This summary of the more detailed information for Site Supervisors from the Internship Handbook is a simplified process and overview of what you need to know and steps that need to be taken. There is no set protocol for organizations working with student interns other than determining and creating components of experiential learning that are related to the organization’s needs, and directly influence the student’s career goals and marketability for post graduation opportunities. The upholding of all safety and university policies is also a requirement. Full policies and information are available within the sectioned handbook.

Characteristics of an internship include, but are not limited to:

- A typical for credit experience usually last 3 months or the duration of a semester.
- Internships may be part of an educational program, providing careful monitoring and evaluation for academic credit.
- An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional “learning agenda” is structured into the experience.
- Learning activities common to most internships include learning objectives, observation, reflection, evaluation, and assessment.
- An effort is made to establish a reasonable balance between the interns learning goals and the specific work an organization needs done.
- Internships promote academic, career and/or personal development.

Brief reminders of what an internship is not:

- **Time-Out**: Internships are learning experiences and require active engagement to draw the most information from. It is not a “time-out” from school.
- **An Easy Grade**: Internships mirror work experiences and can be more rigorous than a regular class. Student should be prepared to manage their time effectively as to not get overwhelmed with other obligations and commitments.
- **Volunteer Experience**: Interns are different from volunteers regardless of any financial arrangements. Faculty members and site supervisors evaluate the quality of learning and the quality of work throughout the semester.
- **Resident Expert**: A professional staff member of the organization should supervise the intern and it is not appropriate for the organization to expect an intern to be the “resident expert”.
- **Go-Fer**: Interns should not perform all routine and uninteresting work for the company or organization. While some routine work is expected, an internship is primarily an educational experience and is geared to benefit the intern.
- **Guarantee of a Job Offer**: An internship can be an excellent doorway to career options, however, there are no guaranteed job placements. The internship experience is
beneficial for resume experience and for the experience that hiring companies typically look for, as well as a networking opportunity.


**Completion of a Project or the Experiential Learning Period in General**

Organizations and interns must plan for an ending date from the beginning. It is important to allow for realistic guidelines for completing projects and for transferring them to other personnel.

**Paperwork Requirements**

- Complete all the necessary paperwork with the appropriate signatures. These documents evidence the nature of the internship and goals therein, serving as record for the experiential learning commitment. These forms are available at the UC internship webpage link below.

  - 1) “Affiliate Agreement”—**Required** unless currently on file. This agreement is mandatory if one is not currently on file for the facility hosting the intern.

  - 2) “Student Intern Performance Evaluation”—**Required**. This evaluation helps both the student and university understand areas that meet expectations and those that need improvement. The evaluation can be done periodically; can be completed at midterm and/or at finals. It can be modified as necessary, but the completion of at least one per term is required.

  - 3) Upon completion of the internship: “Student Intern Self Evaluation”—**Required**. Reflection is an important part of growth. Student interns must complete this evaluation for their own records and for supervisors to make changes needed in order to create a stronger program. It is to be completed by the last week of the internship and returned to the Internship Supervisor.

- Forms and Evaluation templates can be found at the UC internships webpage. [http://www.nau.edu/University-College/Student-Resources/Internships/](http://www.nau.edu/University-College/Student-Resources/Internships/)

- The following link provides information regarding internships for credit at NAU, and links to main contact information to colleges and programs across campus. [http://nau.edu/University-College/University-Advising/Internship-Advisors/](http://nau.edu/University-College/University-Advising/Internship-Advisors/)
Effective Practice Suggestions

Supervise  Communicate  Reward  Motivate

Supervision is an integral part of an internship experience and not all interns are coming into this program with the same set of expectations or experiences. In short, some will need more supervision than others.

Communication is a key component to effective supervision in any internship and work relationship.

Rewarding an intern’s achievements or good works can be a valuable experience for both the company and the student.

Motivating employees can be a difficult task, but there are a number of easy ways to meet those challenges, creating an environment that fosters growth and development.

These are just a few of the supervision suggestions that come from a more extensive list in the Internship Handbook:

- Planning and mapping the goals and needs of the company prior to the intern’s arrival is recommended, while more collaborative outlining is necessary throughout meetings with the intern as you go.
- Orient the intern to the agency site; familiarize and provide them with a list of individuals, their roles, and a tour of the facility and office locations.
- Provide the intern with a description and history of the organization and its programs, and the clientele that is served.
- Be certain of what you want the intern to do and have the necessary tools available that they will require doing their job.
- Schedule and plan to meet one on one with the intern for regular check-ins and project status updates.
- Tasks and expected outcomes should be defined in person and summarized in writing in order to avoid confusion. Encourage the intern to take notes during meetings and be prepared to give a task completion when pertinent.
- Provide the intern with the organization’s policies and expectations for employees.
- Create a system for changing schedules or notifying absences.
Campus Contact Points for Internship Opportunities—this imaged link will take you to a map that you can find main offices for information.