

DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

POLICY STATEMENT FOR INTERNSHIPS

Departmental Definitions:

Internship: A structured and supervised professional experience, within an approved agency, for which students earn academic credit and may receive financial compensation. Internships engage students in unique relationships between the work place and the academic institution -- three-way partnerships where interns, site supervisors, and academic coordinators/advisors are key players in these learning opportunities.

Agency or Host Organization: Any off-campus business, government agency, educational institution, social service agency, or other organization that accepts interns. Students interested in on-campus projects should consider the department's special projects courses.

Site Supervisor: The person at the host agency who is designated to supervise the student's work, evaluate performance, and provide feedback to the student and the educational institution.

Internship Committee: Composed of one faculty member from each of the following areas: Theatre Arts, Film and Telecommunication, and Professional Communication. The membership of this committee will rotate among the faculty in each area. It will be the committee's responsibility to receive, review, approve or disapprove all requests and proposals concerning student internships.

Faculty Internship Advisor: The person who works closely with the student and site supervisor, before and during the internship, to facilitate the planning of the internship, the communication, and the reflective process.

Departmental Rationale

Internships are valuable for students, our department, and the hosting organizations.

Benefits of Internships for Students

- Provide opportunities for hands-on experience. While students learn a great deal of information in their courses, there is no substitute for direct experience in a professional environment. Furthermore, such experiential learning provides opportunities for students to augment theory with practice.
- Allow students to explore potential career options, enabling students to start determining their best fit in professional environments.
- Earn academic credit counting towards degree programs in Theatre Arts, Film and Telecommunication, and Professional Communication.
- Improve marketability upon graduation.
- Build a network of employment contacts which may lead to securing employment during job searches.
- Enhance the maturation process. Since internships require a great deal of personal responsibility, the experience provides an important step in an individual's personal and professional maturation process and intellectual growth.

- Aid in the identification of knowledge and skills essential for doing well in a particular position. Furthermore, students may return from internship experiences better able to select additional coursework appropriate for their career choices.

Benefits of Internships for the Host Organization

- Access to student workers who are eager, enthusiastic, motivated, dependable, and flexible.
- Access to interpersonal skills, job-related knowledge, creativity, current theory and practice, and the writing ability that interns bring to their internship experience.
- A fresh perspective. Interns can provide an objective point of view and raise fresh questions and insights that may lead to effective innovation in host organizations.
- Encourage contact between university faculty and host organizations. As current representatives of an academic institution, interns carry with them a built-in network of potential consultants and experts from their own school.
- An advocate and walking advertisement for the host organization. Most students come away from their internship experiences with enthusiasm for their internship hosts.
- Potential new employees. Internships may provide a cost-effective strategy for identifying and training potential new employees.
- Opportunities to contribute to American education. Host organizations contribute to the intellectual and professional development of future professionals.

Benefits of Internships for the Department of Speech Communication and Theatre Arts

- Increase visibility for our department's students. Students are given the opportunity to demonstrate their professionalism, and subsequently this can enhance the reputation of the department and the university while increasing the credibility of students' degrees.
- Allow faculty to meet departmental goals including providing courses which integrate theory and history with practice and application.
- May provide an alternative to the department's senior seminar course with advisor approval (if internship is completed during the student's senior year and if the student is doing an internship for at least 6 academic credits). Internships allow students to participate in experientially based learning in which they integrate and apply knowledge from separate courses, thus, are appropriate options for capstone experiences.
- Encourage contact between university faculty and host organizations.

Eligibility Requirements

The following eligibility requirements reflect departmental policy.

- Students must be officially declared as a major in Theatre Arts, Film and Telecommunication, or Professional Communication.
- Students shall be of junior or senior standing.
- Students shall have a minimum grade point average of 3.00 in their major and at least a 2.50 overall grade point average.
- The student shall find a faculty member in the department who will agree to serve as the Faculty Internship Advisor.

Application Procedures

- Ideally, students should start planning with Faculty Internship Advisors two semesters before taking the internship. Final plans are made in the semester prior to the internship.

- An Internship Agreement must be completed by the student (see enclosed form) and signed by the student, Faculty Advisor, and Site Supervisor. Three copies of this form need to be turned into the Chair of the Internship Committee.
 - Number of credits for the internship should be calculated on the standard of 40 hours of work for each (one hour) academic credit. Students may register for 3 to 12 internship credits. Generally, credit is earned in three hour blocks. Per university guidelines, internships are always graded on a pass/fail basis.
 - Students who intern for a company in which they are currently employed need to specify how the goals and objectives of the internship and the final project are beyond the scope of their present position.
- The student shall submit the Internship Agreement to the Internship Committee. The chair will circulate it to committee members for their approval. The chair of the Internship Committee will notify the student of the decision regarding his/her internship request.
- Once an internship is approved, the student will enroll in SPCH 469 for the negotiated number of hours as specified in the internship agreement.

Evaluation Procedures

As with any other academic course, faculty members must evaluate learning outcomes. Grades for the internship experience will be assigned by the Faculty Internship Advisor. In assessing the nature of the internship experience, the following items will be considered: Journal entries completed by the student, the final application paper or portfolio completed by the student, and feedback provided by the site supervisor.

- 1) Journal Entries – Students need to complete journal entries every two weeks that describe their concrete experiences (i.e., activities completed) including their reflections on those experiences (i.e., reactions, questions, observations, and judgements with regard to the activities).
- 2) Final Application Paper -- Students may choose to complete a final application paper in which they review the activities performed during the internship and reflect on how relevant concepts, theories, and information from their coursework relate to the internship activities. This paper requires students to reflect on connections between theory and practice.

OR

Portfolio – Students may create a portfolio that serves as a collection point for the written materials or products (e.g., video/film) prepared during the course of the internship. A memo should be included in the portfolio providing enough information to allow portfolio to stand alone (without explanation) when students leave it with Faculty Internship Advisor.

- 3) Feedback from Site Supervisor – At midterm, the on-site supervisor needs to complete the “Midterm Feedback – Site Supervisor Feedback” form, returning the evaluation directly to the Faculty Internship Advisor. At the end of the internship experience, the site supervisor needs to complete the “Final Feedback – Site Supervisor Feedback” form, returning the evaluation directly to the Faculty Advisor (see enclosed forms). It is the responsibility of the student to

make sure the supervisor has copies of the evaluation forms in a timely fashion. Faculty Internship Advisors will take this feedback into consideration when assigning a grade to the internship experience. The Faculty Internship Advisor may request more frequent reviews from the site supervisor.

Exceptions to the Departmental Internship Policies described above will be considered by the Departmental Internship Committee.

INTERNSHIP WORK AGREEMENT

(download from department website and type)

**Department of Speech Communication and Theatre Arts
Minnesota State University Moorhead
Moorhead MN 56563
218-236-2126**

Name _____ # of academic hours completed _____

ID# _____ Cumulative GPA _____ Major GPA _____

Address _____

Phone _____ E-Mail _____

	Host Organization	On-Site Supervisor	Faculty Advisor
Name			
Address			
Phone			

Academic Hours Expected _____ (*Note – 40 hours of work expected per academic credit)

Compensation _____ Length of internship: From _____ To _____

Substitution for Senior Seminar _____ Yes _____ No (*If substituting for senior seminar, must be at least 6 hr internship)

INTERNSHIP WORK AGREEMENT, contd.

DESCRIBE THE NATURE OF THE HOST ORGANIZATION (e.g., mission, services provided)

DESCRIBE SPECIFIC JOB DUTIES TO BE PERFORMED (e.g, manage ticket sales, write press releases)

IDENTIFY LEARNING OBJECTIVES (e.g., anticipated application of coursework to internship experiences, exploration of career avenues)

EVALUATION PROCEDURE (e.g., journal entries, portfolio, supervisor evaluations)

SIGNATURES NEEDED BEFORE SUBMITTING FORM TO INTERNSHIP COMMITTEE:

Student: _____ Date: _____

Faculty Internship Advisor: _____ Date: _____

Intern Supervisor: _____ Date: _____

Committee Review:

Signatures:

Approved Denied _____, Date _____

Attached suggestions _____, Date _____

_____, Date _____

Midterm Evaluation -- Site Supervisor Feedback

Student Intern _____ Organization _____
 Address _____

 Site Supervisor _____ Phone Number _____

 Please forward this form, completed, to _____ (Faculty
 Internship Advisor) at the following address:

This evaluation is designed primarily to provide feedback on job performance and related issues to assist the student in his/her academic, personal, and professional development.

Please circle the number on the scale which best describes the intern's performance.

Work Performance

<i>Quality of work</i>	Poor				Excellent
	1	2	3	4	5
<i>Quantity of work</i>	Low output				High output
	1	2	3	4	5

Work Habits

<i>Organization</i>	Disorganized				Organized
	1	2	3	4	5
<i>Ability to learn</i>	Slow to learn				Learns quickly
	1	2	3	4	5
<i>Initiative</i>	Needs monitoring				Able to work alone
	1	2	3	4	5
<i>Judgement</i>	Poor				Insightful
	1	2	3	4	5
<i>Responsibility</i>	Neglectful				Dependable
	1	2	3	4	5
<i>Attendance</i>	Irregular				Regular
	1	2	3	4	5
<i>Punctuality</i>	Tardy				Punctual
	1	2	3	4	5

Final Evaluation – Site Supervisor Feedback

Student Intern _____ Organization _____ Address _____ _____ Site Supervisor _____ Phone Number _____ _____ Please forward this form, completed, to _____ (Faculty Internship Advisor) at the following address: _____
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This evaluation is designed primarily to provide feedback on job performance and related issues to assist the student in his/her academic, personal, and professional development.

Please circle the number on the scale which best describes the intern's performance.

Work Performance

<i>Quality of work</i>	Poor					Excellent
	1	2	3	4		5
<i>Quantity of work</i>	Low output					High output
	1	2	3	4		5

Work Habits

<i>Organization</i>	Disorganized					Organized
	1	2	3	4		5
<i>Ability to learn</i>	Slow to learn					Learns quickly
	1	2	3	4		5
<i>Initiative</i>	Needs monitoring					Able to work alone
	1	2	3	4		5
<i>Judgement</i>	Poor					Insightful
	1	2	3	4		5
<i>Responsibility</i>	Neglectful					Dependable
	1	2	3	4		5
<i>Attendance</i>	Irregular					Regular
	1	2	3	4		5
<i>Punctuality</i>	Tardy					Punctual
	1	2	3	4		5

Final Evaluation -- Site Supervisor Feedback, contd.

Personal Qualities

<i>Attitude</i>	Uninterested				Enthusiastic
	1	2	3	4	5
<i>Cooperation</i>	Uncooperative				Cooperative
	1	2	3	4	5
<i>Appearance</i>	Unsuitable				Neat
	1	2	3	4	5

1. Identify the areas of professional strength and growth that you have noticed in the student over the course of the internship.

2. What “professional development plan” would you recommend for the student (i.e., what additional courses, skills or experience do you think would strengthen his/her career potential)?

3. Additional comments/observations.

Signed _____

Date

Thank you very much for taking the time and energy to serve as a Site Supervisor. Your participation is valued by both the student and the Department of Speech Communication and Theatre Arts, Minnesota State University Moorhead.