



INTERNSHIP HANDBOOK

MARYLHURST UNIVERSITY

INTERNSHIP PROGRAM

Career Services Office

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PLEASE NOTE: Information contained in this *Handbook* can be used interchangeably for all internship and practicum experiences.

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INTERNSHIP OBJECTIVES

An internship provides adult learners an opportunity to use and apply what they have learned. It encourages the learner to think critically and to constantly redefine the content and process of the learning experience. An internship also is expected to heighten individual awareness of community issues, motivate learners to create opportunities, embrace new ideas, and give direction to positive change.

Other internship objectives include:

1. Linking academic theory to practice in challenging and meaningful ways.
2. Applying one's knowledge, skills, experience and strengths to the work environment.
3. Developing professional skills and networking contacts for one's career.

Specific program learning objectives can be found in the *Marylhurst University Catalog* under departmental listings. Select those program learning outcomes as they apply to your internship.

CRITERIA FOR SELECTING AN APPROPRIATE INTERNSHIP SITE

Internships are designed to expand the depth and breadth of learning for students in their particular areas of study. An internship is an opportunity for a student to receive credit for the application of theories learned in the classroom to specific experiences in the community. A successful internship can also give a student valuable information in making decisions about the direction of future studies or employment.

The internship must meet the following criteria:

- The internship will provide a new and significant learning opportunity for the student.
- The internship will be related to the student's individual degree and integrate previous learning with new life experience.
- Internship students must be supported by appropriate supervision.

INTRODUCTION TO THE INTERNSHIP PROCESS

The following pages make up a step-by-step guide for completing a successful internship at Marylhurst University. Students are to follow this guide and complete the steps as outlined. The internship program is restricted to students who have been admitted into a degree program. The intent of the program is to allow students to apply knowledge they have gained in their studies and to learn as much as possible through real-world experience. In the adult education curriculum, the internship experience is an integral part of the learner's preparation as an adult educator. The internship usually follows the completion of the core requirements. The core courses are designed to expose students to the nature and philosophy of the discipline, theories and principles, program planning and management, and assessment and evaluation methods. With that in mind, the administrative portion of the process is fairly easy to complete.

Please note the following important components of the program:

- Undergraduate students complete an internship when they have reached junior or senior status.
- Students must meet guidelines of the internship program and their academic department to gain internship credit.
- Students must work with the Internship Coordinator to gain internship credit.
- Students must meet all of the internship objectives established as the foundation of the program.

The academic departments that currently participate in the undergraduate internship program are:

- Business and Leadership
- Communication Studies
- Cultural and Historical Studies
- English Literature and Writing
- Human Sciences
- Interdisciplinary Studies
- Real Estate Studies
- Religious Studies
- Science and Mathematics

The academic departments that currently participate in the graduate internship program are:

- Master of Business Administration (MBA)
- Master of Arts in Interdisciplinary Studies (MAIS)

STEP ONE: Internship Orientation

Marylhurst University interns may elect to complete the orientation process online or via the on-campus orientation meetings scheduled each term. Students are only required to complete the orientation process once, regardless of which term they may complete their internship. The current University *Schedule of Courses* lists the time and date of orientation meetings.

Online orientation will cover the same information as the on-campus orientation meeting. The Online Internship Orientation Web site address is www.marylhurst.edu/careerservices/internshiporientation.php.

STEP TWO: Selecting Your Internship Site

Students are expected to find their own internship sites. Students bring varied academic backgrounds and an assorted array of practical interests to the internship. The first step is to secure a complementary site that matches your educational background and career interests. Placements for students can often be difficult to find and some students need a long lead time to search.

The student essentially creates a meaningful internship. The careful selection of an internship site is the most significant step in this creative process. Students select a site based on the opportunity to gain new learning, relevance to their individual degrees, and on the availability of appropriate supervision.

Referring to Internship Coordinator for Assistance

The Internship Coordinator must approve of internship placement sites. The appropriateness of the site is based on the student's academic degree plan and their individual career goals. Current listings for site opportunities include

experiences which may fit a variety of educational backgrounds. Please consult the Career Services Web site on *Angel* for current internship postings: <https://online.marylhurst.edu>. Some internship opportunities are posted on the Career Bulletin Board.

Selecting Your Own Internship Site

In many cases, students may elect to create internships in new or unusual sites. This may be done through pursuing contacts such as classmates, instructors, family, or friends to become aware of opportunities in the community. The Internship Coordinator is available to assist students in determining the appropriateness of sites. The Internship Coordinator must approve any internship site. Students are encouraged to use and develop network contacts for locating their sites.

Using Current Place of Employment for Internship Site

Students may establish an internship at the business or agency where they are currently employed. Students must then demonstrate the following: They will be performing in roles other than their usual jobs; their internships will provide the opportunities for new learning related to their degrees; and appropriate supervision will be provided by someone other than their current supervisor or manager. Any internship established at the student's current work location must have the approval of the Internship Coordinator.

Placement Interview at Potential Internship Site

When a potential internship site has been selected, the student is required to make contact with the site supervisor. Initial contact with the site supervisor may include a telephone call or letter. However, an in-person interview with the site supervisor is required in order to make a site decision. This interview should take place well in advance of the internship's start date. In the introductory meeting, explicit expectations need to be set by both parties. These expectations include the learning the student expects to gain from the experience, plus a discussion of the time commitment required by the site and Marylhurst University. At this initial meeting, students should provide the site with appropriate material including the *Internship Handbook*, site supervisor guidelines, and evaluation forms.

STEP THREE: Registration Procedures

After selecting an internship site, students register for internships as they would for any other class. The course numbers for all internships can be found in the *Schedule of Courses* within the specific departmental listings. Internships are graded on a Pass/No Pass (P/NP) basis.

Students also need to register for a specific number of credits for an internship. Credit requirements will vary by academic department. The number of credits is based on the *Catalog* in effect during the term the student is admitted as a degree-seeking student to the University, as well as the requirements of individual academic departments. Students must complete 30 hours of supervised time for each internship credit. For instance, a five-credit internship requires 150 hours of supervised internship activities; a three-credit internship requires 90 hours.

Finally, internship credit and work may be spread over several terms. For instance, a student required to take five credits of internship may elect to register for three credits in one term and complete two additional credits in the next term. A student must complete the internship within one year of registration date.

STEP FOUR: The Internship Contract

The internship contract is an agreement between the student and the internship site supervisor. The contract serves as a starting point for the experience and will help clarify expectations and formalize the process. Through the contract, the student sets out goals, objectives, and expectations pertaining to the pending internship. The contract also aids the student later in evaluating their experience. In addition, the contract serves as a syllabus for the course.

The site supervisor and the intern share responsibility for determining the tasks and learning components in the internship. The student should initiate the contract with the site supervisor within the first week on site. In preparation for writing the internship contract, the student and supervisor need to identify specific skills, abilities, and experiences they would like to develop or participate in during the internship. The student and supervisor should negotiate schedules and agree on what is reasonable to accomplish within the internship time period. The finalized contract also serves as a tool in analyzing performance and correcting or avoiding potential problems during the internship.

A detailed internship contract may save you a great deal of wasted effort later. It is important that you and the site supervisor are in agreement with your objectives and plans that may prevent any later misunderstandings. A draft of this contract should be available for the Internship Coordinator early into the quarter. Lastly, the contract should contain a tentative timetable for completion and a plan for how the work you have completed will be documented.

1. Identify key learning outcomes. Draw from the learning principles and theories of your coursework. Chose those you will apply to your internship.
2. Identify your internship goals for personal, professional, and educational development.
3. Define the internship activities. The contract is similar to an individualized job description that outlines your duties and responsibilities.
4. Design performance benchmarks. The intern should receive regular feedback throughout the progression of the internship.
5. Create a time line for completion. Specify the number of hours and days of the week that you are able to commit.

Keep the following criteria in mind:

- Is the internship contract relevant to the student's academic background?
- Are the contract goals and learning outcomes clear?
- Are the learning activities challenging and interesting?
- Is appropriate support and supervision available?
- Is the action plan feasible?
- Can the project be done in the available time period?

WRITING THE INTERNSHIP CONTRACT

Please refer to the *Internship Forms* section of this *Handbook* for an example of an internship contract. The following guidelines should be used in writing the internship contract. The contract should be typewritten and without error. The format of the contract is standardized, yet each contract is individualized and specific to the internship site. Please include the following information in the contract.

Student Contact Information

- Student name
- Student ID number
- Student home address including city and zip code
- Student residence and work phone numbers
- Academic term of internship (for example, Winter 2006)
- Course Number
- Number of credits registered for in current term
- Internship site name
- Internship site address including city and zip code
- Internship site supervisor name
- Internship site supervisor telephone number

Learning Objectives

Identify the learning objectives that you address in your internship.

Internship Goals

Write a brief list of goals you would like to achieve during your internship. These goals might include, but are not limited to, personal, professional, and educational goals.

- **Example of personal goal:** To increase my skill in resolving conflict, being assertive, and working with a diverse group.
- **Example of professional goal:** To develop an understanding of the responsibilities and working conditions of a mediation board.
- **Example of educational goal:** To apply classroom learning related to alcoholism and treatment methods to real-life experiences in the field and to expand that learning.

Internship Activities

Describe the activities you will engage in during the internship process. Each activity should support achieving the goals you have outlined. Discuss the specific responsibilities of the work you will be doing. Many sites will provide students with a list of responsibilities. Such a list reads very much like a job description and can be used in writing the description of activities for your internship.

- **Activity example:** To increase my skill in resolving conflict, being assertive, and working with a diverse group, I will conduct weekly team debriefings. In these meetings, I will encourage all members to discuss problems openly at the site and I will act as a facilitator for resolution of conflicts in the meetings.
- **Activity example:** To gain an understanding of the responsibilities and working conditions of a mediation board member, I will accompany a board member through one week under normal working conditions and assist them as necessary. I will also write an analysis of the experience at the end of the week and review it with the mediator for their input.
- **Activity example:** To apply classroom learning related to alcoholism and alcohol treatment methods, I will read *Alcoholism Causes and Cures* by Rudy Knowles and write a two-page summary of the key concepts. Additionally, I will seek my site supervisor's input and support in availing myself to new learning related to current treatment methods.

Reading Component

Discuss any written material you will use to aid in your learning experience. This material may include handbooks, training manuals, videotapes, DVDs, or brochures provided by the site supervisor. Typically, a site supervisor will have suggested reading which will give an intern current knowledge related to the experience. Provide a reference list with the contract. The student and site supervisor should anticipate that this component of the contract might change and grow throughout the experience. Any additions to the reading list should be included in a final reference list, which can be included with the internship report.

Research Component

Some internships will include a research component. This component will vary in size and scope for each experience. Typically, the site supervisor will identify a need for research and include it as part of the experience. Research is site specific but might include library research, interviews, consulting with subject matter experts, phone calls, or use of questionnaires. If a research component is part of the internship, it should be approved by the advisor, outlined in this contract, and summarized in the internship report.

Training Component

Discuss any required training that is part of your internship and provided by the site. Comment on time requirements. Are they reasonable for this experience?

- **Example of training requirement:** As part of my internship at the crisis line, I am required to attend training sessions for three weeks prior to working with clients. This time will not only increase my personal knowledge related to crisis handling, but will also become part of my overall internship hours.

Additional Concerns

If you have any additional concerns related to this experience, summarize them at this point. Include how you will address these concerns.

Both student and site supervisor should sign and date the contract and return it to the Internship Coordinator by the end of the second week of the term.

Student Signature and Date

Site Supervisor Signature and Date

STEP FIVE: Documenting Time and Activities

The focus of the internship program at Marylhurst University is a high quality, hands-on process, completed at an appropriate site. What actually happens at the site should be clearly laid out in the contract process between the student and site supervisor. Because an internship is a learning experience, several steps need to be taken to guarantee that it is appropriately documented, is relevant to the student's goals, and is of the highest quality possible. These steps include maintaining a time-and-activity log and scheduling meetings between the student and site supervisor.

Time-and-Activity Log

At the beginning of the internship, the student will be given a set of blank time-and-activity logs, or the log can be printed from this *Handbook*. The log is a simple form that you use to record the amount of time spent in activities related to the experience and a brief accounting of the tasks accomplished. An entry in the activity log should be completed each time the student is at the site. When a log form is filled, hours should be tabulated and the site supervisor should sign the form. Logs will be maintained and turned in at the end of the internship as part of the internship report.

Please refer to the *Internship Forms* section of this *Handbook* for a copy of the time-and-activity log.

Accumulating Hours

Students are expected to complete 30 hours for each credit of an internship. For instance, a three-credit internship equals 90 hours. The key to accumulating hours is to have your site supervisor's approval for how you are using your internship time. This approval is registered when the supervisor signs a time-and-activity log.

The various ways you may accumulate hours are listed below:

- Internship orientation.
- On-site hours.
- Research related to the experience and approved by the site supervisor.
(Research is not part of every internship, but if it is appropriate it might include library research, information-gathering interviews, and writing a research report. A summary of the written report should be included as part of the internship report which is due at the end of the experience.)
- Any training related to the internship.
- Any meetings related to the internship including any time spent with the site supervisor or the Internship Coordinator
- Time spent reading material approved by the site supervisor.
- In some instances, extended travel time may be accumulated toward the hours required for an internship. Accounting for travel time requires prior approval by the Internship Coordinator.

Meeting with the Site Supervisor

Regularly scheduled, face-to-face meetings or performance reviews between the student and site supervisor provide the opportunity to evaluate the success of the intern and the experience. At these meetings, the internship contract can serve as the basis for evaluating the student's progress and making related adjustments in the student's performance. The internship time-and-activity log should also be reviewed and signed by the site supervisor during these meetings.

Meetings will vary in frequency for each internship. It is suggested that students meet with their supervisor once each week.

STEP SIX: The Internship Report

Students are required to write an internship report at the end of their experience. The report summarizes and assesses the value of the experience. The standard length of the report is a minimum of five typewritten, double-spaced pages. Internships on the graduate level will be expected to complete a minimum of ___ pages.

The report should also include the following attachments:

- Internship Contract
- Evaluations: Student Evaluation, Site Supervisor's Evaluation (unless supervisor chooses to mail it directly)
- Timesheets

Please use the following guidelines when preparing the report.

Learning Outcomes:

- Which learning outcomes did your internship address?
- How did you apply theories and concepts of your academic degree to your internship?

Internship Goals:

- Were you able to achieve your internship goals?
- How did the internship experience relate to your personal, professional, and educational goals?

Learning Activities:

- Define the skills and activities that were employed.
- Were the learning activities challenging and meaningful?
- Discuss any new learning and how it might serve you in the future.
- Identify your strengths of experience and skills that you brought to the internship.

Reflection:

- Provide an overall evaluation of the internship, including the wisdom and insights gained.
- What values surfaced in terms of social, cultural, political, economic, and ethical implications?
- What recommendations would you give to improve the internship experience?

Documentation:

- Discuss the merit of your research (if applicable) and how it was utilized.
- Include documentation or attachments that may serve as a sample of your work or project.

Remember that the report is a graded document, and therefore must be correct in spelling, grammar, and punctuation as well as content. The report should reflect your internship experience as well as define the skills and activities that were employed. A well-written internship report can serve as a major marketable element of your post-graduation job search.

STEP SEVEN: Evaluations

At the end of the internship process, each student is required to complete an evaluation of the experience. The student evaluation should accompany the internship report.

The site supervisor is also requested to complete an evaluation of the student and the internship process. The student should give the *Site Supervisor's Evaluation* to the supervisor early in the term. The supervisor may mail the completed evaluation to the Internship Coordinator at the completion of the internship or give the evaluation to the student.

Note that both evaluations will be given to the student during the internship orientation or they may be printed from this *Handbook*.

Please refer to the *Internship Forms* section of this *Handbook* for copies of both evaluations.

SITE SUPERVISOR RESPONSIBILITIES

The site supervisor plays a vital role in the success and quality of an internship. The supervisor should be an experienced professional who has been selected by the site in collaboration with the University to oversee and evaluate the student intern.

We suggest that the site supervisor maintain regular contact with the Internship Coordinator to provide updates and current information about opportunities at their respective agencies.

The following is a general list of supervisor responsibilities. This list may change or grow, depending on the supervisor, the student, and the planned internship.

- Provide current job descriptions of potential intern placements to the Internship Coordinator at Marylhurst University. This description, and any other pertinent information, will aid students in selecting potential sites.
- Schedule a personal interview with potential interns and discuss parameters of the available position. In the meeting, discuss the site's contribution to the intern's learning, how supervision will be provided, and time commitments at the site.
- Inform the student of all relevant personnel policies and procedures.
- Meet with the intern during the first week of the internship and develop the internship contract. See Step Four in this *Handbook* for more information regarding the contract.
- Provide activities that are both challenging and consistent with the goals of the student.
- Provide the intern with any necessary training related to the experience. The training aspect of the program may also include relevant reading material, videotapes, DVDs, or company manuals.
- Schedule regular meetings with the intern. These meetings provide an opportunity to evaluate the progress of the intern and to make appropriate adjustments. The internship time-and-activity log should also be reviewed and signed by the supervisor at these meetings.
- Complete the internship evaluation for supervisors at the end of the term. A blank evaluation will be provided by the intern early in the experience. The completed evaluation should be mailed to the Internship Coordinator at Marylhurst or be given to the student.

INTERNSHIP POLICIES

- Students are required to follow all procedures outlined in the *Internship Handbook*. Any exceptions must have prior approval from the respective Department Chair and the Internship Coordinator.
- Students should complete 30 hours of time applied towards their internship for each registered credit. Three credits equates to 90 hours of internship hours.
- Internship credit may be transferred into a degree plan. However, if credit is at a lower division (100-level or 200-level), the credit may be used in the elective category.
- An internship is taken for a Pass/No Pass (P/NP) grade. The student is responsible for obtaining, completing, and turning in all forms, papers, and evaluations on time to the appropriate office. A No Pass (NP) grade will be posted if all steps in the internship process are not completed.
- If the internship is not completed within one term, the student must submit an *In-Progress Form* to the Internship Coordinator prior to the last week of classes in the term. The internship must be completed within one year.
- Students who elect to spread their internship credit over two or more terms will complete evaluations and the internship report at the end of the final term of their internship.
- Students may elect to complete two internships. For instance, three credits of an internship may be completed at one site and an additional two credits could be completed at another site. If an internship is split between two sites, students will complete two contracts and logs.
- Students writing for credit through the Prior Learning Assessment program may have their internship requirement waived if they write for upper-division credit within their major, and if they obtain the approval of their advisor.

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STUDENT EVALUATION OF INTERNSHIP AND SITE

Student Name _____

Internship Site _____

Student comments on quality of internship experience:

Please rate the quality of your internship. Using the scale provided, please mark how strongly you agree or disagree with each statement. If a component does not apply, please mark NA.

	Strongly Agree	Agree	Unsure	Disagree	NA
This internship provided frequent opportunities for new learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This internship was relevant to my degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This internship was a challenging experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received quality training at my internship site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throughout the internship, assistance was available when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This site worked well with interns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working conditions at my internship site were good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time was used in meaningful ways at this site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this site to other interns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This was an excellent internship site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I experienced personal growth through this internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I experienced professional growth through this internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was very please with my internship experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature _____ Date _____

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SITE SUPERVISOR EVALUATION OF INTERN.

Name of Intern _____

Supervisor's Name _____

Title/Position _____

Organization Name _____

Address _____

Telephone _____

Supervisor's comments on quality of internship experience.

Please rate the intern in each of the areas listed below. Using the scale provided, circle the appropriate number with 5 being highest quality and 1 being lowest quality. If a component does not apply, circle NA.

	Strongly Agree	Agree	Unsure	Disagree	NA
The intern was dependable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern was able to work well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern was able to work well independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern provided quality feedback to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern has a professional attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern has quality decision-making skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern has quality problem-solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern displayed good communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intern displayed good organizational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work was completed in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work completed was of a high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This was a successful internship experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature _____ Date _____

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INTERNSHIP CONTRACT SAMPLE

Name: Jane Doe
Student ID#: 125765
Address: 1220 SW Tollhouse Avenue, Portland, OR 97211
Phone: h) 503-246-0000 (w) 503-685-0000
Academic Term: Spring-Fall, 2002
Dept Course Number: CM 494
Number of Credits: 4 (2 Spring, 2 Summer)
Internship Site: Mentor Graphics Corporation
Site Address: 8005 SW Boeckman Rd, Wilsonville, OR 97070
Site Supervisor: John Doe, Compensation/Benefits Manager
Site Supervisor Phone: 503.685.0000 johndoe@mentorgraphics.com

Learning Objectives:

1. Formulate ideas and express them with clarity and accuracy in both oral and written communication.
2. Demonstrate effective communication skills in group and interpersonal setting.
3. Accomplish a practical professional task in a specific communication setting.

Personal Goal: To increase and develop my skills in influencing and resolving conflict.

Professional Goal: To apply my current strengths and knowledge while developing new skills and increasing my knowledge of communication and business management. Specifically, an opportunity to, redesign and implement the salary planning and performance evaluation processes for the Human Resources Department and world-wide managers of Mentor Graphics Corporation.

Educational Goal: Apply classroom learning related to small group communication, organizational communication, intercultural communication and interpersonal communication.

Internship Activities:

1. Conducting focus groups to gather their feedback on the "current state" and needs assessment of the salary planning and performance evaluation processes.
2. Preparing and presenting a project proposal for Senior Management approval.
3. Researching, evaluating, selecting, negotiating and implementing, with a small team, a Web-based salary planning and performance evaluation feedback tool.
4. Redesigning and implementing, with a small team, the Focal process.
5. Developing training materials for new processes and tool.
6. Delivering training to managers of the new processes and tool.

Reading Component: Read various trade magazines and Web sites to aid in the selection of salary planning and performance evaluation feedback tools.

Research Component: Research and evaluate by reading, demonstrations, and feedback from other organizations Web-based salary planning and performance evaluation feedback.

Training Component: Develop training materials and conduct training sessions on the new processes.

Additional Concerns: All components of the internship may not be completed within the 120 hours. The project may exceed the hours or continue beyond the internship credits.

Student signature and date

Site supervisor signature and date

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INTERNSHIP TIME AND ACTIVITY LOG

TIME	ACTIVITY
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____
Date: _____ From: _____ To: _____	_____ _____ _____

Intern Name

Signature Date

Site Supervisor Name

Signature Date

Site _____

INSTRUCTIONS FOR TIME SHEETS:

1. A contract signed by both intern and site supervisor must be on file at Marylhurst University for this to be a valid internship. The internship has not formally begun until the contract is complete.
2. Interns should track their time and activities using this (or a similar) time sheet. The time sheet may cover a week, a month, or a quarter – whatever is appropriate to this internship. It is acceptable for the student to use a different form as long as all pertinent information is included.
3. Activities that are mentioned on the time sheet should be consistent with the goals and expectations outlined in the internship contract. If substantial changes occur in the nature of the internship, the contract should be renegotiated and an updated contract submitted to the internship coordinator.
4. The time sheet should be reviewed and signed by the site supervisor during regular meetings (weekly or monthly depending upon the duration of the internship). Supervisors need not be personally observing the intern at all times, but should make sure hours are consistent with the activities reported as well as with the goals and expectations outlined in the internship contract.
5. Once the internship is complete, all time sheets must be handed in along with the internship report, the site supervisor's evaluation, and the intern's evaluation. To receive a grade in a particular term, all materials must be handed in by the last day of that quarter.

PERTINENT INTERNSHIP INFORMATION:

Please consult the *Internship Handbook* for further information.

- An intern should complete thirty hours on site for each credit of internship.
(So a 3-credit internship requires 90 hours on site.) It is the responsibility of the intern and the site supervisor to agree upon the schedule of completing those hours.
- If difficulties arise in the internship, it is the first responsibility of the intern and site supervisor to attempt to work things out. However, the Internship Coordinator is a resource for both supervisor and intern to call upon.
- Internships are graded on a Pass/No Pass basis after the internship report, supervisor's evaluation, intern's evaluation, and the time sheets are submitted.
- If an internship is not completed within one term, an IP (in progress) grade may be requested. In most cases, an in progress can only be issued if a contract is on file.
- A no-pass grade may be posted if all steps in the internship process are not completed.
- The intern is responsible for obtaining, completing, and turning in all forms, papers, and evaluations on time and to the appropriate office at Marylhurst.