

INTERNSHIP & PRACTICUM MANUAL



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Contents

An Introduction to Internships

Planning for an Internship

- Questions to consider
- Talk with your academic advisor
- Complete INDS3610 or INDS3611
- Explore and apply to internship postings
- Submit online Internship Learning Contract via:
<https://www.montreat.edu/mymontreat/thrive/internship-learning-contract/>
- Submit online Practicum Learning Contract via:
<https://www.montreat.edu/mymontreat/thrive/practicum-learning-contract/>
- Register for academic credit

Practicum and Internship Requirements

- Credit Hours
- Prerequisites
- Grades
- Registration
- Fees

Supervision

- Faculty Supervisor Responsibilities
- On-Site Supervisor Responsibilities

Internship and Practicum Learning Contracts

Suggestions for a Successful Internship Experience

Internship Tool Kit

Writing SMART Learning Objectives/Goals

Developing Career Ready Skills

Useful Links and Networking

Assignments

Student Intern Hour Report

Weekly Activity Log

Weekly Journal (with suggested prompts)

Mid- and Final Experience Reports

Mid- and Final Experience Evaluations

An Introduction to Internships

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

A successful practicum or internship experience will include:

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

Students benefit from this experience by:

- practicing what they have learned in the classroom.
- learning new skills and competencies.
- gaining experience in the world of work.
- clarifying career goals.
- building a résumé.
- making contacts that could lead to a full-time position upon graduation.

Planning for an Internship

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

Step 1: Questions to consider

What is the practicum/internship requirement for my major?

What do I want to learn or achieve?

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

Step 2: Talk with your academic advisor

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

Step 3: Complete INDS-3610 or 3611

In this pre-requisite course, students will:

- identify and develop skills most desired by employers.
- develop a résumé, cover letter, and other documents for the job/internship search process.
- identify practicum/internship options via research, networking, and position postings.
- prepare for practicum/internship application processes including interviewing, searching for an internship/practicum, and marketing to employers.
- use LinkedIn and informational interviewing to build a network of professional contacts in career field(s) of interest.
- develop goals for the practicum/internship experience.

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

Step 5: Complete Online Learning Contract

Once you have been offered an internship or practicum, complete and submit the online [Internship Learning Contract](#) or online [Practicum Learning Contract](#). After approvals have been received from your faculty supervisor, and on-site supervisor, and you have been cleared by the Registrar's Office, you will receive notification that your practicum/internship registration has been completed.

Deadlines for submitting Learning Contracts are August 31st for Fall, January 18th for Spring, and May 17th for Summer internships.

Practicum and Internship Requirements

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

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

Credit Hours

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

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

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

Prerequisites

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

Grades

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

Registration and Fees

Registration for academic credit must be for the term concurrent with the internship/practicum experience. Tuition and fees are published in the Montreat College Academic Catalog for the School of Arts and Sciences.

Supervision of Practicum and Internship Experiences

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

Faculty Supervisor Responsibilities

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

On-Site Supervisor Responsibilities

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

Internship and Practicum Learning Contracts

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

The contract includes:

- names and contact information for each supervisor.
- dates agreed upon with faculty supervisor for mid-experience reports and evaluation, final assessment materials, and end-of-experience debriefing.
- summary of intern's responsibilities.
- SMART goals for personal development of skills desired by all employers.
- SMART goals for professional/occupational development of industry specific skills.

Developing SMART Learning Objectives/Goals

Students are encouraged to consult with their faculty supervisor to determine appropriate goals for the practicum/internship experience. Goals should follow the SMART Goal structure: **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**imely. See the Tool Kit section of this manual for a "Writing SMART Learning Objectives/Goals."

Suggestions for a Successful Internship

- Begin your search for an internship early, a semester or two before the term in which you plan to complete your internship.
- Make use of internship search resources, such as Handshake (Montreat's online job search system), LinkedIn, and CareerBuilder. See the Tool Kit section of this manual for more, "Useful Links and Networking" tips.
- Visit the Office of Calling and Career/Thrive Center to fine-tune your résumé and cover letter.
- Connect with your faculty supervisor to discuss your internship.
- Be conscientious and responsible during on-site work.
- Take advantage of opportunities on site to talk with co-workers, ask for projects, and learn all you can about the field.

Internship Tool Kit

- Writing SMART Learning Objectives/Goals
- Developing Career Ready Skills
- Useful Links and Networking

Writing SMART Learning Objectives/Goals

To be useful, learning objectives/goals should be SMART, meaning they should be:

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

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

What are learning objectives/goals?

- Learning objectives/goals can fall into these categories:
- Knowledge or Skills Acquisition: Knowledge or skills you hope to acquire during the internship such as learning to use appropriate procedures, equipment, or methods.
- Personal/Professional: Skills you hope to apply or cultivate such as self-confidence, interpersonal skills, working effectively with others, professional meeting/email/telephone etiquette, networking, written communication, relationships with supervisors, time management, organization, decision making, etc.
- Career Knowledge: Gaining new information regarding the company, the industry, or job duties.
- Other: Depending on the internship, there may be additional categories of learning objectives/goals. Consider your career field of choice and the critical knowledge/skills you would like to obtain to prepare for that career.

Steps to writing learning objectives/goals

For each objective/goal, answer the following questions:

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

SMART Learning Objectives/Goals

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

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

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

Examples of SMART Learning Objectives/Goals

- I will improve my skills with the Bloomberg financial software by learning how to monitor certain asset classes through shadowing my supervisor and gaining hands-on experience. Improvement will be evaluated by pre- and post-internship assessments by my supervisor.
- I will network and establish professional contacts in the marketing industry by attending PR events and client meetings, with the goal of establishing ten relevant contacts.
- I will learn how to address buyers' questions relating to commercial real estate by accompanying a Licensing Associate during five or more property viewings and assisting in at least one customer presentation.
- I will learn the editorial process of online magazine publishing by attending staff meetings and shadowing the Chief Editor, who will critique my report on the editorial process.
- I will become proficient in Microsoft Excel by creating financial spreadsheets to be used to conduct company financial analyses. My spreadsheets and written analysis will be evaluated by my on-site supervisor.
- I will develop stronger people skills and learn how to establish a strong customer relationship by attending client meetings and listening to telephone conversations. I also will conduct three practice client presentations to department staff and assist with at least one actual client presentation. My supervisor will evaluate my skills in these presentations.

- While interning in the state senator's office, I will learn the methods involved in researching legislation for committee assignments. I will develop additional written communication skills by drafting responses to constituents' letters. In addition, I will research and produce a paper expanding on my coursework in political theory as it applies to current practice in campaign planning.
- As an intern in the hospital's human resource department, I will build upon my classroom learning regarding wage and hour laws by reviewing current practice in the payroll department. I also will expand my knowledge of employee benefits and insurance by shadowing the benefits staff in group presentations to new employees and appointments with individual employees. I will learn more about recruiting by helping to develop and validate skill assessment tests for job applicants.
- As a Youth Empowerment Services intern, I will expand on my psychology and sociology classes by observing group counseling sessions for teenagers (14-17 years old). When appropriate, I will develop my potential as a facilitator by assisting my site supervisor with teen groups. Through research and observation, I will learn to administer and interpret personality inventories. In addition, I will research teenage alcoholism and produce a paper outlining at least five factors that contribute to this problem.
- During my accounting internship, I will study the methods of cost accounting used by this firm. In addition, I will learn to apply the principles of accountancy to tax preparation for both individuals and small businesses. My major goal for this internship is to help me determine if the specific tasks, structure, and environment of a medium-sized accounting firm is an appropriate career goal for me.

Developing Career Ready Skills

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

Skills Wanted by Employers	Indicators
Technology Selecting and using appropriate technology to accomplish tasks and goals. This person is able to adapt effectively to new and emerging technology	• Locating, organizing, evaluating information • Staying current on technologies • Able to work with qualitative and quantitative data • Able to understand and communicate data using words, images, tables, or graphs • Works with numbers and statistics • Analyzes data from a wide array of authentic contexts and everyday life situations
Professionalism Acting responsibly and fair in all your personal and work activities. This person is able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind and is able to learn from mistakes.	• Self-awareness • Self-regulation • Motivation • Empathy • Social skills • Cognitive flexibility • Perseverance • Ability to receive constructive feedback • Growth mindset
Critical Thinking Analyzing what is around you, making decisions, solving problems, and thinking on your feet. This person is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.	• Judgement and decision making • Locating, organizing, evaluating information
Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. This person is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.	• Aware of strengths and weaknesses • Establish goals for personal and professional development • Understand how to find job opportunities • Develop network of contacts and build relationships with others in the profession • Create excellent résumé and application materials

Adapted from NACE Career Readiness Competencies, www.naceweb.org

Useful Links for Internships, Jobs, Career Research, and Networking

General Job Search Sites

Career Builder | www.careerbuilder.com

Handshake, Montreat's Online Job Search System | <https://app.joinhandshake.com/login>

Internships.com | www.internships.com

Indeed Job Board | www.indeed.com

LinkedIn Jobs | www.linkedin.com/jobs

LinkedIn Internships | www.linkedin.com/jobs/internship-jobs

Monster | www.monster.com

USA Jobs | www.usajobs.gov

Simply Simply Hired | www.simplyhired.com

State of North Carolina Internships | <https://oshr.nc.gov/work-nc/internships>

Mission-Centered and Non-Profit Jobs

Work for Good | www.workforgood.org/jobs

Non-Profit and Government Jobs

Idealist.org | www.idealist.org

North Carolina Jobs

NC Works | www.ncworks.gov/vosnet/default.aspx

North Carolina Jobs Network | www.carolinajobsnetwork.com

Online Career Research Resources

Occupational Outlook Handbook | www.bls.gov/ooh

O*Net Online | www.onetonline.org

Helpful Networking Resources

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

- communicating the type of job and career field you are interested in pursuing.
- identifying and meeting contacts who can help answer questions and share their own stories of working in that field.
- contacting employers that your networking contacts may have referred you to for opportunities.

LinkedIn | www.linkedin.com

CareerOneStop | <https://www.careeronestop.org/>

Assignments

5% **Preliminary Meeting with Faculty Supervisor**

Student interns are responsible for scheduling this meeting with their faculty supervisor. Use this time to determine due dates for mid- and final-experience evaluations and reports, and site visit if applicable.

10% **Weekly Activity Log**

20% **Weekly Journal (with suggested prompts)**

20% **Mid-Experience Report**

10% **Mid-Experience Evaluations**

Electronic links available below; see pp. 17-20 for printable forms

[Mid-Experience Intern Self-Evaluation: Student](#)

[Mid-Experience Intern Evaluation: On-Site Supervisor](#)

20% **Final Experience Report**

10% **Final Experience Evaluations**

Electronic links available below; see pp. 22-25 for printable forms

[Final Intern Self-Evaluation: Student](#)

[Final Intern Evaluation: On-Site Supervisor](#)

5% **Final Debriefing with Faculty Supervisor**

Internship/Practicum Exit Survey

Electronic link available below; see p. 26 for printable form

[Internship Exit Survey](#) (for students)

Grading Scale

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

Weekly Activity Log

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

Name of Intern: _____

Intern Signature: _____

Date	Summary of Activities

Total Weekly Hours: _____

On-Site Supervisor Signature: _____

Weekly Journal Suggested Prompts

Week 1

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

Week 2

1. What was your first impression of your supervisor? Co-workers? What actions led you to develop these impressions?
2. How are the people at your internship site partners in your education?
3. Obtain an organizational chart and review the structure of the organization. Describe your thoughts on how the organization is structured.

Week 3

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

Week 4

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

Week 5

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

Week 6

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

Week 7

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

Week 8

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

Week 9

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

Week 10

1. Conduct an information interview with someone in the organization. Ask about the person's career path and how that path has progressed. Ask about lessons learned in the profession for advice.

Week 11

1. What has been the biggest lesson learned during your internship experience?
2. Are there areas of unfinished business that you would like to address? What do you need to achieve a sense of completion?

Week 12

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

Week 13

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

Week 14

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

Week 15

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

Adapted from Guilford College

Mid-Experience Report

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

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

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

Please rate the following skills using this scale: 1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe						
	1	2	3	4	5	n/a
Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage his/herself as well as leverage the strengths of others to achieve common goals.						
Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.						
Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work in a team structure and negotiate/manage conflict.						
Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrating openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.						
Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology.						
Professionalism Acting responsibly and fairly in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.						
Critical Thinking Analyzing available information, making decisions, solving problems, and thinking on one's feet. Able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.						
Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.						

Areas of strength:

-
- 1.
 - 2.
 - 3.

Areas where improvement is needed:

-
- 1.
 - 2.
 - 3.

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

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the faculty supervisor.

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

Please rate the following skills using this scale: 1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe						
	1	2	3	4	5	n/a
Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage myself as well as leverage the strengths of others to achieve common goals.						
Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.						
Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work in a team structure and negotiate/manage conflict.						
Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrating openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.						
Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology.						
Professionalism Acting responsibly and fairly in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.						
Critical Thinking Analyzing available information, making decisions, solving problems, and thinking on one's feet. Able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.						
Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.						

Areas of strength:

-
- 1.
 - 2.
 - 3.

Areas where improvement is needed:

-
- 1.
 - 2.
 - 3.

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

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the faculty supervisor.

Final Report

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

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

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

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

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

Please rate the following skills using this scale: 1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe						
	1	2	3	4	5	n/a
Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage his/herself as well as leverage the strengths of others to achieve common goals.						
Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.						
Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work in a team structure and negotiate/manage conflict.						
Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrating openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.						
Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology.						
Professionalism Acting responsibly and fairly in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.						
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Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.						

Areas of strength:

-
- 1.
 - 2.
 - 3.

Areas where improvement is needed:

-
- 1.
 - 2.
 - 3.

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

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the faculty supervisor.

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

Please rate the following skills using this scale: 1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent n/a- Did not observe						
	1	2	3	4	5	n/a
Leadership Using interpersonal skills, managing personal emotions, coaching and developing others, along with organizing, planning, and delegating work. Able to manage myself as well as leverage the strengths of others to achieve common goals.						
Communication Effectively communicating an idea clearly and confidently to others through reports, letters, public speaking, emails, etc. Able to articulate thoughts appropriately with a wide variety of individuals.						
Teamwork Building collaborative relationships with colleagues and customers representing diverse viewpoints. Able to work in a team structure and negotiate/manage conflict.						
Equity & Inclusion Valuing, respecting, and learning from diverse cultures, races, and experiences. Demonstrating openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.						
Technology Selecting and using appropriate technology to accomplish tasks and goals. Able to adapt effectively to new and emerging technology.						
Professionalism Acting responsibly and fairly in personal and work activities. Able to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and to learn from mistakes.						
Critical Thinking Analyzing available information, making decisions, solving problems, and thinking on one's feet. Able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.						
Career & Self Development Identifying and articulating one's skills, as well as areas for professional growth. Able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and self-advocate for opportunities in the workplace.						

Areas of strength:

-
- 1.
 - 2.
 - 3.

Areas where improvement is needed:

-
- 1.
 - 2.
 - 3.

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

Additional Comments:

Intern Signature:

Date:

Evaluator Signature:

Date:

After reviewing this document with the intern please ask student to forward it to the faculty supervisor.

Internship/Practicum Exit Survey

Return to your faculty supervisor with your Final Experience evaluation materials.

When was your internship completed? Term (circle one): Fall | Spring | Summer - Year: _____

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

Online Job Search Sites:

____ Handshake ____ LinkedIn ____ Career Builder ____ Indeed ____ Monster ____ Other:

Networking Contacts:

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

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

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

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