



MILLIKIN

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2017 – 2018 Millikin University Internship Handbook

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Definitions and Roles of Students, Faculty, and Site Representatives

1. **Intern:** A Millikin student who is preparing for professional success and is the primary beneficiary of the experience. The intern is responsible for meeting the learning goals of the internship and performing within the agreed upon parameters.
2. **Internship:** An experience in which a currently registered Millikin student engages in a professional environment. The internship experience may happen on Millikin's campus or outside the university's physical boundaries. Traditionally, 1 credit is awarded after a minimum 40 hours of time spent at the internship experience. It is recommended that for each credit earned, there is a learning goal associated. At least one learning goal will be met for each internship. Individual departments will determine whether these experiences should receive a letter grade or be offered pass/fail. Learning goals may be repeated for mastery in subsequent internships. The goal of an internship is to integrate classroom learning with practical skill development for success in a professional setting.
2. **Site Organization/Site Representative:** The professional environment/a member of the professional environment responsible for overseeing the daily activities of the internship, providing feedback to both intern and supervising faculty, and offering opportunities for valuable professional experience outside the traditional classroom. The site is responsible for adherence to the Department of Labor (DOL) standards. The site representative must understand that student learning is the primary goal of the internship and as such there will not be immediate benefit for the organization. The site representative accepts responsibility as a partner in the learning process.
3. **Supervising Faculty/Coordinator:** A member of Millikin's faculty is responsible for coordination between the site and intern, establishing learning goals associated with the experiences, providing professional guidance to intern, partnering with site supervisor to provide constructive feedback and learning opportunities, and is ultimately responsible for assigning a grade for the experience.

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Validity Test for Supervising Faculty/Coordinator on Internships

- I. The following criteria need to be considered during the establishment of an internship experience to ensure the overall benefit of the intern, the organization, and Millikin University.
 1. The internship provides training similar to that provided in an educational situation.
 2. The internship is tied to an academic program or academic certificate program.
 3. The internship will accommodate the intern's academic commitments and/or correspond to an academic calendar. The training and the academic commitment are one in the same.
 4. The duration of the internship is limited to a period with defined start and completion dates during which the internship provides beneficial learning.
 5. The intern's work must complement rather than replace the work of paid employees while providing significant benefit to the intern.
 6. The intern and site supervisor clearly communicate expectations of payment for services prior to the start of the internship. Compensation for intern services is provided at the discretion of the intern site aligned with best practices for the discipline and/or in adherence to state and federal minimum wages.
 7. An employer cannot promise an intern a paid position at the completion of the internship.
 8. The internship shall not violate any state or federal law.

- II. The National Association of Colleges and Employers' guidelines for an experience to be considered an internship are the following:
 1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
 2. The skills or knowledge learned must be transferrable to other employment settings.
 3. The experience has a defined beginning and end, and a job description with desired qualifications.
 4. There are clearly defined learning objective/goals related to the professional goals of the student's academic coursework.
 5. There is supervision by a professional with expertise and education and/or professional background in the field of experience.

6. There is routine feedback, equipment, and facilities provided by the host employer that support learning objectives/goals.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

III. The U.S. Department of Labor has established the following six criteria when making the determination on whether the internship meets the exclusion criteria for unpaid compensation:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment.
2. The internship experience is for the benefit of the intern.
3. The intern does not displace regular employees, but works under close supervision of existing staff.
4. The employer that provides the training derives no immediate advantage from the activities of the intern.
5. The intern is not necessarily entitled to a job at the conclusion of the internship.
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

Millikin University
Employer Internship Information and Recommendations

1. Internships fill a vital role in assisting the students in connecting theory to practice and doing, learning and becoming.
Insert [] role at site/organization here:
2. Students must complete a minimum of work related to the learning goals to receive 1 internship credit. Students are expected to communicate with their placement site regarding plans to fulfill the required clock hours.
3. Internships must be related to the student's major or minor program, and must provide a viable educational experience to meet the intern's professional goals. This means there must be a significant educational component over and above what would be required for a routine part time job.
4. Please note in accordance with the Department of Labor laws and policy that internships are not to be offered in lieu of normal "paid" positions and the student intern should be under a professional's supervision at all times.
5. Provide Title IX Sexual Misconduct Awareness training to all internship supervisors.
6. Internships must not begin until all paperwork is filed and approval is granted by the faculty supervisor, chair/director and dean.
7. When appropriate, the student must schedule an interview with the proposed placement site supervisor to obtain signature of approval on the Internship Learning Agreement.
8. Individual learning contracts contain the contact information of both the student and employer.
9. Employers are encouraged, but not required, to create an "internship description."
10. The skills or knowledge learned must be transferrable to other employment settings.
11. The experience has a defined beginning and end, and a job description with desired qualifications
12. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
13. Upon agreement to offer the internship to the student, the student's individual learning objectives are shared in writing, revised as needed, signed off on and filed with the registrar. Note learning objectives may be pre-established in some majors.
14. Site supervisors are asked to involve the student in learning through hands-on experience.
15. Site supervisors are asked to introduce the student to the organization, layout, employees, policies/procedures, safety information, etc. and inform the student of rules and expectations to be followed.
16. There is supervision by a professional with expertise and education and/or professional background in the field of experience.
17. Site supervisors are asked to appoint someone to act as a supervisor/mentor/preceptor during the

internship experience.

18. There is routine feedback, equipment, and facilities provided by the host employer that support learning objectives/goals.
19. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.
20. Faculty supervisors will contact the site supervisor, at a minimum before the beginning of the internship, at midterm/midpoint, and upon the scheduled completion date of the internship.
21. Internships are graded based on the supervisor/mentor/preceptor's assessment of the student's performance in the internship, achievement of learning outcomes and the student's routine documentation and reflection of progress toward achieving the learning objectives. The final grade is determined by the faculty supervisor.
22. Internship Assessment Forms are submitted to all site supervisors and should be completed within 10 days of the completion of the internship.

Millikin University
Student Responsibilities

1. Students must complete a minimum of work related to the learning goals to receive 1 internship credit. Students are expected to communicate with their placement site regarding plans to fulfill the required clock hours.
2. Employers are contacted when a student expresses interest in a particular area of the field and the appropriateness and logistics of the internship are determined to be feasible.
3. Students are asked to investigate personal interests and complete an individualized learning plan with learning outcomes to discuss with their academic advisor and ultimately with the potential performance learning partner. Note: some internships are very structured to match coursework while others must be strictly observational. Regardless, all are unique to the student's personal and career goals.
4. When appropriate, the student must schedule an interview with the proposed placement site supervisor to obtain signature of approval on the Internship Learning Agreement.
5. Upon agreement to offer the internship to the student, the student's individual learning objectives are shared in writing and revised as needed with the prospective employer. Note learning objectives may be pre-established in some majors. Upon confirmation and signatory response of the individual student learning contract with all parties (student, faculty supervisor, department/chair/director and site supervisor) the student's individual learning contract is filed with the registrar.
6. Student Interns are expected to demonstrate professionalism at all times including punctuality, reliability, attitude, engagement/active learning, preparedness and effective communication. Any concerns related to professionalism or the internship in general should be directed to the faculty supervisor. Lack of professionalism including tardiness or absenteeism can result in termination of the internship.
7. Complete Title IX Sexual Misconduct Awareness training.
8. While Millikin University holds no specific responsibility for transporting students to and from internship assignments, students, supervising faculty, and internship site coordinators need to think through logistical issues of transportation to off campus internship locations. For the safety of our students, if issues of transportation cannot be resolved appropriately, alternate internship opportunities for which these issues do not exist need to be explored.

Millikin University

[Letterhead]

[Date]

[Partner name/address]

Dear [insert name of internship partner],

Thank you for partnering with Millikin University to provide an internship experience. Millikin University considers internships to be exceptional *performance learning* opportunities for our students. Millikin takes extreme pride in being a national leader in *performance learning*, and we appreciate your willingness to consider providing such an experience for our students.

Since Millikin's founding more than 110 years ago, Millikin has operated under the philosophy of providing an education that combines theory with practice. While this was an innovative idea at the time, we know today that practice is not enough. Today's students must demonstrate their knowledge in order to be truly prepared for a successful career after college. Through immersive experiences such as internships, students find new ways to live out their learning and reap the rewards of their hard work. This is truly *performance learning* in action!

Millikin envisions internships as “an experience in which a currently registered Millikin student engages in a professional environment outside of the traditional classroom. The goal of an internship is to integrate classroom learning with practical skill development for success in a professional setting.”

We have enclosed some guidelines to both inform and guide you in successfully administering internships for our students.

Please feel free to contact your student's faculty/coordinator if you have any questions or concerns before, during or after a student begins or completes an internship.

Sincerely,

Signature/title/contact information

Millikin University
Internship Learning Agreement

Millikin University Department of _____ and _____,
Department Internship Entity

Address of Agency (street, city, zip, state and phone)

_____ agrees to provide an internship opportunity for:
Internship Site Supervisor

Intern Name

Internship Start Date: _____ Internship End Date: _____

Credit Hours: _____ Term: Fall _____ Winter _____ Spring _____ Summer _____

Course Number: _____ CRN: _____

Internship is: Paid _____ Unpaid _____

Please attach the following to this document: Internship Description, Learning Goals, and Learning Objectives.

I have read and agree to the information in the enclosed document and the internship site handbook.

Signed: _____ Date: _____
Intern

Date: _____
Internship Site Representative

Date: _____
Millikin Supervising Faculty

Date: _____
Financial Aid Representative

Date: _____
Dean

Millikin University
Faculty-Student Internship Progress Evaluation

Progress/Status: Date: _____

Strengths:

Areas for Improvement:

Progress/Status: Date: _____

Strengths:

Areas for Improvement:

Progress/Status: Date: _____

Strengths:

Areas for Improvement:



Intern Competencies Final Evaluation

Intern: _____ Internship Site: _____

Evaluator, please mark an X in the boxes below that best fits your impression of the intern's performance:

| Career Readiness Competencies | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Unable to Assess: N/A |
|---|------------------------|---------------|--------------|------------|---------------------|--------------------------|
| Critical Thinking/Problem Solving: | | | | | | |
| The intern demonstrated effective critical thinking/problem solving skills. | | | | | | |
| Oral/Written Communications: | | | | | | |
| The intern demonstrated strong <i>oral</i> communication (professional, effective and clear) skills. | | | | | | |
| The intern demonstrated strong <i>written</i> communication (professional, effective and clear) skills. | | | | | | |
| Teamwork/Collaboration: | | | | | | |
| The intern effectively collaborated with colleagues. | | | | | | |
| The intern displayed a strong ability to work in teams. | | | | | | |
| The intern managed conflict in a constructive manner. | | | | | | |
| Digital Technology: | | | | | | |
| The intern used appropriate technology to accomplish tasks. | | | | | | |
| Leadership: | | | | | | |
| The intern displayed leadership qualities in the workplace. | | | | | | |
| Professionalism/Work Ethic: | | | | | | |
| The intern exhibited professionalism in the workplace. | | | | | | |
| The intern's work ethic was strong. | | | | | | |
| The intern showed a strong ability to adapt to change/demonstrated flexibility. | | | | | | |
| The intern was punctual and dependable in attendance. | | | | | | |
| The intern dressed appropriately for the workplace. | | | | | | |

| Career Readiness Competencies | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Unable to Assess: N/A |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|------------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Career Management: | | | | | | |
| The intern identified and articulated their skills, knowledge, and experiences relevant to the desired position and career goals. | | | | | | |
| The intern can identify areas for professional growth. | | | | | | |
| The intern is able to explore job options and take steps necessary to pursue opportunities. | | | | | | |
| The intern understands how to self-advocate for opportunities in the workplace | | | | | | |
| Global/Intercultural Fluency: | | | | | | |
| The intern demonstrated openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individual differences. | | | | | | |
| Overall: | | | | | | |
| Based on my experience with the intern, if a position were available, I would hire this intern. | | | | | | |

Additional Comments:

Signature: _____

Evaluator

Millikin University
Preceptor and Internship Site Evaluation

Students: Please complete this evaluation upon the completion of your internship and return to your faculty supervisor.

Date: _____

Facility/Organization: _____

Site Supervisor: _____

Choose the response that best describes your perception from the list below:

1. The administrative procedures/departmental policies were reviewed or made available
Strongly Disagree Disagree Neutral Agree Strongly Agree
2. The departmental/organizational chain of command was reviewed or made available
Strongly Disagree Disagree Neutral Agree Strongly Agree
3. Daily/weekly scheduled activities were shared throughout my internship experience
Strongly Disagree Disagree Neutral Agree Strongly Agree
4. Staff Introductions were made early in my internship experience
Strongly Disagree Disagree Neutral Agree Strongly Agree
5. The physical layout of facility was discussed, reviewed or shared
Strongly Disagree Disagree Neutral Agree Strongly Agree

Please indicate your perception of the effectiveness of the preceptor/site supervisor from the list below:

- 4 = Frequently 3 = Sometimes
2 = Seldom 1 = Never

1. How often did your preceptor/site supervisor observe you during your work?

4 3 2 1

2. How often did you have an opportunity for communication/discussion with your preceptor/site supervisor?

4 3 2 1

3. How often did you and your preceptor/site supervisor discuss the specific skills you were attempting to master?

4

3

2

1

4. How often did you receive informal feedback from your preceptor/site supervisor?

4

3

2

1

5. In your opinion, were the evaluations of your performance based on objective information?

4

3

2

1

Answer the following:

1. What did you feel were the strengths of your academic preparation for your site experience?
2. What did you feel were the weaknesses of your academic preparation for your site experience?
3. Please describe any experience you were exposed to that was not included in your academic preparation.
4. Describe any changes in the site experience that may be beneficial for future students.