

# Developing an Internship Program at Your Organization



Stevenson University  
Office of Career Services  
100 Campus Circle  
Owings Mills, MD 21117  
443-352-4477  
[careerservices@stevenson.edu](mailto:careerservices@stevenson.edu)



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## OVERVIEW

In this guide you will find materials that help you to create an internship program that adequately meets the needs of all parties involved: your organization, the student, and the student's university. The guide will help you to determine if and how a student could benefit from participating in an internship at your organization and how your organization could benefit from the knowledge and talent of a student-intern. It includes information about creating an internship position description, evaluating and selecting candidates, the responsibilities frequently carried out by interns, and a checklist of activities that should be completed during the early stages of the internship. These materials are meant to serve as a point of reference while developing an internship program at your organization.

Should you have any questions throughout the internship process, please contact Jennifer Wheeler, Experiential Learning Coordinator in Stevenson University's Office of Career Services at 443-352-4479 or at [jwheeler2@stevenson.edu](mailto:jwheeler2@stevenson.edu).

## WHAT IS AN INTERNSHIP?

Depending on whom you speak with –students, higher education faculty and staff, or employers–the word “internship” may evoke a variety of definitions. Since developing a quality internship program at your organization is the focus of this guide, it is important that we share the same definition of the word. To establish uniformity in the use and application of the term “internship,” we will use the definition created by the National Association of Colleges and Employers (NACE) as our guide:

“An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.”

To effectively implement this definition, guidelines have been developed by NACE, the U.S. Department of Labor, and Stevenson University to help ensure employers that they are providing a legitimate internship experience. Throughout this guide we will discuss these guidelines and criteria that will help you to shape your internship program.

## HOW DO INTERNSHIPS BENEFIT EMPLOYERS?

An internship program at your organization may provide:

- » A year-round source of motivated pre-professionals.
- » Good candidates to support temporary, seasonal, or busy positions and projects.
- » A method of identifying and training potential future employees.
- » Students that bring new ideas, skills, and points of view to old and new problems.
- » Well-prepared, short-term assistance to support current employees so they can pursue higher projects.
- » Visibility of your company on campus and brand advocates.
- » An opportunity for supervisory experience to current staff members.
- » Increased diversity.
- » An opportunity to fulfill a civic and professional responsibility by providing young professionals with real work experience.

# INTERNSHIPS AT STEVENSON UNIVERSITY

## The Basics

Students at Stevenson University are encouraged to participate in numerous experiential learning activities such as internships both on campus and off. To support the University's value of experiential learning, students have a variety of options when it comes to participating in an internship. The internship may:

- » **Be completed for academic credit or not for credit.**
- » **Be paid or unpaid** (more about this under "Do I Need to Pay the Intern?").
- » **Occur any time during the year. Note:**
  - » Fall internships typically run from the end of August/beginning of September through the beginning of December.
  - » January Term (or J-Term) internships run for 3 weeks in January.
  - » Spring internships typically run from the middle/ end of January through the beginning of May.
  - » Summer internships typically run during the break between the spring and fall semesters.
  - » Other start and end dates may be arranged if agreed upon by the student, organization, and if done for credit, the student's academic department.
- » **Have varying time commitments**
  - » Full-time or part-time hours (to be determined by the student and his/her supervisor).
  - » Students completing an internship for academic credit must typically complete at least 120 hours with the organization; other minimum-hour requirements exist by academic department.
    - » Non-credit internships have no minimum-hour requirement.
  - » Internships normally run during the course of one semester (about 16 weeks), but this may vary depending on the needs of the student and the organization, and the requirements set forth by the student's academic department.

## Each Step Matters

Regardless of the logistics of the internship, please keep in mind that the entire application and internship process is important for students' personal and professional development. It is important that they engage in an internship search, identify opportunities that support their career goals, develop their resume to apply to positions, communicate with potential employers through various means of communication, participate in interviews, and be properly introduced to their new internship site through an onboarding process. The materials in this guide will help you to prepare for each of these steps, from writing the internship description to orienting the intern to your organization.

## Supervisors

In all internships it is critical that there be at least one person serving as a supervisor to the student throughout the entire experience. This person should be a professional in the field in which the student is interning. The supervisor's role is to help acclimate the student to the organization, assign projects and responsibilities, and be able to answer the student's questions related to the position and the career field. It is important to remember that while the student is providing real work assistance to the organization, the internship is meant to be a learning experience for the student, and s/he should have sufficient guidance and supervision through the duration of the internship. Supervisors are encouraged to engage their intern in a variety of activities and projects, learning experiences, and networking events while providing mentorship and feedback throughout the experience.

# WHAT MAKES AN EXPERIENCE AN INTERNSHIP?

Guidelines and requirements for the internship will vary depending whether or not the experience is being completed for academic credit. If it is for credit, requirements will vary among academic departments and you are encouraged to speak with the Office of Career Services about specific departments' internship programs.

Regardless of whether or not the student intends to complete the internship for academic credit, there are certain criteria that all experiences should meet to be considered a legitimate internship. The following criteria were developed by the National Association for Colleges and Employers and elaborated upon by Stevenson's Office of Career Services:

- 1. The experience must be an extension of the classroom.**  
It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform. The position must allow the student to apply knowledge gained in the classroom to real work issues.
- 2. The skills or knowledge learned in the internship must be transferable to other employment settings.**  
The intern should not be learning skills that can only be used at your organization.
- 3. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.** An internship supervisor may choose to create his/her own learning objectives for the position, but he/she should also be ready and willing to work with the intern to identify their own personal and professional goals for the experience. Learning objectives for credited internships are typically agreed upon by the student, faculty, and employer.
- 4. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.** There is routine feedback by the experienced supervisor. The supervisor must be accessible to the intern throughout the duration of the internship. The supervisor should be able to be reached in person or by phone/email/virtual communication to assign tasks, answer questions, and provide constructive feedback on the intern's performance. This person should serve as a mentor and provide guidance to the intern during the internship, offering feedback on things they did well and on areas of improvement.
- 5. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.** An intern should be provided with a space to work and should not be expected to provide their own work materials, including a computer/ printer, software/ hardware, design materials, etc.
- 6. The experience has a defined beginning and end, and a job description with desired qualifications.**

## ARE YOU READY FOR AN INTERN?

The questions below are designed to help you determine if your company is prepared to manage an internship program, how your organization can benefit from having an intern, and how a student-intern would benefit from working with your organization. These questions do not require a formal response; however, it is recommended that you think about the answers to these questions to find if you are prepared to bring on an intern. You may also find that the answers provide a foundation for creating the internship position description.

1. How do you see your company benefitting from hosting an intern? Would your organization benefit from the work of interns to write, research, identify business leads, work with clients, or provide overall organization or program support?
2. What are the goals of your organization's internship program? Do you need assistance completing a particular project? Are you supplementing staffing needs (though not using an intern as a replacement for a permanent employee)? Do you hope to use the program as a pipeline for potential full-time employees? Do you seek to cultivate talent in young professionals?
3. What do you want the intern to learn while interning at your organization?
4. Who would you like them to work with or meet?
5. Would having interns benefit current staff members by providing managerial and supervisory experience?
6. What type of project work needs to be completed?
7. Is there an individual in the organization that will serve as the intern's supervisor and point of contact for the University?
8. Do you have the support of senior management?
9. Does your organization have the space and resources to support an intern and his/her duties?
10. What is the intended duration of the internship? Will the need to fill this position be on-going, or complete after one term?
11. What time of year can you host an intern? What are ideal start and end dates for the internship? Is this a part-time or full-time internship?
12. Are specific skills or technical knowledge/ experience required to adequately complete the assigned tasks?
13. Are you looking for an intern in a particular major(s) or program of study (see our list of majors); year-level (freshman, sophomore, junior, senior); or GPA?
14. Can your organization offer opportunities for unique industry experiences during the internship? (Conferences, professional development, networking with industry professionals, etc.)
15. Is this a paid or unpaid internship? If unpaid, are there alternative forms of compensation that could be offered (transportation/ parking reimbursement, meal stipend, etc.)? See "Do I Need to Pay the Intern?" for more on this topic.
16. Are you able to develop and implement a training and orientation program for new interns?

# DO I NEED TO PAY THE INTERN?

...And if so, how much? These are common questions from employers, whether it's their first time hosting an intern or their tenth. And with common questions often comes a common answer: It depends.

In order to fully protect your organization from legal repercussions and to ensure the best pool of applicants for the internship—not just those students who can afford to take on an unpaid position—it is prudent to pay your intern at least minimum wage\* or the equivalent to minimum wage if paying a stipend.

With the recent rise of unpaid interns suing their former internship employers due to unfair labor practices, the U.S. Department of Labor created the Fair Labor Standards Act (FLSA Fact Sheet #71) to help employers and career centers determine whether interns must be paid the minimum wage and overtime for the services they provide to for-profit private sector employers. The criteria outlined in the FLSA help to determine if an employment relationship does or does not exist between a worker (to be determined as an intern or employee) and their employer, thus telling if the worker must be paid. The FLSA criteria to test if an employment relationship exists are whether:

- 1. The internship, even though it includes actual operations of the facilities of the employer, is similar to training which would be given in an educational environment.**
- 2. The internship experience is for the benefit of the intern.**
- 3. The intern does not displace regular employees, but works under close supervision of existing staff.**
- 4. The employer that provides the training derives no immediate advantage from the activities of the intern, and on occasion its operations may actually be impeded.**
- 5. The intern is not necessarily entitled to a job at the conclusion of the internship.**
- 6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.**

If all six criteria are met, it can be determined that an employment relationship does not exist and the Act's minimum wage and overtime provisions do not apply to the intern and that the intern does not need to be paid. It is important to note that the language of the fourth criteria stating that employers derive "no immediate advantage from the work of the intern" may be misleading regarding the role of the intern. To explain, the organization may receive a direct benefit of the work completed by the student as the intern should be engaged in projects and tasks that contribute to the professional objectives of the organization. What's important is that the work allow for the application of academic knowledge and the opportunity to gain new skills. The work should also be supported by the remaining five criteria.

**Non-profit and government agencies** are currently exempt from the Department of Labor's criteria of an internship. Though the same criteria should be applied to ensure a legitimate internship experience, it is not necessary to pay an intern at a nonprofit or government agency because:

"The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. [Wage and Hour Division] WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations.

Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors." (From "Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act.")

In short, rarely may a private for-profit company host unpaid interns, while nonprofit and government agencies have more freedom in choosing to pay their interns.

*\*Minimum wage in Maryland is currently \$8.00 an hour, as of Jan. 1, 2015. The minimum wage will continue to rise to: \$8.25/hour on July 1, 2015; \$8.75/hour in July 2016; \$9.25/hour in July 2017; and finally \$10.10/hour in July 2018.*

## HOW MUCH DO I PAY THE INTERN?

As discussed, it is recommended that your organization—especially for-profit companies—always pay the intern at least minimum wage. To get the best pool of applicants and to show that you value the work of the intern, you should strive to pay them a fair, competitive wage that matches the responsibilities of the position. Though the discussion of how much exactly you intend to pay the intern can wait until during or after the interview, below is an average hourly wage range of various internship positions. These ranges can help you in considering the intern’s compensation and allows you to see where your wage falls in comparison to competing organizations in your industry.

If you are unable to offer an hourly or weekly wage, consider compensating the student with a stipend or reimbursing them for travel, parking, or other costs.

Note: Career Services does not provide recruitment services to employers/individuals recruiting for entry level and internship positions/opportunities that are commission-only; require prospective employees to purchase products/services contingent upon their employment with, or on behalf of, that company/individual; or are based on a “pyramid” or “multi-level” type networking structure requiring or encouraging the recruitment of others who recruit others, etc. to sell products or services.

Internship Positions	Hourly Wage Ranges	Internship Positions	Hourly Wage Ranges
<b>Art/ Design</b>		<b>Humanities/ Human Services</b>	
Event Planning Intern	\$11-\$15	Addictions Counselor Intern	\$10-\$15
Fashion Design Intern	\$12-\$16	Archives Intern	\$10-\$12
Graphic Design Intern	\$10-\$16	Camp Staff Intern	\$8-\$12
Photography Intern	\$11-\$17	Case Management Intern (nonprofit)	\$8-\$11
Production Intern	\$10-\$15	Childcare Intern	\$8-\$12
Theatre Intern	\$8-\$11	Clinical Psychology Intern (undergraduate)	\$11-\$15

Internship Positions	Hourly Wage Ranges	Internship Positions	Hourly Wage Ranges
		<b>Humanities/ Human Services</b>	
		Community Outreach Intern	\$10-\$13
<b>Business/ Information Technology/ Law</b>		Education/ Teaching Intern	\$8-\$15
Accounting Intern	\$13-\$25	Fundraising/ Development Intern	\$9-\$11
Finance Intern	\$14-\$25	Human Services Intern	\$9-\$12
Financial Analyst Intern	\$10-\$25	Journalism Intern	\$8-\$12
Human Resources Intern	\$12-\$17	Museum Intern	\$10-\$14
Information Technology Intern	\$15-\$25		
Marketing Intern	\$10-\$20	<b>Science/ Medicine</b>	
Merchandiser Intern	\$10-\$16	Physical Therapy Intern	\$9-\$14
Paralegal Intern	\$9-\$17	Environmental Science Intern	\$10-\$17
Public Relations Intern	\$10-\$14	Lab Assistant	\$8-\$14
Sales Intern	\$10-\$17	Pharmacy Intern	\$10-\$18
Social Media Marketing Intern	\$10-\$16	Research Assistant	\$9-\$14
Software Intern	\$15-\$30	Statistical Analyst Intern	\$14-\$19
		Veterinary Intern	\$11-\$14

Sources: Glassdoor.com and Salary.com, 2014

## INTERNSHIPS: CREDIT VS. NON-CREDIT

Most academic departments at Stevenson require at least one internship as part of their curriculum (or an equivalent experiential learning activity like a clinical rotation or capstone research project). Internships completed for academic credit are more structured than non-credit internships and will require assignments to be completed by the student, and evaluations will be submitted by the student and his/her internship supervisor. Regardless of credit received, internships are expected to provide a student with hands-on learning in a safe environment where s/he is supervised by a professional in the student's field of interest. The following table describes some of the key similarities and differences between for-credit and non-credit internships at Stevenson University.

For-Credit Internships	Both	Non-Credit Internships
<ul style="list-style-type: none"> <li>» Students enroll in and attend a credited internship course that is led by the faculty internship coordinator and links the internship placement to the University and course credit; students report to their faculty internship coordinator.</li> <li>» Students may need to be a certain year-level (sophomore, junior, senior) to enroll in the internship course; there may be prerequisites for the course.</li> <li>» A minimum number of hours must be completed at the internship site (hour requirements vary by department, but 120 hours is most common).</li> <li>» Internship courses range from 3-12 credits depending on the academic program and the minimum-hour requirements (3 credits is standard).</li> <li>» Students may have restrictions on the time of year in which they can do a credited internship (i.e., some departments do not allow credited summer internships).</li> <li>» Students may create learning objectives; participate in reflections and peer sharing through journals, blogs, essays, and class discussions; and/or submit a final paper or assignment at completion of placement and course.</li> <li>» Students and their site supervisors will complete an evaluation at the end of the internship.</li> <li>» Students may be limited to the number of times they can complete an internship for credit.</li> </ul>	<ul style="list-style-type: none"> <li>» Internships are encouraged for all students.</li> <li>» A mentor/supervisor at the organization will provide guidance and feedback to the student on his/her duties and performance.</li> <li>» Provides a valid learning experience and exposes the student to equipment and practices found in their industry.</li> <li>» Provides a safe work environment where the intern is free of harassment, is able to express thoughts and opinions, and is given the tools and materials necessary to fulfill their responsibilities.</li> <li>» Internship opportunities are screened by the Office of Career Services and posted on the online job and internships board—Stevenson Career Connections—and marketed to the campus community as appropriate.</li> <li>» Can be paid or unpaid (see “Do I Need to Pay the Intern?” for more on this topic).</li> <li>» Start and end dates are determined and agreed upon by the student and the employer-supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>» Students do not enroll in an internship course and therefore complete the internship without the oversight of a faculty coordinator; however, they may report to the Experiential Learning Coordinator in the Office of Career Services if they choose.</li> <li>» No formal assignments or written evaluations are required, unless specified by the host organization.</li> <li>» No minimum or maximum hour requirement is set by the University.</li> <li>» There is no limit to the number of non-credit internships.</li> <li>» There are no prerequisite courses.</li> <li>» There is no restriction on when the internship takes place.</li> </ul>

## GUIDELINES FOR HOME-BASED INTERNSHIPS AND VIRTUAL/ REMOTE INTERNSHIPS

For those employers interested in hosting an intern at a home-based business or an internship in which the student will work remotely from the business, it is encouraged that the following criteria be carefully considered. To define these types of internships, a **home-based internship** is one in which the student performs work in a home office or business at a private residence while a **virtual or remote internship** is one in which the student is working in a different physical location than the employer/ supervisor. If the student is completing the majority of their work at home or outside of the employing organization, it is considered a virtual internship.

To ensure a safe, professional, learning-based work environment for both the student and the internship employer, the following criteria should be reviewed by the potential home-based or virtual internship employer and the student seeking the internship:

1. The internship must meet the NACE criteria used to define a position as a legitimate internship:
  - a. The experience must be an extension of the classroom.
  - b. The skills or knowledge learned in the internship must be transferable to other employment settings.
  - c. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
  - d. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience. There is routine feedback by the experienced supervisor.
  - e. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.
  - f. The experience has a defined beginning and end, and a job description with desired qualifications.
2. The internship must comply with the criteria outlined by the U.S. Department of Labor in Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act. Review the Fact Sheet at <http://tiny.cc/FLSAinternships>.
3. A site visit for potential home-based internships may be conducted prior to or during the internship. The site visit may be requested by a Stevenson University faculty or staff member on a date and time to be agreed upon in advance by all parties, and/or a photo of the intern's workspace may be requested.
4. The supervisor and student must conduct their initial meeting face-to-face. Students pursuing a home-based or virtual internship within reasonable traveling distance from their home or school should arrange for an in-person meeting with their supervisor in a public setting. Students pursuing a virtual internship that is outside of reasonable traveling distance could meet virtually face-to-face through Skype, FaceTime, or other means of video conferencing.
5. The student and supervisor must agree to a method(s) for sharing work files and materials. Work needing to be accessed by both the student and supervisor should be easily accessible to both parties. The use of email, an intranet system, or electronic file-sharing tools like Google Docs or DropBox can make this a simple process.
6. The responsibilities of the intern must support the agreed upon learning objectives and position description, and should be carried out in a professional manner. At no time may the student be asked to complete tasks not associated with the objectives or position description, nor should the student be asked to participate in activities for the personal benefit of the supervisor, homeowner, or others not being served by the business (*i.e. no dog walking, babysitting, laundry, household chores, etc.*).
7. Students participating in a virtual internship should schedule regular face-to-face meetings with his/her supervisor in person or through a video conference tool such as Skype or Google+ Hangouts. If in-person or video conference meetings are not possible, regular phone calls should be conducted, at minimum.

# WRITING THE INTERNSHIP POSITION DESCRIPTION

## What Do You Need to Include?

Just like writing a job description for a full-time employment opportunity, it is important to create a clear, detailed job description that outlines the responsibilities and qualifications of the internship position. Listed below are the basic items you should include in your position description to help you generate a pool of applicants that fit the needs of the position. Items in bold are required for posting to Stevenson's online job/internship board, Stevenson Career Connections; however, the more detail and specifics you can provide, the better!

On the following pages you will find examples of responsibilities commonly completed by interns as well as sample internship position descriptions. *Sample internship position descriptions have been adapted from real postings created by employers and posted to Stevenson Career Connections. Names and details have been changed.*

### Items to Include in the Internship Position Description:

- » **The name of your organization**
- » **Location**
- » **A contact person to whom application/ resumes will be sent**
- » **The contact's phone number and email address**
- » **The internship position title**
- » **Description of responsibilities and tasks**
- » **Qualifications or required skills**
- » Information about scheduling/ hours
- » Desired start date and/or anticipated end date
- » Duration
  - » Examples: fall semester; September-December; 4 months
- » Compensation and/or wages
- » Desired majors
  - » See Programs of Study at Stevenson University for a list of majors at SU
- » Desired class level
  - » Freshman (1Y), Sophomore (2Y), Junior (3Y), Senior (4Y), Graduate (GR), Alumni
- » Travel percentage
- » Application materials
  - » What do you want students to supply when applying? Resume, cover letter, transcript, writing, and/or portfolio samples?
- » Training offered
- » Expected learning outcomes

## Tasks for the Intern

Does your organization have a wish list of projects that you would like to accomplish but can't find the time or manpower to complete them? Does a specific department or project need additional support? Hosting an intern can be a great solution as it supports the needs of the organization while providing real world experience to a student.

Think about the purpose of the intern; what tasks would you like them to complete while they are with the company? What skills will be used, and what knowledge will be gained? In addition to the specific projects planned for the intern, the following list illustrates other tasks commonly carried out by interns in targeted areas. These lists are not exhaustive but may be useful when creating the position description and when assigning duties throughout the internship.

### ***Accounting/ Business/ Finance***

- » Create documents/spreadsheets
- » Attend client and staff meetings
- » Review financial information
- » Provide customer service
- » Participate in training sessions
- » Analyze data to identify areas of opportunity and efficiency
- » Generate financial forecast and cost recovery reports
- » Engage in activities related to accounts payable/ accounts receivable
- » Participate in audits and generate tax reports

### ***Arts/ Design***

- » Create artwork and designs
- » Schedule/attend client meetings; communicate with clients about their designs
- » Proofread communications
- » Work on a specific project or multiple projects
- » Create portfolio of projects
- » Design email templates, logos, graphics for emails and blogs, HTML build-out, Web banners, website updates, and look book concepts and layouts
- » Research outlets for design opportunities

### ***Education***

- » Create and implement lesson plans
- » Decorate/organize classroom
- » Assist students with projects
- » Attend and participate in teacher/staff meetings
- » Monitor student progress
- » Communicate with parents and other school/ program staff and administrators

### ***Fashion***

- » Draft original designs and create patterns
- » Check product inventory
- » Communicate with clients
- » Support trade shows, retail events, and fashion shows
- » Perform quality control
- » Conduct market research and brand outreach
- » Engage in fabric lays, sewing, and production
- » Assist with clothing rental pulls, and restocking
- » Complete alterations or draping

### ***Government***

- » Attend committee meetings
- » Prepare meeting minutes
- » Maintain blogs/social media
- » Create or modify documents and memos
- » Work with lobbyists
- » Assist with research projects
- » Research legislative and regulatory issues

### ***Human Resources***

- » File applications from prospective candidates, process applications, and purge outdated applications
- » Schedule interviews; generate letters/emails confirming receipt of applications from job candidates
- » Plan, arrange space for, and execute classes and meetings
- » Check candidate licensures and verify professional references
- » Prepare materials for workshops or new hire orientations

### ***Information Technology***

- » Update and install hardware and software
- » Take Help Desk calls and provide customer service to callers
- » Create and maintain spreadsheets, databases, and reports
- » Perform equipment maintenance
- » Maintain social media or company website
- » Troubleshoot equipment issues

### ***Laboratory/ Science***

- » Perform lab tests
- » Clean and maintain laboratory space
- » Develop and report on test plans
- » Create reports
- » Set up test equipment; assist in testing
- » Conduct and participate in research projects
- » Maintain files, create spreadsheets
- » Attend patient consultations or procedures

### ***Marketing/ Advertising/ Public Relations***

- » Create, edit, and implement marketing plans
- » Create newsletters and client communications
- » Maintain blog, social media, and websites
- » Prepare press releases
- » Research potential new clients
- » Schedule and/or attend client meetings
- » Support trade show and third-party partner initiatives

- » Create video storyboards and scripts
- » Support client accounts

### ***Non-Profit/ Human Services***

- » Engage in fundraising and donor activities
- » Coordinate volunteer activities
- » Prepare news releases and communications
- » Support staff in program development and implementation; transcribe case notes
- » Observe or provide direct care to clients in programs to ensure their well-being

### ***Paralegal/ Law***

- » Review and approve proposed contracts; act as a liaison with external lawyers and technical personnel
- » Analyze and identify legal issues in cases
- » Research methods of acquiring further evidence including affidavit or interrogatories, further hearings, etc./ conduct legal research
- » Communicate with clients; attend staff/client meetings
- » Organize files/notes
- » Draft/ prepare legal documents

### ***Videography/ Production***

- » Develop and produce storyboards and videos
- » Produce clips and B-roll for press, presenters, website, etc.
- » Watermark video of full pieces, copy/create repertoire DVDs
- » Update/maintain video database
- » Assist with post-production activities
- » Schedule/attend video/photography shoots

### ***General Duties***

- » Collect, record, analyze, or verify data and information from various sources
- » Set up client files; data entry of client information and case notes
- » Use software to compile and generate reports, statistics, timelines, tables, graphs, correspondence, or presentations
- » Communicate with clients
- » Draft newsletters and correspondence
- » Maintain social media sites
- » Organize/create spreadsheets
- » Write handbooks or manuals
- » Design posters, graphs, or charts
- » Develop presentations
- » Conduct research
- » Observe professionals in their industry
- » Attend and/or participate in professional meetings and presentations

# SAMPLE INTERN JOB DESCRIPTIONS

## Sample: *Accounting* Internship Description

### **Baltimore Accounting, LLC**

Position Available: Accounting Intern

Jump-start a career in the field of accounting. Internships at Baltimore Accounting, LLC offer distinctive, hands-on experience and unparalleled networking opportunities. As an intern, you will work alongside licensed CPAs to provide support in all aspects of accounting. We are a firm that provides audit, compilation, consulting, and review services for for-profit, nonprofit, and employee benefit plans as well as individual and corporate tax return preparation.

### ***Responsibilities include:***

- » Assist the Finance Manager in daily operations such as accounts payable/receivable
- » Prepare and review financial statements and management letters
- » Assist in the preparation of quarterly expenses analysis and weekly financial reports
- » Perform membership and sponsorship tracking and follow ups
- » Assist Controller with preparing billing audits and sales tax reports
- » Attend networking events to develop new client relationships and strengthen existing partnerships

### **Knowledge, Skills, and Abilities:**

- » Solid reasoning, analytical, technical, mathematical and language abilities
- » Must possess excellent work ethic and ability to self-motivate
- » Must be able to multi-task as well as communicate well with clients
- » Understands the importance of being a team player

Interns are expected to work a minimum of 15 hours per week. Compensation is \$15.50/ hour. Undergraduate and graduate students with a GPA of 3.0 or higher are encouraged to apply. Summer, Fall, and Spring sessions are offered.

The Application Process: All intern applicants should submit a cover letter and a resume by email. The cover letter should clearly state the position the applicant is applying for, the semester of interest, approximate date on which he/she would be available to begin work if selected, and why would he/she be a good fit for the position desired.

Application Dates: Applicants are encouraged to apply as early as possible in advance of the deadline. Invitations for interviews are sent on rolling basis starting approximately two weeks before the stated deadline below.

Spring Semester (end-January through end-May): Please submit your application by October 15.

Summer Session (end-May through end-August): Please submit your application by February 15.

Fall Semester (beginning of September through mid-December): Please submit your application by June 30.

Please send applications by email to: [janesmith@xzyaccounting.com](mailto:janesmith@xzyaccounting.com)

## Sample: *Graphic Design* Internship Description

Superior Tournaments and Events seeks a **Graphic and Media Design Intern**

### **JOB SUMMARY:**

The Graphic and Media Design Intern will assist the Marketing Manager and Digital Media Coordinator with the design and creation of marketing campaign materials for all Superior Tournaments and Events. The Graphic and Media Design Intern will report directly to the Marketing Manager to assist in creating unique logos for upcoming events that will be featured on tournament website, event clothing, and tournament manuals. The intern will provide day-to-day support to the Superior Tournament and Events' team and will learn the ins and outs of branding, strategy, graphic and/or Web design, marketing communications, and other related areas of branding.

### **Desired Skills:**

1. Highly motivated to work individually and as a team in a fast-paced, client-centric business environment
2. Passionate about learning from others but will take initiative to learn on their own
3. Designers who take well to constructive criticism
4. Well spoken, articulate, and able to communicate professionally with both co-workers and clients
5. Program/technology savvy and understand the importance of being detail-oriented in every aspect of their work
6. Basic familiarity with HTML + CSS and/or Web design would be a plus
7. Must be comfortable and competent with Adobe Suite and MS Office Suite

### **Compensation:**

\$10/hour

To apply, send your resume and cover letter to Scott White, Marketing Manager, at [swhite@superiortournaments.com](mailto:swhite@superiortournaments.com).

## Sample: *Information Technology* Internship Description

### **ABC TECHNOLOGY MANAGEMENT, INC.**

Information Technology Intern

ABC Technology Management, Inc. has an immediate opening for an IT Intern. ATM Inc. is a leader in the IT industry and is steadily growing. The company has an excellent reputation for providing exceptional customer service and providing cutting edge technology services. The Information Technology Intern position is an excellent opportunity for someone to gain hands-on knowledge and develop solid IT skills by working on varied projects throughout the IT Department. This position is located at ATM Inc.'s headquarters in Columbia, Md. This is a paid internship with a flexible work schedule and support to help receive credit with your school if desired.

#### **Responsibilities:**

- » Help desk ticket response and resolution
- » Implement a Share Point solution for company
- » Internal inventory of technical systems
- » Install RAM in desktops/laptops
- » Migrate data from a user's old machine to their replacement machines
- » Diagnose and repair hardware and software
- » Virus/malware clean-up
- » Installing/configuring software
- » Troubleshooting computer, network, and peripheral issues
- » Analyze returned equipment to determine if it is eligible to be reissued, utilized for parts, or if it should be recycled
- » Weigh, package, and set up completed equipment for delivery pick up
- » Other IT projects as relevant

#### **Requirements:**

- » Applicants should be Business Information Systems or Computer Information Systems majors with at least one year of studies completed (sophomore status or above)
- » Possess fundamental knowledge of Windows Administration, Windows Operating Systems (7, 2003/8, XP)
- » Knowledge of SharePoint and Remote support tools
- » Strong problem solving abilities with the ability to use sound judgment with escalating incidence and problems
- » Proficient with basic computer and hardware troubleshooting skills
- » Familiar with imaging and set up of computers and printers
- » Possess a service oriented mentality with a strong customer focus
- » Ability to work well within a team
- » Strong oral and written communication skills, with the ability to effectively communicate to a variety of audiences
- » Ability to effectively manage your time
- » Maintain high levels of confidentiality

**Salary Level:** \$15.00/ hour

Interested candidates may send their resume and cover letter to Bob Clark at [bclark1@abctech.com](mailto:bclark1@abctech.com)

## Sample: *Lab Science* Internship Description

### **Company: Hilly Scientific Resources**

Peptide Mapping Method Improvement Internship

After transferring and validating a peptide mapping at FMC, several opportunities were identified to improve upon the current peptide mapping method and further develop the capabilities of the assay. In general, this work will further develop the peptide mapping capabilities at FMC, adding further capabilities to the biophysical lab, and possibly providing a more robust and efficient method to QC.

### **Goals for the summer intern would include:**

1. **Sample Prep: Desalting.** The current method presents challenges in the difficulty and time involved in sample preparation, specifically as it relates to the use of dialysis for desalting. Investigate the use of desalting columns to replace dialysis, eliminating the use of needles, providing a less intensive procedure, and dramatically decreasing sample preparation time.
2. **Chromatography: Mobile Phase.** The current method uses a low TFA concentration in the mobile phase, which is known to cause higher variability in the peptide mapping profile. Experiments would be performed to optimize the mobile phase to increase robustness of the method.
3. **Sample Prep: Enzymatic Digestion.** Opportunities also exist to develop peptide mapping capabilities. Evaluate several different digestion enzymes and perform mass spectrometry analysis to identify the degradation products. These method improvements will require significant laboratory work and would be a challenging but achievable project for a summer intern, requiring oversight and collaboration with scientists in MS&T Analytical.

The candidate will be expected to design and perform daily experiments and present results at group meetings. Candidate must be able to keep detailed laboratory notebook records and generate a technical report summarizing his/her findings at the end of the project.

**Desired Majors:** biology, chemistry, biochemistry, or related

**Wage:** The Peptide Mapping Method Improvement Intern will earn a stipend of \$700 a month.

With Hilly, you'll have access to some of the world's highest-regarded scientific organizations, providing you with opportunities to work on today's most challenging, research-intensive, and relevant projects. Our connections can lead you to innovative scientific pursuits you'll be proud to help advance. We work with 99 of the Fortune 100™ companies. You pursued a career in science to fuel your quest for knowledge and your desire to make the world a better place. Let Kelly fuel your career—connect with us today.

## Sample: *Marketing* Internship Description

### INSURANCE COMPANY

#### STUDENT INTERN - MARKETING DEPARTMENT

**About Us:** Insurance Company, Inc. has more than a century of experience as a personal lines insurance carrier. Consistently ranked highest in customer satisfaction by its policyholders, our company is strong, stable and financially secure.

**Internship Description:** Our office located in Baltimore, Md. is seeking an intern for our Marketing Department. This is a paid internship, and the working hours are 37.50 hours per week during the summer months. The selected candidate will be responsible for assisting and supporting the Marketing Department with a variety of social media and marketing initiatives.

#### **Job Functions and Responsibilities:**

##### *Social Media focus includes:*

- » Execute and implement social media marketing campaigns and strategy across all social media platforms.
- » Manage weekly social media calendar and create strategies to increase brand visibility.
- » Drafting and editing copy for social channels.
- » Monitoring social media Web analytics on a weekly basis (e.g. page views, Twitter followers), and provide reports of growth and other activity.

##### *Marketing/advertising focus includes:*

- » Engaging with marketing teams on a regular basis to brainstorm ideas for new and innovative marketing and social media campaigns.
- » Assist with gathering data for marketing reports and supporting a variety of marketing and advertising programs.
- » Engage in networking events.

##### *General responsibilities include, but are not limited to:*

- » Researching industry-specific sites (blogs, forums, etc.) for product reviews, customer comments, and other relevant marketing information.
- » Maintaining marketing program files.
- » Maintaining spreadsheet of contacts and clients.

#### **Job Requirements:**

- » Must have excellent written and verbal communication skills.
- » Knowledge and experience with Facebook, Twitter, YouTube, and other social media platforms.
- » Strong attention to detail and organizational skills.
- » Property and casualty insurance knowledge a plus.
- » Our internship is designed for individuals who are currently enrolled at an accredited college/university and who will be continuing their undergraduate studies in the fall. Candidates should be seeking a bachelor's degree in marketing, public relations, business administration, communications, or journalism.
- » All applicants must submit a cover letter
- » Transportation to and from the internship environment

**Hours Per Week:** 37.5

**Wage/ Salary:** Hourly

## Sample: *Psychology* Internship Description

### Middleville Youth and Family Services Program

501(c)(3)

Field Placement Opportunity: BEHAVIOR SPECIALIST Intern

**Internship Description:** We believe that every child has the right—and should have the opportunity—for full inclusion in life. In 1999 we established the Middleville Youth and Family Services Program to help children with disabilities in Central Maryland to learn the skills they need to become active, participating members of the larger community.

To support a child's development, we create individualized programs that are family-centered, recognizing that parents or guardians are a critical part of the implementation team. We bring together an interdisciplinary team that supports and works with families to find positive ways to deal with the many challenges posed by a child's disabilities. Depending upon what services and expertise are needed, this support team can be comprised of an administrator, treatment consultant, clinical supervisor, treatment coordinator, and behavioral specialist.

Our Youth and Family Services Program is designed for eligible children ages 3-21 with special health care needs or who are at risk for chronic physical, developmental or behavioral conditions.

As the Behavior Specialist Intern, you will work with the whole care management team to provide assistance with:

- » Behavior management
- » Social and daily living skills
- » Community integration
- » Parenting skills training

#### **Qualifications:**

Must have at least 12 semester hours of relevant undergraduate coursework at an accredited college/university. Must have a favorable criminal background check. Must have a valid driver's license and access to an insured vehicle. Must have a favorable driving record.

The Behavior Specialist Intern will be expected to work at least 10 hours a week, ideally a minimum of 5 hours per day, 2 days a week. This position is unpaid but will give the student real experience working in a care management team. You will learn how an Individualized Education Program is developed for each child and how the entire team works together to support the child. If you have an interest in Psychology or Human Services, we encourage you to apply.

Please send your resume and a cover letter expressing why you would like to intern at Middleville Child and Family Services Program to Alison Doe, Executive Director of Middleville CFSP, at [doe@mcfsp.org](mailto:doe@mcfsp.org).

# MARKETING YOUR INTERNSHIP

Once you have created a position description for the internship there are a number of ways to market the opportunity to Stevenson students:

1. Stevenson University's 24/7 online jobs and internships board, Stevenson Career Connections (SCC), which can be found at <<https://stevenson-csm.symplicity.com/employers/>>. As an employer, you can create an account in SCC and post your internship(s) or send the position description to the Experiential Learning Coordinator, Jennifer Wheeler at <[jwheeler2@stevenson.edu](mailto:jwheeler2@stevenson.edu)> in the Office of Career Services and it will be posted for you. You will receive a message when your position is posted, and you may visit Stevenson Career Connections anytime to view or edit the post.
2. The Office of Career Services will share the internship posting and relevant information with faculty, staff, and internship coordinators through various forms of communication.
3. The internship posting will be added to the Career Services' weekly job blast, an email sent to students who subscribe to job blasts and to all department chairs, that features all jobs and internships that have been added in the previous week.
4. You may schedule a strategy meeting with members of Career Services to discuss further recruitment and marketing initiatives; this may include activities like information sessions, in-class presentations, or on-campus recruiting.

# EVALUATING STUDENT RESUMES

Students look toward internships to provide them with their first professional experience. Resumes submitted for internship opportunities may not contain prior experience working in a career field; rather, they may comprise part-time employment, academic achievements, or campus involvement. For this reason, employers must search for evidence of skills using other strategies.

## ***Campus Involvement***

Students who have taken the time to get involved in campus organizations and activities have usually developed strong time management and organization skills as well as the ability to work within teams and groups. A resume that highlights a great deal of campus involvement is also a great indicator of a student's pride and loyalty to their institution. Students who take the time to get involved on campus are invested in their institution in the same way an employee is invested in a company.

## ***Leadership Roles***

For many students, taking on a leadership role is practice for leadership in the workplace. Students who have served as orientation leaders, campus tour guides, student government representatives, residence assistants, club or team leaders, or mentors/ tutors have developed the skills necessary to lead others and communicate ideas effectively. Look for positions within organizations as well, such as chair of a committee or vice-president of a group or organization. These positions show responsibility, teamwork, and a demonstration of professionalism.

## ***Academic Performance and Coursework***

A high grade point average (GPA) does not always indicate a good internship candidate, but it does show that the student finds value in knowledge and education. A GPA is also a good indicator of a student's work ethic and organization. When searching for an intern, make sure that the potential candidate has completed any coursework that may be necessary to successfully work within the professional setting.

If your industry requires background knowledge in a particular subject area, make sure the student has achieved that level before hiring them to fill an intern position. Always keep in mind that although the GPA is an important factor in screening candidates, it is only one piece of the puzzle. Make sure a student also possesses the other qualities you are seeking in an intern.

### ***Prior Work Experience***

Most students applying for internships do not have resumes full of professional work experience; however, the jobs a student has worked can tell you a little something about his/her work ethic, dedication, and skill set. In addition, working any type of job requires punctuality and responsibility—two qualities all employers would want in an intern. Food service, retail, and summer camps are just some of the jobs seen most frequently on college student resumes. Look beyond the job title and think about what skills and knowledge the student had to possess to succeed in a particular environment. The student probably developed communication skills while working with the public, trustworthiness while handling money transactions, patience while working with children, etc.

### ***Athletic Involvement***

Students who have participated in college athletic programs typically possess a great deal of personal discipline because they have had to balance demanding practice schedules with coursework and classes. Athletes are also accustomed to working as members of a team, possess the ability to handle failure and move forward, and are skilled in listening to and following directions—all skills that can easily transfer into the workplace.

## **SAMPLE INTERVIEW QUESTIONS**

Although the same steps used to hire full-time employees can be followed to hire interns, employers may find that they need to adjust the interview format in order to fit the nature of the internship and the candidate's experiences.

Because students generally lack professional experiences, internship interview questions should focus on goals. Throughout the interview, ask questions that will help you determine if the internship you are offering will be an appropriate experience for the candidate to meet his/her career goals and to find if they have the foundational knowledge and skills to successfully carry out the internship.

When hiring an intern, place as much effort into the selection process as you would hiring a full-time employee; an intern may become a future employee. You will spend time and money to train the intern, so choose someone you believe would be a good fit in your organization now and in the future.

### ***Focus on the student's level of preparedness to enter the internship and their future goals in place of professional experience:***

- » How do you feel your prior experiences and education have prepared you for this internship?
- » How do you think this internship experience will prepare you for your career?
- » Why do you want to intern for this organization?
- » What appeals most to you about this internship?
- » What are your plans after graduation?
- » Where do you see yourself in 5-10 years?
- » What are your short-term and long-term goals?

Look for: Answers that indicate that the student has thoughtfully considered his or her career path and is planning to pursue a career related to your industry after graduation. In addition, an ideal internship candidate will express a strong interest in the educational and learning value of the opportunity rather than to simply to fulfill a requirement.

***Inquire about academic experiences rather than professional:***

- » Tell me about a time when you had a heavy course load. How did you manage your time?
- » How do you feel your campus involvement (if any) relates to the professional workplace?
- » What has been your most rewarding college experience thus far?
- » Why/how did you choose your major?
- » What was your greatest achievement?
- » What courses in your major have you completed thus far? Which of these do you feel have helped to prepare you for an internship and why?

Look for: Answers that highlight the student's decision-making skills as well as his/her ability to manage deadlines and academic coursework. Also, look for a student who can transfer the skills gained via campus involvement and coursework into the professional workplace. It is also important to make sure that the student has completed sufficient coursework and has the knowledge necessary to work at an internship level.

***Ask questions to determine the candidate's work ethic:***

- » Tell me about a time when you had to work as a member of a team to complete a task.  
What role did you fulfill?
- » What was your favorite summer or part-time job? Why?
- » What have you learned from your part-time or student jobs? (If listed on resume)
- » Why did you choose the career field you would like to work in?
- » What will motivate you in this position?
- » Why do you think you will be successful in your chosen field?
- » Give me an example of a time when you worked on a project successfully with little supervision
- » Tell me about a time when you made a mistake and describe how you solved the situation.

Look for: Answers that show a student has found value in past experiences, including part-time or temporary jobs. Also look for student responses that express responsibility, dedication, and a willingness to learn by experience.

***Questions to identify the student's analytical and problem-solving skills:***

- » Describe a situation when there seemed to be no way to complete a project and yet you found a way.  
What happened?
- » How do you handle projects with short deadlines that require precise calculations and analysis? What is your approach?
- » What kinds of problems have people recently called on you to solve? Tell me about your contribution to solving the problem.

***Questions to identify the student's leadership and interpersonal skills:***

- » What do you do differently from your classmates? What will you bring to the position that other candidates with similar academic and work experience may not offer?
- » Give an example of a situation when you had to compromise your own goals/objectives for the sake of the team.
- » Talk about a group project when a team member was not fulfilling their commitments. How did you deal with the person? What were the end results?
- » Describe a time that you led a group on a project or activity.

# ORIENTATION CHECKLIST: ONBOARDING THE INTERN

Just as you would provide orientation for a new employee, you should familiarize the intern with the in's and out's of your organization and help him/her acclimate to their new work environment. Many students are unfamiliar with the activities, environment, and objectives of business and industry; a thorough orientation can help with this. The sooner your student-interns understand what your organization does and how it operates, the sooner they can assume their assigned responsibilities and become active and productive in your company.

## **Prior to the start of the internship:**

- ✓ Establish and agree upon the start date, end date, and work hours/schedule. Adhere to the agreed upon hours and dates as closely as possible. During the internship, changes in scheduling should be discussed in advance.
- ✓ If the student is completing the internship for academic credit, provide assistance with granting credit as needed.
- ✓ Set up an organized workspace for the intern; set up phone, computer, email, and any other resources necessary for the intern to fulfill the responsibilities discussed.
- ✓ Establish expectations regarding the organizational dress code.
- ✓ Review employer expectations and job description; outline work expectations for the duration of the internship.
- ✓ Review and discuss the mission of the organization and how the intern fits into that role.

## **Within the first two weeks of the internship:**

- ✓ Provide a tour of the facility and introduce the intern to other employees.
- ✓ Provide an overview of the company culture.
- ✓ Further discuss the position description and specific task/project details.
- ✓ Discuss absences, such as how and when to notify the supervisor (provide phone numbers).
- ✓ Discuss timesheets, including proper completion and deadlines, time off, and overtime rules (if applicable).
- ✓ Explain use of equipment such as phones/making long-distance calls, computer, copier, fax machine, supplies/forms.
- ✓ Provide intern with organization chart and contact list of key personnel (supervisor, IT, HR, etc.).
- ✓ Review company policies and safety/ emergency policies—students should be made aware of your company's sexual harassment policy; they may also view a presentation on harassment from Stevenson University's Human Resources and Career Services offices.
- ✓ Establish project timeframes and expectations on how to complete projects.
- ✓ Review procedures for payment and reimbursement of travel expenses (if applicable).
- ✓ Outline opportunities to network within the organization.

## **How can you provide this information?**

- ✓ Give your intern company materials to read such as newsletters, annual reports, organization charts, etc.
- ✓ Encourage your intern to spend breaks and lunchtimes in places where employees gather.
- ✓ Schedule regular one-to-one meetings with the intern.
- ✓ Give the intern opportunities to observe or participate in professional meetings.
- ✓ Allow the intern to interview company personnel to learn more about their position/role.

# EVALUATING THE INTERN

Supervisors should provide periodic formal and informal feedback and evaluations of the student, whether through a conversation or a written evaluation. Most academic departments require a written evaluation to be completed by the student-intern and their site supervisor at the completion of the internship if the student is completing the internship for academic credit. At Stevenson University, 12 skills have been identified as the core competencies to be assessed by the student and their supervisor. These particular skills (listed below) have been identified by employers as the key skills they seek in interns and new hires.

On the following page you will see a sample evaluation form. You may use this form to evaluate your Stevenson intern or create your own form or system for evaluation. It is possible that you may be asked by the student's academic program or the Office of Career Services to complete an evaluation of the intern. More than one evaluation may be requested, as some programs have questions required by accrediting bodies.

## The 12 Key Skills

1. **Oral communication:** Prepared, purposeful presentation designed to increase knowledge, foster understanding, or promote change in the listeners' attitudes or behaviors.
2. **Written communication:** Development and expression of ideas in writing, can involve working with many different writing technologies, and mixing texts, data, and images.
3. **Ability to work with others/interpersonal skills:** Effort put into team tasks, manner of interacting with others on team, and the quantity and quality of contributions made to team discussions.
4. **Adaptability:** Being able to adjust to the work environment.
5. **Critical thinking:** Comprehensive exploration of issues, ideas, and events before accepting/formulating an opinion/conclusion.
6. **Time management:** Managing time effectively so that the right amount of time is allocated to each activity and all deadlines are met.
7. **Self-confidence:** Attitude that allows individuals to have positive yet realistic views of themselves and their situations, to trust their own abilities, and to have a general sense of control in their lives.
8. **Leadership:** Ability to effect change and work for the common good.
9. **Problem solving:** Process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.
10. **Professional attitude/demeanor:** Ability to do one's job with sincerity while maintaining professional etiquette and ethics leading to logical and completely unbiased decision-making.
11. **Initiative:** Willingness to take action on one's own without having to wait for instructions.
12. **Preparation prior to start:** Having the theory and adequate skills needed to competently begin the experiential learning placement.



# STEVENSON UNIVERSITY OFFICE OF CAREER SERVICES

## Internship Employer Evaluation

### STUDENT INFORMATION

Name \_\_\_\_\_ Position Title \_\_\_\_\_

### SUPERVISOR INFORMATION

Name \_\_\_\_\_ Job Title \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

### QUESTION 1:

Please rate the student in the following areas.

	Outstanding	Very Good	Average	Needs Improvement	Unsatisfactory	N/A
Oral Communication						
Written Communication						
Ability to work with others/ Interpersonal Skills						
Adaptability						
Critical Thinking						
Time Management						
Self-confidence						
Leadership						
Problem Solving						
Professional Attitude/ Demeanor						
Intitutive						
Preparation prior to start						

Please explain the rating you gave to the student's preparation prior to the start date.

**QUESTION 2:**  
**Achievement of Learning Objectives**

	Outstanding	Very Good	Average	Needs Improvement	Unsatisfactory	Not Achieved
Learning Objective #1						
Learning Objective #2						
Learning Objective #3						
Learning Objective #4						
Learning Objective #5						

**QUESTION 3:**  
**Where would improvement be most profitable for this student?**

**QUESTION 4:**  
**Was the student academically prepared to successfully complete this placement?**

**QUESTION 5:**  
**Is this the student's first evaluation?**       Yes     No

**If not, have there been significant changes since the last evaluation?**

**QUESTION 6:**  
**Has this report been discussed with the student?**       Yes     No

**Please email or mail completed evaluation forms to:**  
Jennifer Wheeler, Experiential Learning Coordinator  
Stevenson University  
Office of Career Services at Wooded Way  
100 Campus Circle, Owings Mills, MD 21117  
[jwheeler2@stevenson.edu](mailto:jwheeler2@stevenson.edu)

# PROGRAMS OF STUDY AT STEVENSON UNIVERSITY

Below is a list of majors and optional program tracks at Stevenson. You may choose to include desired major(s) in your internship position description, or simply specify the knowledge and skills you seek in an intern. For more information about our programs of study, please visit the **Academics** section on the Stevenson website at <stevenson.edu>.

## **Brown School of Business and Leadership**

- » Accounting
- » Business Administration
  - » Tracks: Entrepreneurship; Sports Management
- » Business Information Systems
  - » Track: Technology Management
- » Computer Information Systems
  - » Tracks: Computer Forensics; Network Design; Software Design
- » Digital Marketing
- » Fashion Merchandising
- » Paralegal Studies

## **School of Design**

- » Business Communication
- » Fashion Design
- » Film and Moving Image
  - » Tracks: Cinematography; Editing; Producing; Writing
- » Visual Communication Design
  - » Tracks: Interactive Design; Motion Graphics; Photography

## **School of Education**

- » Early Childhood Education: Liberal Arts and Technology
- » Elementary Education: Liberal Arts and Technology, Grades 1-6
- » Middle School Mathematics and Science Education: Liberal Arts and Technology, Grades 4-9
- » Middle School English/ Language Arts and Social Studies Education: Liberal Arts and Technology, Grades 4-9

## **School of Humanities and Social Sciences**

- » Criminal Justice
- » English Language and Literature
  - » Human Services
- » Tracks: Addictions Counseling; Administration of Programs for Children; Human Services Administration
- » Interdisciplinary Studies
- » Psychology
- » Public History
- » Theatre and Media Performance

## **School of the Sciences**

- » Applied Mathematics
- » Biochemistry
- » Biology
- » Biotechnology
- » Chemistry
- » Environmental Science
- » Medical Laboratory Science
- » Nursing

## **School of Graduate and Professional Studies**

- » Business and Technology Management
- » Communication Studies
- » Cyber Forensics
- » Forensic Science
- » Forensic Studies
- » Healthcare Management
- » Master of Arts in Teaching
- » Nursing