



Human Sciences
COLLEGE OF HEALTH SCIENCES
SAM HOUSTON STATE UNIVERSITY

INTERNSHIP HANDBOOK

HUSC 4369

Eleventh Edition - August 2023

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Important Applications and Forms for HUSC 4369

These documents can be found on the [Department of Human Sciences Internship website](#) in fillable PDF format. BE SURE to save the file to your computer first, then re-open the file and to fill out.

- HUSC 4369 Internship Course Application
- Internship Application with Supervising Business
- Time Log and Weekly Reflection Report
- Final Performance Evaluation
- Assignment 1: Internship Process Overview
- Assignment 2: Performance Goals and Objectives
- Authorization for Emergency Medical Treatment
- Release and Indemnification Agreement
- Example of Time Log and Weekly Reflection Report

Additional Important Documents

These documents will be provided to you from the Internship Coordinator during the HUSC 4369 application and course.

- Internship Agreement Form
- Student Final Self Evaluation
- Internship Performance Appraisal by Site Supervisor

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Introduction

Internship in the various undergraduate programs of the Department of Human Sciences at Sam Houston State University plays a vital role in the educational preparation of the student. The internship enables the student to better understand the challenges and potentials of careers that are related to the program majors. It also offers the student specific types of hands-on experiences that cannot be obtained through academic study at a university. In addition, the student is afforded the opportunity to network with professionals in the chosen field of study before entering the world of work as a university graduate.

This handbook has been organized to serve students equally well from all undergraduate program majors within the Department of Human Sciences requiring an internship. To that end, a separate section is included with suggestions specific to each program major. Information that applies equally to all program majors is organized in a timeline, beginning with the networking process, and securing the internship position, then the reporting process, and ending with the evaluation process.

Students may enroll for the internship course during the ten-week summer session or the sixteen-week spring semester. Information about specific dates for submitting forms,

agreements, time sheets and weekly log reports is outlined in the timeline section of this handbook.

This handbook has been compiled so that all three participants in the internship process – (1) student intern, (2) business supervisor, and (3) internship coordinator -- have a clear understanding of requirements each must meet in order for the internship experience to be a successful one for all concerned. The roles of the student and professionals involved are defined later in this handbook.

Internship Expectations

It is each student's responsibility to read this handbook thoroughly and become familiar with all the forms before beginning the admission process. The student intern is accountable for all information in this handbook. Failure to comply with timelines, submission of forms, assignments, or log reporting may result in a deduction of points earned for the internship. Since most of the student's work is off campus, it is also the student's responsibility to maintain communication with the internship coordinator during the internship period.

Generally, there are four basic expectations that the student must meet: (1) meet eligibility requirements to participate in the internship program; (2) interview and secure the internship position with an approved employer in the student's field of study; (3) work a minimum of 200 supervised clock hours for a company related to the specific program, concurrent with enrollment in HUSC 4369 Internship; and (4) complete all appropriate paperwork requirements as outlined in this handbook. It is important to note that the 200 required hours may not exceed 20 hours per week during the spring semester and 25 hours per week during the summer semester. Internship hours and maximum hours per week must be discussed with your internship site as part of the requirements of the internship program. If the hours per week reduce the length of your internship in a spring or summer term, a minimum number of weeks is required – 10 weeks minimum in the spring term and 8 weeks minimum in the summer term must be worked. Thus, it is important to plan and communicate your schedule and work hours accordingly with your site supervisor. Additionally, any work done prior to enrollment in HUSC 4369

cannot count toward supervised clocked hours for the course.

For a suitable internship site, recommended guidelines for the site and the site supervisor include:

1. The internship experience should be supervised, meaning that the intern should not be left alone to run an office and that s/he should always know how to contact the supervisor.
2. There should be set times for evaluation of the student's progress, including soon after the beginning of the internship, at the halfway point, and toward or at the end of the internship.
3. The intern should be learning about various aspects of the business, such as through a rotational program, as a way to ensure a broad learning experience.

Eligibility Expectations

Before students are eligible for internship, they must have completed most of their academic training at the undergraduate level, including **a minimum of 90 semester hours, having earned at least a 2.0 GPA at SHSU for FAMD and FSMG, and a 2.5 GPA for ID majors, overall, and in major coursework. The student must also have completed specific prerequisite courses that apply to some of the program areas including: FAMD 3348 and FAMD 3371 for fashion merchandising majors; FSMG 3334 and FSMG 3445 for food service management; INDS 3337, INDS 3360, and INDS 3365 for interior design majors. Interior design major who plan to intern with a commercial design firm will need INDS 4330 completed beforehand.** These are indicated on the HUSC 4369 Internship Course Application. Eligible students must be admitted to the internship program within the Department of Human Sciences before enrollment is permitted. **A student is not to carry a load greater than 12 semester credit hours for the internship semester or 9 hours for the summer session. Three of these 12**

hours are the internship (HUSC 4369).

Reporting Expectations

Once students are admitted to the internship program, they must complete the forms as listed under the Timelines and receive approval from the academic advisor/internship coordinator to continue to the employment process.

It is expected that the student intern will apply academic information and improve skills acquired during the university academic experience as the 200 clock hours are completed and documented in written log reports. Successful reporting is based on detailed descriptions of weekly tasks, discussion of how academic preparation provided appropriate background for the student to perform tasks, and recognition of the importance of tasks to the success of the work experience. The final evaluation enables the student to reflect on the internship experience as a culmination of the learning process enhanced by academic course work.

Expectations Specific to Program Major

Whereas the internship process is the same for all students in the Department of Human Sciences, the tasks they will perform for the employer will vary widely. Each student should read the section specific to the program area to gain an understanding of internship expectations based on the listing of student responsibilities as outlined in the following sections.

It is the responsibility of the student to locate a suitable employment position for fulfilling the requirements of the internship. The student should clearly explain to the supervising business the requirements of the internship, including the paperwork and the number of clock hours to be scheduled, at the time the request for employment is made.

Fashion Merchandising Internship

Internship opportunities in the area of fashion merchandising are readily available. Potential student interns may choose to search for a position in retailing

of fashion merchandise (i.e., retail apparel firm), in the wholesale arena (i.e., working for an apparel manufacturer or a product line), or a fashion industry auxiliary service such as a forecasting agency, social media marketing, or e-commerce firm. Students will discover that some retailers/manufacturers have highly structured internship programs characterized by rotating schedules, some even including class time, while others are less structured in their approach. Students are encouraged to search for those opportunities that feature a more highly structured internship program because often they afford students a greater variety of experiences. However, students do not need to be enrolled in the internship program of a retailer or a manufacturer to complete the requirements of the academic internship. If a student enters a retailer's or manufacturer's internship concurrent with the departmental internship (HUSC 4369), the student is expected to fulfill all aspects of both positions. Within the retail field, internships vary considerably with the size and type of store. Small, one-owner specialty stores often afford a worthy learning experience simply because every employee has to perform a variety of tasks. Department stores and specialty chains sometimes have highly structured internship programs whereby the student intern spends a certain amount of time in one area (such as sales or operations) before moving on to another area. **Whatever the situation, it is helpful to have business supervisors who are willing to take the time with student interns and teach them beyond the basic skills required to perform a given task.**

Retailers are likely to require that the student intern perform tasks in at least several of the following areas: sales; display of merchandise; manual floor moves of merchandise; routine sales functions such as operation of the cash register; control functions such as the taking of markdowns, markups, and inventories; loss prevention; and customer relations.

Apparel manufacturers should require

student interns to perform a variety of functions, and these may range from assisting designers, pattern makers or sample makers, to taking inventory of fabric and supplies and working with retail accounts. Answering calls from retailers and suppliers and helping with the showroom at market times may also be included in the responsibilities of the student intern.

Retailers and apparel manufacturers will expect a prospective student intern to present a résumé that outlines educational achievements and employment experience. Volunteer work as well as work with professional organizations could be included.

Food Service Management Internship

Food service management majors are expected to locate an internship position in a quantity food facility. Examples of suitable internship locations would be in hospital or school cafeterias, nursing homes, restaurants (some fast-food restaurants may be acceptable, depending on the food preparation practices and variety of foods within the menu), and community programs, such as senior citizen centers, including "Meals on Wheels" and "soup kitchens" for the homeless and/or economically disadvantaged.

Six basic facets of meal preparation must be addressed in the facility. These are: (1) menu planning; (2) staff scheduling; (3) food ordering; (4) sanitation and food storage; (5) meal preparation, i.e., actual preparation of the food to be served; and (6) food service. These facets should be included as part of the general management of a food service facility. Student interns should be expected to participate in these six facets of the food service facility; other activities that might fall under day-to-day operation, such as opening a cash register or arranging for the deposit of a day's receipts, would also be appropriate activities.

Facilities that specialize in only one type of pre-prepared food, such as mall kiosks that sell only ice cream or pretzels, would not be suitable internship locations. This restriction applies to any business designed to sell an extremely limited number of food items.

Students seeking internship positions are expected to present a current résumé along with a completed application form. The résumé should include

educational attainment and employment experience. Volunteer work and work with professional organizations could be suitably cited, if within the food service arena, and if volunteer labor is part of the organization's structure.

Interior Design Internship

Internship opportunities in the area of interior design are varied and there may be different expectations with each type of business. The student may pursue a position with an independent interior design firm, an architectural firm, or a homebuilder. Interior design firms and companies in interior design related industries could perform services in the areas of residential design, commercial design, or both. It is recommended that students work for a company with a registered designer (or member of ASID or IIDA), architect, or builder that offers the greatest variety of experiences within the design area, and that is compatible with the career goals and skills they have acquired.

Employment with design-related firms will require students to perform duties in general office management. The student should have some experiences with the designer's resources and client jobs through either observation or practical application. Employers often expect the student intern to travel to pick up or return resources related to a client job and to travel to the client job site.

An independent designer, an architectural firm, a commercial design firm, or a builder may require drafting floor plans or construction details, generally using CAD; measuring for finish or window treatment installations; and quick sketching design elements such as custom architectural elements or window treatments. The design intern may also be required to track product orders and invoices; attend meetings with clients and/or installers; and manual installations of some interior elements such as painting, art, window treatments, furniture, and

accessories.

Potential employers within the interior design industry will expect student interns to present a résumé during the interview process that outlines their educational achievements and employment experiences. Also, a portfolio of student work tailored to the area of specialization of the potential employer may be required.

Recommendations made for interior design portfolio development stem from the expectations of the skill level that employers have for entry-level personnel. **Portfolios should contain a representation of the best work developed by the student from courses in interior design, art, and industrial technology.** The compiled work to be shown to the potential employer should reflect the area of specialization of the employer. A residential firm would expect to see residential work with a display of knowledge of residential products, while a commercial firm would expect to see projects involving office spaces, retail, and restaurants with an emphasis on drafting skills.

It is recommended that projects illustrate space planning; material selections; drafted details, construction elements, elevations, and lettering; programming; specifications; and some rendering techniques. Creativity shown through presentation and design development, while important, are usually seen by employers as having less significance than possessing basic design knowledge, drafting skills and problem solving. Among projects included in a portfolio, it is suggested that a range be shown including digital pieces and hand-generated pieces through photographic or video representation.

Participants in the Internship Process

The internship process revolves around three partners. The student (referred to as a "student intern") is the one for whom the internship process is designed and is the one who benefits most, in terms of information learned and course credit gained. **The faculty** member who coordinates the internship process for the student (referred to as the "internship coordinator") is responsible for assuring that the responsibilities of the university are met and that

criteria are properly attained. **The business professional** who is supervising the student intern (referred to as a "business supervisor") is the third participant and is responsible for supervising as well as mentoring the student intern. The student intern is evaluated by the business supervisor as well as by the internship coordinator.

This handbook has been prepared for student interns and business supervisors to use as a guide. **The faculty coordinators for the internship program in the Department of Human Sciences welcome comments from business supervisors for improvement of the internship process.**

Definitions of Internship Participants

Business Supervisor: The individual employed by the supervising business to whom the student intern will be personally responsible; this person should assume a mentoring role in relation to the student intern. **The business supervisor cannot be an intern's family member or another student.**

Internship Coordinator: The faculty member responsible for academic supervision of student interns in the field.

Student Intern: A student seeking a degree in any of the various program areas in the Department of Human Sciences at Sam Houston State University who has been admitted to the internship program and has secured suitable internship employment.

Supervising Business: A business approved by the internship coordinator that has agreed to provide opportunity for professional work experience for the student intern; provision for financial remuneration should be established between the supervising business and the student intern prior to the beginning of the internship.

Responsibilities of the Supervising Business

The internship plays an important part in the transition of the student from program major to working professional. Through the internship, a student is provided with opportunities for hands-on experiences so that academic knowledge and skills can be applied to real world problems encountered by the supervising business; this type of exposure cannot be obtained through study in the classroom or library of a university. These quality experiences and work opportunities should extend beyond the expectations of the usual employee and should be of a pre-professional nature, integrating problem solving applications wherever possible.

The supervising business should be willing to:

1. Provide a variety of situations with as wide a range of job duties as is practicable to increase the general understanding of the student intern in the business setting. **If possible, these experiences should be chosen to enhance particular strengths and skills of the student intern.**
2. Designate a person as "business supervisor," assigned to oversee the work of the student intern. This person should serve as a mentor for the student intern throughout the internship. The business supervisor is not necessarily the person who hired the student or the person who owns the business but should be a person who is knowledgeable about the daily operation of the business and who is accessible to the student intern on a daily basis.
3. Meet the internship requirement for the 200 clock hours over the summer months or long semester in which the student is enrolled.
4. **Complete the Final Performance Evaluation** which evaluates the work performance of the student intern. This evaluation form should be completed near the conclusion of the internship. It is designed to reflect the quality of specific criteria related to the internship experience. It is requested that evaluation results be discussed with the student interns so that they will become

aware of personal abilities, strengths and/or weaknesses. The employment supervisor's evaluation is reviewed by the internship coordinator and a corresponding grade is posted as part of the overall course grade.

5. Agree to discuss with the internship coordinator the progress of the student intern during the internship experience. The discussion from this meeting concerning the student's work performance is also reviewed and posted as a grade to the student's overall course grade.

Responsibilities of the Internship Coordinator

The internship coordinator is responsible for supervising the academic portion of the internship process. This person is listed as the "instructor of record" for the course HUSC 4369 Internship.

The internship coordinator is responsible to:

1. Work with academic advisors to ascertain that eligible students are admitted to the internship program and enroll in HUSC 4369 Internship.
2. Work with potential student interns to ascertain that internship positions are suitable, fitting and have the potential to provide a variety of experiences. **Upon approval of the business, issue the Internship Agreement Form.**
3. Ensure that the agreement between the supervising business and the Department of Human Sciences, the demographic information, and Assignment 2: Performance Goals and Objectives are completed and with the instructor or uploaded online **before** the student intern begins accruing time toward the required 200 clock hours.
4. Contact the supervising business, thereby establishing a basis for further communication as soon as the student intern begins accumulating clock hours.
5. Discuss the progress of the student intern

during the internship experience. Should the student need academic guidance concerning the internship process, this should be done through the internship coordinator.

6. Assign a grade for the course based on the criteria outlined in this handbook.
7. Send letters of appreciation to the business supervisor and other professionals at the supervising business, as deemed appropriate by the internship coordinator.

Responsibilities of the Student Intern

In addition to meeting the admission standards for the internship program, and concurrent with enrollment at Sam Houston State University in HUSC 4369 Internship, the student is expected to work a minimum of 200 clock hours over the summer or during the long semesters (Spring) in which they are enrolled. **The student may begin accruing time toward the required 200 clock hours only when the completed paperwork is on file in the Department of Human Sciences. The completed paperwork includes the Internship Application with Supervising Business, the Internship Agreement Form with the supervising business, and Assignment 2: Performance Goals and Objectives.**

The forms for program admission, approval of the supervising business with networking statement, performance goals, weekly time sheet and log report, and the employer's evaluation report of the student are included in this document.

The student intern should complete and submit the following forms and assignments:

1. **HUSC 4369 Internship Course Application**
Submit your application accompanied by a PDF copy of your DegreeWorks and a personal résumé. This form reports the student's accomplishments toward the following requirements: **(1) minimum of 90 semester credit hours, (2) minimum 2.0 GPA for FAMD, FSMG, and 2.5 GPA for INDS at SHSU, overall, and in major coursework, and (3) specific prerequisite courses that apply to**

some of the program majors (FAMD 3348 and FAMD 3371 for fashion merchandising majors; FSMG 3334 and 3445 for food service management majors; and INDS 3337, 3360 and 3365 for interior design majors). INDS 4330 should be completed for internship with a commercial design firm. *After this form is submitted, the résumé is approved, and the student is accepted into the internship program, the student may begin interviewing with potential employers to secure the internship position.* The student should clearly explain to the supervising business the requirements of the internship, including the paperwork and the number of clock hours (200) to be worked, at the time the request for employment is made.

2. Internship Application with Supervising Business

A statement of the networking process used by the student to secure the internship position accompanies this request. This statement should include a list of businesses contacted by the student while seeking the position; dates, names, and titles of individuals with whom the student spoke; and results of the interviews or phone sessions. The student should include all sources of information concerning the acquired position. Additional information regarding networking is given in the **Networking Process** section of the handbook. The Internship Application with Supervising Business is required before the student may begin accruing hours. **A student who has not located a suitable internship position within the first 12 class days of a long semester or the first 4 days of a summer session should drop the internship course (HUSC 4369) and take it during another enrollment period.**

3. Assignment 1: Internship Process

Overview

This assignment encourages the student to read the *Internship Handbook* and gain a basic understanding of requirements, time frames and expectations for reporting as well as working. This assignment is in this text and is available in a fillable format. It may be uploaded to Blackboard, saved electronically, and attached to an email, or printed and given to the Internship Coordinator.

4. Internship Agreement Form

The original agreement form between the Department of Human Sciences, the student intern, and the supervising business must be completed and returned to the internship coordinator. **This agreement form must be requested by the student intern from the internship coordinator once the Internship Application with Supervising Business is approved.** The internship coordinator will return the copies of the agreement to the appropriate parties after all parties have signed it. *The internship agreement form information should be typed and submitted in WORD or PDF only.* This document must be received by the internship coordinator and posted in the student's file before internship hours are counted. **Internship Agreement Forms received after the first-class day of class may be subject to a grade penalty.**

The student may begin accruing hours as soon as the previous semester ends providing that the following criteria are met: (1) the student is registered for HUSC 4369 Internship and (2) the completed agreement and other required forms are on file with the internship coordinator in the Department of Human Sciences.

The internship coordinator must be informed in writing and must approve any change of the student's employment status with the supervising business before a new internship agreement form(s) can be issued. Students are discouraged from changing employment sites during the internship. The internship coordinator, Department of Human Sciences, or Sam Houston State University cannot be held

liable for any harm, damages (physical or financial), or the lack of fulfilling of duties to or by the student intern.

5. **Assignment 2: Performance Goals and Objectives**

A statement of Performance Goals and Projected Experiences for the internship program is required to encourage the student to focus on what is to be accomplished during the internship program. The experience of writing performance goals and objectives is incorporated into Assignment 2 that serves to prepare the student for the internship experience.

6. **Time Log and Weekly Reflection Reports**

This must be submitted each week for the student to gain credit for the work hours. Form C for the weekly time sheet and log report is in this text.

- a. The time sheet reports the hours worked during a single week from Monday through Sunday (see **How to Calculate Log Hours**). Time worked for each day is recorded as well as a total for the week and the total cumulative hours. Each week's time sheet should be signed by the business supervisor before it is turned in to the internship coordinator. During the spring semester, a student may only work up to 20 hours per week and during the summer semester, a student may only work up to 25 hours per week as hours accrued for course credit. A minimum number of internship weeks must be worked (10 in the spring term and 8 in the summer). Internships that are fewer worked weeks will not be approved. If a student exceeds this number of hours in a week, those hours will not count toward the cumulative hours for course credit. **A student not submitting logs should drop the course by the drop date or he/she will receive a grade of F. Falsification of time on the time sheet also will result in**

a failing grade for the course.

- b. Weekly log reports contain three sections in the reporting for each week: (1) Work Duties and Activities, (2) Academic Reflections, and (3) Importance of Work Duties. The success of reporting is based on detailed descriptions of weekly work tasks and activities, the discussion of how academic preparation is relevant to performance of tasks, and recognition of the importance of tasks to the success of the work environment. (In the third section, students may also include personal reactions to various tasks or situations.) These weekly log reports are to be submitted to the internship coordinator. The internship coordinator will review and provide feedback to the student so that corrections can be made for future reports.

7. **Student Final Self Evaluation**

A final evaluation of the internship experience is to be completed by the student during the period of final examinations of the appropriate summer session or long semester. The student is required to complete the final evaluation which consists of a series of short- answer questions and is reflective of the internship experience.

Networking Process

The networking process should be written in a narrative (i.e., story) or outline form in the Networking section of the Internship Application with Supervising Business. Many occasions are provided that should assist students in developing a network for securing internship employment. **However, the student should realize that the development of a network does not happen instantly.** Developing a network requires diligence on the part of the student in making contacts. The idea is to build a network in a career area that links to the student's personal career goals. A student should start building a network upon entering a program as a first-year student or transfer student.

Avenues of networking can be classified as **formal or informal**. **Formal** sources include opportunities on campus and through professional organizations. **Informal** sources range from various types of referrals to cold calls. On-campus opportunities are available to students throughout

their academic careers. Most program areas have associated professional organizations that provide occasions during which students may contact professionals who may be interested in hiring student interns. These occasions may include organizational meetings, workshops, and seminars both on and off campus. Professionals also may be invited as guest speakers to classes, and networking opportunities may develop as a result. Businesses may also contact the Department of Human Sciences looking for potential employees, and these referrals are passed on to students known to be looking for internship and employment positions.

In addition to departmental occasions, on-campus networking opportunities are available through the Office of Career Services. This office coordinates on-campus interview sessions with visiting company recruiters. Additionally, the Office of Career Services hosts an annual Career Fair for businesses, some of which would serve as possible sites of employment for student interns and graduates. The Office of Career Services maintains files of student résumés for businesses to preview in their search for potential employees, as well as files of potential employing businesses so that students can obtain background information on companies.

The student should always be alert to networking possibilities that can arise in any gathering of people. It is helpful for the student to try to discover as much as possible about people with whom the student is interacting in order to take advantage of opportunities that occur. For example, at a professional meeting a student might approach a representative of a company that markets a product advertised in a trade publication and compliment the representative on the advertised product. This contact could lead to information about hiring of interns by the representative's company or one of its clients or customers. Good networking should always provide another lead to be investigated.

In preparing for networking opportunities, it is helpful for the student to practice public speaking. The student should speak slowly and clearly and think about appropriate terminology related to the topic under discussion. Networking requires some control of the dialogue in order to carry the conversation in the direction of student employment or internship. The student may begin by asking questions about what the company is currently doing. It is helpful for the student to practice phrasing questions in such a way that the other person cannot give a short answer such as "No."

Networking requires constant vigilance and a certain amount of record keeping. Records that should be kept during the search process include all business contacts that the student has made concerning an internship position, the date of the discussion, the company the person represents, and the location of the discussion. This information should be recorded in a document as soon as possible after the business contact is made. It is also recommended to ask the contact for a business card and record the date and location on the back of the card. **This information is required to complete in the Internship Application with Supervising Business.** It is recommended that the student make at least three contacts with prospective businesses. Those students who use family and/or friends for contacts should include a list of them in the networking process. It is a good idea for a student to publicize a job search, and any lead that arises should be seriously investigated, even though not all contacts made lead to interviews. Always follow up interviews with thank you notes, or phone calls; this follow-up could be the key to a contact or job later on.

Securing the Internship Position

Students are urged to begin searching for an internship site early; for students planning a summer internship, it is suggested that the search is begun no later than February with the possibility of completing it over Spring Break. Ideally the student planning a spring semester internship should begin the job search in early fall and conclude prior to holiday break. See timelines for specific dates that require the student to submit forms and meet deadlines.

Once the student has been admitted to the internship program within the Department of Human Sciences, and the résumé has been approved, the student is ready to apply networking principles and secure an internship position. The student should submit résumés to prospective employers, making it clear in résumés and cover letters that the goal is to complete the internship requirement of a degree program. It is not necessary to be enrolled in a company's formal internship program in order to meet the requirements of the academic internship. However, other internship guidelines should be met.

Prior to interviewing with a potential employer, the student should prepare for the interview. Consideration should be given to appropriate dress for the interview appointment. Students should dress as for a professional interview. While this may vary some with the field and with the company with which the interview is scheduled, student dress should be neat and appropriate.

At the interview, the student should clarify to the employer the requirements of the internship program and inquire whether those needs can be met within the employment experience. The student should plan questions to ask during the interview, and an interior design student should ask whether s/he should bring a portfolio of student work. The student should act in a way that builds rapport with the interviewer. The discussion should not be focused on the student, but should focus on the benefit that the intern, as a potential employee, can bring to the business. Occasionally, through this process, a company executive who does not see the value of hiring an intern will see how hiring an intern could benefit the company.

Remuneration requirements for the student intern and the expectations of the employer are to be negotiated at the time of hire. More information concerning remuneration follows later in this handbook. Dates for beginning and ending of

employment, as well as an estimation of the number of hours that the student will work each week, should be defined.

Once a student has secured a position with the employer, the student must request departmental approval for the proposed supervising business (Internship Application with Supervising Business). In addition to identifying the prospective employer, this form also requires the student to write about the networking process that was used to secure the internship position. The networking statement, either in outline or narrative form, should identify all major steps in how the position was secured. Identification should include all employment sources, the business contacts, when the contact occurred, and what resulted from the discussion. It should also be noted whether the discussion with the prospective employer was made over the telephone or through a personal interview.

Employer Expectations

Many employers have written guidelines for conduct and dress codes. Student interns are expected to abide by businesses' stated policies. There may be other policies regarding cell phone use, personal calls, e-mails, and texting. Student interns are expected to follow all policy guidelines that are given, both written and oral.

Remuneration

The Department of Human Sciences supports the view that interns who perform work that a paid worker would perform should be compensated for their work time. Exceptions to the paid ruling include situations where a non-profit organization extensively uses volunteer assistance or a company where the student intern is strictly observing work being performed by other workers or the employer.

The amount of compensation should comply with minimum wage or a higher wage and is to be negotiated between the student intern and the hiring representative of the supervising business.

Beginning in August of 2017, rules governing remuneration of internships have changed. Ultimately, it is between the student and the

employer to determine whether the intern is paid and, if so, the rate of pay. However, if the internship is unpaid, or paid less than the federal minimum wage, there are six federal guidelines that apply to internships (Loretta, 2017):

The training an intern receives should be similar to training given in an educational environment (i.e., of an instructional nature).

1. The internship experience is for the benefit of the intern, not the employer.
2. The intern should not displace regular employees but work under close supervision of existing staff.
3. The employer should derive no immediate advantage from the activities of the intern.
4. The intern is not necessarily entitled to a job at the conclusion of the internship.
6. The employer and the intern are to understand that the intern is not entitled to wages for the time spent in the internship.

The Department of Human Sciences requires that students completing unpaid internships, or internships that pay below the minimum wage, meet the above requirements.

Performance Goals and Projected Experiences

Once the agreement is completed and before the student intern begins accruing clock hours as part of the internship program, the student should complete Assignment 2: Performance Goals and Objectives to be submitted to the internship coordinator. *This assignment will help the student focus on what will be accomplished during the internship program and help him/her to project the kinds and types of work experiences that are likely to occur.*

When beginning the process of writing performance goals, it is helpful for students to visualize or project themselves in the proposed work setting. Student interns should draw on the knowledge base provided in prerequisite

course work in determining what they are likely to encounter in the workplace. It could also be helpful to interview students who have recently completed similar work experiences or take information gained from the job interview with the employment supervisor for additional insight. The student is asked to write **six performance goals** that challenge the direction of work experiences. Goals progress through two levels including 1) enhanced knowledge and 2) operations/practice goals. Each goal must be supported with learning activities or work experiences (referred to as "projected experiences") that will help the student achieve the stated goals.

The performance goal for the first level, **enhanced knowledge**, includes a focus on basic knowledge of products and/or systems used by the business. These can be illustrated by the following example. If the performance goal is "to gain an awareness of the systems" (such as opening and closing the store for an apparel store or a restaurant), a supporting projected experience could be "observe the step-wise procedure used by the manager or assistant manager for opening and closing the business."

The second level, **operations/practice goals**, would involve taking the enhanced knowledge and applying it to an appropriate situation or operation that would directly impact the profitability of the business. To carry through with the example in the previous paragraph, a performance goal written at the operations/practice level could be "to demonstrate accurately the proper procedure for opening and closing a store." An appropriate supporting projected experience could include "participate in the process of opening and closing the store" and maybe even "open and close the store independent of other personnel."

Altogether, **six** performance goals should be written, three at the enhanced knowledge level, and three at the operations/practice level. For each performance goal written, the student is asked to write one projected work experience that supports the attainment of that performance goal, for a total of **six** projected experiences. Performance goals are broad in scope while projected experiences involve **specific** activities. It should be noted that appropriately

written goals should begin with the infinitive form of action verbs, such as "to demonstrate," "to observe," etc. Projected experiences should begin with the action verb, such as "demonstrate," "observe," etc. It is extremely important that projected experiences **support** the goals with which they are listed. (See examples cited in the paragraph above differentiating the various levels at which goals should be written). The form for filing these performance goals and projected experiences is in Assignment 2. This form is provided as a digital document.

The Reporting Process

Reports must be uploaded to Blackboard in PDF or WORD format only. Once the course HUSC 4369 begins, submissions to the internship supervisor via email are not accepted for course credit.

Successful reporting is based on detailed description of weekly tasks, discussion of how academic preparation equipped the student to perform tasks, and recognition of the importance of tasks to the success of the work experience. *See the student example.*

The student intern is expected to stay connected with the internship coordinator on a **weekly** basis. This communication is facilitated through weekly time sheets and log reports. The requirement of frequent communication is important for several reasons. If a problem develops during the internship period, it can be dealt with while there is still time for the student intern to realize the fullest possible benefit from the internship experience. For example, if the student intern is not being scheduled for a variety of duties and activities, this problem can be handled before the internship is near completion. If the student intern is not reporting information and experiences completely enough, the internship coordinator can encourage the reporting of more detail in the activities and responses sections.

How to Calculate Log Hours

To calculate hours, each work week starts with Monday and extends through Sunday. The student intern should report the hours worked each day, and then total the hours for the week. Hours for a given day should be reported rounded to the nearest quarter hour and reported in a decimal form (i.e., 15 minutes is .25 of an hour, 30 minutes is .5 of an hour, and 45 minutes is .75 of an hour). It is important that lunch hours and breaks be subtracted from total clock hours for a given day.

Weekly log reports and time sheets are to be submitted via Blackboard in PDF or WORD format only. **If weekly log reports and time sheets are not received by the designated due date each week as outlined by the internship coordinator, they will be assessed at a loss of points. If there are extenuating circumstances the student should contact the internship coordinator immediately by email or phone. Falsification of time on any time sheet will result in a failing grade for the course.**

When writing weekly log reports, the specific week should be indicated. All sections of the weekly log report, (1) the Work Duties and Activities section, (2) Academic Reflections section, (3) the Importance of the Work Duties section, and (4) the Duties and Hours planned for the following week should be completed.

The Work Duties and Activities should state all the tasks, major meetings, and conversations the student has participated in that week. Information in this section should be factual and/or quantifiable. The Academic Reflections section of the log provides the student the opportunity to relate work activities to course work that has been completed as part of the student's program. Students should analyze the work activities performed in relation to course assignments, projects or areas of knowledge which have contributed to the student's ability to complete the work to the satisfaction of the business supervisor. The Importance of the Work Duties section should refer in content to the Work Duties and Activities section and state how the student enhanced personal knowledge or how academic skills and knowledge were applied. Students may also give personal ideas and opinions in this section. Each Work Duty and Activity along with the Academic Reflections and

Importance of Work Duties with responses or impressions should be numbered through the body of the reporting so that they correspond to one other.

Information given by the student intern in the weekly log reports should include enough detail so that the internship coordinator can have a thorough understanding of the types of activities in which the student intern is involved and the extent of involvement by the student intern. An example of an appropriately completed weekly time sheet and log report is provided in the [Internship Forms](#). This example is included to illustrate the depth of writing that is expected throughout the reporting process. The internship coordinator will review the weekly log reports and provide feedback via email or Blackboard, if needed, to the student intern so that corrections can be made for future log reports. The form to be used for reporting time worked and weekly logs appears in Form C and is provided as a fillable document. The student intern should retain copies of all time sheets and weekly log reports, the statement of the networking process, the agreement with the supervising business, the demographic information sheet, and the statement of performance goals and projected experiences for use during the Final Exam.

Internship Coordinator and Business Supervisor Communication

The internship coordinator will contact the business supervisor, usually by email or by telephone, during the internship process. This contact is to establish communication with the business supervisor, to discuss the student intern's work performance. In addition, to build rapport with the business supervisor, the interaction established by the visit will help facilitate networking for subsequent internship students.

Business supervisors are often asked to comment on the breadth of knowledge they

expect the students to possess as they enter the employment situation. These comments provide input for curriculum revisions that will benefit and strengthen programs.

The Evaluation Process

The assigned grade of the student registered for HUSC 4369 Internship will be based on the following factors:

1. Forms Evaluation (50/550 pts.)

The forms evaluation is based on whether forms are completed in an accurate and timely manner. All these forms should be on file with the internship coordinator before the student begins accruing hours.

Résumé submitted may be critiqued by the internship coordinator and then returned to the student for correction. Once corrected, both the original résumé and corrected résumé should be resubmitted to the internship coordinator.

Form B requires information identifying the business, a contact person, and a contact number. If the business has no history as an internship site, the internship coordinator may elect to communicate with the business for more information to assess the appropriateness of the business as an internship site. As part of the Form B, the student should identify all businesses that were contacted as part of the networking process that culminated with an appropriate internship site.

20 points – HUSC 4369 Internship Course Application, résumé, DegreeWorks (includes resubmitted résumé)

20 points – Internship Application with Supervising Business, which includes networking statement (including business contacts)

10 points - Internship Agreement for Employment Form

2. Internship Coordinator Evaluation (400/550 pts.)

The internship coordinator's evaluation is

based on the timeliness and quality of information communicated by the student intern in the following documents:

- 50 points - Assignment 1: Internship Process Overview
- 50 points - Assignment 2: Performance Goals and Objectives
- 200 points – Time Log and Weekly Reflection Reports
- 100 points – Student Final Self Evaluation

For Assignment 1, questions should be answered accurately based on information in this handbook. Assignment 2 requires six written goals and six written projected experiences with focus given to three goals and three experiences in each of the two levels: enhanced knowledge and operations/practice. The performance goals and experiences should be relevant to the type of employment, show thought, and challenge the student.

The weekly log reports are assessed for timeliness of reporting, adequate and detailed accuracy and completeness of time sheets and academic reflections.

Weekly time sheets and log reports that are not received on time will be assessed a loss of points. If a student intern has extenuating circumstances related to reporting time worked, the student should contact the internship coordinator as soon as possible to discuss a plan of action.

3. Business Supervisor Evaluation (100/550 pts.)

The form to be used by the business supervisor to evaluate the progress of the student intern is Form D, see [Internship Forms](#); a key factor in the evaluation is the final question on the evaluation form (see [Internship Forms](#)). The internship coordinator will assign the point value for this portion of the evaluation based on both written and oral information from the visit

with the business supervisor. The business supervisor is asked to evaluate the student on personal and professional characteristics by rating them on a 5-point scale with 5 = exceptional, 4 = above average, 3 = good, 2 = fair, and 1 = poor.

100 points - Form D, Evaluation to be completed by the business supervisor.

4. Final Self Evaluation (100/550 pts.)

See pg. 12.

If the student intern does not complete the entire 200 clock hours during the semester or ten-week summer session in which the student was enrolled, the student will be assigned a grade of X, allowing for an additional semester to complete the entire 200 clock hours. If the student does not complete the 200 clock hours within the additional semester, the student's grade of X will revert to a grade of F.

The evaluation system allows for individualization of the internship experience to accommodate the student intern who has special skills, talents, and interests. It also allows for the student intern to pursue an internship experience within a broad range of businesses, and for that internship to be tailored to the unique qualities of a specific business. However, it is also the goal of this department and each program area that each student intern will have the opportunity to have the most beneficial experience possible. While the evaluation process allows for flexibility to balance the needs of the student intern with the requirements of the supervising business, it establishes a common means by which the student's success in the workplace can be measured.

References

Loretto, P. (2017). The new department of labor guidelines on internships. *The Balance Careers*.

Frequently Asked Questions – FAQ’s

Q: I already have an internship or job, why do I need to find another one.

A: Prior work experience, personal jobs, non-credit internships, and experience prior to completing the pre-internship orientation and application process will not be considered for fulfilling degree requirements. Students’ personal jobs or self-selected internship work without approval often does not meet the work experience and relevancy to the major. Additionally, expectations at the site, the type of work the company performs, and the credentials (license/education) of the site supervisor and staff are not met. Any student who wishes to secure internships prior to the orientation and to continue in this internship during the semester in which the course is offered (spring or summer) must apply and receive approval beforehand. There is no guarantee the site will be approved if specific conditions are not met (see internship handbook). Internships students have secured prior to the pre-approval and course will not be allowed for the credit course. Additionally, any work done prior to enrollment in HUSC 4369 will not count towards the 200 minimum supervised clocked hours for the course.

Q: What do I do if I have a full-time job?

A: You may complete an internship while having another job, however, it is not recommended. You can complete an internship in the time during your week that your full-time job is open, pending the internship site is flexible. This may be nights, weekends, or possibly offering some virtual work. It is important that you are capable of meeting both work and internship commitments without one suffering for the other.

Q: Will I be assigned an internship?

A: students are responsible for securing their own internship site location. Some guidance may be provided by your program area faculty; however, it is the student’s responsibility to research, apply and secure their own internship.

Q: If I’m done with my 200 work hours early, can I stop by the internship and finish the class early?

A: The internship course is designed to be completed during the weeks of the semester. There may be instances where you can complete hours sooner during the semester, however, it is important to continue working through all of the weeks of the internship course to receive credit. Please see the internship handbook for more detail on managing your hours per week during your internship.

Q: Do I have to enroll in HUSC 4369 if I already have an internship?

A: To receive course credit for your internship, you must be enrolled in HUSC 4369. All internship sites must be approved by the internship coordinator(s) in order to be considered for course credit. In order to enroll in HUSC 4369 you must attend the internship orientation and follow the guidelines for approval to take the course.

Q: I have not completed the pre-reqs. for the internship course, can I still register for the course?

A: Because you have not completed fundamental courses and gained the necessary skills in the discipline, the employer is not able to fully utilize and benefit from your time at the internship. This reduces the potential for you to maximize the experience preparing for your career and or for a job offer after graduation. Please note that prerequisite courses are designed to make you more prepared for your internship experience. Having this preparation will ensure that you have a more positive experience for yourself and a more positive experience for your internship site.

Timeline for Summer Internship:

December 15 - January 15:

Finalize résumé; download and thoroughly read *Internship Handbook*, 9th Ed.

January 15 - February 1:

Attend internship meeting; turn in résumé, DegreeWorks and application (Form A).

February 2 or next business day:

Pick up approval of application and critiqued résumé.

February 15 or next business day:

Assignment 1 is due. Resubmit résumé

February 16 – March 31:

Contact prospective employer(s) and secure position; complete the approval form for supervising business and statement of the networking process (Form B).

April 1 or next business day:

Internship business approval (Form B) is due.

April 1 - 10:

Register for HUSC 4369 Internship for Summer I.

April 10 - May 1:

Once the internship coordinator has received the Form B and the student is registered for HUSC 4369, the internship coordinator will send the student an electronic copy of the Internship Agreement for Employment.

May 15 or next business day:

Turn in all forms, Internship Agreement Form, and all assignments to internship coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items are received, student may begin accruing clock hours, submitting time sheets and weekly log reports.

Timeline for Spring Internship:

August 15 – September 11:

Download and thoroughly read *Internship Handbook*, 9th Ed.; attend internship meeting.

September 1 – September 30:

Finalize résumé; turn in application (Form A), résumé, and DegreeWorks.

October 1 or next business day:

Pick up approval of application & critiqued résumé.

October 15 or next business day:

Assignment 1 is due. Resubmit résumé.

October 15 – November 1:

Contact prospective employer(s) and secure position; turn in networking statement and request approval for supervising business (Form B).

November 1 - 10:

Register for HUSC 4369 Internship for Spring.

November 1 – January 10:

Internship business approval sheet (Form B) and Assignment 1 are due; request the Internship Agreement for Employment from internship coordinator.

January 10 or next business day:

Turn in all forms, Internship Agreement Form, and all assignments to internship coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items are received, student may begin accruing clock hours, submitting time sheets and weekly log reports.