

Our three-credit internship program began as a degree requirement in 2006. Three years later, the creator of our internship program was honored with the 2009 Higher Education “Leader of the Year” award from the National Society for Experiential Education. NSEE is a professional organization that promotes experiential learning and recognizes work that advances the concept of learning by doing.

Key elements of our internship program involve defining duties and developing measurable goals, tracking student progress, integrating classroom and studio learning with work experience, and evaluating the student as well as our program. Several tools are used to maintain the quality of our internship program, including the following:

### ***The Learning Agreement***

The learning agreement is completed by the student and supervisor to articulate learning objectives (goals) and a description of learning experience the student will have. Three measurable goals are required. A goal may change or another may be added as opportunities arise. The director of the internship program is available to assist in the development of the learning agreement, which will be used to track student progress. It is due to the director of the internship program before the end of the second week of the internship.

### ***Contacts & Site Visits***

Communication is important for a successful internship experience for both student and supervisor. Mail, email, fax and telephone contact may be utilized. The director of the internship program may be contacted by the supervisor or the student at any time during the field work to ask questions or discuss concerns.

### ***Class Meetings***

Students working concurrently in the field meet on campus at the beginning middle and end of their internships for a series of class meetings with the director of the internship program. These group meetings are an important opportunity for students to share and compare experiences with other interns. The program director facilitates these seminars by asking students to reflect upon their internships and to express their opinions and feelings about workplace experiences. In this manner, students achieve a deeper level of learning about themselves and their professional place in the world of work.

### ***Evaluations***

- A *Supervisor’s Evaluation of the Student* will be sent to the supervisor towards the end of the internship. This evaluation is considered when the final grade for the student’s three-credit internship is being determined.
- The final grade is determined by the program director and is based on the supervisor’s evaluation, the student’s participation in the on-campus reflection seminar, and timely completion of related assignments.
- Included in the *Supervisor’s Evaluation of the Student* is a request for an evaluation of our program. Supervisor comments and suggestions are used as an assessment tool in a continuous effort to monitor and improve our program to benefit you and our students.

## **Roles & Responsibilities**

Three people are responsible for the progress of the internship experience: the site supervisor, the student, and the director of the internship program. A brief description of the responsibilities of each is outlined here.

### ***Site Supervisor***

Professionals who are first-time supervisors often ask what is expected of them. The following tips are offered to assist you in your role as site supervisor, and to ensure a successful experience for the student, for you and for your organization or business.

- Help the student develop learning objectives (goals); provide the resources needed to accomplish those goals.
- Orient the student to the work environment; introduce the student to others in the workplace; explain acceptable workplace etiquette; provide 120 hours of work.
- Provide a structured learning experience; give the student specific learning opportunities, and schedule regular check-in meetings to discuss the student's progress on assigned learning experiences and on the three goals outlined in the Learning Agreement.
- Act as a mentor to the intern; answer questions; provide guidance and feedback; encourage creativity and critical thinking.
- Plan to be available for a possible site visit or telephone conference; complete evaluations on the student and the program.
- Contact the director of the internship program whenever questions arise or more information is needed.

### ***Student***

The student's role is primarily defined by the duties outlined in the Learning Agreement. Additionally, the student will

- meet regularly with the supervisor,
- adhere to the expectations of the workplace in terms of behavior, dress, procedures and attendance,
- behave in a manner consistent with the ethical and professional standards of the workplace and the field, within which it operates,
- complete all academic and work related assignments, and
- attend all required meetings on campus.

### ***Internship Program Director***

The program director is the primary contact during the course of the internship and is available to respond to questions or concerns from the student and the supervisor. Additionally, the program director

- assists in the development of measurable goals and approves the Learning Agreement,
- sends the evaluation form to the site supervisor,
- conducts the site visit, phone call or email contact to track progress on the student's goals outlined in the Learning Agreement,
- collects and monitors activity log time sheets,
- assigns the paper and journal designed to integrate the student's classroom work with the internship,

- conducts the Reflection Seminar with students at the conclusion of their internships, and
- determines the final grade for the three-credit internship program.

### **Additional Information**

#### ***Paid vs. Unpaid Internships***

Please see Rules and Regulations for Internships attached.

#### ***Portfolio & Resume Material***

Internships are opportunities for students to create new portfolio pieces or to add experience to a resume. Exposing students to a variety of experiences or allowing time for creativity helps expand their portfolios and resumes.

#### ***Your Professional Perspective***

One way to serve as a mentor to the student is to ask the student about classroom and studio courses at Montserrat, then share your professional perspective, expertise, information and resources.