



Internship Manual

Procedures and Guidelines for the Otterbein University Internship Program

***This manual and accompanying forms can be found at
www.otterbein.edu/sscd in the Internship Manual & Forms Link***

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Office of Academic Affairs

Student Success & Career Development

Preface

The Internship Manual has been written to assist students, faculty, and employers who wish to participate in Otterbein's internship program. For departments that have developed their own policies regarding internships, this manual serves as a general guide.

In order to carry out a complete evaluation of our internship program, it is essential that faculty internship coordinators, work supervisors and students complete the appropriate evaluation forms. This will help us to evaluate not only each individual internship experience, but also will show us how effectively the overall program is working.

It is important to have feedback on this internship program. Therefore, we request that you give us any suggestions you consider helpful in making this program work well. We hope to broaden our internship contacts and provide internships that challenge and supplement the education our students are experiencing at Otterbein University.

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■ CONTENTS

GOALS OF THE INTERNSHIP PROGRAM	4
POLICIES OF THE INTERNSHIP PROGRAM	4-7
Student Eligibility	
Academic Credit	
Financial Considerations	
Geographic Location	
Timelines	
Inclement Weather	
Incident Report Policy and Procedure for Off Campus Injury or Harm	
Discrimination and Harassment	
Off Campus Learning Accommodations	
EXPECTATIONS & RESPONSIBILITIES	7
Student	
Faculty Coordinator	
Work Site Supervisor	
GUIDELINES FOR STUDENTS	8-11
Why complete an internship?	
Basic requirements of the Otterbein Internship Program	
Tips for maximizing your internship	
GUIDELINES FOR FACULTY COORDINATORS	11-12
GUIDELINES FOR WORK SITE SUPERVISORS	12-13

■ GOALS OF THE INTERNSHIP PROGRAM

An internship, as defined by the Otterbein University Internship Program, is a structured academic opportunity that allows students to apply academic skills and knowledge in the workplace. Experiential education that is based on a set of learning objectives helps students to prepare to meet career responsibilities after graduation. The goals of the program are:

- To allow students to apply, evaluate, test and integrate academic knowledge and theoretical concepts in a work setting.
- To develop and expand students' knowledge about themselves and their abilities, goals, and career interests in a work setting.
- To expand students' awareness of the world beyond the campus by exposure to a variety of careers, disciplines, organizational cultures, and environments.
- To allow students to gain access to knowledge and equipment not available on a college campus.
- To encourage students to take a greater responsibility for their education and life, and develop self-reliance, personal style, values, and beliefs in a manner consistent with becoming a responsible and productive individual.
- To provide students with experience in the disciplined and discriminatory use of evidence in making decisions and solving problems in a work setting.

■ POLICIES OF THE INTERNSHIP PROGRAM

Student Eligibility

- Students must be in good academic standing to apply for an internship. A cumulative grade point average of at least 2.7 is preferred, but the final decision about participation rests with the individual academic department.
- Typically, students who participate in an internship have junior or senior status; however, certain departments will make exceptions to this in individual cases.

Academic Credit

- A maximum of 15 semester hours of internship credit may be counted toward degree requirements at Otterbein.
- 42 hours of work or work-related activities are required for each hour of assigned credit. Therefore, a full-time intern registers for 15 semester hours and is expected to spend 45 hours per week on activities specified in the learning contract. These hours include both "on-the-job" tasks and "off-the-job" tasks such as reading, journaling, research, etc.
 - 3 hours per week x 14 weeks = 1 semester credit
 - 15 hours per week x 14 weeks = 5 semester credits
 - 30 hours per week x 14 weeks = 10 semester credits
 - 45 hours per week x 14 weeks = 15 semester credits
- Students are able to receive academic credit for internships completed during Cardinal Term and May Term. Students can receive a maximum of 3 credit hours during Cardinal Term and 4 during May Term.

Financial Considerations

To participate in the Otterbein internship program, students must pay tuition for an internship based on the semester hours attempted. A student's financial aid will apply to internship hours as well as hours attempted in traditional courses. Any extra travel or work-related expenses are the student's responsibility. Some student interns may be paid a salary or stipend by their host organization; other internships are unpaid. There is funding available through the Five Cardinal Experiences and Otterbein Ready, for more information, email Leah Schuh (lschuh@otterbein.edu).

Geographic Location

Most internships obtained by Otterbein students are local. However, internship opportunities exist in other areas of Ohio as well as in other states in the U.S. The Philadelphia Center and The Washington Semester are only two examples of the many out-of-state programs or opportunities that exist. There are also increasing numbers of students who are choosing to do an international internship.

Timelines

- Students should begin exploring internship placements no later than one semester preceding the semester they intent to intern. (It should be noted that some very competitive internships have application deadlines of six to nine months prior to the start of the internship.)
- Students should select their faculty coordinator one semester prior to the internship to allow time for all the preliminary planning and paperwork.
- All deadlines for the completion of work outlined in the learning contract will be established by the faculty coordinator.

Inclement Weather Policy

During times of inclement weather, interns should contact their site supervisor for information on whether the site will be open, delayed, or closed and adjust their schedule accordingly.

Incident Report Policy and Procedure for Off Campus Injury or Harm

Students enrolled at Otterbein University are required to report and document incidents that occur during off-campus activities which may actually or potentially lead to personal injury or harm.

When such an incident occurs, students are required to immediately report the incident to their on-site supervisor. An agency incident report form should be completed by the student and reviewed by the on-site supervisor before submitting to the agency supervisor. An Otterbein Student Incident Report, filled out and signed by both the student and the on-site supervisor, should be completed within 24 hours. If an academic course, the faculty member coordinating the student's course activities (if he/she is not the on-site supervisor) should read and sign the report and send the report to the Department Chair as soon as possible.

The Otterbein Student Incident Report(s) will be kept in a permanent file. The faculty member/direct activity supervisor and Department Chairperson/Program Director are responsible for documenting any actions recommended in regard to the incident. Copies of completed Student Incident Report(s) should be sent to the Otterbein Police Department, Office of Student Affairs and the Director of Human Resources.

Students are financially responsible for any testing or treatment for course-related injuries. Student Incident Report forms are available at www.otterbein.edu/career via the Internship Manual and Forms link, and through Student Success & Career Development.

Discrimination and Harassment

Otterbein has multiple resources to assist you if you think you may have been discriminated against or sexually harassed. Even though your internship may be off campus, Otterbein students participating in credit-bearing internships fall under University Discrimination and Harassment Policy and Sexual Misconduct Policy. Please utilize our resources to assist you.

Discrimination and Harassment Policy: Otterbein University does not discriminate on the basis of race, color, gender, national origin, religion, gender identity, sexual orientation, age, disability, genetic information, military status or veteran status in the admission of students, educational policies, scholarships and loans, housing, athletics, employment and other activities. Otterbein resources include the Director of Human Resources (614-823-1805).

Sexual Misconduct Policy: Sexual Harassment is unwelcomed conduct, based on gender or sexual orientation that creates a hostile environment or otherwise results in individuals being denied equal opportunity in the terms and conditions of their education or employment. Otterbein resources include the Title IX/Sexual Misconduct website <https://www.otterbein.edu/about/title-ix/>, Dean of Students/Deputy Title IX Coordinator (Julie Saker, jsaker@otterbein.edu, 614-823-1250) and the Director of Human Resources (614-823-1805).

You may also want to speak with your on-site supervisor or human resources department, and/or Otterbein faculty coordinator. Most likely, the organization/company has workplace discrimination and harassment policies.

Please be aware that most University employees are required to report allegations of discrimination and sexual harassment. If you feel confused about the situation and uncertain about how to respond, you may also speak confidentially to a counselor on campus, the Counseling Center can be reached at counseling@otterbein.edu, 614-823-1333 or the University Chaplain Judy Guion-Utsler, jguionutsler@otterbein.edu, 614-823-1409. You may also speak confidentially to trained peer advocates at the Women's, Gender and Resource Center at 614-823-1028.

*All Otterbein students **must complete the on-line sexual misconduct course, *Campus Clarity: Think About It***, prior to starting their internship. The course was created to examine issues related to sexual harassment/misconduct and to provide information about policies and resources. If you have not yet taken the course, contact Julie Saker, Dean of Students, at jsaker@otterbein.edu and she will send you the link.

Off-Campus Learning Accommodations

Disability Services (DS) welcomes discussions related to any off-campus program requirements (i.e., field placements, clinicals, internships, etc.). It is an expectation of the university that students meet the essential requirements of their placement with or without reasonable accommodations (i.e., accommodations that do not result in a fundamental alteration or undue burden).

Our role is to support students (when requested) as they navigate discussions with their faculty, their field placement representative, and/or their placement's HR contact. DS can assist in identifying the program requirements, disability-related concerns and barriers, and potential accommodations. DS can also provide an accommodation letter specific to placement accommodations for students to share at their discretion with appropriate parties. To ensure a smoother transition, DS suggests discussing any disability-related questions or concerns with DS and the Program Coordinator before beginning the placement.

It is also the university's expectation that as a condition of working with an Otterbein student, the organization/company providing their placement agrees to not discriminate against any student or discriminate on the basis of disability. While the student may not be an official employee while completing their program requirements, failure of the organization/company to reasonably modify their activities may concern Title II or Title III of the ADA. Students should report any concerns/incidents as soon as possible so DS/the university can further investigate and provide support.

■ EXPECTATIONS AND RESPONSIBILITIES

Student

- The student must identify a faculty member to serve as their faculty coordinator. Typically, students ask their academic advisor to serve in this capacity, but it is not required that the faculty coordinator also serves as the student's academic advisor.
- The student will complete a learning contract that defines the nature of the work experience, the learning objectives, and academic expectations. Though this contract is developed collaboratively with the faculty coordinator and the work supervisor, the student needs to reflectively plan for the internship since it represents another aspect of their academic program. It should reflect a level of academic rigor similar to that encountered in the classroom.
- The student must complete all of the work outlined in the original learning contract. **This includes a student evaluation of the internship, a student evaluation of the supervisor, and a supervisor evaluation of the student. All of these forms can be found on the Internship & Professional Experiences page, under the "Internship Manual and Forms" drop down. (<https://www.otterbein.edu/sscd/internships-professional-experiences/>) Check with your faculty coordinator if they prefer the printable evaluation forms or the online evaluation forms. Credit will be given for the internship when the faculty coordinator has deemed the internship complete per the objectives stated in the Learning Contract.**

Faculty Coordinator

- The faculty coordinator serves as a mentor and facilitator to the student during the internship experience. The coordinator should meet consistently with the student at arranged times throughout the internship to evaluate progress and provide advice.
- The faculty coordinator helps the student develop a learning contract or a suitable alternative that is relevant and workable. The student should play a major role in the initial planning and formulating stages of the internship in order to shape the learning goals to meet individual needs and to fully understand the extent of responsibility for the success of the experience.
- The faculty coordinator should schedule several contact points with the student during each internship to monitor progress of the internship, student's progress in reaching the learning objectives and to assure completion of all final assignments.
- The faculty coordinator should make several contacts with the work supervisor during the internship. It is important to monitor the progress of the internship from a variety of viewpoints and to maintain close relationships with all participants.

- The faculty coordinator is responsible for seeing that all paperwork is completed by the student prior to submitting a grade for the internship. Individual departments may determine whether internships are given a letter grade or recorded pass/fail. **The faculty coordinator is responsible for the seeing that the required paperwork is submitted to the Academic Affairs Office at the end of the internship.**
- No faculty member is obligated to take on the role of faculty coordinator or to find internship sites for students. The internship should be regarded as a student initiative with the faculty coordinator taking a supervisory role.

Work Site Supervisor

- The site supervisor must assist with and agree to the terms established in the learning contract.
- The supervisor should take an active role in mentoring and guiding the student to help meet learning goals, and be available for meetings or conversations with both the student and the faculty coordinator.
- The site supervisor should complete the evaluation forms in a timely fashion and return them to the faculty coordinator. The evaluation can be found at www.otterbein.edu/sscd in the Internship Manual & Forms link.
- It is the university's expectation that as a condition of working with an Otterbein student, the organization/company providing their placement agrees to not discriminate against any student or discriminate on the basis of disability. While the student may not be an official employee while completing their program requirements, failure of the organization/company to reasonably modify their activities may concern Title II or Title III of the ADA. Students should report any concerns/incidents as soon as possible so Disability Services (DS)/the university can further investigate and provide support. DS can also support the student and assist in identifying the program requirements, disability-related concerns and barriers, and potential accommodations. DS can be reached via DisabilityServices@otterbein.edu.

■ GUIDELINES FOR STUDENTS

Why complete an internship?

What is it about an internship that is so valuable? Why should you consider completing one? What advantages will you have over students who do not participate in an experiential education experience? An internship:

- gives you a chance to explore career fields through first-hand experience.
- promotes development of confidence, maturity, responsibility, and skill in human relations.
- increases the development of decision-making and analytical skills through experience in actual work environments.
- creates a better understanding of theory by its actual application in practice.
- helps you develop a more positive attitude toward coursework as a result of seeing its usefulness on-the-job, which often leads to better grades.
- helps you gain professional experience to include on your resume, which can significantly improve your marketability to employers.
- provides useful contacts that may lead to future employment.

- provides the support of a faculty mentor during the difficult first entry into a professional career.
- furnishes academic credit for learning that takes place on the job.

Requirements of the Otterbein Internship Program

- In order to earn credit for your internship, you will need to work closely with a faculty member who will coordinate certain aspects of your internship experience. You may ask any faculty member in any department to be your faculty coordinator. *Be sure that you make this request at least one semester before you intend to do an internship.* Your faculty coordinator will help you develop your learning contract, serve as a liaison between you and your work supervisor, and support you through the internship experience.
- Complete and submit the **Undergraduate Registration Permission Form for Internship 4900** to the Registrar's Office, **prior to beginning your internship**, in order to receive credit for your internship(s). You may register for several internships in any subject area, but may not exceed a total of 15 internship credit hours to count towards graduation requirements.
- You will need to complete the **Learning Contract**, available at www.otterbein.edu/sscd in the Internship Manual & Forms link, with assistance from your faculty coordinator and input from the internship supervisor. The Learning Contract outlines what you intend to learn and accomplish while you are on your internship. It is an effective tool for gaining agreement between you, your work supervisor and your faculty coordinator on your mutual intentions and expectations for the internship, both educational and work-related, as well as criteria and techniques for grading and evaluation at the internship's conclusion. Learning contracts may differ depending on the specific requirements of each department or internship.
- You are expected to maintain contact throughout the internship with your faculty coordinator and complete assignments on time so that the progress of your work may be evaluated.

You must **evaluate the internship experience** on the official evaluation forms or in a format approved by your faculty coordinator. Completing the two Student Evaluations, found at www.otterbein.edu/sscd in the Internship Manual & Forms link, will help you to review your internship experience, evaluate your most significant accomplishments, and focus on areas in which you need improvement or would like additional experience. Your supervisor will also need to submit an evaluation, also found at www.otterbein.edu/sscd in the Internship Manual & Forms link.

Tips for Maximizing Your Internship

Working Tips

1. Make a good first impression
 - Dress appropriately.
 - Always be prompt.
 - Maintain a positive attitude.
 - Find out about and follow company regulations.
 - Respect the time of others.

2. Orientation

If there is no formal orientation program for you, try to give yourself one by:

- Reading everything you can about the organization.
- Introducing yourself to your co-workers.
- Making lists of questions so that you can use your supervisor's time wisely.

3. Getting the job done

- Schedule your time; keep a to-do list.
- Space out your tasks; one big task can be broken down into stages.
- Pace your energy. Too much enthusiasm at first may overwhelm you and leave you burned out at the end.

Problems during your Internship

If you encounter any of the following challenges in your internship:

1. **“Go fer” work.** As a member of a team, you will want to help with routine tasks occasionally, but you don't want them to become your permanent job. A good learning contract should prevent this problem, but if you feel your work activities are not challenging enough, consult your work supervisor. Make sure that if you ask for additional assignments, you have demonstrated your capacity to handle them.
2. **Pressure.** Meeting deadlines is your responsibility, but if the pressure to finish assignments on time begins to overwhelm you, let your supervisor know. The quality of your work is as important as the time element. The best planning can fall through, so don't be afraid to say you can't finish on time or think that the project is too much for you to handle.
3. **Overtime.** You may be asked, or feel pressured, to work late or on weekends, and working extra hours may help you learn more by experiencing roles or situations not otherwise available. Your commitment to your supervisor and your organization may demand that you put in the extra work. However, you are an independent person, and everyone has a personal life to maintain. So, if you feel confused about work hours and time, talk to your supervisor and negotiate a solution that takes into account both your needs and those of the organization.
4. **Discrimination or Harassment.** Resources are available if you think you may have been discriminated against or sexually harassed. Even though your internship may be off campus, Otterbein students participating in credit-bearing internships fall under University Discrimination and Harassment Policy and Sexual Misconduct Policy. See details on page 6.

Keeping a Journal

A journal can be one of the most effective learning tools in an internship, helping you to monitor your own learning, record problems and solutions, and keep track of new information. Some faculty coordinators include journal writing as part of the learning contract. Even if not required, you should seriously consider journaling if you wish to get the most out of your internship. The following format is suggested by Helen Graves in *Political Internships: Academic Components*:

1. A log. (Time frame of activities.)
2. Recording of questions. (No fewer than 3 each day.)
3. Recording of perceptions. (What did you observe? How does your position fit into the entire system? How well does your academic theory coincide with reality?)

4. Recording of feelings. (Most interns go through several phases from being the uncertain observer to feeling “part of the establishment,” to experiencing boredom and inertia, to assessing the placement as a critical outsider.)
5. Discussion section. (Take one facet of the week’s experience and deal with it in detail, or view the week’s experience in its totality.)
6. New language recording. (Each internship environment has its own specialized language. Recording it assists you to understand and communicate more carefully.)

Gathering Career Information

An internship is an excellent opportunity to explore a career of your choice. You will be able to gather information, clarify how you feel about specific work environments, and test your abilities as you learn which skills are essential for various positions. You can also develop professional contacts that can be used once you actually begin your post-graduation job search.

You will no doubt discover much career-related information during the hours you work each week. A systematic effort to obtain information, however, can yield an even greater dividend.

1. Each week, ask several co-workers a few questions about their careers and compare answers. You will reap the benefit of learning about a particular career field from many different viewpoints.
2. Schedule several 20- to 30-minute “informational interviews” with selected co-workers throughout the experience.
3. If possible, get involved in company activities, training sessions, or professional development seminars. You may also want to participate in social events planned for employees to learn more about the culture of the organization.
4. Use a scheduled evaluation meeting with a supervisor at the end of the internship to discuss career concerns.

■ GUIDELINES FOR FACULTY COORDINATORS

As a faculty coordinator, you are providing a direct link between the university and the workplace for the intern. In addition to the benefit of working closely with an individual student, supervising internships gives you an opportunity to observe practices and activities in a variety of employment settings and increase your knowledge of workplace trends.

Overview of role

Students are asked to begin the internship search process at least one semester prior to the internship, and should ask a faculty member to act as the coordinator as early as possible in this process. Though it is not your responsibility to find an internship placement for the student, any suggestions or personal contact names you may have can facilitate the process for students. A faculty coordinator helps the student formulate learning objectives, suggests academic work that supplements the internship experience, serves as a support system to the intern during the experience, and provides a formal evaluation after the internship has been completed.

Assistance with the learning contract

While it is the student’s responsibility to complete the learning contract, students need guidance from the faculty coordinator. The learning contract that is used for most Otterbein internships can be found at

www.otterbein.edu/sscd in the Internship Manual & Forms link. Faculty should pay special attention to the sections related to learning objectives and activities.

The learning activities should relate to the objectives. While many of the activities will be determined by the work supervisor, you may ask the student to follow through on other activities such as reading, research, or informational interviewing that will add an additional dimension to the internship. Faculty members often ask interns to keep a journal or log. It is important that activities are defined in a precise manner. For example, be sure the student understands whether a journal should be daily or weekly or take a summative or a critical assessment approach.

Contact with intern

Faculty coordinators need to play a supportive role in a student's internship experience. Students require feedback and assistance throughout the internship and regular and consistent communication with the student is highly encouraged and will help facilitate a stronger learning experience for the student. You are also encouraged to make on-site visits whenever feasible. These visits will help you to evaluate the student's work.

Contact with work supervisor

Faculty coordinators are asked to make at least two phone contacts with the work supervisor over the course of the internship. An initial contact at the outset and a second call within week 8 or 9 should prove useful. In addition, a site visit would enable you to evaluate the placement for future interns.

■ GUIDELINES FOR WORK SITE SUPERVISORS

As supervisor for an Otterbein University intern, you are responsible for the intern's work activity and schedule. You will facilitate the transition between academic studies and the workplace.

Your willingness to provide an opportunity for an Otterbein student to expand his or her education beyond the classroom is deeply appreciated. Student interns have the potential to provide your organization with genuine assistance, as well as a fresh perspective and new energy and enthusiasm.

Assistance with the learning contract

One of your responsibilities as a work supervisor is to assist the student in developing the learning contract, which is an outline of what he or she intends to learn and accomplish during the internship. The learning contract is an effective way to establish agreement about mutual intentions and expectations for the internship, and develop criteria for supervision and evaluation. The learning contract can be found at www.otterbein.edu/sscd in the link labeled Internship Manual & Forms.

You can be especially helpful to the student in developing realistic goals and providing suggestions for possible activities, tasks, and projects to accomplish these goals.

Orientation

Listed below are some guidelines for helping the student adjust to the work setting.

1. Since the student is with you such a short time, it is recommended that company or organization literature be shared with the student in advance to save time. This material will help the student understand where his or her position fits in the "big picture."

2. Please make whatever physical arrangements are necessary in regards to work space and equipment, and provide other appropriate materials.
3. You and the student should be in agreement about reporting time and place, hours, dress, degree of independence, on-the-job supervision, and confidentiality.

Contact with faculty coordinator

The faculty coordinator will be contacting you as the internship progresses. Some topics that might be appropriate to discuss are:

1. Is the intern performing as expected?
2. Are there major discrepancies between your perception and the intern's?
3. Is the student developing appropriate professional behavior toward both staff and supervisors?
4. Is the student accepting direction, supervision and constructive criticism?
5. Are there ways the internship could be improved?
6. If there are concerns, please contact the faculty coordinator so that problems might be resolved promptly.

Supporting Students with Disabilities

It is Otterbein University's expectation that as a condition of working with an Otterbein student, the organization/company providing their placement agrees to not discriminate against any student or discriminate on the basis of disability. While the student may not be an official employee while completing their program requirements, failure of the organization/company to reasonably modify their activities may concern Title II or Title III of the ADA. Students should report any concerns/incidents as soon as possible so Disability Services (DS)/the university can further investigate and provide support. DS can also support the student and assist in identifying the program requirements, disability-related concerns and barriers, and potential accommodations. DS can be reached via DisabilityServices@otterbein.edu.

Evaluation

A standard supervisor evaluation form is provided at www.otterbein.edu/sscd in the link labeled 'Internship Manual & Forms' and should simplify the written evaluation process. A prompt return of the evaluation to the faculty coordinator at the end of the internship will be greatly appreciated. Students are encouraged to discuss this evaluation with you to aid in reviewing their experience and clarifying comments made on the evaluation form.

Some topics that might be appropriate to discuss with the student are:

1. Did the intern perform as expected?
2. How did the intern's performance compare with people in comparable positions?
3. What challenges and opportunities might the student face as a professional, and what sources of information can be used to help inform these?