Building a bridge to your future

Chapman University Internship Program

Faculty Handbook
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Got Interns?
The Chapman University Internship Program provides students with opportunities to earn academic credit by working at a work site related to their major. These work-learn experiences require regular contact with a faculty internship advisor and a specific number of hours of work for each academic credit earned.

The Internship Program is based in the Career Development Center which is responsible for program operations and management via the center’s Internship Coordinator. Faculty internship advisors supervise the academic component of internships and evaluate the students’ internship experiences.

**Characteristics of an internship include:**

- Time period: one month to two years, typically 3-6 months
- Generally at one employer site at a time
- Usually part-time; may be paid or unpaid
- Distinguished from a short-term job or volunteer work by the intentional “learning agenda” which is structured into the experience
- Learning activities common to most internships include learning objectives, observation, reflection, evaluation and assessment
- Promotion of academic, career, and personal development

**Benefits of Internship Programs**

Over the last forty years, much has been written regarding the benefit and value of internship programs for students, employers, and colleges and universities:

**Benefits to Students**

1. Students often gain new perspective because students are able to see the application and relevance of what they are learning.
2. Students gain a head start in their career fields and sometimes secure full-time employment with their internship site upon graduation.
3. As a result of participation, students may earn money to support their college expenses.
4. Students gain real-world experience, often learning about the latest technology and equipment used in the workplace.
5. Students learn job-seeking and job-holding skills, and, as a result, gain maturity, professionalism, and confidence.
6. Students have opportunities to sample their chosen career fields early in their studies.

7. For many students, the internship experience contributes to a greater sense of responsibility for their own efforts and greater dependence on their own judgment.

8. As a result of the internships experience, students have the opportunity to develop social relationships and skills.

9. The coordination of work and study tends to increase student motivation and, in some cases, may result in improved academic performance.

**Benefits to Employers**

1. Internship programs provide a source of well-trained, quality students who are available for career employment upon graduation.

2. Employers tend to hire graduates of internship programs because these graduates are typically more serious and mature in their approach to work and life.

3. Employers who hire internship students indicate that these students usually provide better employee performance, evidenced by higher performance ratings and lower absenteeism and tardiness.

4. Employers typically view internship students as having a more mature attitude toward work with a greater likelihood of moving up the career ladder more rapidly.

5. Employers benefit from the continuous exchange of theory and practice.

6. By being involved in internship programs, employers develop positive college and university relations, and, thus, become a contributor to the educational process.

**Benefits to Universities and the Community**

1. Internship experiences result in the improved placement of students in career positions upon graduation.

2. The employment community can provide training on technical and highly specialized equipment, thus enabling the educational institution to expend its funds on other needs.

3. Internship positions can provide a source of financial aid for students who might not qualify for other financial aid programs (e.g. international students).

4. Involvement in internship programs provides opportunities for enhanced relationships with the community.

5. Student retention often improves because of increased relevance of the education.
7. The faculty benefit by having students in their classes who have had practical experience in their fields.

8. Internship programs can help colleges and universities attract corporate support.

Adapted from http://SNEEZY.USU.EDU/~cygnus/project/benefit.html
Chapman University
An Internship Model

Faculty/Advisor

The Academic Component
- Defining the service-learning framework
- Teaching, advising, establishing criteria and standards
  - Evaluating student experience
  - Assisting students in locating internship sites

Career Development Center

The Logistic/Administrative Component
- Coaching and support for students
- Coordinating academic credit and faculty compensations
- Assisting students in locating internship sites

Student

The Integrative Component
- Performing work responsibilities; meeting commitments to self, employer, and advisor
- Observing, analyzing and assessing of theory in the experiential environment

The Field Work Site

The Interactive Component
- Providing supervision and working/learning opportunities
- Evaluating student performance at work site
Nuts & Bolts of the Program
Nuts and Bolts of the Program

At Chapman University, an internship is a structured and carefully monitored workplace learning experience for which a student can earn academic credit. The student, in conjunction with a faculty advisor, develops intentional learning goals and reflects on what he/she is learning throughout the experience. At Chapman, only students registered for credit through the Career Development Center and engaged in work/learn experiences are considered interns.

If a student works at an agency/organization/company without enrolling for credit, he/she is considered a part-time employee or volunteer, not an intern.

Who is an Intern at Chapman?

To protect the program’s integrity, all internship opportunities developed by the Career Development Center, Chapman faculty, and/or the academic departments must be academic credit opportunities. At Chapman University, an internship is defined as a work/learn opportunity with faculty supervision that earns academic credit.

It is not the University’s intent to discourage students from forming professional contacts and building their resumes, but only students who are actually enrolled in a current section of 290/490/690, 491/691, or 492/692 may call themselves “interns.”

Guidelines for Internships:

- Students may complete up to 12 units of internship credit to apply to a bachelor degree. Students may enroll for three credits per semester and per employer, and no more than two terms or six total credits from the same employer.

- If a student wishes to continue for a second term with the same employer, she/he, the faculty internship advisor, and the employer must develop new and/or enhanced learning objectives and plans of study.

- Students must enroll for credit and involve themselves with the field experience during the same semester. No retroactive credit will be granted.

- A student may begin counting internship field hours at the beginning of the semester in which he/she wants to receive credit and must complete all hours by the last day of that same semester.

- Students must follow these guidelines while completing their field hours:
  - Complete the necessary paperwork in the Career Development Center
  - Select and gain approval from a faculty internship advisor
  - Receive faculty supervision during the time period that the field hours are performed
  - Complete academic assignments per the requirements of the faculty internship advisor
  - Conduct one meeting with the faculty internship advisor for each credit earned
Faculty receive compensation for internship supervision only after the student completes all paperwork and field hours, and the faculty member files a grade report with the Registrar.

- Not all jobs qualify for internship credit. The internship must be at a work site that offers a real opportunity for the student to learn, grow, and advance in his/her field. Whether or not a position is acceptable as an internship is at the discretion of the faculty internship advisor with advisement from the Internship Coordinator. **Students should not receive academic credit for their regular employment.**

**Recommendation:** The University's goal is to help all students secure internship or equivalent experiences. Therefore, schools and departments are encouraged to include internship courses in program curriculum.

## Types of Internships

Chapman University provides two different types of internship opportunities for its undergraduate students. Depending on the department requirements, an internship may be required or can be taken as an elective class.

### The Independent Internship (290/490/690)

- A minimum of 40 field hours per credit (exclusive of written assignments)
- Offered on a pass/no pass grade basis
- Internship opportunities may be developed by the student in conjunction with the Career Development Center and/or the faculty internship advisor
- 1-3 credits, offered each term
- Depending upon the academic department, may be called Independent Practicum or Independent Fieldwork

Before the semester begins, the student meets with the faculty internship advisor to complete the Internship Learning Agreement Form and develop a proposed plan of study. This plan will include academic assignments (reading, journal, papers, projects, etc.), periodic meetings with the faculty internship advisor, and work assignments at the internship site.
The Seminar Internship (492/692)

- A minimum of 40 hours in the field per unit of credit (does not include meetings with the seminar or faculty advisor)
- Offered on a pass/no pass or a letter grade basis (depending on the department)
- Internship opportunities may be developed by the student in conjunction with the Career Development Center and/or faculty internship advisor
- 1–3 credits, offered each term
- Depending on the academic department, may be called Seminar Practicum or Seminar Fieldwork

The seminar internship class, an upper division or “capstone” class that will further prepare the student for professional employment in his/her field, provides a more structured academic environment for students. In addition to working at the internship site, students meet as a group with their faculty internship advisor for weekly seminars. Topics may include industry trends, related readings, papers, and journal assignments (see sample syllabus on pages 58-60).

The Career Development Center serves as a resource to faculty internship advisors who wish to include workshops on career planning, resume writing, interview techniques, and career assessment in their seminars. Additionally, alumni and other professionals working in the field may be guest speakers in the seminar programs.

Petitioning to Add/Drop Internship Credit

Usually, when students petition for internship credit, it is because they have found an internship site after the registration deadline or need to drop the internship credit for some reason. Students who need to petition for any reason should contact the Internship Coordinator immediately, complete a petition form, and obtain the signatures of both the faculty internship advisor and the Internship Coordinator. The Internship Coordinator works with the Registrar’s Office to process the petition and notifies the student of the final support/denial of the petition request.
There’s Always an Exception...

(Special Internship Programs)
Distant internships are defined as experiences that take place away from the home campus, at some distance from the local area. Frequently, these are out of state or abroad. The student, faculty member, and CDC internship coordinator must complete and file the Internship Learning Agreement Form, the Internship Enrollment Form, and the Internship Responsibilities Form prior to departure for the internship.

In some cases, the faculty internship advisor may not directly supervise the field experience but will perform other significant activities that will qualify the advisor for faculty compensation per the internship guidelines. One such program is the Washington Semester Program, coordinated by Dr. Fred Smoller in the Department of Political Science in conjunction with State University of New York. This program is an example of the activities performed by other faculty coordinators of similar distant programs.

These activities include:

- student recruiting
- program marketing
- program administration
- collaboration with the sponsoring institution and field supervisors
- internship site development and student placement
- student preparation

**Recommendation:** An internship program of this kind should include a budget for printing and marketing, periodic travel, methods for evaluating residential arrangements and internship program sites. The Washington Semester Program concept may be expanded to include state and local government internship opportunities. If departments are interested in developing a distant internship program, please contact the Internship Coordinator in the Career Development Center.

**Movement and Music**

This unique opportunity, funded through a Federal grant program, requires the completion of Student Employment paperwork in addition to the three internship forms. The intern receives compensation through Chapman University and receives credit through the Liberal Studies Department. Students intern on site at local elementary and middle schools.

**Riverside County Sheriff’s Department Student Internship Program**

The Riverside County Sheriff’s Department is committed to working with local colleges and universities to offer students a chance to gain experience by participating in a variety of special programs and projects.
related to the fields of criminal justice, business administration, marketing and accounting. Two classifications of internships are offered.

- The **Professional Student Intern** must be a junior or senior and is eligible for a salary ranging between $8.84–$10.95/hour.
- The **Student Aide II** intern must be college level and is eligible for an approximate salary of $7.07/hour.

Internships require a minimum six-month to a maximum one-year commitment. Previous projects have been available in the following divisions:

- Accounting and Finance
- Patrol Operations
- Ben Clark Training Center
- Personnel Bureau
- Crime Analysis Unit
- Coroner’s Bureau

For more information, please contact Eileen Lozanno at (909) 955–2920 or visit the CDC in AF 303.

### AmeriCorps National Service Programs

AmeriCorps is a government-funded community service program designed to help communities meet their specific needs by recruiting and training individuals who are willing to devote one to two years serving in selected community projects. Service programs strengthen communities, encourage responsibility, expand opportunities for education, provide job experience and increase life skills.

Bilingual applicants are always preferred, but are required for the HABLA program. All applicants must also undergo a routine background check.

Benefits include a living allowance stipend, medical insurance for the individual, current student loan deferment, and travel reimbursement. Education benefits at the end of service include $4,750 that can be used toward continued education and/or student school loan repayment.

For more information, please contact Lane Macy, AmeriCorps Program Local Coordinator, at (714) 480–6422 or lmacy@connectoc.net OR visit the CDC in AF 303.

### Central Intelligence Agency (CIA) Programs

U.S. citizens who have maintained a 3.0 GPA are eligible for a variety of programs if they are willing to relocate to Washington, D.C., for 3-6 months at a time, and undergo background checks and psychological testing. Assignments are located in a variety of divisions including Human Resources, Global Support, Finance, and Science and Technology.
1. Student Trainee
   The student trainees, generally sophomores in college, will receive Federal benefits, and a salary ranging from $14.17–$17.55 per hour if they commit to three alternating tours (e.g. summer and fall of the first year, and summer of the second year).

2. Intern
   Interns, generally of sophomore standing in college, must commit to two tours and will receive a salary ranging from $14.17–$17.55 per hour.

3. Graduate Studies
   First or second year graduates will receive $17.55–$25.00 per hour based on their major. They are eligible for tuition assistance up to $5,000 if they are successful in completing their graduate internship and earn a full-time staff appointment.

4. Undergraduate Scholarship Program
   This program usually targets high school seniors or college sophomores who, if chosen, are eligible for up to $15,000 per year for schooling as well as Federal benefits. In return, the recipients are asked to commit to payback in the form of service. This competitive program is based on financial need.

5. Minority Programs
   A variety of minority programs are also offered to fulfill diversity goals of the CIA.

For more information, contact the CDC at (714) 997–6942 or visit the CIA website www.cia.gov.
The “Who” and the “What”
Much of the success or failure of an internship experience depends on planning — by both the student and the faculty internship advisor. It is helpful to remember that student interns represent Chapman University to employer sites. The following are things to consider when approached by a student inquiring about internships:

**Planning Checklist**

- Is this student a good candidate for an internship now? Consider such things as maturity and course load.
- Is this student academically prepared within the discipline for an internship experience?
- Can I or my colleagues vouch for this student’s ability and motivation? This question entails the more difficult process of judging whether the student has the work ethic and the intellectual skills to enjoy success in the internship position.
- Is this student over-prepared for an internship? For example, should I advise this student to seek a career position instead of an internship?
- What kind of employment site is appropriate for this student? Consider location, industry, and reputation.
- What specific goals, activities, resources, and assessment are appropriate for this host employer?

**Faculty Responsibilities and Expectations**

Faculty are responsible for the following:

- Assisting with identifying appropriate internship sites. The Career Development Center may also be a resource for locating internship sites.
- Assisting the student in completing internship paperwork, defining the learning objectives, assigning appropriate academic components, and determining evaluation methods. It is recommended that, in addition to other evaluation methods, “oral reports” always be given at the final student/faculty advisor meeting. **However**, oral reports should not constitute the sole form of academic evaluation. It is appropriate to encourage students to keep daily logs, write term papers, and/or develop portfolios.
- Meeting with the student and contacting the internship employer at least once during the first 6 weeks of the semester.
- Verifying student enrollment, evaluating student performance, reviewing the employer evaluation (see sample page 55), determining if credit should be granted, and submitting a grade to the Registrar.
**Employer Responsibilities and Expectations**

Participating employers are responsible for the following:

- Developing a detailed position description for the internship in alignment with the student’s learning objectives listed on the *Internship Learning Agreement Form (ILAF)*.

- Assigning a site supervisor to supervise and mentor the student during the internship.

- Assisting the student with completing Section C (Employer Information) of the ILAF and signing the form.

- Informing internal managers/supervisors of the objectives of the internship program.

- Providing an orientation for the student to the work site and clarifying intern rules and expectations. The intern should be made aware of the corporate philosophy and operational procedures.

- Conducting progress meetings with the intern.

- Encouraging phone, email or other written correspondence, and site visits from the student’s faculty internship advisor.

- Completing and returning the Evaluation of Student Intern Performance form by the established deadline at the end of the semester (see sample page 55).

- Reviewing the evaluation with the intern.

**Student Intern Responsibilities and Expectations**

Student interns are responsible for the following:

- Visiting the Career Development Center (CDC) to obtain the necessary paperwork, learning the registration procedures, securing an internship site, and meeting individually with the Internship Coordinator on issues concerning resume writing, job search, and interview preparation.

- Finding an internship position through the Career Development Center, on the CDC website, through faculty, or by contacting a company directly and asking about internship opportunities.

- Applying for the position and selecting a faculty internship advisor. This advisor can be different from regular academic advisors, but must be in the department from which the student is requesting credit.

- Completing the necessary forms, (Internship Enrollment Form, Internship Learning Agreement Form, and Internship Responsibilities Form) before the deadlines, which are listed in the course catalog, on the CDC website, and on the enrollment form itself. The forms are available in the CDC, Argyros Forum 303.
• Complying with rules and regulations of the employer, reporting for work on time, completing assignments competently and accurately, and maintaining a professional attitude and appearance. Student interns are representatives of Chapman University and should conduct themselves as such.

• Meeting with the faculty internship advisor at least three times during the semester to provide progress reports and complete all academic assignments on time. Attending class meetings and completing all course requirements for seminar internships.

• Ensuring the employer returns the Evaluation of Student Intern Performance to the Career Development Center by the posted deadline. A copy of this evaluation is forwarded to the faculty internship advisor, who will use this in determining whether or not academic credit should be granted. Students do not receive a grade until the evaluation is received (see sample page 55).

• Notifying the faculty advisor AND the Career Development Center of any unavoidable absences, if there is a change in job status, or if the student experiences any difficulties with the internship site or employer.

Registration Criteria

Students may earn a maximum of 3 credits per semester per employment site, and a maximum total of 6 credits per semester. A maximum of 12 credits of internship can be applied to the Chapman undergraduate degree. Some graduate programs have internship requirements, but most graduate internships are completed as elective course. Credit is awarded only for the term in which the work is performed, so students must complete the work during the semester for which they are enrolled.

Hours on the job per credit:
- Internship: 40 hours = 1 credit
- 60 hours = 1.5 credits
- 80 hours = 2 credits
- 100 hours = 2.5 credits
- 120 hours = 3 credits

Problems Finding or Developing the Internship

Students experiencing difficulty in finding an internship site, establishing an agreement with an internship employer, or getting forms signed should immediately inform the Internship Coordinator in the Career Development Center and their faculty internship advisor. If students take the initiative early on, the CDC will often be able to help.
Students

- Find an internship
- Find a faculty advisor
- Represent Chapman at internship site
- Ensure return of Performance Evaluation for Employers

Faculty

- Assign academic components
- Verify enrollment
- Review Student Performance Evaluation
- Assign a grade
- Send in Compensation Form

Employer

- Coordinate appropriate projects which encourage student development
- Hold progress meetings regularly with the student

Paperwork

- Identify internship site
- Hold a minimum 3 meetings/semester for 3 credit internship
- Meet on site to discuss student performance
- Complete a Student Performance Evaluation

Provide a position description that correlates to the learning objectives
- Provide a site supervisor/mentor to the student intern
- Educate work site staff about Chapman's internship requirements
- Provide an orientation to the student
Dotting the “I”s and Crossing the “T”s
Dotting the “I”s and Crossing the “T”s

There are three forms students need to complete in order to receive credit for their internship:

The **Internship Enrollment Form** (IEF) registers the student for the course. Required information includes the student’s name, address, and phone number, the name of the faculty internship advisor, and signatures. The CDC approves the form and sends it to the Registrar’s Office to register the student for the internship.

The **Internship Responsibilities Form** (IRF) outlines the student’s accountability to the internship employer and to the internship program in general. This includes completing the agreed upon hours within the semester of their internship, punctuality to the host employer, and completing paperwork on time.

The **Internship Learning Agreement Form** (ILAF) is a learning contract between the student, faculty internship advisor, and employer. This contract outlines what the student wants to learn, what the internship position entails, and how the supervisor and employer will evaluate the student at the end of the internship experience.

Students DO NOT register directly with the Registrar or via Web Advisor. The Career Development Center registers the student.

The IEF and IRF are completed by the student in the Career Development Center. Faculty Internship Advisors will usually come in contact with only the ILAF.

Establishing the Internship Learning Agreement

The ILAF consists of five parts:
A) Student Information    B) Faculty Information    C) Employer Information    D) Signatures    E) Approval

Generally, the student will discuss internship objectives with both the faculty internship advisor and the internship employer. In Section B, the student and the faculty internship advisor determine and record three learning objectives to fulfill the academic component of the internship.

Answering the following questions will help assure that the Internship Learning Agreement Form is responsibly written:

1. Are the learning goals clear, understandable, and realistic?
2. Are they appropriate to the intern’s job description?
3. Do the learning strategies and resources seem reasonable, appropriate, and efficient?
4. Are the criteria and means for evaluating the work/learn experience clear, relevant, and convincing?

Adapted from Knowles’ Self Directed Learning, pp. 27-28

In Section C of the Internship Learning Agreement Form, the student and the internship employer will determine the employment objectives and job description, which need to correlate with the student’s learning objectives. This could include internship responsibilities, tasks, projects to be completed, new assignments, acquisition of new knowledge or skills, and types of learning opportunities.

In describing the learning activities and projects, the ILAF should outline the job responsibilities of the intern: number of work hours, duties of the position. The responsibilities of the site supervisor and faculty advisor should also be outlined: dates of the internship, number of credits, and due dates of assignments should be clearly identified.
Section A Student Information

The form above includes the following:

- The student’s name, local mailing address, phone number, email, and student ID number
- The Faculty Internship Advisor, the faculty member who will supervise the student, and the Department Name, which corresponds to where that faculty member is located
- The number of credits the student will be taking, the type of internship (Independent or Seminar), and the semester in which the student is enrolling

Section B Faculty Internship Advisor

Identify what academic learning objectives the student will gain from the internship experience.

What are learning objectives?

The student and the faculty internship advisor determine the internship learning objectives — what the student wants to learn from the experience.

Objectives are often derived from the following categories:

- Acquiring new knowledge or skills: applying and/or expanding on theories learned in the classroom; growing in the internship, increasing usefulness, and/or improving performance.

- Personal development: developing personal habits, communication skills, or social skills that allow one to deal better with work situations.

- Problem-solving: taking apart an existing problem and finding a solution. (While the intern may not be in a position to make the change, he/she can still go through the problem-solving steps to present an idea to management in areas such as increasing efficiency or productivity.)

- Creativity: doing things a new way; finding new things to do.

- Identifying opportunities on the job: identifying and becoming involved with parts of the internship that offer growth and new learning opportunities.

Identify one or two methods of evaluation to best reflect and convey the intern’s experience. Because one of the primary goals of the internship program is to help students become more self-directed in their learning, monitoring and assessment components should provide substantial initiative for the intern to self-assess rather than simply of being assessed by others.
Modes of Evaluating an Internship

- Traditional examinations
- Journals and progress reports — may include formal, written reports, memos to the faculty advisor, critical incident logs, record/reflection logs, activity sheets keyed to identified learning objectives, matrices, unstructured/structured learning logs or journals, and portfolios
- Site visits and seminars on campus
- Term papers
- Presentations and/or portfolios

Section C Employer Information

The responsibilities of the employee include the following:

- The employer completes Section C with his/her name and mailing address including department name, street address and suite number, or other identification.

- The Career Development Center **MUST** have the employer’s phone number and the name of the student’s direct supervisor.

- The employer must provide a detailed job description or the ILAF will not be approved by the Career Development Center.

- If employers are unclear about what comprises a detailed job description, they may contact the Internship Coordinator for assistance.
**Sections D and E Signatures**

Without signatures from the student, faculty internship advisor, and the employer, the Learning Agreement is incomplete and invalid.

Please note: To ensure contract validity, only the supervisor and the faculty internship advisor listed above should sign section D.

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**D. Agreements and Signatures**

- **Student Intern:** I concur with and accept the academic and work assignments indicated above. I understand and will adhere to the internship registration procedure and the policies outlined on the Intern Responsibilities Form. I accept the obligation of confidentiality in my work and will familiarize myself with and adhere to the organization’s relevant policies/procedures and appropriate standards of ethical conduct.

  
  
  [Signature]
  
  [Date]

- **Faculty Internship Advisor:** I have discussed the academic component of this internship with the Student Intern. We have reached agreement on the learning objectives as indicated above. I further agree to meet regularly with the Student Intern to discuss the internship experience; I will conduct an assessment/evaluation and do an on-site visit if possible.

  
  
  [Signature]
  
  [Date]

- **Internship Employer:** I have discussed this internship/co-op with the Student Intern and we have agreed upon the assigned work components appearing above. I agree to: provide training and consultation to the Student Intern in order to achieve the above learning objectives, provide an orientation concerning our organizational policies and procedures, meet with the Student Intern regularly, and provide a written evaluation of the Student Intern at the end of the term (I understand that an “employer evaluation” will be mailed to me).

  
  
  [Signature]
  
  [Date]

**E. Approval**

This Internship Learning Agreement must be returned to and approved by the Career Development Center.

[Signature]

[Date]
When Challenges Arise...

(Supervising Intern Progress)
Monitoring and supervision are formative processes; they are an essential part of the learning experience itself. Through the monitoring process, the faculty advisor can help the intern and the employer redesign the remaining internship experience so that it can provide better learning opportunities. Each internship is unique, but many students will move through six predictable stages during their internship experience. (The following is adapted from Susan Lowe’s *Stages and Transitions in an Internship Experience*).

**STAGE 1: Anticipating the Internship**

When students first secure internships, they experience intern excitement: high motivation and idealistic expectations. There may also be some self-doubt: Can I really do this? Am I qualified? How do I fit into the work environment?

**Strategy**

By completing and negotiating the Internship Learning Agreement Form and learning objectives, the intern will develop self-confidence and more realistic expectations. The faculty role is to empower the student to take an active role in finding the internship, problem-solving, and developing a learning plan. The intern thus becomes an “active” learner.

**STAGE 2: Orientation and Establishing Identity**

When the intern arrives on site, he/she is preoccupied with learning new information and finding an identity in the workplace. Interns may feel overwhelmed by too much information or underwhelmed by simple and routine tasks.

**Strategy**

Help the intern realize that this is a typical adjustment period that all new workers experience. Encourage strategies that will establish their competence such as requesting regular meetings with their supervisor and tactics for meeting people and approaching their workload. The internship employer may also need to consider developing some training opportunities for the intern.
STAGE 3: Reconciling Expectations with Reality

Once the intern establishes a work routine, he/she often finds the situation different from what was initially expected. Differences between work and school become clear: there isn’t the same flexibility of scheduling, the work may not be very exciting or challenging, there are no chances for incompletes — there are serious consequences for being late or not completing the work tasks.

**Strategy**

Help the intern re-evaluate his/her expectations; identify new, realistic goals, and reflect on skills and strategies already learned. The faculty advisor may need to encourage the intern to become more assertive about their needs and to negotiate with the supervisor.

STAGE 4: Productivity and Independence

If Stage Three is successfully negotiated, the intern moves to this stage, which is characterized by increased learning and productivity on site. Interns become more confident and self-aware, focus energy on accomplishments, and feel integrated into the work group.

**Strategy**

Faculty should assess/evaluate or even visit a site. Interns can demonstrate their competence and receive specific feedback on performance.

STAGE 5: Closure

Creating closure may be difficult for the intern because it is not always facilitated by the host employer. Some interns leave with a sense that they “didn’t matter,” while others may leave feeling that they can’t get the assignments completed.

**Strategy**

This is where the value of the learning plan becomes evident. The plan should include procedures for documenting what was learned. As the advisor, you can help identify this learning for both the intern and the employer. Encourage the intern to seek career advice and a letter of recommendation from the supervisor.

STAGE 6: Re-Entry and Practical Application

Students need to focus on the benefit of their internship, either as it applies to the classroom or to a postgraduate experience. They may have difficulty translating their learning into skills and insights useful in job searching or graduate school applications.

**Strategy**

At this point, simply reminding the interns of how much they learned and achieved and how prepared they are now is helpful. A skills assessment (make a referral to the Career Development Center) may also assist the student. Writing a journal or short paper can help the intern reflect on their internship experience.
Visiting the Field Site

The site visit is the one point during the internship when there is a direct interaction among the primary participants in the internship: the students, the employer, and the faculty advisor. It is the best opportunity to have visible presence of the university in the work environment. The faculty advisor can observe the intern’s interactions and work climate.

Try to meet with both the student and the supervisor together. Then meet separately with each party. Different feedback, concerns, impressions, and needs are often elicited from these different groupings. Use the Site Visitation - Faculty Observation form available in the Career Development Center for visiting the field site. A sample of this form is provided on page 47 of this handbook. Please notify the CDC of excellent sites and supervisors as well as problem ones.

Addressing Internship Challenges

Typical Challenges in the Internship

Fortunately, internships tend to run very smoothly and most Orange and Los Angeles County employers enjoy working with Chapman interns. When the internship is grounded in a well-written learning agreement and specific job description, major problems usually do not occur. The Internship Learning Agreement Form is our best insurance against problems and liability issues.

Also, if there is ongoing contact between the intern, faculty advisor, host employer, and internship coordinator, problems may be avoided. The following, however, are warning signs that there are some problems with the student’s internship:

- Intimations of conflict between employer and student or between the intern and other workers
- Too much “gopher work” (stapling, copying, filing, etc.)
- Personal or emotional problems hampering the intern’s performance at work
- Sexual harassment of the intern or by the intern in the work setting
- Burnout because of overwork, perhaps brought on by all the student’s responsibilities, in and out of the internship

Depending on the situation, the faculty internship advisor will need to decide what role to play: either to coach the intern from the sidelines or to intervene directly. The Internship Coordinator may need to intervene on behalf of the student or the employer.

Most importantly, make the student aware that they have options and that they should inform their advisor and the Internship Coordinator of any problems immediately.

Saboteurs of Internship Experiences

The following assumptions are common to the internship setting and are frequently at the base of some internship difficulties:
Inaccurate Assumptions Made by Interns

- *I am a guest in the organization and should be treated as such.* Reality: The supervisor expects the intern to become a contributing member if the organization — like an employee. The intern will often find that time with the supervisor will be limited. The intern may have to be somewhat assertive to initiate contact and be prepared to focus the discussion.

- *This company should be grateful I am here.* Reality: The organization, especially the site supervisor, has to invest substantial time and effort to bring the intern up to speed as a productive member of their organization.

- *Now I can get a chance to do what I want.* Reality: The student doesn’t have the experience or the time on site to take on substantial self-initiated projects. Often, the intern will only be able to assist or observe.

- *This is just another class; therefore, I can take off early, come in late, and ask for days off.* Reality: The intern has the responsibilities of an employee; this is a job.

- *Now I can apply what I have learned.* Reality: The internship is an opportunity to test prior learning, but there is still much more to learn; application at this stage must be done with humility.

Inaccurate Assumptions Made by Supervisors

- *Interns know how to learn from listening, absorbing, observing, and participating in the environment.* Reality: This environment is unlike the classroom and student role that interns know; they may need help to make the adjustment to this new kind of learning.

- *Interns will appreciate the time I give them as a supervisor.* Reality: Interns may not even see the help; they expect help from teachers and advisors as a matter of course.

- *Interns will initiate and ask questions.* Reality: Interns often don’t know what to ask; they may not be used to being active learners.

- *Interns will understand the opportunity they have and will take advantage of this opportunity.* Reality: Often the intern does not know enough about the organization, its mission, its resources, or its context to recognize opportunities and to take advantage of them without some guidance and assistance.

- *Interns need continuous guidance.* Reality: Some interns need a lot of guidance; others do not. The intern’s individual learning style, level of confidence, and maturity, as well as the needs of the host organization, need to be taken into account in defining and negotiating the roles, expectations, and amount of freedom and supervision when the learning plan is developed.

- *Interns will be eager and enthusiastic.* Reality: Sometimes enthusiasm and commitment are not what they should be, as the list of inaccurate assumptions by interns suggests. Some students may be used to weekends off, college parties, variable class hours, and “laid-back” attendance policies, watching afternoon soap operas, and constant change of pace.

Being aware of these assumptions can facilitate a more productive and rewarding experience for both supervisor and intern. However, the Internship Coordinator and Faculty Internship advisor should be made aware of any serious concerns or problems related to the internship experience.
Getting Paid
Procedures for Faculty Compensation and Reimbursement

**Independent Internship**

- Full-time faculty advising independent internships receive a teaching stipend at the rate of $50 per credit (a cap of $150 total per student, per internship, regardless of number of credits supervised).

- Part-time faculty will be paid at the same rate of $50 per credit, with a cap of $150 total per student, as an “overload equivalent.”

- Faculty will be compensated for up to 10 students, or a maximum of 30 units per semester.

**Seminar Internship**

- Full-time faculty who teach seminar internships may be compensated as part of their regular teaching load. In these cases, departments will be compensated for seminar internship “courses” at the part-time faculty rate of one course. This will allow departments to continue their curricular offerings in addition to offering internships in the seminar format. Compensation should be arranged with the department chair.

- Part-time faculty will be paid for a seminar internship course at the same rate as for a non-internship course.

To insure timely compensation, faculty internship advisors should follow the faculty guidelines outlined in this handbook. Registration, number of student interns supervised, and academic credits are confirmed by the Registrar and the CDC.

At the conclusion of the semester, the CDC will send the faculty a list of interns supervised during the semester. Faculty will verify that the intern’s work has been completed, assign a P/NP or letter grade, sign the Grade Roster, and complete the Faculty Compensation Report (FCR, see sample page 57) which **they then forward to the Office of the Provost** (See page 40).

The FCR is also available our website at:
http://www.chapman.edu/career/internships/facultycompform.html
Chapman University
Procedure for Faculty Compensation for Independent Internship Advisement

- Student completes Internship Enrollment Form (IEF), Internship Learning Agreement Form (ILAF), and Internship Responsibility Form (IRF)—available in the CDC, AF 303
- Student obtains signed approval from Internship Coordinator
- CDC registers the student at beginning of semester
- Registrars Office & the CDC reconcile registered interns after week 7 or 8 of semester
- Internship Coordinator provides faculty members with a list of students registered for internships
- Internship Coordinator sends faculty compensation instructions to faculty advisors during week 14
- Registrar sends faculty a Grade Roster in the middle of the semester
- Faculty completes Grade Roster & Faculty Compensation Reports (FCR)
- Faculty has FCR signed by the department chair or dean
- Office of the Provost sends faculty notification of payment
- Faculty sends FCRs to Academic Affairs in the Office of the Provost for approval
Help! I Don’t Understand!
Definition of Terms

1. **Internship:** A structured and supervised professional work/learn experience within an approved agency/organization/corporation for which a student can earn academic credit. Sometimes also referred to as work experience, field work practicum, cooperative education, or experiential learning.

2. **Student Intern:** A student registered for academic internship credit and involved in a work/learn experience.

3. **Faculty Internship Advisor:** At Chapman University, this is a faculty member from the department in which the student intern wants credit. This faculty member works closely with the student intern and the internship employer before and during the internship, in the role of a teacher and coach, to facilitate the planning of the internship, the communication, and the reflective/learning process. The faculty internship advisor submits a final grade for the student intern.

4. **Internship Host Employer Contact:** The individual at the host agency or work/field site who is designated to supervise the student intern’s work, evaluate performance, and provide feedback to the student and to the educational institution.

5. **Internship Enrollment Form:** A form, signed by the student and Internship Coordinator, which registers the student for credit.

6. **Intern Responsibilities Form:** Outlines the student’s accountability to the internship program, university, and employer. This form is signed by the student and kept on file in the Career Development Center.

7. **Internship Learning Agreement Form (ILAF):** The Chapman University three-party agreement signed by the student intern, faculty internship advisor, and internship employer, and approved by the Career Development Center. All parties agree to the work and academic activities to be performed by the student intern, to the type of supervision and involvement that will be provided by the internship employer, and to the supervision and evaluation that will be provided by the faculty internship advisor.

8. **Faculty Compensation Report (FCR):** Faculty advising independent internships will complete this report form to receive compensation.

Nationwide, employers report making job offers to 56% of their interns.*

66% of employers pay new hires with experiential education an average of 8.9% more than they would a new hire with no related experience.*

*National Association of Colleges and Employers
9. **Fieldwork/Employment Site:**
   Any business, government agency, educational institution, social service agency, or other organization that accepts college interns.

10. **Internship Coordinator:** The individual who reports to the Career Development Center Director and coordinates the Chapman University Internship Program.

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**Resources For Supervising Interns**

National member organizations offer tools and other resources for supervising interns.

Cooperative Education and Internship Association
1-800-824-0449
www.ceiainc.org

National Association of Colleges and Employers (NACE)
1-800-544-5272
www.naceweb.org

National Society for Experiential Education (NSEE)
1-800-528-3492
www.nsee.org

**Books that may be helpful are:**
The Successful Internship by Schwitzer and King (Brooks/Cole, 1999)
The Internship, Practicum and Field Placement Handbook by Brian Baird (Prentice Hall, 1996)

**Resources for researching companies:**
Orange County Business Journal Book of Lists
www.wetfeet.com
www.vault.com

**Resources for finding internship sites:**
http://studemp.chapman.edu/ses/Intern/searchint.html
www.MonsterTrak.com
The Internship Journal/Daily Log

A typical journal format is divided into the following five parts:

1. **The Log:** The log requires the intern to say specifically what was done at each particular time in the work experience. It is similar to the *who, what, and where* in the lead paragraph of a news story. The log includes an accurate and factual recording of what happened and what was accomplished on a daily basis.

2. **Recording Questions:** Each intern should record two or three questions a day — something they find interesting and relevant from the work they have been doing. The questions can be directed to anyone at the field site. (Answers are not expected in the journal, only questions)

3. **Recording New Language:** When dealing with politicians, bureaucrats, lawyers, corporate executives, lobbyists, the press, public interest advocates, et al, interns soon learn that each work situation has its own specialized language. Recording such language assists in communication and is an indispensable aid in the intern’s process toward professionalism.

4. **Recording Feelings:** What are the students’ feelings (positive or negative) toward the internship, the work they are doing, and the organizational system within which they work?

5. **Recording of Perceptions:** The detailed recording of perceptions in the journal helps the intern assemble, organize, and begin to make sense of his/her own observations and experiences.
   - What was observed?
   - What patterns emerged in the course of events in work assignments?
   - How did work assignments fit into the organizational system?
Learning Objectives Worksheet

Student Information:
Name: ___________________________  Instructor: ___________________________
Term: ___________________________  Intern Title: ___________________________
Host Employer: ___________________  Supervisor: ___________________________

With the assistance of your Faculty Advisor, formulate two to three learning objectives:

• **What** are you going to attempt to do?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

• **How** are you going to attempt it?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

• **When** are you going to attempt it?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

• **Why** are you going to attempt it?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

• **How** can you measure the results?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________
Site Visitation - Faculty Observation

Student Information:
Student: __________________________ Instructor: __________________________
Term: __________________________ Date: __________________________
Host Employer: __________________________ Supervisor: __________________________

Instructor’s Observation of Student at Work Site:
• Observation of student on the job: __________________________

• General working environment: ____________________________________________

• Fit of student’s responsibilities with internship learning goals: __________________________

• Effect of intern at job site: ____________________________________________

Consultation Between Instructor and Supervisor:
• Supervisor response to internship: __________________________

• Supervisor’s suggestions for improving student performance, advancement, etc.: __________________________

• What most impresses the supervisor about intern? __________________________

Instructor’s Consultation with Student:
• Student’s response and/or comments: __________________________

• What aspects/experiences would make this a better internship? __________________________
For Those Who Prefer a Visual (Sample Forms)
Faculty Internship Handbook

Required for each student intern

Internship Enrollment Form

Career Development Center • One University Drive • Orange, CA 92866 • www.chapman.edu/career
(714) 997-6942 • Fax: (714) 744-7021 • ccintern@chapman.edu

Student Intern ___________________________ Student ID # or SSN ___________________________
Address ___________________________ City ___________ Zip ___________ Tel (______) ___________
Major: ___________________________ Emphasis ___________________________ Gender: M • F
Email ___________________________ Freshman • Sophomore • Junior • Senior • Graduate • Int’l

For CDC use only!

Faculty Internship Advisor ____________________ Department __________________
Credits ____________ Course # (circle one) 290 490 690 • 492 692 • 491 691 • Other ____________
Year ____________ Term (circle one) Fall Interterm Spring Summer Petition □ Yes □ No
CDC Approval ___________________________ Date __________________

To Register for Coursework

1. Locate a faculty member who will supervise your internship.
2. Complete this Internship Enrollment Form (IEF).
3. The Career Development Center (CDC) will process your IEF and register you for your internship.
4. Read and sign the Internship Responsibilities Form (IRF).
5. Bring your completed Internship Learning Agreement Form (ILAF) to the CDC for a final signature. All signatures, plus sections A (Student Intern), B (Faculty Internship Advisor), and C (Internship Employer) must be completed prior to obtaining CDC approval.
6. All forms must be submitted on or before the deadline.

REGISTRATION DEADLINES (Subject to change)

Fall 2002 September 27, 2002
Interterm 2003 January 6, 2003
Spring 2003 February 28, 2003

7. Students who fail to return the ILAF and IRF before the deadline will be dropped from the internship course during the 6th week of classes.
8. Students wishing to add an internship course or reduce the number of credits for their internship after the deadline must follow the petition process. Petition forms are available in the Career Development Center in Argyros Forum 303, the Registrar’s office, and on the Registrar’s website.

To Receive Academic Credit

1. The maximum number of internship/co-op credits per course is 3 credits.
2. On-the-job hours required per credit over the course of the semester:
   Internship: 0.5 cr = 20 hrs; 1 cr = 40 hrs; 1.5 cr = 60 hrs;
   2 cr = 80 hrs; 2.5 cr = 100 hrs; 3 cr = 120 hrs
   Co-op: 1 cr = 150 hrs; 2 cr = 225 hrs; 3 cr = 300 hrs
3. Students receive credit only in the semester when the work is performed and completed. Retroactive credit is not granted.
4. An Evaluation of Student Intern Performance is mailed to the students’ employers near the end of the semester. Students are responsible for ensuring that the performance evaluation is completed and returned by their employer on or before the deadlines listed below.

EVALUATION DEADLINES (Subject to change)

Fall 2002 December 10, 2002
Interterm 2003 January 22, 2003
Spring 2003 May 20, 2003

5. Students meet regularly with their Faculty Internship Advisors.
6. Students must consult the International Student Services office before returning the completed ILAF to the Career Development Center in order to update your I-20 with necessary information.
7. If you do not have an F-1 Visa, you must contact the International Student Services office before beginning an internship.

For International Students Only

- All international students must consult the International Student Services office before returning the completed ILAF to the Career Development Center in order to update your I-20 with necessary information.
- If you do not have an F-1 Visa, you must contact the International Student Services office before beginning an internship.

I have read and agree to follow the directions listed above.

Student Signature ___________________________ Date __________________

White: Career Development Center • Yellow: Registrar’s Office • Pink: Student

IEF B107
The following contains information about the Internship Program at Chapman University and the responsibilities you have as a student intern. Please read this form carefully and initial each item in the space indicated. You are responsible for understanding each of the requirements below and your initials signify that you understand and will adhere to these responsibilities. You will receive a copy of this form as a reference.

I understand that I represent Chapman University and that I will do so in terms of being professional, responsible, diligent, and prompt.

I understand that it is my responsibility to complete and return the Internship Learning Agreement Form (ILAF) to the Career Development Center (CDC) by the due dates indicated on the Internship Enrollment Form and the CDC website, and that it is my responsibility to know these dates.

I understand that I may not start counting the hours I have worked towards my internship until the first day of the term, and my hours must be completed before the last day of the term. (A monthly timesheet is available in the CDC)

I understand that I can only earn the number of units indicated on my ILAF during the term. If the hours I work do not meet the number of hours necessary to complete the number of units I have registered for, I will receive a "No Pass" grade.

I understand that I may only receive credit for the term in which the work is performed and completed. Retroactive credit will not be given.

I understand that over the course of the term, I must work 20 hours for 0.5 unit of credit, 40 hours for 1.0 unit of credit, 60 hours for 1.5 units of credit, 80 hours for 2.0 units of credit, 100 hours for 2.5 units of credit, or 120 hours for 3.0 units of credit.

I understand that I may only earn a maximum of 3.0 units per internship, and that only 12.0 units of internship credit may be applied to an undergraduate degree.

I understand that if I wish to increase the number of units I am completing for an internship or have missed the registration deadline, I will have to petition to the Standards Committee before the end of the term.

I understand that I may only complete two terms or six units of internship credit with the same employer. If I choose to complete two internships with the same employer, my responsibilities must be significantly different from one internship position to the other, and must be approved by the student's Faculty Internship Advisor and the Career Development Center.

I understand that I must receive a satisfactory evaluation from the employer and complete the necessary hours before credit may be awarded.

I understand that I am responsible for ensuring that my employer evaluation is returned by my internship employer to the Career Development Center before the deadline date, and that is my responsibility to know this date.

I understand that it is my responsibility to meet with my internship faculty advisor listed on the ILAF and complete all assignments given.

I agree to notify my internship faculty advisor and my employer of any unavoidable absences, changes in job status or enrollment, or if any difficulties are experienced with the internship/co-op site or employer.

I understand that my obligations as a student intern are the same as I would expect with any job. I will call my supervisor if I must be late or can't work as scheduled.

I understand and agree to abide by each of the above requirements.

Student Signature

Date

White: Career Development Center
Yellow: Student

8/2002
# Internship Learning Agreement Form

## A. Registration Information to be completed by Student Intern

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Student ID # or SSN</th>
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<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Tel (____)</th>
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<tr>
<th>E-Mail</th>
<th>Major</th>
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- [ ] Orange Campus
- [ ] Academic Center
- [ ] Emphasis

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<tr>
<th>Faculty Internship Advisor</th>
<th>Last name</th>
<th>First name</th>
<th>Extension</th>
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<tr>
<th>Dept. Name</th>
<th>Number of Credits</th>
<th>Number of credits previously earned through internship or co-op</th>
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<tr>
<th>Course #</th>
<th>Independent</th>
<th>290</th>
<th>490</th>
<th>490</th>
<th>490</th>
<th>490</th>
<th>490</th>
<th>Other</th>
<th>Academic Year</th>
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<th>Semester</th>
<th>Summer</th>
<th>Fall</th>
<th>Internship</th>
<th>Spring</th>
<th>AC Term</th>
<th>Class</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate</th>
<th>Student</th>
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## B. Academic Component Description—to be completed by Student Intern and Faculty Internship Advisor

Primary learning objectives (please indicate at least two):

1. 
2. 
3. 

Method of evaluation:
- [ ] Term Paper
- [ ] Daily Log or Journal
- [ ] Project
- [ ] Portfolio
- [ ] Presentation
- [ ] Other

Oral report does not constitute an academic component. Rather, verbal discussion of internship takes place at the last student and faculty meeting.

## C. Internship Employment Information—to be completed by Student Intern & Internship Employer

<table>
<thead>
<tr>
<th>Internship Employer company name</th>
<th>Tel (____)</th>
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<th>Address</th>
<th>City</th>
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<th>Supervisor E-Mail</th>
<th>Fax</th>
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<thead>
<tr>
<th>Internship Employer/supervisor name</th>
<th>Title</th>
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<table>
<thead>
<tr>
<th>Internship</th>
<th>20 hrs = 0.5 units; 40 hrs = 1 unit; 60 hrs = 1.5 units; 80 hrs = 2 units; 100 hrs = 2.5 units; 120 hrs = 3 units.</th>
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<tr>
<td>Co-op</td>
<td>150 hrs = 1 unit; 225 hrs = 2 units; 300 hrs = 3 units.</td>
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<tr>
<th>Start date</th>
<th>End date</th>
<th>Hours per week</th>
<th>Number of weeks</th>
<th>Total hours</th>
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<thead>
<tr>
<th>Title of internship position</th>
<th>Has this student worked for you prior to the start date?</th>
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<tr>
<td></td>
<td>[ ] Yes [ ] No</td>
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<tr>
<th>Compensation</th>
<th>Unpaid</th>
<th>Hourly $_______</th>
<th>Stipend $_______ /mo / $_______ /term</th>
<th>Other reimbursement (travel, parking, meals, etc.)</th>
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Please describe the Intern’s job responsibilities, tasks, and learning opportunities (list activities, projects, meetings, training, etc.):

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## D. Agreements and Signatures

- **Student Intern:** I concur with and accept the academic and work assignments indicated above. I understand and will adhere to the internship registration procedure and the policies outlined on the Intern Responsibilities Form. I accept the obligation of confidentiality in my work and will familiarize myself with and adhere to the organization’s relevant policies/procedures and appropriate standards of ethical conduct.

<table>
<thead>
<tr>
<th>Student Intern signature</th>
<th>Date</th>
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- **Faculty Internship Advisor:** I have discussed the academic component of this internship with the Student Intern. We have reached agreement on the learning objectives as indicated above. I further agree to meet regularly with the Student Intern to discuss the internship experience; I will conduct an assessment/evaluation and do an on-site visit if possible.

<table>
<thead>
<tr>
<th>Faculty Internship Advisor signature</th>
<th>Date</th>
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- **Internship Employer:** I have discussed this internship/co-op with the Student Intern and we have agreed upon the assigned work components appearing above. I agree to: provide training and consultation to the Student Intern in order to achieve the above learning objectives, provide an orientation concerning our organizational policies and procedures, meet with the Student Intern regularly, and provide a written evaluation of the Student Intern at the end of the term (I understand that an “employer evaluation” will be mailed to me).

<table>
<thead>
<tr>
<th>Internship Employer signature</th>
<th>Date</th>
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## E. Approval

This Internship Learning Agreement must be returned to and approved by the Career Development Center.

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<tr>
<th>Career Development Center and/or Academic Center signature</th>
<th>Date</th>
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Required for each student intern
# Monthly Timesheet

**Student Information:**

Name: ______________________  Instructor: ________________  Term: _______

Company: ____________________  Supervisor: ____________________

**Time Card Information: (to be complete in ink)**

Hours for the month of: ____________________

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th># of Hours</th>
<th>Activity Log</th>
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**Monthly Total**

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I certify that I have worked the hours indicated above.

Student Signature: ______________________  Supervisor’s Signature: ______________________

**Tool for student–not required**

For Those Who Prefer a Visual
Evaluation of student interns are mailed out to employers by the CDC.
<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>Superior</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Below Average</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td><strong>Building Relationships / Teamwork</strong> (e.g., cooperative, courteous, tactful, poised, mature, and friendly with customers, associates, and supervisors.)</td>
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<td><strong>Genuineness</strong> (e.g., demonstrates sincerity and authenticity in interactions. Presents a consistent self.)</td>
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<td><strong>Drive</strong> (e.g., demonstrates ambition and enthusiasm for his/her field/career choice.)</td>
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<td><strong>Personal Motivation</strong> (e.g., demonstrates a desire to learn and persevere. Expresses a positive attitude.)</td>
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<td><strong>Patience</strong> (e.g., demonstrates patience in dealing with co-workers' differences in work style.)</td>
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<td><strong>Work Ethic and Reliability</strong> (e.g., dependable and prompt, with appropriate work habits for the industry.)</td>
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<td><strong>Dress Code</strong> (e.g., dresses appropriately for the industry and exhibits good grooming.)</td>
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<tr>
<th>CAPABILITIES AND ABILITIES</th>
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<td><strong>Information Processing</strong> (e.g., able to gather and analyze information by employing appropriate communication, observation and questioning skills.)</td>
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<td><strong>Conducting Business</strong> (e.g., able to demonstrate decision-making, problem-solving, and organization skills.)</td>
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<td><strong>Communication</strong> (e.g., able to convey and receive intended messages (oral and written), engage in open and honest communication and give and receive feedback.)</td>
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<td><strong>Leadership</strong> (e.g., able to take the initiative when appropriate to explore new processes and procedures.)</td>
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<tr>
<td><strong>Flexibility/ Adaptability</strong> (e.g., able to integrate into new environments or groups. Able to transition from one task to another.)</td>
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<tr>
<td><strong>Quality of Work</strong> (e.g., thorough and accurate in performing tasks. Demonstrates attention to detail, regular improvements in work, and follow through of duties to completion.)</td>
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**Overall work performance of the student: (circle one)**  

High 5 4 3 2 1 Low

**Student’s Strengths:**

**Suggested Areas for Improvement:**

Thank you!  
Please use the envelope provided to return this completed evaluation to the Internship Program at Chapman University.

**Supervisor’s Signature**

**Supervisor’s Name, Title**

**Phone**  
**Email**

**Date**
CHAPMAN UNIVERSITY
ORANGE CAMPUS

FACULTY COMPENSATION REPORT

This Faculty Compensation Report must be filled out completely in order to process payment. Faculty who teach internships in a seminar/class format may be compensated as part of regular teaching load—do not use this form.

Instructor/Faculty Internship Advisor name  Social Security #

Department/school name  Course name

Name of student:  ____________________________  ____________________________  ____________________________

last  first  ID #/SS #

Please check appropriate information:

□ Fall  □ Spring  □ Interterm  □ Summer  Year

Co-op  □ 291  □ 491  □ 691

Internship  □ 290  □ 490  □ 690

# of Credits

Internship: 1=40hrs.; 2=80; 3=120
Co-op: 1=150 hrs.; 2=225; 3=300

What were the learning objectives for the student?

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

Please check the number and dates of mandatory instructor contacts with the student and the employer.

Student Contacts:

□ one student contact per 1 credit
□ two student contacts per 2 credits
□ three student contacts per 3 credits

Meeting dates: ____________________________________________

Employer Contact:

At least one placement/employer contact. Please specify:

□ on-site contact/date: ____________________________
□ phone contact/date: ____________________________

I certify that the above named student has completed this internship and has earned the above grade.

Instructor/Faculty Internship Advisor signature  Date

In order to process your compensation, your department chair/dean must sign this Faculty Compensation Report before it is forwarded to the Internship Academic Advisor.

Department Chair/Dean signature  Date

In order to process your compensation, the Registrar must verify that a grade was submitted, signed and forwarded to the Provost for payment processing.

Grade:  □ Pass  □ No Pass  Date Assigned: ____________________________

Registrar signature  Date

White: Provost • Yellow: Faculty

Also available on the web at http://www.chapman.edu/career/internships/facultycompform.html

Required for faculty supervising independent internships

Faculty Internship Handbook
Sample Syllabus for an Internship Seminar Course

English 492
Fall 2003

General Information
Dixie L. Durham
WH 124 A- Humanities Lounge, upper level
714-532-6004—office
e-mail: Durham@chapman.edu

Office hours:
Monday-4:00-7:00 p.m.
Tuesday- by appointment only
Wednesday- 4:00-7:00 p.m.

Prerequisites
None (but not recommended for freshmen)
Offered every semester- 1-3 units
Juniors/Seniors/Graduate Students - English 492

Course Description
As offered by the Department of English and Comparative Literature, the Internship Seminar offers students an opportunity to earn credit and learn professional skills “on the job” by working for an educational or professional organization. The classroom component of the Internship Seminar provides students with instruction for writing resumes and cover letters, interviewing, building networking connections, and establishing a foundation for pursuing a career after graduation.

Additionally, students who are interested in post-graduate students (MA, MFA, and PhD) will find the Internship Seminar helpful as they build their application files and determine strategies for additional education and future employment.

After successful completion of the Internship Seminar, a student may enroll in another internship with a different job description or a different organization for an additional three units of credit without attending the seminar.

Course Objectives

- To help prepare students to begin professional careers by providing “on the job” training opportunities and career guidance support.
- To gain a greater understanding of how various career paths may utilize an English undergraduate or graduate degree and of what kinds of opportunities await the English major upon graduation.
To discuss possible options for post-graduate education.
To meet and talk with alumni and professionals in the field.
To help the students establish a strategy for pursuing employment and/or additional education.

**Required text**
*Great Jobs for English Majors*—Lambert and DeGalan

In addition to readings in the above text, students are expected to read the handouts distributed each week. Furthermore, students are expected to keep up with the reading and assignments and to attend classes at the beginning (the first 5 weeks) and the end of the semester (the last week and “finals” week). See course outline for details.

**Methods of Evaluation**

1) Forty points (40% of the grade) for securing an approved internship (paid or unpaid) and completing a total of 40 hours on the job for every unit of credit (3 units = 120 hours). These hours must be completed within the term—i.e., summer internship must be completed during the summer, a fall internship must be completed during the fall, etc. Failure to secure an internship by the deadline or failure to complete the appropriate paperwork or complete the hours within the specific time period may result in failure in the course. In addition to and as part of this 40% component, the employer’s evaluation will be taken into consideration in determining the final grade.

2) Ten points (10%) for attendance at all faculty advisor conferences, class sessions, seminars, alumni panels, etc. (After the introductory class meetings [the first 5 weeks], and students are “on the job,” they are expected to call in: students may speak to the professor or leave a message for professor on voice mail. Email is also an accepted method of communication here. This procedure will be calculated with this 10%. This requirement also applies to students who are repeating the internship seminar.)

**COURSE OUTLINE**

We will meet as a class for the first five weeks of the semester. After that, students are required to “phone in” or email weekly. We will meet as a class again during Weeks 15 and 16 (last week of class and final examination week). Please note: Thanksgiving Recess is November 21-23, Week 13. Please notify your employer if you are going to be absent from work.

**WEEK 1 (page #s for reading may vary, depending on edition.)**
Introduction and course review; discussion of current opportunities.
Brainstorming.

For homework, read in text, Chap. 1, “The Self-Assessment,” pp. 2-8, Chap. 2, pp.44-50. Prepare a rough draft of resume for submission next week. (Because this course is for your benefit, for your career, I would like some suggestions from you if there is anything specific you would like to cover.)
WEEK 2
Drafts of resumes due.
Discussion of reading assigned above.

WEEK 3
Presentation by representative of the C.U. Career Center. All paperwork for internship (contract) is due in the Career Development Center by Friday, September 28. This must be submitted by this date to guarantee registration. Read the following for next week: Chapter 6, Chapter 10, 11, and 12.

WEEK 4
Discussion of above readings.
For week 5, read the following: Chapter 7, 8, 13, and 14.

WEEK 5
More discussion. Resumes and cover letters due. Last night of class until Week 15. Once again, don’t forget...the deadline this Friday—for internship paperwork! This is the last week to add.

WEEK 6-14
In the field! Call in weekly to report progress, problems, or pains (714-532-6004) or email me at Durham@chapman.edu
No class meetings from Week 6 through Week 14. We meet again in Week 15 and 16.

WEEK 15 (December 3-7)
Panel discussion of graduates and those in the field.
Wrap up.

Prepare oral presentations for next week (final examination) and submit journals. Students may use “audio-visuals” in their presentations. Final examination will occupy the entire regular examination period (7-9:50 pm).

WEEK 16
INTERVIEWS (video-taped) and FINAL EXAMINATION (oral presentation)
Our Mission

The mission of the Career Development Center is to assist the undergraduate and graduate students at Chapman University with identifying, developing, and implementing their career goals through self-direction and personal responsibility. Career decision-making is a lifelong, developmental process to be integrated with the student’s educational experience.

We are committed to developing and cultivating relationships with diverse employers for experiential educational opportunities and career employment possibilities, thereby creating partnerships between faculty, students, and employers that will enhance successful completion of the student’s college career.

For more information contact:
Internship Coordinator
(714) 997-6942
ccintern@chapman.edu

Graphic Designer:
Katie Renner

Production Supervisors:
Kristy Beavers & Lianne Vickers

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