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Internship Program Overview

Congratulations on your internship. Applying your classroom knowledge to a work environment will be valuable on many fronts. This process will help you get the most out of your internship.

Five Critical Elements
These elements frame our internship program and structure the partnerships among students, community organizations, and faculty and staff.

Meaningful Work
Meaningful work benefits both the community and student in that both feel that the service makes a difference in a measurable way and is a productive use of time and resources.

Orientation and Training
Students, TU faculty and staff, and community organizations should be provided with information that will help them be prepared for the partnership and succeed.

Reflection
Reflection is perhaps the most crucial component of experiential learning. It is a means of processing the experience, and helps students articulate the value they can bring to future career and community opportunities.

Evaluation/Continuous Improvement
Interns need regular feedback and an overall evaluation by their Site Supervisor. Evaluation measures the impact of the students’ learning experience and continuous improvement measures give direction for improvement, growth, and change.

Compliance with Department of Labor Standards and local, state, and federal laws
According to the Department of Labor, internships in the private sector can be seen as training instead of as employment only when six specific criteria are met, and the employer can show that the internship is a legitimate learning experience benefitting the student and not simply an operational work experience that happens to be conducted by a student. For the six criteria please see the Department of Labor’s fact sheet on internship programs:

http://www.dol.gov/whd/regs/compliance/whdfs71.htm
Fall 2015 Internship Course Syllabus

Erin Hood, Instructor
ehood@trinity.edu, 999-7146, 236 Coates

Course Description and Objectives
An experiential education course providing the reflection framework and instructor support to maximize student learning in work environments. Through the course, you will articulate how your internship experience relates to classroom learning and influences career aspirations. Processing these connections will help you explain the value you can bring to future career and community opportunities. Upon successful completion of the course students should be able to

- Discuss how classroom learning applies to work experience
- Identify possible learning opportunities they may encounter in the workplace and create a plan to maximize those opportunities
- Articulate how the internship experience has affected their development as a student and an emerging professional and how the course may affect their approach to academics, work, and career in the future.

Assignments and Deadlines

Learning Agreement, due 14 days after add/drop ends
The Learning Agreement is completed by the student in collaboration with the internship instructor and site supervisor. Describing your duties and identifying what you would like to learn through the experience and what you will do to learn it will structure your internship and provide the basis for evaluation of your learning experience. It must be completed and filed with the internship instructor no later than two weeks after the first day of the internship, or no later than Sept. 16. Credit cannot be awarded retroactively.

Pre-Internship Survey, due 14 days after add/drop ends
Getting your perspective before and after your internship will enable us to create programs to best serve students.

Weekly Reflections
Throughout the term you will be required to complete weekly reflection logs through T-Learn. In 150-250 words students can record achievements, challenges, or observations they experienced in the workplace and connect these concrete examples to their learning goals.
**Final Reflection, due first day of finals**
At the end of the term, students will submit a reflection on their overall learning experience in their work environment. In the Learning Agreement you identified skills you hoped to develop through this experience. In the final reflection you will articulate how you feel you progressed in your chosen areas as well as towards life and career goals. You can reference weekly reflections, feedback from site supervisors, and any literature relevant to your chosen areas of development. Your response should be 2500-3000 words and written in the first person.

**Post-Internship Survey including Site Evaluation, due first day of finals**
Getting your perspective before and after your internship will enable us to create programs to best serve students.

**Supervisor Evaluations, due last reading day**
Evaluation by your site supervisor will provide insight on how you have progressed in your chosen areas of development and will give direction for improvement, growth, and change.
**Grading and Credit**

You may receive one credit, per 40 hours of work on site. Two credits requires 80 hours on site, and three credits requires 120 hours on site. All Trinity internships receive a P/F grade, based on quality of reflections, supervisor evaluations, and timely completion of all coursework. The following rubric describes the criteria for a passing grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
<th>Does not meet criteria (F)</th>
<th>Meets criteria (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentional engagement with the learning environment</td>
<td>Documentation of agreed upon hours participating in work environment</td>
<td>Supervisor-signed verification page is not returned; reflection does not reference sufficient time in learning environment; environment is not intentionally related to learning; supervisor evaluation does not suggest intentional engagement.</td>
<td>Supervisor-signed verification page is returned; Reflection references agreed upon number of hours participating in activities that enable learning; supervisor evaluation does suggest intentional engagement.</td>
</tr>
<tr>
<td>Reflection on lessons learned</td>
<td>Description and synthesis of lessons learned from engagement with learning environment</td>
<td>Reflection summarizes events or activities with no reference to lessons learned</td>
<td>Reflection connects activities with thought and analysis about lessons learned</td>
</tr>
<tr>
<td>New or adapted perspective</td>
<td>Articulation of how lessons learned through the elective experience has changed or will inform outlook on academic career, and/or life</td>
<td>Reflection does not connect the learning experience to any insight or shift in perspective</td>
<td>Reflection indicates that a perspective has shifted or a new intention has been adopted; reflection may also reference how the new perspective or intention informs a plan for future action</td>
</tr>
<tr>
<td>Effective communication</td>
<td>A clear presentation, including guiding thesis statements supported by concrete examples</td>
<td>Reflection lacks coherent organization of thought or concrete examples</td>
<td>Reflection helps reader understand the lessons learned by organizing thoughts into clear thesis statements and supporting examples</td>
</tr>
</tbody>
</table>
Student Processes

The student is expected to arrange the experience, but only after consultation with the Internship Coordinator/course instructor. The student will follow professional courtesy in making arrangement with the organization, college, or other setting, by going through proper channels to seek permission to serve as a trainee in that setting. Once the intern has been selected by the industry partner for the position, he/she will:

- Work with the Site Supervisor and Internship Coordinator to define duties to be performed and to develop 4-5 specific learning goals for the internship experience. Complete the Learning Agreement and return the form to the Internship Coordinator.
- Keep an electronic journal of the duties performed, including: a record of what the student has accomplished; observations on what the student has learned; and progress being made toward goal completion.
- Solicit feedback from the on-site supervisor periodically concerning your work, specifically, have a mid-term and final evaluation with your supervisor.
- Submit the end of semester paperwork to the Internship Coordinator in order to receive a grade for the course. The only grades that can be awarded are pass/fail. Documents to be submitted include:
  - The final copy of the journal and other written materials produced in the internship with supervisor signatures.
  - Copies of the mid-term and final evaluations conducted between student and site supervisor.
  - Submit a final reflective/summary paper to the Internship Coordinator.

In the case where the start date of the internship falls outside of the standard semester or summer term, the student will register for the course in the semester immediately following the start date of the internship.
Explanation of Terms

Internship
Trinity University (TU) allows students to earn credit for work experiences that complement their academic program. To ensure the internship effectively combines work experience with academic learning the Center for Experiential Learning and Career Success (CELCS) pre-approves work experiences that qualify for academic credit or recognition on the academic transcript. The decision to award academic credit will be based on the educational merits of the internship experience as determined by University faculty or staff.

The internship is to be a structured and supervised professional work experience with an accepted employer in the private, public, or non-profit sector. To be approved the internship must include specific learning objectives. An internship is typically done by a student who has attained sufficient preparation in an academic field. The experience may be paid or unpaid.

Guidelines
- The standard for awarding credit is at least 40 hours of work per one hour of academic credit.
- A maximum of 6 credit hours per experience is allowed.
- A maximum of 6 hours of internship credit may be applied to a Trinity degree.
- All internships are graded on a pass/fail basis.

Host Site
The host site is an organization hosting an intern from Trinity. Internships being performed at these sites are typically 3-credit hours and 8-12 contact hours per week for a total of 14 weeks.

Program Affiliate
An organization that has the completed and necessary forms and agreements on file with the Center for Experiential Learning and Career Success. Internships being performed at these sites are 3 credit hours and 8-12 contact hours per week for a total of 14 weeks.

Practicum Site
An organization that has agreed to allow students not enrolled in the internship course for credit the ability to gain experience in the work place for a period of 6 weeks or less. This is usually a 1 hour credit and requires 3-5 contact hours per week or approximately 40 hours over the semester.

Internship Coordinator
The Center for Experiential Learning Internship Coordinator – Erin Hood (ehood@trinity.edu)

Site Supervisor
The intern’s direct supervisor at the Host Site.
Appendix A
Learning Agreement and Learning Objectives

Student Name ____________________________ Semester __________________
Student ID #   ____________________________ E-mail _________________________

A. Location and Assignment
Location of Assignment or abroad enrollment
Name of Organization ____________________________________________________
Address________________________________________________________________
Assignment Location
Title or abroad learning program___________________________________________
On-Site Supervisor or Program Director
Name __________________________________________________________________
Position_________________________________________________________________
E-mail address _____________________________ Phone # _______________________

Work with your internship instructor and your on-site supervisor to define duties you will
perform and give a brief description of what you will do for each duty. If available, attach a job
description for your role.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

B. Internship Goals and Outcomes
Learning Objectives
Develop 4-5 specific goals for what you would like to learn during your internship. Goals may be
described as desired knowledge, understanding, skills, attitudes or values. They may include
practicing professional development skills like networking or demonstrating field-specific
knowledge by creating a financial model in Excel. Describe the process for what you will do to
move toward your goals by breaking them down into specific activities.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Keep an electronic journal of the duties performed, including a record of what you accomplish, observations on what you learn, and progress you are making toward your learning goals. You will refer to this journal to write a final guided reflection, which will ask you to discuss your experience as it relates to the core competencies of experiential learning, so keep in mind how you can use your elective to:

- Take initiative, make decisions, and be accountable for the results
- Engage intellectually, creatively, emotionally, socially, and/or physically
- Learn from natural consequences, mistakes, and successes

C. Career Connection
In 250-500 words, identify how this elective will help you with career planning or advance your professional goals.

Signatures

Student _______________________________ Date ________________

On-Site Supervisor _______________________________ Date ________________

Course Instructor _______________________________ Date ________________
## Appendix B

### Student Evaluation Forms

#### Student Self Evaluation Pre-Internship

**Student Name ____________________________**  
**Student ID # ____________________________**  
**E-mail ____________________________**  

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability as student intern</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Ability to work with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Ability to take directions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Ability to work independently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional attitude</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Decision-making skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Timeliness of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Quality of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Belief in overall success of internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Time management skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

What are you most excited about for your internship experience?

Additional Comments?

**Student Signature: ____________________________**  
**Date: ____________________________**
Student Self Evaluation Post-Internship

Student Name ____________________________ Semester_______________________
Student ID #   ____________________________ E-mail _________________________

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
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<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>Ability to take directions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Ability to work independently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional attitude</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Decision-making skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Problem-solving skills</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Communication skills</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>Organizational skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>Timeliness of work</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

If applicable, please give one to two examples of how you affected or added value to your work environment.

What is your impression of the internship program? Any recommendations?

Additional Comments?

Student Signature: ____________________________________________ Date: _____________
Final Internship Reflection

Student Name ____________________________ Semester_______________________
Student ID # ____________________________ E-mail _________________________

These reflection questions ask you to connect your learning experience to key competencies of experiential learning.

- Reflection, Critical Analysis, and Synthesis
- Opportunities for students to take initiative, make decisions, and be accountable for the results
- Opportunities for students to engage intellectually, creatively, emotionally, socially, and/or physically
- Designed learning experiences that include the possibility to learn from natural consequences, mistakes, and successes

To support your reflections with concrete examples make reference to your weekly journal and feedback from site supervisors, and feel free to reference achievements, challenges, and observations. Your response to each prompt should be 250-500 words.

In the project proposal you identified skills to develop during this experience. Please evaluate ways in which you achieved or struggled with each of the learning goals you set in your proposal.

If you were to continue the experience, what learning goals would you set now and what strategies would you use to achieve them?

What contributions did you make through this activity? What did you do that seemed to be effective and what personal strengths did you discover?

Identify and describe an example of a different decision or action you could have made and discuss the potential impact of such a change. What areas for personal improvement did you find through the experience?

How has this experience affected your development as a student and emerging professional, and how might it influence your approach to academics, work, and career in the future?

Your feedback on your internship site will help us continue to provide interns with high quality experiences.

Please describe your experience of the site. In what ways has it been positive or negative? Why?

Would you recommend this site for future interns? Why or why not?