Radford University
Department of
Political Science
Internship Manual

2016-2017

Internship Coordinator:
Dr. Paige Tan
HB 5304, Box 6945
Phone: 540-831-6602
E-mail: etan3@radford.edu
I. Philosophy and Objectives

The Political Science internship allows students to integrate concepts developed in the classroom with practice in public, non-profit, and private sector organizations. Participation in a Political Science internship will help students build their work experience and make connections that may lead to jobs in the future.

The major goals of the internship are for students to:

- Apply the theory and methods learned in their courses to the organization in which they work and make contributions to that organization;
- Develop their skills, where applicable, in critical thinking, oral and written communications, collaboration, understanding of diversity and global issues, problem solving, information literacy, and ethical citizenship;
- Enhance their professionalism and network.

II. Credit Hours and Work Hour Requirements

The credit hours for the internship will range from three (3) to a maximum of 15 hours credit. No more than 3 hours may be applied to the requirements for the major or minor.

Credit hours depend on the needs of the student and the organization. Internships may be paid or unpaid.

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>6</td>
<td>240</td>
</tr>
<tr>
<td>9</td>
<td>360</td>
</tr>
<tr>
<td>12</td>
<td>480</td>
</tr>
<tr>
<td>15</td>
<td>600</td>
</tr>
</tbody>
</table>

III. Minimum Academic Requirements

In order to participate in the program you must meet the following minimum requirements:

A. 2.5 overall GPA;
B. 2.5 average in political science;
C. junior or senior standing.

IV. Professional Performance Criteria

In order to receive departmental approval to take POSC 485 you must demonstrate behavior that reflects responsible human relations skills, personal characteristics related to good job performance, and ability to function well without supervision.
V. Getting an Internship

Students should begin the process of setting up an internship in the semester prior to the semester in which you want to intern. Internships in federal agencies in summer often have application deadlines of October of the previous year. So, start early.

Step one is to think about your career goals or area of interest and about the type of agency (public or private, federal or state and local) in which you wish to work.

Next, you need to consider whether you wish to undertake an internship in another geographic area or remain in the Radford area. Some students choose to remain at school. Others prefer to seek an internship in their hometown or some other location. The Department’s website has information on internships. Look under “Resources,” then choose “Internships.” Find the Internship spreadsheet for a large selection of potential internship locales. Radford University’s HireaHighlander also has internship announcements from organizations specifically seeking Radford students.

Third, you should meet with the department’s internship coordinator (His/her office hours are available on the POSC website).

The following is excerpted from the website of Radford University Career Services. The Department of Political Science’s definition of a legitimate internship is the same.

Radford University Career Services supports the National Association of Colleges and Employers (NACE) definition and criteria of an Internship.

**NACE recommends the following definition:**

“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.”

**Criteria for an Experience to Be Defined as an Internship according to NACE:**

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in 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.

2. The skills or knowledge learned must be transferable to other employment settings.

3. The experience has a defined beginning and end, and a job description with desired qualifications.

4. There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.

5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.

6. There is routine feedback by the experienced supervisor.

7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

If these criteria are followed, it is the opinion of NACE that the experience can be considered a legitimate internship.”
VI. A Handy Checklist

Checklist to assist you in finding and setting up an internship:

- Get information on potential internship sites and application procedures from the department website, HireaHighlander, your personal network, or your own research.

- Discuss potential internship site/s with the department’s internship coordinator to make sure the location will provide a suitable internship.

- Apply for the internship according to required procedures. Develop a resume. Get help from the department’s internship coordinator AND the Career Center in readying your application materials, if needed.

- Prepare a set of readings and learning objectives for your internship and a written statement of why you wish to participate in the internship (see Appendix A).

- As you begin conversations with the organization about your internship, dress professionally. Dark, conservative colors are best. Remove all visible piercing and do not wear an excessive amount of jewelry. Remember to thank the potential sponsor for his/her time. Work with the sponsor/organization to develop a job description for your internship.

- Work with the internship coordinator to write an academic plan that incorporates your learning objectives and the job description (see Appendix B).

- Get the signatures on the letters of agreement required by the university (see Appendix C).

- Give a copy of everything to the internship coordinator.

- Register for POSC 485 and pay your tuition.

VII. Some Possible Projects

Some possible projects include providing an organization or agency with some type of finished product that the agency has not had the resources to accomplish; working on a political campaign; performing day-by-day activities in an agency’s or organization’s office; and studying the connection between some type of service project or local issue and national or state public policy concerns.

VIII. Assignments and Evaluations

The student will:

- Keep a reflective journal on his/her daily activities;
- Make and keep regularly scheduled appointments with the faculty internship coordinator;
- Turn in academic assignments as required;
- Write an exit essay.

The student will be evaluated twice during the semester by the agency supervisor (see Appendix D). The final evaluation will be used in determining the course grade.

Students who do not receive an average agency evaluation of acceptable or better will not receive credit for the internship.

The faculty coordinator will use both the final agency evaluation and the student’s grade on the academic part of the internship plan to determine the grade for the course.

A "C" grade means that the student fulfilled the minimum requirements for the course by completing all academic assignments and
regularly attending work at the internship site. To receive a "B," assignments should demonstrate above average effort, quality and growth on the part of the student. A student can generally expect to receive an "A" grade if his/her work reflects exceptional personal growth, effort, and quality and the work goes beyond the requirements outlined in the internship plan. **Students who receive a grade lower than “C” will not receive credit for the internship.**

**IX. Student Responsibilities**

The student is responsible for getting a copy of the internship manual from the department website. In addition, the student is expected read it and to follow the guidelines outlined in this manual for setting up an internship.

Appendix E provides a quick checklist.

During the course of the internship, the student must:

- Arrange a work schedule with the agency representative and report the work schedule to the faculty coordinator during the first week of the semester;
- Report to the participating agency dressed and groomed in a manner suitable to the job;
- Make sure to include enough time in your schedule to fulfill whatever time commitment you have made to the agency;
- Be punctual and reliable--the agency representative must be contacted if you will be absent or late and all missed time must be made up;
- Complete all work assigned by the agency;
- Complete all course-related assignments and the exit essay.

In addition, interns **should not:**

- Use profanity under any circumstances,
- Become involved in gossip,
- Allow yourself to be put in a dangerous situation,
- Discuss sensitive information with non-agency people,
- Be argumentative or disrespectful.

Internships may be terminated if the student fails to fulfill his/her responsibilities.

**X. Department Responsibilities**

The department's faculty coordinator will work with students to find, apply for, and secure internships. S/he will grade the internship based on the professional and academic components. S/he will maintain open communications as necessary with agency sponsors in order to assure a rewarding learning environment for student interns and a successful intern placement for the host organization.

**XI. Agency Responsibilities**

The primary responsibility of the internship agency is to permit the student to observe the agency’s functions. In addition, it should schedule student’s work, mentor and evaluate the intern's work, and ensure the intern's experience is productive.

The agency should:

- Provide a formal or informal training program to familiarize the student with the function and operation of the agency;
- Complete the agency section of the agency/student agreement and return it to the faculty coordinator;
- Assign a staff member to supervise the student;
- Determine, through mutual agreement, the number of working hours per week and make sure the student understands sign in and sign out procedures;
- Contact the faculty coordinator if the agency has any problems with the intern's performance;
- Complete both a mid-semester and final evaluation of the student's performance and review the contents of the
performance evaluation with the intern.
WHAT ARE LEARNING OBJECTIVES AND WHY DO I NEED THEM?

Learning objectives identify connections you should make between the classroom and the intern experience. They will help you identify your specific goals, develop a job description, and structure the academic portion of the internship experience.

SOME SAMPLE LEARNING OBJECTIVES:

General
- Gain insight into problem solving;
- Understand the organization and distribution of power and influence with a formal organization;
- Become familiar with the day to day workings of office management;
- Increase communication skills;
- Understand ground-level view of national/global trends.

Executive Branch
- Gain an understanding of leadership styles;
- Become familiar with the budgeting process;
- Gain skill in promoting cooperation among various branches;
- View the operation of the appointment power;
- Gain understanding of the competing pressures of various executive roles;
- View the interaction of the executive and his/her advisors.

Legislative Branch
- View the choice and implementation of representational roles;
- Learn how to use the casework process to resolve constituent problems;
- Observe the career focus of a legislator;
- Observe the formal and informal influences on the development and passage of legislation.

Judicial Branch
- View the operation of the plea bargaining process;
- Learn to undertake legal research;
- Observe the availability and quality of counsel;
- Learn the roles of judges, prosecutors, and defense attorneys;
- Understand strains on the judicial system;
- Gain understanding of methods of interpreting statutes and constitutions.

Non-profit Organization
- Understand the impact of macro-trends on mission achievement;
- Observe the role of founder-leaders;
- Analyze organizational culture and its relation to goal achievement;
- Learn how implementation may differ from intent.
APPENDIX B
WHAT DOES AN ACADEMIC PLAN INCLUDE?

Here’s a sample academic plan for a student interested in the judicial branch.

STUDENT NAME: XXXXXXX
STUDENT ID: XXXXXXXX
AGENCY: Commonwealth’s Attorney’s Office
AGENCY SUPERVISOR: XXXXXXX
DEPARTMENT ADVISOR: Dr. Paige Tan
TERM: Spring 2015
CREDIT HOURS: 6 hours

I. LEARNING OBJECTIVES

• Learn how to undertake legal research
• View the operation of the plea bargaining process
• Observe the availability and quality of counsel

II. ACADEMIC PLAN

Readings:
• *The Best Defense* by Alan Dershowitz and *Guilty* by Harold J. Rothwax. Compare the themes of these books to what you see during the internship in a 3-5 page paper.
• Read *Juvenile Delinquency: A Justice Perspective* by Ralph A. Weisheit and Robert G. Culbertson. What articles in it did you find most helpful? Why?
• Read *Race and Justice* by Jewelle Taylor Gibbs. Write a 3-page paper evaluating this book and comparing it to your experience during the internship.

Journals: Six journals are due by Spring Break. The remaining six may be turned in the final day of class.
• Describe the communication, decision-making, and problem-solving methods employed by the office. How are they related to the organization of power and authority in the organization (both formal and informal)? What questions do you think would be important to ask about those methods?
• What competing pressures are facing those with whom you work? How do they resolve them? What can you learn from observing this process?
• How do the various individuals that you have observed participate in the judicial process? From what you are observing, what methods and styles of interaction seem most successful? Which seem least successful? Why? What kinds of questions relating to these actors’ participation in the judicial process should be asked?
• What new skills, insights into organizations, understanding of the governmental process are you taking away from this internship?
• What experiences, classes, etc. prepared you for this experience? In what areas did you feel least prepared?
- What have you learned about your learning and working styles, values, skills, and work habits?
- Who does and does not seem represented in the judicial process? What are some of the implications of this pattern of representation?
- What makes a good/poor defense attorney? Prosecutor? Judge?
- Read the article “View from the Bench: A Judge’s Day.” Describe a day in the work life of your office/supervisor. What similarities and differences do you see?
- What conclusions can you draw concerning the role and appropriateness of plea bargaining in the American judicial system?
- Do you still want to be a lawyer? Why or why not?
- In what ways does a liberal education help/hurt you as a lawyer?

III. Check-in

Check in with the department’s internship coordinator, Dr. Paige Tan, by e-mail every week.

IV. Exit Essay

8-10 pages summarizing and evaluating your experience and what you learned from it. Attached to your exit essay should be a log of your hours for each week of the internship and some selections of the work you did for the agency.
APPENDIX C

RADFORD UNIVERSITY/AGENCY INTERNSHIP AGREEMENT, MEMO OF UNDERSTANDING, AND STUDENT INTERNSHIP AGREEMENT
RADFORD UNIVERSITY/AGENCY INTERNSHIP AGREEMENT
MEMO OF UNDERSTANDING

The purpose of this Memo of Understanding is to specify the academic internship goals, objectives, and expectations for the student identified below, as they relate to the requirements of his/her specific college/department at Radford University. This memo focuses on the academic expectations of the internship and is in addition to the Radford University/Agency Internship Program Agreement and the Student Internship Agreement.

STUDENT:

Name: ________________________________

Major: ____________________ Student ID #: _______________________

Address: _______________________________________________________

Phone Number: ________________ E-mail: _____________________________

ACADEMIC INFORMATION:

☐ Academic Internship: (Academic Area) _______________________________

Hours of Academic Credit: ____ s.h. Credit Option ___A/F

____________________ P/F Course Number: __________

____________________ Semester: __________________________

☐ Highlander Internship: Career Services

Faculty Experiential Learning Advisor: ________________________________

Address: _______________________________________________________

Phone Number: ________________ E-mail: _____________________________

INTERNSHIP SITE INFORMATION:

Name of Internship Agency: ________________________________

Site Supervisor: ________________________ Title: ______________________

Department/Address _____________________________________________

Phone Number: ________________ E-mail: _____________________________

Fax Number: __________________________

INTERNSHIP SPECIFICATION:

Period of Internship: From ____________ through ________________
Hours: ______ hours/week Total hours: ______________

Intern’s Position Title: _______________________________________________________

Rate of Pay (if applicable): $____________ per __________________

Radford University Internship Specifications and Expectations:

1. An internship is a supervised experience for students in a profit or not-for-profit work setting for a specified period of time (generally one semester).
2. Internships carry academic credit and can be paid or unpaid.
3. Internships must follow university policies concerning liability and insurance.
4. Internships may take place during the spring, summer, and/or fall academic sessions.
5. Academic internships are upper division learning experiences for students with more that 60 credit hours who meet the specific GPA and other requirements set by the supervising college or department. Academic internships must be supervised by a member of the teaching faculty.
6. Highlander internships are designed for students who have generally earned 15-60 credit hours and focus on major and/or career exploration. Highlander internships are administered by the Career Services Center. Highlander internships carry one hour of P/F academic credit.
7. Each individual student intern will have specified learning objectives, developed in collaboration with the internship site; and will be evaluated on those learning objectives.

The student’s department/college will provide specific academic procedures, expectations, and assessment criteria for the student. Please review these attached documents which include:

- College/Departmental Requirements/Policies
- Student Learning Objectives and Outcomes
- Student Evaluation Criteria
- Other: __________________________________________________________

The Agency Agrees:

The Radford University/Agency Internship Program Agreement (or other approved agreement) serves as the overall partnership agreement between the Agency and the University. The University prefers that this agreement be on-going, but upon request from the Agency, will approve a “one-time-only” agreement for a single student. According to our records, your Agency’s status is as follows:

- An on-going Radford University/Agency Internship Program Agreement or other approved agreement is on file.
- A one-time-only Radford University/Agency Internship Program Agreement is on file.

The Memo of Understanding outlines the academic expectations of the student’s college/department as related to this specific internship. Upon review and acceptance of the Memo of Understanding, the Agency Site Supervisor signs the Memo to formally “offer” the internship opportunity to this student.

The Student Agrees:

The student signs the Memo of Understanding to formally “accept” the internship offer. The Student Memo of Understanding outlines the expectations and agreements made between the student and the university and agency and the Memo of Understanding outlines the specific expectations of the student’s college/department as related to this specific internship.

- Signed Student Internship Agreement on file.
The University Agrees:

The University “partners” with the Agency through the signing of the Radford University/Agency Internship Program Agreement (or other approved agreement). The College/Department “partners” with the Agency and the Student through the signing of the Memo of Understanding.

Student Intern: _________________________________ Signature _________________________________ Date

Agency Site Supervisor: _________________________________ Signature _________________________________ Date

Faculty Experiential Learning Advisor: _________________________________ Signature _________________________________ Date
This Agreement is entered into this _____ day of ______________________, between ________________________________, hereinafter called “the Internship Agency” or the “the Agency” and Commonwealth of Virginia, Radford University, also called “the University.” WITNESSTH that the Internship Agency and the University, in consideration of mutual covenants, promises and agreement herein contained, agree as follows:

UNIVERSITY RESPONSIBILITIES

Throughout the duration of this agreement, Radford University will be responsible for:

1. Administering the internship program at Radford University by providing current information to both students and employers to assist in facilitation of internship agreements;

2. Reviewing and evaluating the proposed objectives of each individual student as they relate to the internship position description supplied by the Agency;

3. Providing the following documentation for each student intern: College/Departmental Requirements, Learning Objectives, and Student Internship Agreement;

4. Evaluating the student’s progress at least twice during the internship period;

5. Assigning the student’s grade for the internship after consultation with staff of the employing agency;

6. Addressing Agency concerns or problems related to the administration of the internship program as a whole, or of an individual intern.

AGENCY RESPONSIBILITIES

Throughout the duration of this agreement, the Agency will be responsible for:

1. Providing a job description(s) to be used by the university internship coordinator(s) and student(s) to determine appropriateness of the internship;

2. Providing the intern with periodic assessment of progress and a written evaluation of the intern no later than the last week of the internship;

3. Providing the intern with adequate information and instruction of safe, effective functioning in the workplace;

4. Making the final selection of internship students in accordance with the Americans with Disabilities Act and Equal Employment Opportunity statutes;

5. Furnishing the University with the name of a specific person within the agency to serve as a point of contact for liaison, communications, etc. (this may be specific for each student or a single individual for all students);

6. Abiding by state and federal laws applicable to employment;

7. Agreeing to receive no remuneration for this program.

08/10/16
TERMS OF AGREEMENT

1. This agreement becomes effective on the date of acceptance and signature by the University and the Agency. Unless otherwise indicated, it shall continue indefinitely unless cancelled or modified by either the University or the Agency. Cancellation or modifications must be put in writing and, except in extraordinary circumstances, should not affect an intern currently serving in an internship position.

Please check one:
☐ This agreement shall be reviewed annually or continue indefinitely unless cancelled.
☐ This agreement shall be in effect for the period of time specified below:

Begin Date: _________________ End Date: _________________

2. This agreement is not to be construed as an employment contract or promise of future employment.

The agreement documents shall consist of this signed agreement and any attached signed student intern agreements, all of which are incorporated herein.

The signatures below indicate agreement to the terms and conditions contained therein.

Agency/Company/Organization: ____________________________________________

Representative’s Name & Title: ____________________________________________

Address: ____________________________________________

Phone # __________/ ____________ Fax # __________/ ____________ Date: ____________

Radford University

Director: Materiel Management & Contracts

Date: ____________________________

Statement of Equal Opportunity
Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries about this policy may be directed to the Director of Personnel/Equality Opportunity at 704 Clement Street. Telephone: voice (540) 831-5421; hearing impaired (540) 831-5128.

Please certify that you are an equal opportunity employer by signing the statement below.

I certify that__________________________________________is an equal opportunity employer.

Signature: ____________________________ Title: ____________________________ Date: ____________

(Agency Internship Site Coordinator)
RADFORD UNIVERSITY  
STUDENT INTERNSHIP AGREEMENT  

Participants should read this Student Internship Agreement, complete all required information, and attach required documentation.

I, the undersigned student, agree to accept an internship with the agency named below. I enter into this internship agreement with the full knowledge that the internship agency has committed considerable time and resources so that I can enhance my educational experience through this program. I further agree to comply with the following statements of General Understanding.

STUDENT:

Name: ____________________________________________________________

Major: __________________ Student ID #: _____________________________

ACADEMIC INFORMATION:

Sponsoring Area:

☐ Academic Internship: (Academic Area) ______________________________

Hours of Academic Credit: ________ s.h. Credit Option A/F P/F

Course Number: __________________________ Semester: ____________

☐ Highlander Internship: Career Services Center

INTERNSHIP SITE INFORMATION:

Name of Internship Agency: _________________________________________

Period of Internship: From _____________ through ________________
Hours: _______ hours/week Total hours: ________________

Intern’s Position Title: ___________________________________________________________

Rate of Pay (if applicable): $___________ per ______________________

INSURANCE VERIFICATION / PERSONAL INJURY STATEMENT

1. Does Intern have personal health insurance (individually purchased, through parents or through an employer)? Note: Some internship sites require an Intern to have health insurance coverage.

   ____ Yes
   ____ No, I do not have personal health insurance. I understand that any medical care, including emergency care, that I might receive will be my sole expense and responsibility. ______ (Intern initials)

2. Radford University students who are engaged in internships under the teaching supervision of University faculty, whether on or off campus are protected by the state’s self-insured medical malpractice coverage or the state’s self-insured liability coverage. The student must be engaged in activities which are in the approved course internship/practicum. Activities outside the approved course internship/practicum are not covered.

   Personal Injury Statement: I agree to indemnify and hold Radford University harmless from any and all claims of injury to myself or any other person and/or damage to any property arising from or connected with my internship at the Agency named below.

   __________________________ at __________________________

   (Position title) ________ (Internship Agency)

GENERAL UNDERSTANDING

Intern will have the opportunity to participate in training and observation at the Internship Agency (or “Agency”) in accordance with this agreement. Intern understands and agrees to abide by all requirements, provisions, terms and conditions of this Agreement in consideration for the opportunity to participate in an internship program at this agency.

1. **Intern understands** that he/she must follow all internship policies and procedures specified by his/her individual college and/or department.

2. **Intern understands** that he/she must be on the experiential learning site regularly and punctually. He/she has only the privileges allowed the regular employees of the agency and must not ask the Agency for or take time off from work for any university requirements without first obtaining the consent of the Faculty Experiential Learning Advisor and the Agency. Interns will not be allowed to take academic work for credit that conflicts with the regularly scheduled work hours of the internship.

3. **Intern understands** that the Agency retains overall supervisory responsibility for and authority over Intern’s work effects and over all operational matters, and that Agency will maintain administrative and professional supervision of Intern at all times while Intern is present at the Agency. If Intern has any questions or concerns regarding Agency policies and procedures, the conduct of the program, Intern’s duties in the program, or any other issues related to Intern’s presence at Agency, Intern will consult with his or her Agency Coordinator or other supervisor at Agency. Intern agrees to work cooperatively with Agency staff to maintain an environment of quality learning.

4. **Intern understands** that he/she will not publish or permit others to publish any materials relative to any internship, which materials have not been previously reviewed and approved for publication by both the Agency and the University.

5. **Intern understands** that his or her opportunity to participate in an internship at the Agency is at the discretion of the University and at the ultimate discretion of the Agency, and that either University or Agency may, upon written notice to Intern and to the other party, immediately withdraw Intern at any time from an internship based upon any criminal or fraudulent activity on the part of the Intern, perceived lack of competency on the part of the Intern, Intern’s failure to comply with the rules and policies of the University or Agency, Intern’s failure to comply with the terms and conditions of this Agreement, or for any reason for which either the University or Agency reasonably believes it is not in the best interest of the program for the Intern to continue. The intern may also be subject to disciplinary action, which could result in suspension from the university in addition to failure in the course.

6. **Intern understands** that tasks performed by students are part of a planned and scheduled program of work and that absence from work necessitates re-planning and rescheduling of work expected of that intern. Therefore, in case of sickness or other emergency that necessitates the intern’s absence from work, the internship agency should be notified by telephone as early as possible. If an absence will cause the student to miss a full week or more, the Faculty Experiential
Learning Advisor should also be notified. An intern may not leave the internship without prior approval of the Faculty Experiential Learning Advisor, and the Agency. Interns are subject to the university policies regarding class attendance and course withdrawals.

7. **Intern understands** that if it becomes necessary to withdraw from the internship for documented medical or other non-academic reasons, the student should contact his/her Faculty Experiential Learning Advisor and the internship agency. If the internship is the student’s only credit, the student should also contact the Office of the Assistant Vice President for Student Development. Students who must withdraw or who leave without prior approval will be subject to the university policies regarding course and university withdrawals.

8. **Intern understands** that in the event that he/she is receiving financial compensation for the internship, it is understood that during the period of the internship, the student is to give primary concern to the accomplishment of internship objectives and secondary concern to his/her status as a paid intern. Any student intern who is permanently or temporarily laid off must notify the Faculty Experiential Learning Advisor immediately.

9. **Intern understands** that there may be professional fees associated with the internship and that the intern will be informed of those fees by the Agency prior to the confirmation of the internship.

10. **Intern understands** that this agreement is not to be construed as an employment contract or promise of future employment.

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries about this policy may be directed to the Director of Personnel/Equality Opportunity at 704 Clement Street. Telephone: voice (540) 831-5421; hearing impaired (540) 831-5128. Internship Agencies are required to sign a statement certifying that their organization is also an equal opportunity employer.

**IN WITNESS WHEREOF, I have caused the AGREEMENT to be duly executed, intending to be bound thereby:**

By

______________________________
Signature of Intern

______________________________
Date

Reviewed by:

______________________________
Faculty Advisor

______________________________
Date

Reviewed by:

______________________________
Internship Agency Site Coordinator

______________________________
Date
APPENDIX D
INTERN PERFORMANCE EVALUATION

To complete this form, first rate each item’s relevance to the intern’s role in your organization using the IMPORTANCE SCALE. Then, in the right hand box, rate the quality of the intern’s performance on each item, using the PERFORMANCE SCALE. Add any COMMENTS you have on the line provided. Finally, please enter your average ratings at the end of each category.

<table>
<thead>
<tr>
<th>IMPORTANCE SCALE</th>
<th>PERFORMANCE SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Very important</td>
<td>4 = Excellent</td>
</tr>
<tr>
<td>3 = Moderately important</td>
<td>3 = Good</td>
</tr>
<tr>
<td>2 = Of little importance</td>
<td>2 = Fair</td>
</tr>
<tr>
<td>1 = Of no importance</td>
<td>1 = Poor</td>
</tr>
<tr>
<td>NA = Not applicable</td>
<td>NA = Not applicable</td>
</tr>
</tbody>
</table>

**IMPORTANCE PERFORMANCE COMMENTS**

**A. LEARNING AND POTENTIAL FOR GROWTH**

1. Takes initiative to seek out new learning experiences  
   ___________  ___________  ______________________

2. Makes use of internal resources—staff, supplies, equipment  
   ___________  ___________  ______________________

3. Seeks out answers to questions when reasonable to do so  
   ___________  ___________  ______________________

4. Seeks feedback for self-improvement  
   ___________  ___________  ______________________

5. Accepts constructive criticism non-defensively  
   ___________  ___________  ______________________

6. Works to strengthen identified weaknesses  
   ___________  ___________  ______________________

   AVERAGE CATEGORY RATINGS  
   ___________  ___________  ______________________

**B. COMMUNICATION SKILLS AND INTERPERSONAL COMMUNICATION**

1. Communicates clearly and concisely  
   ___________  ___________  ______________________

2. Interacts well with clients  
   ___________  ___________  ______________________

3. Listens to and understands what others are saying  
   ___________  ___________  ______________________

4. Is sensitive to others’ feelings  
   ___________  ___________  ______________________

5. Interacts well with organization’s staff  
   ___________  ___________  ______________________

6. Deals effectively with uncooperative or difficult people  
   ___________  ___________  ______________________

7. Is sensitive to other’s objectives and goals  
   ___________  ___________  ______________________

   AVERAGE CATEGORY RANKINGS  
   ___________  ___________  ______________________

**NOTE:** We gratefully acknowledge the work of the developers of the King’s College and University of Virginia intern evaluation forms.
### c. PROBLEM-SOLVING AND DECISION-MAKING

1. Thinks in a disciplined and logical manner........... 

2. Analyzes problems effectively.......................... 

3. Is able to solve problems ............................... 

4. Elicits information necessary to complete an assignment ........... 

5. Thinks of creative ideas and innovative actions ................ 

6. Takes initiative, where appropriate, as problems arise ........... 

**AVERAGE CATEGORY RATINGS**  

### D. PLANNING AND ORGANIZATION

1. Sets realistic work goals ............................... 

2. Uses time effectively ................................. 

3. Meets deadlines ........................................ 

4. Follows directions .................................... 

5. Works without excessive supervision .................. 

6. Follows assignments through to successful completion ........ 

7. Effectively handles crises or emergencies ............... 

**AVERAGE CATEGORY RANKINGS**  

### E. QUALITY OF WORK

1. Completes tasks and assignments accurately ................ 

2. Has a positive attitude toward work .................... 

3. Takes responsibility for and is committed to work ........ 

4. Stays with tasks until completed ........................ 

5. Gets to work on time and has regular attendance ........ 

6. Dresses appropriately for the work setting ............... 

**AVERAGE CATEGORY RANKINGS**  

### F. GENERAL PERFORMANCE ASSESSMENT

1. What grade would you assign this intern for field placement work?

   Circle one:  

   A  A-  B  B-  C  C-  D  F

   Sponsor's Signature: ____________________________ Date: ______________

   Intern's Signature: ____________________________ Date: ______________