not controlled by or subject to the control of Methodist University.

I understand that this internship is offered by Methodist University as a curriculum option and is thereby taken for academic credit, requiring my completing academic assignments and paying tuition for credits earned. In accordance with and pursuant to relevant and applicable laws and regulations, I authorize Methodist University to release to potential internship sites information and all supporting documents (resume, grade transcript, and academic advisor reference) when, in their judgment, it will be relevant to possibly securing a site. If I have a disability or limitation, I agree to cooperate in providing any necessary information to the University Disability Services Office so that the internship site can be aware of any needed reasonable accommodation for my participation in an internship experience. I certify that I have personally completed this release and that the information I am providing is complete, accurate, and given in good faith.

Student Name (Please Print): _________________________

Student Signature: _____________________________

Date: _________