INTERNSHIP POLICIES, PROCEDURES , AND GUIDELINES MANUAL (2023/24)

4. Potential host site submits the Internship Request Form (IRF) to the Career Services designated contact via Handshake or email depending on which format the academic department is using

5. Career Services designated contact verifies that the IRF is complete in its entirety then sends the IRF to the appropriate Faculty Internship Coordinator for academic credit approval.*

6. Once approved, the student is notified by the Office of Career Services (or their Faculty Internship Coordinator if preferred by the academic department) and the IRF is archived. The Handshake database will serve as the centralized management system of internship opportunities and contacts for The University of Tampa.

* Not all internships posted on the Handshake database will be for academic credit. Students should consult with their major department Faculty Internship Coordinator or Career Services to determine eligibility for academic internship credit on a case by case basis.

International Internships:
Students should consult with the International Programs Office and Career Services prior to applying for international internships for academic credit. For more details, see the International Considerations section of this manual and www.ut.edu/international/services/employment/curricular/

GUIDELINES FOR CREDIT - 8 d n s s e r

The University of Tampa organizes the coordination of internships through a partnership between the Office of Career Services and individual academic departments. This manual establishes a common baseline of minimum requirements and standards for internships, which can be enhanced by each department as needed n e e c h i i , i n s o f u s e 3 t

ROLES AND RESPONSIBILITIES

Faculty Internship Coordinator

Faculty Internship Coordinators recruit potential Host Sites and helps students to align career goals with internship opportunities. They also set and implement department specific guidelines and expectations by:

- Evaluating and approving/not approving potential Internships for academic credit (See Appendix A)
- Setting grading policies for student work
- Reviewing internships to assure quality
- Recommending appropriate internships to students
- Training Faculty Internship Supervisor
- Identify substitute internship experience p.rtifa

CAREER SERVICES RESOURCES

Handshake Database
A superiorweb-based care8963.36 abased care

GRADUATE STUDENT INTERNSHIPS

Graduate students wishing to gain practical experience may do so by participating in a maximum of two graduate internships. Students should meet with their Graduate Programs Advisor to obtain information regarding eligibility and requirements. Only approved internships may be completed for academic credit. The employer must submit an Internship Request Form supplied by the Office of Career Services. Business Graduate Students wishing to pursue academic credit while participating in an internship must enroll in their 690 internship course. Retroactive internship credit is not permitted. Credits will count toward the fulfillment of the Practicum requirement in the MBA curriculum and nou( )]TJ m1uoctcmecuuemc 9eursmuouf hi7er

CPT approval process

The P/DSO from The International Programs Office will confirm that all eligibility requirements are met and will enter the employment authorization in the students' SEVIS record indicating the employer's name, location, hours, and dates of employment. An updated SEVIS I-20 will be printed, signed and dated by the P/DSO and returned to the students prior to the beginning of employment.

IMPORTANT: Students can only work during the employment dates authorized on the SEVIS I-20 Form I

INTERNSHIP GRIEVANCE POLICY/PROCESS

The University of Tampa is committed to engaging students in professional and safe working/learning environments. We encourage students to become familiar with any misconduct, confidentiality, and sexual harassment policies associated with the Host Site and to follow them. Students are urged to report any misconduct or sexual harassment incident against them (including physical, safety, and personnel) as soon as possible to their University of Tampa internship coordinator to permit both the University and the Host Site the opportunity to promptly intervene. (Reference: Student Rights and Responsibilities)

Steps for students filing a Statement of Grievance:

- Fill out a Statement of Internship Grievance form available from Career Services (see Appendix C)
- File the form (either in

APPENDICES INDEX

Appendix A: Internship Request Form – 15
Appendix B: Release of Liability & Hold Harmless Agreement – 18
Appendix C: Statement of Internship Grievance – 20
Appendix D: Sample Evaluations
- D1: Sample Form – Employer Evaluation of Intern – 22
- D2: Sample Form – Site Supervisor Evaluation of Intern – 24
- D3: Sample Form – Intern Evaluation of Host Site – 25

Appendix E: Sample Internship Guide for COM & AD/PR Majors – 26
Appendix F: International Programs Documents
- F1: Employer's Guide to Hiring International Students – 30
- F2: F-1 Employment Regulations Reminders – 31

Appendix G: Best Practices – 32

APPENDIX A

Internship Request Form (IRF)

The University of Tampa Office of Career Services

Internship Request Form

401 W. Kennedy Blvd, Tampa, FL 33606

813/253-6236, www.ut.edu/career

To complete this form, place your cursor in the first shaded box and type the information. You may then tab from box to box. Please complete all information, save it and attach it to an email addressed to mbutters@ut.edu.

COMPANY INFORMATION

Company Name _____ **Contact Name** _____

Address _____ **City** _____ **State** _____ **Zip** _____

This address is a commercially zoned, established workplace? (Not a home office) Choose all that apply.

☐ Yes, this is a commercially zoned, established workplace.
☐ No, this is not a commercially zoned, established workplace.
☐ This is a home office.

(s112fact #Phone(T)-1(e)-1(r)-1(m)-1(i)-1(n)-1(a)-1(t)-1(e)-1(d)-1(.)-1(.)-1(.

Status (select all that apply): ☐ Summer only ☐ Fall only

APPENDIX B

Release of Liability & Hold Harmless Agreement

The University of
T A M P A

401 W. Kennedy Blvd Tampa, FL 33606-1490 • (813) 253-3333

Release of Liability & Hold Harmless Agreement

Whereas, I understand and acknowledge that I have chosen to participate in an on-campus, for-credit bearing internship for [TITLE OF INTERNSHIP COURSE]; and

Whereas, I wish to participate in the internship with [NAME OF COMPANY] as arranged as a for-credit internship by The University of Tampa and [ACADEMIC DEPARTMENT],

Whereas, I understand and recognize that there exists the possibility and risk of bodily injury to me or damage to my property while traveling to and from or participating in the internship; and

Whereas, I report that to my knowledge I am appropriately fit and capable to participate in the program;

Now, Therefore, for and in consideration of The University of Tampa allowing me to pa(e)7 98 (e)-19tta6 TcPdENT

losses, damages, expenditures, liabilities or charges of any kind or nature, including all alleged to have arisen out of any act, action, neglect or omission by The University of Tampa Inc., its employees, contractors,

APPENDIX C

Statement of Internship Grievance

Information About You

Your Name (First and Last)	
Student ID Number	
Phone Number	
Email Address	
Major	
Is this a for-credit Internship?	Yes No
Faculty Internship Coordinator	

Information About Your Internship

Organization/Company Name		
Street Address		
Supervisor's Name (First & Last)		
Supervisor's Phone Number		
Supervisor's Email Address		
Duration of Internship	Start date:	End date:

Description of Grievance

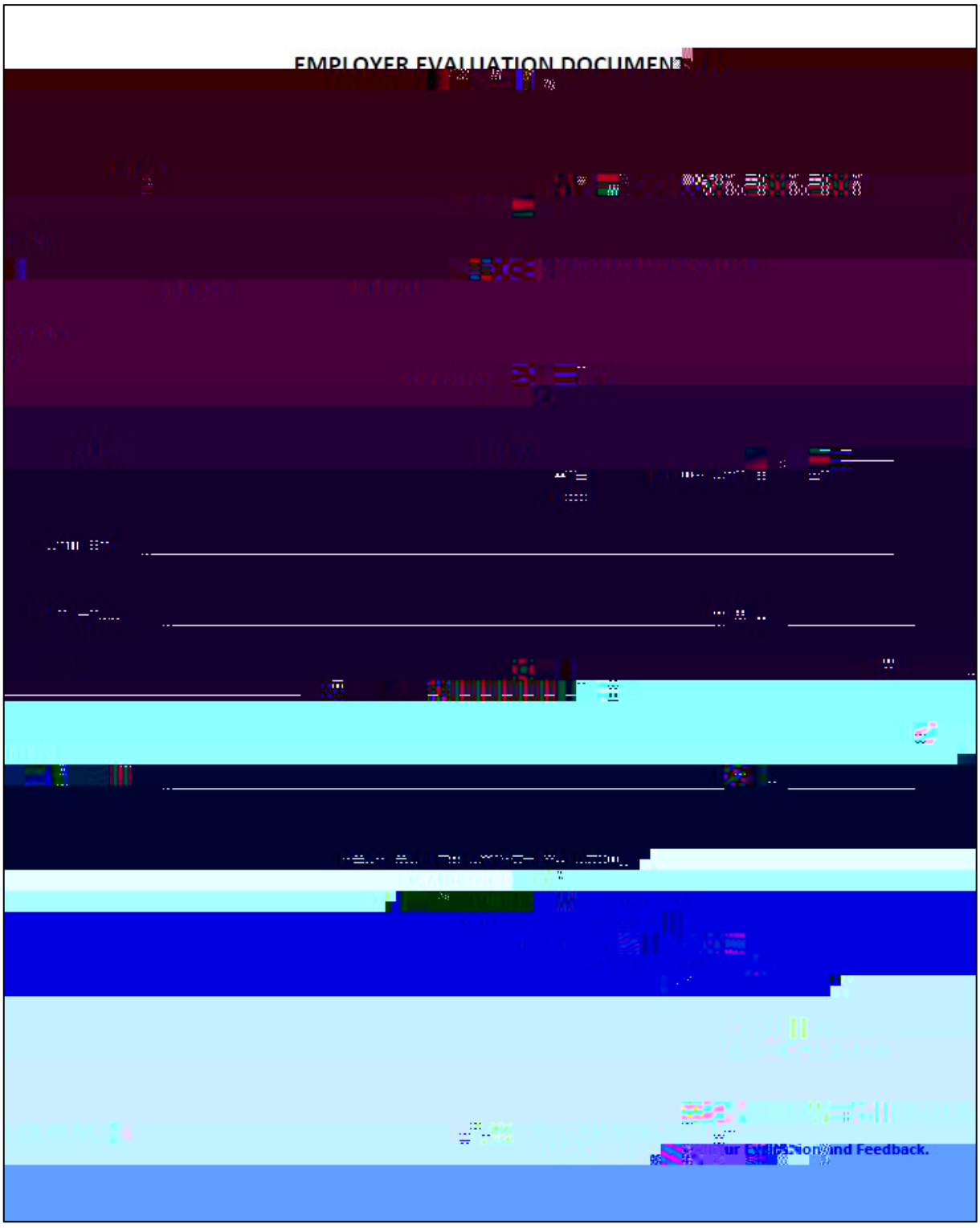
Date of Incident	
Location of Incident	

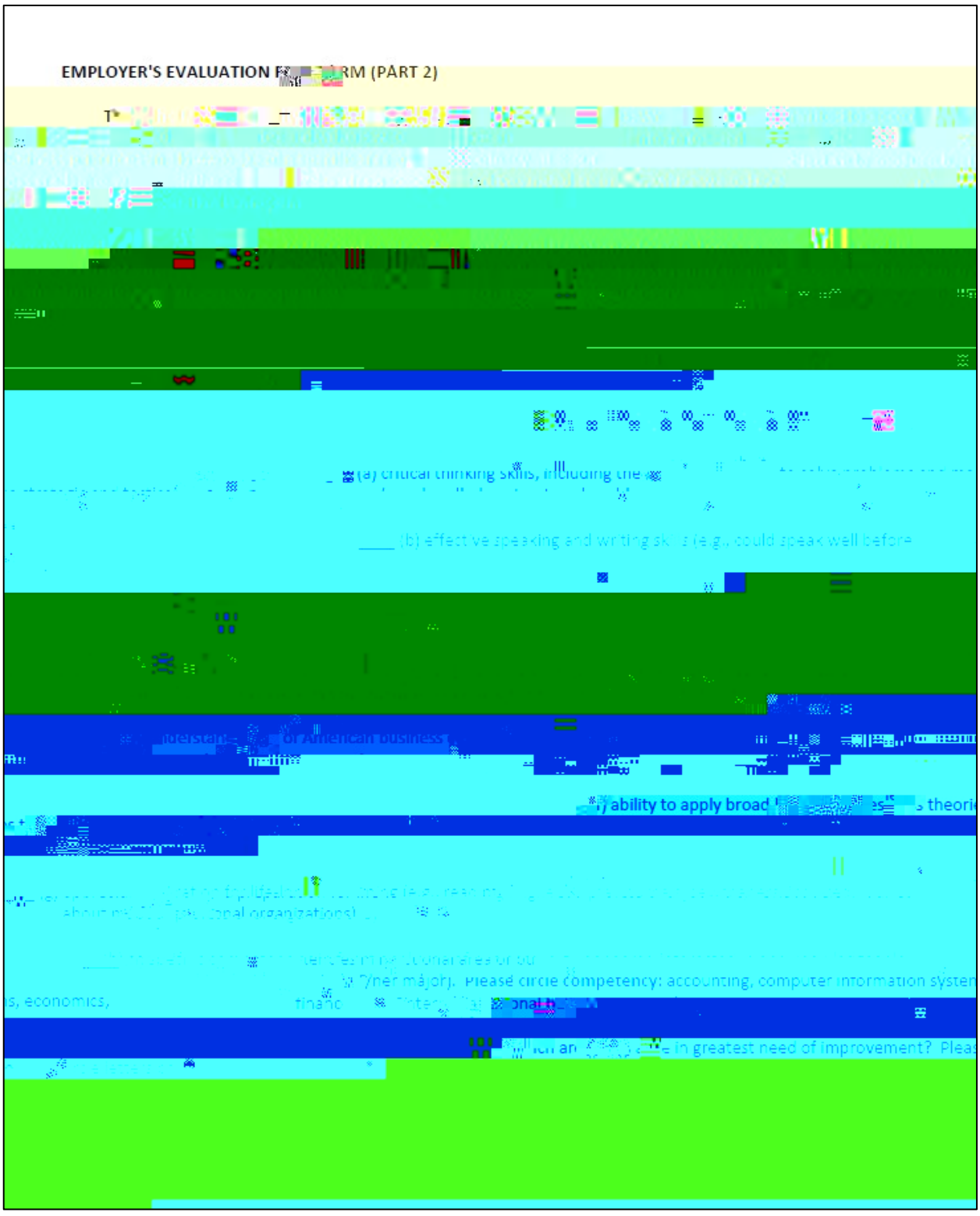
r Immediate tion?	Yes	No

_____ Date _____
ped name will serve as a)signature

APPENDIX D1

SampleForm – Employer Evaluation of Intern




EMPLOYER'S EVALUATION F RM (PART 2)
(a) critical thinking skills, including the
(b) effective speaking and writing skills (e.g., could speak well before
ability to apply broad
theori
Please circle competency: accounting, computer information systen
s, economics,
finance
in greatest need of improvement? Pleas

APPENDIX D2

Sample Form – Site Supervisor Evaluation of Intern

Intern Name _____

APPENDIX D3

SampleForm – Intern Evaluation of Host Site

Name _____

Major _____

Class Year _____

Department granting credit _____

# of credits _____

Internship start date _____

Internship end date _____

Internship Host Site _____

Site supervisor _____

Please evaluate your Internship Host Site and Supervisor using a scale of 0 to 4 as outlined below:

N/A = not

2) If necessary, apply for the internship.
The host site will determine the criteria of what is required for the application, but a cover letter and CV (resume) are typical along with the occasional request for a work sample. In order to give yourself the possible chance of getting hired for the internship, I recommend that you customize both your cover letter and CV for the host site and specific duties of the internship. In other words, try to emphasize which aspects of your own experience, talents, and interests align most closely with the host site. At this stage you will also need to establish how many hours you intend to work per week.

3) Determine your work hours and number of credits.
Most internships are taken for either 2 or 4 credits. A typical 2-credit internship would require a minimum of 8 hours per week while a typical 4-credit internship would require a minimum of 16 hours per week. The choice of how many credits to register for is entirely up to you. However, do keep in mind that some internships have minimum work hour requirements. Thus, while the number of work hours should correspond with the number of credits that you register for at UT, do make sure that your work hours can also meet your host site's expectations.

4) Complete a UT Internship Agreement with a sponsoring faculty supervisor.
Once you are hired for the internship, you will need to download the UT Internship Agreement form (http://cboulton.weebly.com/uploads/8/6/4/9/86496516/boulton_internship_agreement.pdf) and then fill it out by entering your information into the empty fields of the PDF (note: Course Prefix & Number is COM 354). Then save the file to your own computer as YOURLASTNAME_internship_agreement.pdf, add all of your information, then save it again and email the PDF file to Dr. Boulton (cboulton@ut.edu (or another faculty supervisor) so I can sign it and send it along to the Registrar for processing. Your internship should then show up as part of your class schedule on your Spartacount within a few days. [Note: You must have space in your schedule in order for the registration to go through. If you already 81idrn saw i9 ((l (a)9

7) Show up, be on time, work hard, and stick to it.
An internship is an exercise in professional training. Therefore, you will be expected to exhibit a professional attitude and work ethic throughout the experience. Plan to always be on time and complete your work assignments as expected. Remember, you are not just representing yourself; you are also representing UT. Therefore, withdrawal from an internship is strongly discouraged. Not only will it reflect poorly on you and the University of Tampa, but it will also jeopardize your student's chances of securing a future internship with that host site. If, despite all this, you still wish to withdraw from your internship, you must first notify and seek permission from your faculty supervisor. Failing to do so will result in an "Unsatisfactory" grade for that particular internship course and make you ineligible for any future internships through the University of Tampa. If any conflicts or problems arise during your internship, it is your responsibility to inform your faculty supervisor in a timely manner so that the situation might be remedied as soon as possible.

8) Submit a Mid-term Report to your faculty supervisor.
Halfway through your internship (no earlier than six weeks in and no later than 8 weeks in) you will need to email your faculty supervisor a 2-3 page Mid-term Report of your internship experience thus far. This report should provide specific examples and address the following five areas: 1) the company's founding, mission statement, product, clients/customers, and number of employees and departments; 2) your internship duties/responsibilities and the kinds of projects are you working on and people you are working with; 3) any skills or insights gained relevant to your learning objectives and major and/or career goals; 4) problems or challenges you've had and what you've done to solve them; 5) the amount and quality of supervision, feedback, and evaluation you are getting from your host site supervisor

9) Submit a Final Report to your faculty supervisor.
At the end of your internship or during the last week of the semester (whichever comes first), you will need to write up and email your faculty supervisor a 3-5 page reflection on your experience that provides an overall evaluation of your host site as well as a demonstration of what you learned using specific examples. Therefore, I would strongly recommend that you keep an ongoing journal throughout your internship so you will have plenty of material already when it comes time to write. In your Final Report, be sure to answer the following ten questions: 1) what were your major accomplishments in terms of projects completed and/or goals reached? 2) which of your learning objectives did you achieve and how? 3) what were the biggest challenges you faced and how did you overcome them? 4) which aspects of your academic preparation (particular classes, professors, student organizations, etc.) were most helpful during your internship? 5) how might the University of Tampa better prepare students to be successful in this? 6) what did your host site teach you (equipment/software, teamwork, specialized vocabulary, etc) that you didn't already know? 7) what are the most valuable lessons that you will take away from this internship? 8) how has this internship helped prepare you to enter the work world? 9) would you recommend your internship site to other UT students? Why or why not? And, finally, 10) do you think this particular internship could be improved for next time? If so, what changes would you recommend?

GRADING POLICIES
Taking an internship for credit is like taking a class. The only difference is that the work takes place off campus and the grading is pass/fail ("Satisfactory" or "Unsatisfactory"). In other words, you either pass your internship. If you have any questions or concerns regarding the grading policies of your internship course, please consult this guide carefully (along with the linked resources) and contact your faculty supervisor.

APPENDIX F1

Employer's Guide to Hiring International Students

International students attending school in the United States under an F-1 visa cannot be employed off campus without proper authorization. They must be in proper status and obtain approval from an International Student Advisor/DSO (Designated School Official) at their institution, or an authorization from the Department of Homeland Security for certain types of employment. The following is a brief explanation of Curricular Practical Training (CPT) and what constitutes proper

APPENDIX F2

F-1 Employment Regulations Reminders

IMPORTANT: If an F-1 student does not follow the terms of the non-immigrant visa status as stated in the regulations, the F-1 student's SEVIS record will be terminated. After termination of a student's SEVIS record, the student must depart the country immediately.

There are limited employment opportunities available in the United States for an F-1 student. For this reason, before being admitted to the United States, students must provide documentary evidence that they have the financial ability (e.g., personal bank statements) to pay for tuition and living expenses while studying in the United States. The U.S. government takes illegal employment very seriously, so it is important to reiterate this message:

- Students should consult with their DSO BEFORE starting on-campus employment
- Students must obtain DSO authorization on the I-20 BEFORE starting Curricular Practical Training (CPT)
- Students must obtain a DSO recommendation on their Form I-20 and U.S. Citizenship AND Immigration Services (USCIS) authorization (Form I-766, "Employment Authorization Document," (EAD) BEFORE starting any other employment

ng .54 7non

“To apply knowledge productively in health-based settings, all students should experience in-depth questioning from faculty, staff, and other mentors about their assumptions, analyses, conclusions, and actions. Learners also need both guidance and feedback, from mentors and

complement the student's major and better prepare them for the workforce and/or graduate studies.

4. Reflection: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized, the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for [illegible] outm.(18 (c)-13 (om).)]TJ /TT2 1 [illegible]

INTERNSHIP OUTCOMES AND ASSESSMENTS: MESSIAH COLLEGE

Model Component	Outcome	Strategies	Assessment
Foundational World View	Interns will understand how core beliefs relate to all of life, including their work environment	Reflective Commentaries in Portfolio Class Module(s)	Masterwork Portfolio Interaction in Internship Class
Contextual Learning	Interns will learn what it means to be a self-directed learner through experiential education in authentic settings	Development of Learning Objectives Organizational Analysis Paper Workplace projects Site visits and guidance by IC staff	Pre and Post Internship Self-Assessment Masterwork Portfolio
Awareness of Self	Interns will gain a greater understanding of their abilities and will		

by2 Tt9 T 3.014 Tw 0.462 0 Td [(of)3.703

SYLLABI/ ASSIGNMENTS

Resources/Activities:

- Regular meetings with worksite supervisor
- Case study
- Biographies/Autobiography
- Comparative studies
- Look for model/excellent work samples
- Maintain working portfolio
- Attend lectures/presentations

Documentation/Verification Ideas

Artifacts or Work Samples:

Agendas	Legislation
Audio files	Manuals
Brochures	

9) Is your site located in a high crime area?
(Some sites may be fraught with risk. Knowingly sending a student into a dangerous situation may have ethical, and potentially legal, difficulties.)

10) Is the student work area a safe one? Are there any potential hazards?
(e.g., chemical or biological)

VIRTUAL INTERNSHIPS – CHECKLIST FOR SUCCESS

Due to its ubiquity and ease of use, technology has opened greater opportunities for virtual internships. They are growing in popularity among employers and students.

Advantages

1) No need to relocate
2) Often allows for flexible work hours
3) Allows for casual dress except for formal presentations
    - (see the chapter on Virtual Meetings in InternQube: Professional Skills for the Workplace)
4) Those who are more introverted may gain a greater sense of empowerment through online work

Disadvantages

1) Possible lack of quality supervision
2) More difficult to understand organizational culture and to make sense of "office politics"
3) Difficult if students are not self-starters and need a lot of interaction and instruction
4) Students often must use their own hardware and software

rs a not

There are resources, equipment, and facilities provided by the host employer

ORIENTATION

Another best practice is to provide students with an orientation before they begin their internship. Orientations provide a forum for faculty to instill a mindset for the upcoming experience. These may be conducted in person by means of a workshop, or they may be done through one or more digital methods. Topics which should be included are:

- Expectations – of the university, the faculty advisor, and employers in general
- Risk Management – potential hazards which may be encountered in an internship
- Professional Behavior – what should and should not be done
- Syllabus / Assignments – clear requirements with due dates
- Learning Objectives – Aò preliminary development
- Site Visit – timing and procedure
- Evaluation – how and when it will be conducted

SITE VISITS

Site visits by a faculty advisor are strongly recommended. These visits allow advisors to see firsthand the student's workplace, the nature of their tasks, and their performance. Visits also serve as an excellent bric for faculty and the university within the employment A(or)3 (f)13 (a)ua(he)a(he)9 (t)22 (hi)14P (qui)--3 (t)

Site visits demonstrate the university's desire to remain connected to the community. This connection goes a long way toward maintaining a positive relationship with the organization. It also allows faculty to become acquainted with practitioners in the field and learn the latest procedures, view/ test the latest hardware or software, and to generally stay abreast of developments in a particular industry.

ENDING AN EXPERIENCE

Unfortunately, there are times when an internship experience must be terminated. This may be the result of the employer not holding up their end of the internship agreement, a supervisor who has violated the student in some way, or a student who has acted in some way(s) that calls for the ending of their experience. A sample code of conduct for students follows this section. It is a model for a document you may wish to have students sign.

If proper contact with the student and site has been maintained during the period of time prior to a required action of termination, you should have a good "feel" for the organization and supervisor. Good communication skills are required throughout an internship, but are especially needed during crucial moments when problems develop.

LEGAL ISSUES

Do organizations have to pay interns?
The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employe directly engaged in interstate commerce and annual sales of at least $500,000.00, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

However, an employer does not have to pay interns who qualify as learners/trainees. The U.S. Departme of Labor has outlined six criteria for determining trainee status:

1) Interns cannot displace regular employees
2) Interns are not guaranteed a job at the end of the internship (though employers may decide to hire them at the conclusion of the experience)
3) Interns are not entitled to wages during the internship
4) Interns must receive training from the organization, even if it somewhat impedes the work
5) Interns must get hands-on experience with equipment and processes used in the industry
6) Interns' training must primarily benefit them, not the organization.

Latest Legal Update
Lm 8(a)1ng(67. u) on (m)1 28eee27nghe2 (a)1r rm7lycJ7ngngs ngmn ix(8)1c(27)2ha68nt1(on 16-(t)2k2)24

5. The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship…

At the heart of the decision is the notion that a legitimate internship program must "integrate classroom learning with practical skill development in a real world setting," and that focusing on the academic aspect of an internship program is critical and better reflects the modern workplace. The court also appeared to recognize that for any meaningful internship experience, the intern must do some "work." With this understanding, the court said that interns may perform work so long as it "complements" rather than "displaces" the work of the company's regular employees…

So what does this all mean?

First, the DOL's 6 factor test, at least in the Second Circuit, is no longer valid. As the court said, "[B]ecause the DOL test attempts to fit [the Supreme Court's railroad decision's] particular facts to all workplaces, and because the test is too rigid for our precedent to withstand, we do not find it persuasive, and we will not defer to it."

Second, the decision makes clear that interns may perform some "work" so long as the work does not displace an employee. While no bright line exists, interns may likely be assigned projects that help current employees do their work more effectively. However, the amount of work should be weighed in the context of the entire intern program to ensure that the scale still tips toward the intern being the primary beneficiary of the program.

Third, the educational component of the internship is a critical factor. Companies' programs should emphasize training and educational opportunities, such as speaker series, mock projects, information sessions, open door policies to ask questions about the industry, and attendance at industry conferences or events. The greater the educational component of the program, the more likely that the interns will be the primary beneficiaries."

Workers' and Unemployment Compensation

Workers' compensation boards have found that interns contribute enough to a company to make them employees. It's wise for businesses to cover interns under their workers' compensation policy even though they may not be required to do so. Student interns are generally not eligible for unemployment compensation at the end of the internship.

Income Taxes

The employer is responsible for withholding all deductions required by federal and state income tax laws from the wages of all student employees. The courts have ruled that compensation for work performed as a student employee is remuneration for services performed for the benefit of the employer and, therefore, is taxable income. International students and F-1 and J-1 visas are subject to withholding payment of federal, state, and local taxes unless they are exempt by provision of a tax treaty. In cases where a tax treaty applies, students must provide documentation to the employer on the appropriate IRS form. Information regarding tax treaties may be found in Internal Revenue Service publications.

Fringe Benefits

The employer may or may not offer a fringe benefits package to student employees. Benefits may include as much as full benefits accrued on an equal basis with other employees in similar personnel categories. Many employers provide some vacation and sick benefits. Other benefits such as group life insurance, medical insurance, profit sharing, and bonuses may or may not be available, depending on company policy.

Keep In Mind

Even if a student is earning college credit for an internship with an organization, the student is still permitted, under the FLSA, to be compensated.

Paid interns make ideal workers. They are hungry to learn, eager to make a good impression, and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment.

The employer should identify the specific terms and conditions of employment (e.g., the start and end dates of the internship; compensation; organizational and/or reporting relationships; principal duties, tasks or responsibilities; working conditions; confidentiality; and any other expectations of the employer). These should be discussed when recruiting an intern, and also at their orientation, so there is no misunderstandi

International Students

The most common visa types employers will see on college campuses, when recruiting international undergraduate or graduate students for full-time or internship positions are the F and J visas.

“An F-1 visa is granted to a person coming to the United States to attend a college, university, seminary conservatory, academic high school, elementav a9 (s) ehot-3 (v)13 (a)(m)-5.1 o (g)1216.119.9 (.1[(c)1 (

SAMPLE – HARASSMENT POLICY AND PROCEDURES

the participating site and supervisor. All interactions during the intervention will be documented by the Internship Program staff and kept on file.

These interventions may include:

1. The Internship Program staff providing guidance, if necessary, to the site on how to confront the student intern.
2. The Internship Program contacting the University legal counsel for assistance in facilitating the intervention(s).
3. The Internship Program contacting the student and site supervisor to establish a meeting to present the reported allegations.
4. Removing the intern from his/her internship site.

SAMPLE – INTERNSHIP POSITION DESCRIPTION

Position:

Organization:

Address 1:

Address 2:

City: St: Zip:

Contact:

Title:

Phone: Fax:

Email: Website:
Majors Desired:

GPA Desired:

Is free and safe parking available? ___Yes ____No
If not, do you provide reimbursement for parking? ___Yes ____No Time Preference:
____ Part Time ____Hrs/Wk
____ Full Time
____ No Preference

Compensation:
____ Per Hour / _____Stipend / _____Other

When Available:
____ Fall / ____Spring / _____Summer Job/Project Description:

Experience/Skills Desired:

SAMPLE A: EMPLOYER ASSESSMENT OF INTERN

Student: _____ Organization: _____

Introduction: This assessment instrument is intended to provide the intern with feedback concerning both general and specific professional skills and competencies. You are asked to be objective and candid in your assessment and to discuss it with the intern. Assessment ratings range from 1 to 5 as follows:

1 Unsatisfactory (Never demonstrates this ability/does not meet expectations)
2 Uncomplimentary (Seldom demonstrates this ability/rarely meets expectations)
3 Fair (Sometimes demonstrates this ability/meets expectations)
4 Commendable (Usually demonstrates this ability/sometimes exceeds expectations)
5 Exceptional (Always demonstrates this ability/consistently exceeds expectations)

If any criteria are not applicable to this internship experience, please leave the response blank. Please do not feel compelled to write comments in each section.

A.

D. Creative Thinking & Problem Solving Skills

1. Seeks to comprehend and understand the "big picture"	1	2	3	4	5
2. Breaks down complex tasks/problems into manageable	1	2	3	4	5
3. Brainstorms/develops options and ideas	1	2	3	4	5
4. Respects input and ideas from other sources and	1	2	3	4	5
5. Demonstrates an analytical capacity	1	2	3	4	5

Comments:

E. Professional & Career Development Skills

1. Seeks to understand personal strengths and weaknesses	1	2	3	4	5
2. Exhibits self-motivated approach to work	1	2	3	4	5
3. Demonstrates ability to set appropriate priorities/goals	1	2	3	4	5
4. Exhibits professional behavior and attitude	1	2	3	4	5
5. Manages personal expectations consistent with work	1	2	3	4	5
6. Shows interest in determining career direction	1	2	3	4	5

Comments:

F. Interpersonal & Teamwork Skills

1. Relates to co-workers effectively	1	2	3	4	5
2. Manages and resolves conflict in an effective manner	1	2	3	4	5
3. Supports and contributes to a team atmosphere	1	2	3	4	5
4. Controls emotions in a manner appropriate for work	1	2	3	4	5
5. Demonstrates assertive but appropriate behavior					

H. Basic Work Habits

1. Reports to work as scheduled	1	2	3	4	5
2. Is prompt in showing up to work and meetings	1	2	3	4	5
3. Exhibits a positive and constructive attitude	1	2	3	4	5
4. Dress and appearance are appropriate for this organization	1	2	3	4	5

Comments:

I. Character Attributes

1. Brings a sense of values and integrity to the job	1	2	3	4	5
2. Seeks to serve others even at the risk of personal	1	2	3	4	5
3. Refrains from gossip/respects the privacy of others	1	2	3	4	5
4. Behaves in an ethical manner	1	2	3	4	5
5. Respects diversity (religious/cultural/ethnic) of co-workers	1	2	3	4	5

Comments:

J. Open Category: Industry-Specific Skills

Are there any skills or competencies that you feel are important to the profession/field (represented by your organization) that have not been previously listed in this evaluation? If so, please list these skills below and assess the intern accordingly.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5

K. Overall Performance

Unsatisfactory		Poor			Average		Good		Outstanding	
0	1	2	3	4	5	6	7	8	9	10
(F	D	D+	C-	C	C+	B-	B	B+	A	A)

I have / I have not discussed this assessment with the intern.

Evaluator's Signature: _____ Date: _____

Title/Position: _____ Telephone: _____

SAMPLE – STUDENT EVALUATION OF INTERNSHIP SITE

Your Name: _____ Date: _____

Organization: _____ Semester/Year: _____

Location: _____ Supervisor: _____

1. Please rate the following aspects of your internship experience on this scale:
(1) Poor (2) Fair (3) Good (4) Excellent

Site				
Physical environment was safe	1	2	3	4
An orientation was provided to the organization	1	2	3	4
Adequate resources were available to accomplish projects	1	2	3	4
Co-workers were accepting and helpful	1	2	3	4
Supervisor				
Supervisor provided a clear job description	1	2	3	4
Regular feedback was provided on my progress and skills	1	2	3	4
An effort was made to make it a learning experience for me	1	2	3	4
Supervisor provided levels of responsibility consistent with my abilities	1	2	3	4
Supervisor was supportive of the agreed-upon work days and hours	1	2	3	4
Learning Experience				
Work experience related to my academic discipline and/or career goal	1	2	3	4
Opportunities were provided to develop my communication skills	1	2	3	4
Opportunities were provided to develop my interpersonal skills	1	2	3	4
Opportunities were provided to develop creativity	1	2	3	4
Opportunities were provided to develop my problem-solving abilities	1	2	3	4
This experience has helped prepare me for the workplace	1	2	3	4
Overall Value Rating for this Internship	1	2	3	4

Feel free to explain any of your responses to the above criteria (use other side if necessary):

2. Would you work for this supervisor again? Yes No Uncertain

3. Would you work for this organization again? Yes No Uncertain

4. Would you recommend this organization to other students? Yes No Uncertain

TRUE RECOMMENDED RESOURCES

- The Successful Internship (Third Edition)

H. Frederick Sweitzer and Mary King

HELP FOR EMPLOYERS

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