

Experiential Learning & Community Engagement

Service-Learning • Internships • Undergraduate Research
Jackson Fellows • Bonner Leader Program

CSB/SJU Internship Program Guide

For Host Organizations and Site Supervisors

...Inspired Learning, Inspiring Lives

Revised 5/19/16

TABLE OF CONTENTS

	Page
CSB/SJU NON-DISCRIMINATION POLICY	3
CSB/SJU INTERNSHIP PROGRAM INFORMATION	4
Internship Program Contact Information	
Internship Program Mission	
INTRODUCTION	5
What is an Internship?	
Benefits of an Internship for Host Organizations and Students	
Site Supervisor Checklist for Academic Internships	
What is the Role of the Site Supervisor?	
CSB/SJU ACADEMIC INTERNSHIP GUIDELINES	8
Student Eligibility and Internship Timeframes	
Policy on Parent/Family Supervision of Internships	
WRITING A POSITION DESCRIPTION	9
TIMING FOR INTERNSHIP POSTINGS AT CSB/SJU	10
Posting Internship Opportunities at CSB/SJU	
INTERVIEWING AND HIRING INTERNS	11
Completing Internship Registration Forms and Agreements on Behalf of Interns	
ORIENTING AND TRAINING INTERNS	13
Supervising and Evaluating Interns	
CSB/SJU ACADEMIC DEPARTMENTS AND PROGRAMS	15

CSB/SJU NON-DISCRIMINATION POLICY

“Discrimination or harassment relating to race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability is prohibited by both state and federal law under such Acts as Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1992 and Sections 503 and 504 of the Rehabilitation Act of 1973, which prohibit discrimination against persons with disabilities; the Age Discrimination in Employment Act of 1967 and/or the Minnesota Human Rights Act. Sexual harassment or other forms of harassment based on race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability are reprehensible, are antithetical to the mission of these institutions, and will not be tolerated.” (Joint Human Rights Policy, the College of Saint Benedict, and The Order of Saint Benedict, Collegeville)

CSB/SJU OFFICE OF EXPERIENTIAL LEARNING & COMMUNITY ENGAGEMENT: INTERNSHIP PROGRAM

The Internship Program at CSB/SJU is housed within the Office of Experiential Learning & Community Engagement.

Internship Program Contact Information

Laura Hammond
Assistant Director, ELCE
lhammond@csbsju.edu
Phone: 320-363-5300

Student Internship Coordinators
internsw@csbsju.edu
Phone: 320-363-5256

Find Us Here!

<http://csbsju.edu/ELCE/Internship-Program.htm>



Internship Program Mission

The CSB/SJU internship experience integrates academic classroom learning with practical application and skill development in a professional work setting. Students are also given an opportunity to explore a career choice and develop an intellectual and professional network.

INTRODUCTION

What is an Internship?

AN INTERNSHIP FOR ACADEMIC CREDIT is a structured and supervised experience that combines academic learning and career exploration in a professional work environment. In an internship for academic credit, this partnership is a three-way relationship including the site supervisor, the student intern, and the academic institution. Credits are arranged by the student through an agreement with a faculty moderator, site supervisor and the Assistant Director of Experiential Learning & Community Engagement.

IN AN INTERNSHIP FOR WHICH NO CREDIT IS BEING EARNED, the partnership exists between the site supervisor and the student intern only. While the college may provide resources for students seeking internships for no credit, faculty and Internship Program staff won't be involved in the actual internship experience. An internship for no credit is less structured, without a built-in academic orientation. Establishing learning goals will be up to the student and their site supervisor.

During an internship the student will gain hands-on experience, learn new skills, explore a profession, apply and test theories and methods learned in the classroom, and develop a working knowledge of the organization's structure and operations. The heart of a successful internship experience is a strong relationship between the intern and the supervisor, who serves as mentor and guide.

Benefits to Students

- Learn directly from experienced professionals
- Develop skills and knowledge related to their field of study and professional goals
- "Test-drive" a career choice
- Develop professional contacts
- Gain experience in resume-building, interviewing, working with others, and adapting to the culture of work environments

Benefits to the Organization

- Access to students with special skills and knowledge
- Opportunity to train new professionals in your field
- Access to a pool of potential employees
- Assistance with special projects or a fresh perspective for on-going projects
- Opportunity to develop supervisory skills for your current staff
- Opportunity to partner with higher education by building a mutually beneficial relationship with CSB/SJU

Site Supervisor Checklist for Academic Internships:

- _____ Develop internship position description
- _____ Post advertisement online (E-Link) or send the description to the CSB/SJU Internship Program
- _____ Interview candidates/hire intern
- _____ Meet with intern to establish Learning Contract and sign registration and agreement forms
- _____ Provide for and supervise training of intern
- _____ Establish and conduct regularly scheduled supervisory meetings
- _____ Provide a site-visit experience and complete mid-term and end-of-internship evaluations (online forms)

THE ROLE OF THE SITE SUPERVISOR

Mentoring

1. Mentors do more than just giving instructions about how to do a task.
2. A teacher teaches about **WHY** you do things and **HOW** your policies came about.
3. A conscientious supervisor establishes regular meeting times with an intern.
4. A mentor involves interns and includes them in meetings with others.
5. An advice-giver talks about professions, career goals, options and gives advice about “how to break into_____.”
6. A mentor asks how things are going and asks if anything is less than ideal.
7. A mentor cares.

Supervision

1. Clear expectations.
2. Set time for frequent two-way feedback.
3. Explain **WHY** and **WHAT** this is for.
4. Provide a positive, supportive learning environment in which the intern may participate in the work that directly correlates to their academic major.
5. Designate an area expert to serve as the site supervisor; provide a meaningful orientation for the intern to the organization’s purpose, services, clientele, and operating practices. Make available space, supplies, and other resources needed for completing assignments.
6. Complete and discuss with the intern a minimum of two evaluations (midterm and site visit) with emphasis on progress made toward learning objectives and plan for continued learning.

Communication

1. Clear communication is the key to effective supervision in all internships.
2. Clarify the intern's role through the formal learning contract (clarify job responsibilities, set goals, set regular work hours, etc.)
3. Schedule regular meetings with the intern to discuss new and past assignments, to answer any questions, and discuss dynamics of the organization.
4. Give the intern opportunity to attend meetings (staff, committee, or legislative) whenever possible.
5. Explain to the intern how decisions are made.
6. Structure and supervise the internship more highly in the beginning, and ease off when the time seems appropriate.
7. Remember: Interns need to receive regular descriptive feedback on their progress. Are they meeting expectations? Let them know.
8. If problems do occur, speak directly with the intern. If the supervisor is unsure how to deal with a particular situation, a phone call to the faculty moderator or the Assistant Director of ELCE, Laura Hammond, is recommended.

Rewards

1. No rules exist in this area. Supervisors are encouraged to use creativity in rewarding interns for work well done. Some suggestions include:
 - o Give the intern opportunities to attend professional seminars and workshops provided within or by the organization.
 - o Give them the opportunity to meet the administration, board members, VIPs or director.

- Give the intern the opportunity to interview or observe other departments/areas of the organization.
- Recognize them for doing things right.
- Note the intern's name on a finished project to give credit and recognition.
- Provide student with contact people known to help in future job hunting.

Motivation

1. Make interns feel like a member of the team.
2. Challenge the intern and show respect for the intern's talent and abilities.
3. Give the intern a designated work area.
4. Give interns a sense of planning and involvement by hearing their ideas.
5. Select/organize assignments so that progress is observable for interns (the feeling of making a difference is a big motivator!).
6. Give constructive, descriptive criticism.
7. Help interns to understand their jobs in relation to other jobs.

Completion

Organizations, colleges, and interns must plan for the internship ending date from the beginning. It is important to set realistic goals for completing projects and for transferring them to other personnel. This prevents incomplete work, abandoned clients, and helps to keep a timeline. A good way to end the internship is by holding some form of celebration. This is a comfortable means of recognizing the completion of the internship experience.

Sources: St. Thomas University:

<http://www.stthomas.edu/careerdevelopment/employers/employerresources/internshipplanning/internshiptips/>

High Point University: <https://www.highpoint.edu/careerinternships/internship-responsibilities/>

Cottey College: <https://cottey.edu/media/84965/internshipsitesupervisorguide.pdf>

COLLEGE OF ST. BENEDICT/ST. JOHN'S UNIVERSITY

ACADEMIC INTERNSHIP GUIDELINES

STUDENT ELIGIBILITY AND INTERNSHIP TIMEFRAMES

Students at CSB and SJU can complete internships for academic credit or not for-credit, be paid or unpaid, work part-time or full-time, over fall or spring semester and/or during the summer.

Students will generally have attained junior standing (earning at least 58 credits toward graduation) before an internship for-credit will receive the approval of the academic department. Zero-credit internships may be arranged at any point in the student's academic career and are frequently planned for summer.

CSB/SJU internship eligibility guidelines for a student completing an internship for academic credit are:

Duration of Internships for Credit:	Minimum on-site hours guideline for earning credits:
Academic Year: 16 weeks over one semester	1 to 4 credits: 160 hours per term
Summer: 12 weeks over summer break	8 credits: 320 hours per term 16 credits: 640 hours per term

Occasionally students arrange internships with start and end dates that vary from the semester timeframe. The student must obtain prior approval from the academic department and the Assistant Director of Experiential Learning & Community Engagement to deviate from the above guidelines.

POLICY ON PARENT/FAMILY MEMBER SUPERVISION OF INTERNSHIPS

It is neither recommended nor typical that a parent or family member serves as direct supervisor for student interns. Students must obtain prior approval from the academic department to deviate from this guideline. If approved by a faculty member, internship placements where students are supervised by family members or parents will be closely monitored by the Office of Experiential Learning & Community Engagement.

WRITING A POSITION DESCRIPTION

The first step in hiring interns for your organization is to write clear, challenging, and realistic position descriptions. Before contacting the CSB/SJU Internship Program consider the following questions:

1. What am I looking for in an intern? How can an intern contribute to my organization?
2. What kind of work does the organization or department need to have completed?
3. What academic majors would best support or relate to the tasks involved?
4. What could students learn from performing these tasks?
5. Would the position require student participation for an entire academic term?
6. How many hours a week are needed?
7. Do the particular tasks need to be completed during a particular time of the year (e.g., Fall, Spring, or Summer Term versus any/all)?
8. Is the work manageable for a student who is unfamiliar with the organization?
9. Does the responsibility required by the task(s) fit the students' capabilities and maturity?
10. Do you, the supervisor, have time to coach and counsel interns in their assignments?
11. Could students have access, as needed, to personnel, data, and equipment?

Your answers to the above questions will help you determine your organization's or department's readiness to take on interns and whether you can provide a student, and your organization, with this unique partnership opportunity. On the other hand, you may decide your situation would better be served by hiring part-time employees who could handle more of the routine tasks with less investment on the part of you, the mentor. Your answers to these questions should also provide information to help you design a position description which will assist CSB/SJU in attracting the right candidates for your internship position.

Position descriptions typically contain the following information:

- internship position title
- work activities/duties
- educational requirements, (i.e., major and year in school)
- required skills
- requested time frame, (i.e., fall or spring semester, summer or year-round)
- number of hours per week
- application instructions, including who to contact and preferred method of contact, and any application deadline
- additional information (paid or unpaid, benefits, special application procedures, etc.).

Internship applications usually require an updated professional resume and may also require a cover letter, a portfolio and references. Most organizations prefer to have these materials sent by email attachment rather than through the U.S. Mail.

We encourage organizations to pay interns an hourly wage whenever possible within the constraints of their budgets. However, when this is not possible, please consider what other benefits you might offer—pay in the form of a stipend, reimbursement for travel expenses, flexible scheduling, training sessions, free parking, discounts, professional development opportunities, and/or a letter of reference.

TIMING FOR INTERNSHIP POSTINGS AT CSB/SJU

FOR AN INTERNSHIP DURING:	POST ADVERTISEMENT DURING:
Fall Semester (Late August - Mid-December)	March - April
Spring Semester (Mid-January - Early May)	October - November
Summer Term (Mid-May - Mid-August)	February - April

We recognize that these lead times, which will maximize your pool of candidates seeking internships, are not always possible. Whether your organization can post positions for student consideration following the above guidelines or not, the CSB/SJU Internship Program will be happy to work with you at whatever time you choose to post an internship.

POSTING INTERNSHIP OPPORTUNITIES AT CSB/SJU

Please share this information with employees in your organization who are responsible for publicizing internship advertisements.

The CSB/SJU Internship Program uses E-Link, an online software program, to advertise internship opportunities. E-Link is user-friendly and offers a number of features for students and for organizations offering internships:

- Organizations can easily publicize full position descriptions for internships on E-Link by using the built-in prompts for selected criteria.
- Students can select their search criteria (for example: industry, job function, academic term, and location).

** To access E-Link, please visit the following web address: <https://csbsju-csm.symplicity.com/>.**

The first time you access E-Link, you will be required to register using your contact information and any other descriptive information you can provide about your organization that you think will be of interest to applicants. After you have registered, you can access E-Link at any time to post new opportunities or to edit existing position descriptions by either bookmarking the link above or by visiting the Internship Program website:

<http://csbsju.edu/ELCE/Internship-Program.htm>. If you prefer, you may send a position description to [Student Internship Coordinator](#) by email attachment and they will enter the information into E-Link for you.

INTERVIEWING AND HIRING INTERNS

Students applying for internships use a variety of resources. For CSB/SJU students, the E-Link database is one essential resource; so we strongly encourage you to post your opportunities on E-Link. Students are aware that many organizations also list their internship opportunities on their own websites, so are driven to explore websites of those organizations with which they may be interested in completing an internship.

Successfully posting positions to the E-Link database will require host organizations to include application instructions and application or interview deadlines. Students will apply directly to your organization. The CSB/SJU Internship Program is typically not involved in the application process in any way.

You and your organization may, of course, set up the interview process in a manner that works best for you. The interview may be a good time to give the intern a position description if you have one. This will be helpful to your intern in developing learning goals and objectives required if they complete the experience for internship credits.

At the conclusion of your interviews, please get back to student applicants in a timely manner so they can either seek out other opportunities or, for selected candidates, so they are able to meet their internship registration deadlines. Whenever possible we'll appreciate your efforts to conclude your interviews in advance of our on-campus **internship registration deadlines**. These deadlines are determined by the current semester schedule but in general are as follows:

Spring Semester Internships: December 1
Summer and Fall Semester Internships: May 1

COMPLETING INTERNSHIP REGISTRATION FORMS AND AGREEMENTS ON BEHALF OF INTERNS

Before an academic internship begins, the mentor or site supervisor should discuss the student's goals in the context of potential projects and responsibilities in order to assist the student in the development of their required "learning contract" for the internship experience.

The ***Registration For Internship - Learning Contract*** is a form that is completed online and that outlines the student intern's goals and objectives for the internship and also states the faculty required means of evaluation that determines the student's grade. The Learning Contract functions as an agreement between the parties involved in the internship, and is electronically signed by the intern. The online form/registration process requires (and will also email and collect) electronic approval signatures from the site supervisor, the faculty moderator, the department chairperson, and the Assistant Director of Experiential Learning & Community Engagement. Please watch for emails entitled "CSB/SJU Internship Learning Contract - Site Supervisor Approval Required." They will be sent from the online system's email address FormsManager@csbsju.edu.

As part of the registration process, host organizations will also be asked to electronically sign the *Internship Program Host Agreement*. When you receive the email from our online system notifying you to sign off on the student's learning goals and tasks, you will also be required to sign off on the Host Agreement form. The site supervisor should review, complete, and sign these agreements at the time of registration (completed online). If others in your organization need to approve these forms, we'll appreciate your efforts to obtain the necessary approvals in a timely manner so the student intern's registration is not delayed. If you need copies of these agreements outside of the internship registration website, please contact the [Student Internships Coordinator](#).

ORIENTING AND TRAINING INTERNS

Internships provide opportunities for students to become part of an organization. The intern needs a workspace (a desk or table and access to a computer and a telephone). Students also need an on-site supervisor who serves as a mentor and guide. This student-mentor relationship is at the heart of a successful internship experience. We recognize the importance of this relationship and consider our internship site supervisors as co-educators in this experiential learning opportunity.

As the internship begins, we ask intern supervisors and mentors to provide the intern with an introduction and orientation to the organization and its activities and to employees who will interact with the intern. It is also important to outline (and possibly reiterate from the interview timeframe) any expectations at this time, so the intern understands what is expected of them.

SUPERVISING INTERNS

During the internship the site supervisor acts as a guide and mentor. This will involve regularly scheduled meeting times and/or being available for questions and informal conversations.

For students who earn academic internship credits, contact with your organization will usually include a **conference call** or **site visit** with the intern, yourself, and the faculty moderator around the mid-term of the experience. This conversation is an opportunity for the faculty moderator to discuss with the intern and the supervisor, the student's progress on their learning goals and assigned responsibilities and projects. The Assistant Director of Experiential Learning & Community Engagement will also participate whenever possible. If you have questions or concerns related to the student's internship experience we encourage you to contact the Internship Program at any time.

INTERN PERFORMANCE

If students do not meet the expectations of your organization or are not fully engaging in the experience, we ask that you first discuss opportunities for improvement with them. If the intern does not improve their performance, it is possible to terminate the intern from your organization's internship program. You should not feel obligated to work with students who perform poorly. This experience is part of a course grade. When the intern is not engaged, they are not learning. This should be reflected in the evaluation completed at the end of the internship period.

EVALUATING INTERNS

Students are evaluated in a number of ways. The faculty moderator requires the student to do interpretive thinking and critical analysis which may include regular journals, responses to reflective questions, a portfolio, a final paper or several small papers. Faculty may provide a list of required readings and book reports or an annotated bibliography.

The Internship Program also asks student interns to complete online reports. The report questions are an opportunity for the student to relate their understanding of the work at your organization, to give a progress report on their learning goals and work activities, and to discuss any difficulties they may be experiencing.

At the middle and the end of the internship, we ask the site supervisor to sit down with the intern and evaluate the student's development. Both completed online, the *Joint Mid-term Evaluation*, completed together by the intern and the site supervisors, and the Supervisor's Final Evaluation, completed by the supervisor on his/her own, provide additional criteria used to determine the student's grade.

To facilitate the evaluation process for site supervisors, electronic forms are available on the Internship Program website at: <http://csbsju.edu/ELCE/Internship-Program/Reports-and-Evaluations.htm>.

When you submit your completed evaluations they will be sent to the Assistant Director of Experiential Learning & Community Engagement for review and will also be forwarded to the intern's faculty moderator. In addition to completing the Supervisor's Final Evaluation, you might also consider completing a letter of recommendation on the student's behalf.

**COLLEGE OF SAINT BENEDICT/ST. JOHN'S UNIVERSITY
ACADEMIC DEPARTMENTS AND PROGRAMS**

DEPARTMENTS

Accounting/Finance
Art
Asian Studies
Biochemistry
Biology
Book Arts Minor
Chemistry
Communication
Computer Science
Economics
Education (Elementary)
English
Environmental Studies
Exercise Science and Sports Studies
Global Business Leadership
Hispanic Studies
History
Humanities
Mathematics
Modern Classical Languages
Music
Natural Science
Numerical Computation
Nutrition
Nursing
Peace Studies
Philosophy
Physics
Political Science
Psychology
Social Science
Sociology
Theater
Theology
Theology Pastoral Ministry Track

PROGRAMS

Common Curriculum
Gender Studies
Honors & Undergraduate Research

