Lake Erie College
Experiential Learning Program
Table of Contents

Program Overview Page 3

Student Responsibilities Page 5
- Experiential Learning Search Page 5
- Registration Page 5
- Out of State Experiences Page 6
- On-site Requirements Page 6
- Academic Requirements Page 7
- Involuntary Termination Page 7
- Voluntary Termination Page 7

Faculty Sponsor Responsibilities Page 8

Employer Responsibilities Page 9
- During the experience Page 9
- Dismissal Procedures Page 11
- Legal Issues Page 12

Office of Career Services & Internships Page 13
- Student Communication Page 13
- Faculty Communication Page 13
- Employer Communication Page 14

Harassment and Discrimination Page 14

Nondisclosure/Non-compete Page 15

Appendix A: Sample Academic Internship Description Page 16
Appendix B: Job Description Form-for Employers Page 17
Appendix C: Site Visit Checklist Internship Page 18
Appendix D: Application & Agreement Page 19
Appendix E: Mid-Term Evaluation of Student Intern/Clinical Page 22
Appendix F: Final Assessment of Internship Experience Page 24
Appendix G: Student’s Evaluation of Internship Experience Page 25
Appendix H: Final Assessment of Clinical Observation Page 28
Appendix I: Student’s Evaluation of Clinical Observation Page 29
Program Overview

The experiential learning program at Lake Erie College is a practical educational opportunity that provides the link between the classroom and the workplace. It enables the student to increase the relevance of coursework and enhance learning by providing the opportunity to apply classroom theory to practical experience.

I. Definition

The experiential education experience involves an academic relationship between the student, faculty sponsor, office of Career Services and Internships, and the employer. It is an opportunity for the student to augment coursework and on-the-job assignments related to her/his academic interests (major). It is a carefully monitored work or service experience in which the student has intentional learning goals and reflects actively on what she/he is learning throughout the experience.

There are multiple forms of experiential education. All experiences under the experiential education program require an application and signed agreement of all parties. Evaluation paperwork may differ depending on the type of experiential education a student chooses or is required to complete based on their major.

An internship is a single–semester or finite time period that may be paid or unpaid, and when registered, is an academic course for credit. An internship experience infers that the student will be provided with meaningful, planned, supervised work related to their career goals. Documents needed: Appendix E, G, & H

The clinical observation is a single–semester or finite time period that may be paid or unpaid, and when registered, is an academic course for credit. The clinical observation allows students to actively observe a licensed medical professional in a real-world situation to learn day-to-day activities of the practice and the variable needs and circumstances of the patients who seek treatment there. Students will witness firsthand the work environment, the skills required in practice, and increase their career awareness. Documents needed: Appendix I, & J

II. Benefits

In today’s competitive job market, employers are looking for experience coupled with a college education. Experiential learning allows the student to gain work experience through an academic relationship with the college and the employer, allowing them to explore different career opportunities. It is a win-win situation where both the student and the employer have the opportunity to determine if they are a good fit. While not all majors are required to do an internship, it is strongly encouraged that all students do at least one internship during their academic career.
III. Academic Policy

- To qualify for the experiential education program, students must have a minimum of a 2.0 cumulative G.P.A and minimum of 32 credit hours (at least sophomore status).

- The experience should be related to the student’s area of academic study.

- One academic credit hour is earned for every 75 hours worked at the internship site. An internship can be assigned 2 to 5 semester hour credits. A clinical observation can be assigned to 1-2 credit hours and is also 75 hours per credit hour registered. In addition, the participating student is required to complete the academic component of the experience that was agreed upon on the application with their faculty sponsor.

- Students may NOT begin their experience until all paperwork is submitted, approved and their registration is complete.

- Students may participate in the experiential education program during the fall, spring, or summer semesters as the process follows Lake Erie College’s academic schedule. Students must be registered for the experience during the semester in which the internship will be completed. (i.e., to receive credit for a summer internship, a student must be registered for the internship during the summer semester).

- Internships are required for the following majors: Advertising, Public Relations, and Digital Media, Biology (General and Environmental Science), Communications, Criminal Justice, EQ Facility Management, EQ Teacher Trainer, Finance, International Business, Marketing, Sports Management, Legal Studies.

- Clinical Observations are required for the Biology major with concentrations in Pre-Physical Therapy and Pre-Occupational Therapy.

- A second experience at the same site may be completed only if the responsibilities are distinctly different. Students must complete the application process for a second experience.

IV. Tuition for Credits

The experiential education program provides academic courses for credit. Thus, tuition and fees for internship credits is the same as for other credits earned at the college.
Student Responsibilities

Experiential Education - Search Procedures

All students can be successful in their search for an experiential learning opportunity; however the success rate improves dramatically when they do the following:

Where to Start (1 year in advance)
1. Decide what type of experience you are interested in completing. Consider how this experience will help you with your career goals for after graduation.

2. Consult with your faculty advisor to discuss how the internship fits into your academic plan and semester schedule. Identify who will be your faculty sponsor for the experience.

3. Have your resume and cover letter reviewed by a Career Services staff member and discuss your internship goals.

The Search (1 semester – 1 year in advance)
4. Utilize connections through LEC and Career Services by checking the weekly Hot Jobs and Internships – even when you are not in the market for an internship, you may be able to reach out to set one up for the upcoming semester. It’s never too early to start building connections. You can access resources for your internship search on the Career Services web site: www.lec.edu/career/internships

5. Create a target list of organizations you would be interested in working for. Do research to see if they have established internship programs, what time of year they accept applications. Even if they do not have an internship program posted, they may still take interns. Find a person to reach out to and discuss what opportunities are available and what you have to offer.

6. Utilize your network to find connections and opportunities. Think of your network of the 5 F's- Friends, Family, Faculty, Foundations, and Fellow peers & alumni.

7. Attend an Internship/Job Fair – check with Career Services to see when these upcoming events are. Even if internships are not posted, it is a good opportunity for networking and inquiring about future opportunities.

After Search (Semester prior- deadline)
8. Once you have secured an experiential learning experience, follow the Registration Procedures on the next page.

9. Determine your schedule and hours with your employer. Be sure to remind your employer of mid-term and final evaluations.
Additional assistance and tips for searching, interviewing, and professional communication is available in the Office of Career Services.

Registration Procedures

1. Students are responsible for completing and obtaining the proper signatures and returning all documentation to the Office of Career Services & Internships **prior to the start of the work opportunity**.

2. Students must register for all academic experiential education courses **by the course registration deadline** for the semester in which they are completing their experience.

3. The Registrar will not accept student registration for any experiential learning courses without the proper paperwork with all necessary documentation and signatures.

Quick Checklist:

- With your Site Supervisor: Set learning goals, determine weekly schedule and project requirements. Discuss organization policies and supervisor expectations. Complete Section 2 of Application together.

- With your Faculty Sponsor: Set learning goals, determine the content and timing of academic activities, and establish a means for academic assessment. Complete Section 3 of Application together.

- Complete Application – submit to Career Services with copy of resume and job description

Out-of-State or Out-of-Country Opportunities

Students may receive internship opportunities requiring that they live away from home or their residence hall. In these instances, it is essential that the office of Career Services & Internships and the faculty sponsor maintain communication with the student and the employer via phone and/or e-mail. While a site visit may not be possible, a virtual site visit may be arranged via conference call. Out-of-state/out of country internships do not preclude any other internship procedures.

On-Site Requirements (during the internship)

The student is responsible for representing Lake Erie College in a professional manner. This can be accomplished when the student adopts the following guidelines:

- Report to the workplace on time and when scheduled;
- Dress professionally. (If unsure what this means, ask);
- Be polite, professional and cooperative with all team members;
• Show initiative; set goals and prioritize;
• Observe confidentiality;
• Be aware of office politics and avoid office gossip; and
• Learn everything possible about the position and the worksite.

**Academic Requirements**

• The student must meet with their faculty sponsor to determine their academic activities and how they will be assessed on their experience prior to the faculty member approving the experience. These assessments may include employer assessments, journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.

• The student will contact her/his faculty sponsor throughout the internship to discuss progress toward attaining learning goals and completion of academic activities.

• The student will communicate all problems that arise during the internship to their faculty sponsor and/or the office of Career Services & Internships.

• The student will submit the appropriate evaluation form to the office of Career Services & Internships by the published deadlines.

**Involuntary Termination from the Experiential Learning Site**

Any student who is terminated from (see “Employer Responsibilities-Dismissal Procedures” page 11) the site during the course of the semester and prior to completing the required hours, must have the situation evaluated by the Academic Standards Committee to determine the academic disposition and/or resolution of the case.

**Voluntary Termination Without College Approval**

As stated in the experiential learning definition found at the beginning of this guide, the experiential learning experience is an academic relationship between the student, faculty sponsor, office of Career Services & Internships and the employer. Because of this fact, students are prohibited from severing the relationship with the employer prior to the completion of the required hours. Students with concerns about their internships must address them immediately with the faculty sponsor and the office of Career Services & Internships.
Faculty Sponsor Responsibilities

The faculty sponsor is the first link in the chain for the student. They should begin the discussion about the importance of experiential education in the early years of the students’ educational career and help to plan their course load to include at least one internship experience in the sophomore, junior or senior year. The faculty sponsor can work one-on-one with the student to help them determine what type of opportunities best fit their interests and abilities. It is the role of the faculty sponsor to insure that all academic goals are set and reached in the process of the internship. This can be accomplished by following these procedures:

- The faculty sponsor must meet with the student, prior to the start of the internship, to complete the learning objectives (Appendix D), academic activities, and methods of assessment for the final internship grade. The faculty sponsor must sign the Internship Application and Agreement form (Appendix D).

- Academic activities are used to measure the student’s worksite performance and synthesis of academic learning with workplace activities. These activities are used as determining factors for the final internship grade. They may include employer assessments, journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.

- The faculty sponsor will arrange professional contact with the site supervisor. This contact ensures that the student is having a good learning experience and allows the faculty sponsor to gather supporting information needed to assign the final grade. This contact can take place as a professional phone call or a site visit. A site visit checklist has been provided (Appendix C).

Tips for a Successful Site Visit:

The benefits of visiting a student at her/his internship site are many. It gives you an opportunity to ensure that the student is having a good learning experience and is accomplishing her/his learning goals. It allows you to discuss any problems or issues in the internship. It equips you to better evaluate the site as an appropriate placement for your students, and helps you to advise future students about that internship. And, it is excellent public relations for the college and your department.

So, what do you actually do on a site visit? The tips below are designed to help you arrange and carry out a successful site visit.

- Schedule the site visit at a time when both the student and the supervisor(s) are working. Ask the supervisor to allocate 30 minutes for the visit (although many visits will last longer than that). Ask the supervisor if there is anything she/he would like you to know before the visit.
- Before the visit, contact the student to review her/his Internship Learning Objectives. Ask the student if there are any specific issues, problems or concerns she/he would like to discuss during the visit. If it is appropriate, ask the student to put together samples of her/his work for you to see during the visit.
• Take the site’s Internship Description and a copy of the student’s Internship Learning Objectives to the visit. If it is a first time visit, also take along information about your department/program and the college (A little PR never hurts).

• Begin the visit by reminding both the student and the supervisor that this is an informal meeting designed to focus on what the student has been doing and learning and to discuss what will happen during the rest of the internship. It is an opportunity for both the student and the supervisor to be open and candid about the internship experience.

• Each site visit is unique and should be allowed to take on its own “life”. In order to move things along, think about these as a few questions to ask the supervisor:
  o In general, how are things going so far?
  o Is the internship going according to the Internship Description?
  o What is in the future of the internship? What new projects or assignments will develop?
    What would you like to see the student focus on in his or her own development?

Here are a few questions for the student:
  o What have you been learning so far? (Don’t accept “A lot” as a response!)
  o What surprises have you had about the internship, the organization or yourself?
  o Are there things you would like to learn or do that you haven’t had the opportunity to do yet?
  o Is this experience sending you messages about what you would—and would not—like to do in the future?

• At the end of the visit, ask the supervisor if she/he would be interested in working with another intern in the next semester. If so, be sure they know the planning dates and have the opportunity to review the internship job description they have on file with the college.

This list of tips is certainly not a complete one, and there may be nuances with your department or a particular site that create special issues to work through. If you would like to discuss those nuances or anything else about conducting site visits, please contact Career Services & Internships. On the next page, you will find a checklist to be used on your site visit.

**Employer Responsibilities**

Lake Erie College values its relationship with all employers involved within the experiential learning program. We see this as a true partnership in the education of our students. Because of this, it is important that our students have meaningful work assignments, closely related to their chosen field. The ultimate success of this program occurs when the student makes the connection between the classroom and the workplace, and the employer develops a pool of qualified graduates ready to accept positions of responsibility.

Employers will be successful in their use of experiential learning programs if they adhere to the following procedures:

• Each employer interested in participating in Lake Erie College’s experiential education program must submit a detailed job description. Employers can submit these posting online in advance to Career Services online job database through the web site: [www.lec.edu/career](http://www.lec.edu/career) or by utilizing the Job Description Form (Appendix B).
• Employers are responsible for the screening, interviewing and hiring of students. Career Services is available to aid in securing a location if an employer wishes to interview on campus.

• It is important that the employer provide feedback to Career Services on students’ response to calls and interview performance. The Office of Career Services & Internships does not condone lack of response or inappropriate preparation for interviews from students.

• **Students may not begin their internship until all parties have signed the Application & Agreement Form.** In the event that the employer prefers a different form, or has additional agreements for the student to complete, they should contact the office of Career Services & Internships.

• Negotiation of salary and benefits is left solely to the employer and the student. Lake Erie College will, in no way, attempt to influence negotiations.

Once the student begins his/her experience, it is the employer’s responsibility to:

• Provide an orientation for the student covering the following areas:
  - Facility tour
  - Worksite policies and procedures
  - The organizational structure
  - The corporate culture
  - Introduction to co-workers

• Provide the student with adequate workspace including a desk, chair, telephone, office supplies, and a computer (where appropriate).

• Keep an eye on the intern. The employer should watch for signs that the student is confused or bored. As often as silence means that an intern is busy, it could also mean that she/he is confused and shy about telling the employer. Paying attention early helps to head off problems and bad habits early on in the experience.

• Make sure the intern has a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better for everyone.

• Be aware of the number of hours the student must complete at the job site to receive academic credit. **The employer is responsible for verifying the accuracy of all hours worked by the student.**

• Insure that the student is not required to work more hours than is stipulated in the intern agreement.
• Complete a **midterm evaluation** (Appendix F) at the midpoint of the academic semester and submit it to the office of Career Services & Internships. **This is does not apply to clinical observation students.** Employers can fax or mail these forms.

• Communication is the most important aspect of the partnership between the employer, the student and the college. The office of Career Services & Internships requests immediate notification from the employer should the following situations occur:
  - Failure of a student to report for the assignment
  - Excessive absenteeism
  - Unexplained or continual tardiness
  - Improper dress
  - Uncooperative attitude
  - Insubordination or any other disciplinary issues

**Upon completion of the internship period, communication on the following topics is requested of the employer:**

• A **complete final evaluation** of the student’s performance. It is asked that this form be completed and submitted to the office of Career Services & Internships in a timely manner, as it affects the awarding of the student’s final grade.

• Students may request a letter of recommendation. If it is within the company’s policy to provide one, please do so.

• If the employer intends to make the student an offer for a permanent position, it should be communicated to the student at the earliest possible date. This will prevent uncertainty on the part of the student that may lead her/him to solicit other positions.

**Dismissal Procedures**

While we hope there is never a need to sever the business relationship prior to the scheduled ending date, it is always a possibility. Prior to dismissing a student from her/his assignment, we ask that the following procedure be observed (The employer may feel free to supply us with a copy of the company procedure):

• Notify the office of Career Services & Internships of the difficulties surrounding the student assignment well in advance of the decision to dismiss.

• The director (and if appropriate the faculty sponsor) will meet with the employer and the student separately, then together if necessary. (Depending on the location, a virtual meeting might be necessary.)

• The employer should provide documentation of the student’s actions leading to the dismissal. This is important in order to facilitate communication with the faculty sponsor in terms of the student’s grade.
We want all Lake Erie College students to represent themselves and the college well, in addition to providing the employer with much needed skills and a willingness to learn. This can only occur successfully if every member of the partnership works together.

**Non-compete/Nondisclosure Agreements**

See Page 15.

**Legal Issues**

**Do you have to pay interns?**

The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least $500,000, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

You don’t have to pay interns who qualify as trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

1. Interns cannot displace regular employees.
2. Interns are not guaranteed a job at the end of the internship (though you may choose to hire them at the end of the experience).
3. Interns are not entitled to wages during the internship.
4. Interns must receive training from your organization, even if it somewhat impedes the work process.
5. Interns must get hands-on experience with equipment and processes used in the industry in which they intern.
6. Interns’ training must primarily benefit them, not the organization.

**Workers’ and Unemployment Compensation**

Workers’ compensation boards have found that interns contribute enough to a company to make them employees. It is wise to cover interns under your workers’ compensation policy even though it is not required. Student interns are not generally eligible for unemployment compensation at the end of the internship.

**Keep in Mind**

Even if a student is working through a school program for which he or she is being “paid” in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.

Paid interns make ideal workers—hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.
The employer should identify the specific terms and conditions of employment (e.g., dates of employment as an intern, including internship end date; compensation; organizational and/or reporting relationships; principle duties, tasks or responsibilities; working conditions; and any other expectations), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship.

**Office of Career Services & Internships Responsibilities**

The office of Career Services & Internships will act as a liaison between all parties: the student, employer/on-site supervisor, and faculty sponsor.

**Student Communication**

The Office of Career Services & Internships will be the key contact in the student’s search for her/his experiential education opportunity. The Office of Career Services will:

- Communicate new opportunities and the experiential learning process to the campus community.
- Aid students with their experiential learning opportunity search and selection and resume/interview preparation.
- Ensure all necessary paperwork and signatures are obtained before approving. A representative of the Office of Career Services & Internships is the last person to sign off on all paperwork, ensuring that all affected parties approved it before the Career Services Representative submits the paperwork to the Registrar’s Office.

Once the student begins their experience, the Office of Career Services & Internships is responsible for keeping the lines of communication open between all parties. Any concerns faced by the student should be communicated to the Office of Career Services & Internships and/or faculty sponsor, for guidance as to a further course of action. The communication between the office of Career Services & Internships and the student are considered confidential unless otherwise stipulated by the student.

The Office of Career Services & Internships cannot guarantee internship placement, but will assist in developing the documents and process necessary for the student to be successful in her/his search.

**Faculty Communication**

The Office of Career Services & Internships will act as a support person to the faculty sponsor in the student’s experience. Although it is the faculty sponsor’s responsibility to aid the student in determining which direction should be taken with her/his internship opportunity, it is the responsibility of the office of Career Services & Internships to assist
the student in developing the documents and process necessary to be successful in her/his search.

**Employer Communication**

The Office of Career Services & Internships is responsible for communicating Lake Erie College’s requirements for the experiential education program to all employers, making sure that the employer understands academic expectations.

The process begins with the attainment of the job description for the experiential learning position and communication of this position’s availability to the faculty sponsor and students. All interested students will contact the office of Career Services & Internships and the following course of action will begin.

The Office of Career Services & Internships will:

- Communicate available openings for experiential learning opportunities with the campus community.
- Aid employers, when requested, in securing an on campus location to conduct interviews.
- Provide deadline reminders of midterm and final evaluations to the employers and students.

**Harassment and Discrimination Policy**

Federal and state law prohibits discrimination or harassment on the basis of sex, race, color, religion, disability, age, citizenship, veteran status, or national origin. Lake Erie College supports the principle of equal employment and wishes to promote opportunities in work environments free from harassment and discrimination.

Lake Erie College strives to provide an environment, which promotes the worth and dignity of each individual. Sexual harassment demeanes both the victim and the harasser and undermines the philosophy and mission of the College. Therefore, Lake Erie College will not tolerate behavior, which amounts to sexual harassment. Sexual harassment may take many forms including, but not limited to, unwelcome sexual attention or advances, requests for sexual favors, and other sexually suggestive remarks or conduct:

1. when such remarks or conduct are intended or have the effect of creating an intimidating or offensive environment; or
2. when acquiescence to such conduct or remarks is, either explicitly or implicitly, or made a term or condition of employment or favorable evaluation.
It is essential that any and all incidents of harassment or discrimination be reported to the Director of Career Services & Internships. If an intern is harassed at the internship work site, and the employer does nothing about it, the employing organization opens itself to risk of lawsuits. The employer should take time to advise the intern of appropriate workplace behavior, and the organization's harassment policy and complaint procedures.

**Non-disclosure/Non-compete Agreements**

Some organizations will request that the student/intern sign a non-disclosure or non-compete agreement upon/before starting their internship. A non-disclosure agreement prohibits an intern from giving another employer proprietary information. This information can include product or process information; customer lists and profiles; marketing, business, and strategic plans; technological innovations; and any other information that is not publicly known. This agreement does not restrict the intern's ability to work elsewhere, but it places limitations on the information she/he can use in a new position. These types of agreements are typically enforceable because they do not limit a person’s ability to work.

By signing a non-compete agreement, the intern agrees not to compete with the current employer after leaving the company. These agreements prohibit the solicitation of former customers, employment by a competitor, or the establishment of a competing business. These agreements are difficult to enforce when an intern is involved. The enforceability depends on the reasonableness of the restrictions and whether sufficient legal consideration was given to the student in exchange for the promise not to compete.

Organizations that want interns to sign non-compete or non-disclosure agreements should:

- Advise the office of Career Services & Internships, prior to posting the position announcement, that the internship is conditional upon signing a non-compete or non-disclosure agreement, and explain the purposes, intent and critical provisions of the agreement.

- Ensure that the non-compete agreement precisely defines the competitive activity that is to be restricted. It should be limited to the activity that would have a direct impact on the organization’s business and provide the student with other options for employment. If there are no other options for employment during the non-compete period, the company should agree to pay the student a salary for the length of time it does not want the student to work for the competitor.

If the College finds the agreement to be acceptable, it is the responsibility of the employer to give the intern a reasonable period of time to review the documents, alone or with an attorney.
Appendix A: Sample Academic Internship Description

Internship Title: Marketing Intern – Knowledge Services (Lubrizol)

Participate in design and execution of online marketing programs and analysis of the resulting analytics to determine if these activities are meeting business unit marketing and sales goals for education and marketing services.

RESPONSIBILITIES:

Marketing copywriting of brief articles and announcements for magazines and online promotions

- Copywriting both promotional and informative materials
- Graphical layout of online materials
- Conduct market research and subject matter research in Lubrizol's Library, reference materials and on the Internet to develop relevant, topical and informative materials
- Work with subject matter experts to vet materials in a way which limits the time required by the experts (see previous point)

→ Execution of online marketing including working with online email, CRM and web usage tracking tools,

Analyse results of online marketing

PROJECTS:

→ Develop a series of short information articles on lubrication for online email (4-6 articles will be published over the course of 18 months to improve open rate of monthly emails).

→ Publish monthly emails. Write and text layout of promotional announcement within a standard Lubrizol K2M template set.

→ Develop a series of internal promotional articles (3-4 paragraphs) of new products/services.

→ Phone survey recent customer, identify areas of improvement, barriers to repeat purchases and collect testimonials for the website and catalogs.

→ Analyze business unit sales and email/web traffic for trends; and develop automated reports which a) identify improvements that might drive sales or traffic, b) evaluate the return on investment based on message views, visitor traffic..., c) summarize global accounts online activities (email, marketing site and training site) for sales managers. Prepare presentations or brief promotional articles summarizing findings.

REQUIRED SKILLS:

- Numerical analysis
- Copywriting both promotional and informative materials
- Graphical layout of online materials
- Highly skilled in the use of Internet sites and Internet based tools
- Experience with online authoring tools, knowledge of HTML and related tools a plus
- Experience with reporting and graphical presentation tools

EDUCATION REQUIREMENTS:

- Completed college courses pertinent to the skills above
- Pursuing a degree in Business, Marketing, IT, Communications, Journalism or Graphic Design
Appendix B: Job Description Form
(Please type)

Employers: Use this form if you are a NEW Employer in order to register and post your job/internship. If you are already registered in Storm Career Network, please log in to the system and post your opportunity directly to the database.

*Students: Use this form if you are registering for an internship or observation that you created or does not have a traditional job posting and turn in with your completed application. Complete the starred fields only.

Desired Access ID (12 character max):
Desired Password (10 character max):

*Organization Name:
*Address, City, ST, Zip Code:
*Web Site:

*Site Contact Name:
*Title:  
*Phone Number:
*E-mail:

*Company Description:

*Student Position Title:
*Student Position Description:

Application Instructions:

Posting Start Date:  Posting End Date:

Position Type:  
☐ Full Time
☐ Part Time
☐ Internship

Salary:  
Internships:  
☐ Paid  /Hour  or  /Stipend for semester
☐ Unpaid

Employment:  
/Year

Majors Desired (indicate All):

Equal Opportunity Employer (Initial):
Appendix C: Site Visit Checklist

1. Was the student on-site during the visit?

2. Was the student’s supervisor on-site during the visit?

3. Does the student have her/his own workspace? Computer? Supplies and tools necessary to perform her/his job?

4. Do the student’s work assignments correlate with her/his learning goals?

5. Do the student and the site supervisor have a clear understanding of what’s required of the learning goals?

6. Is the internship going according to the job description, or have there been changes? If there have been changes, what are they and why have they occurred?

7. What projects is the student currently working on, and will she/he have the opportunity to see a project through from beginning to end?

8. Is the student utilizing on-site, the skills learned in the classroom?

9. Is the student challenged by the work assignments?

10. Is the site supervisor interested in working with another intern in the next semester?

Please make sure that you give the on-site supervisor a business card and any brochures you have about your program and Lake Erie College. Contact the office of Career Services & Internships with any questions or concerns.
Appendix D: Internship Application & Agreement
(Type, Print, and Obtain Signatures)

Section 1: Student Information
Last Name   First Name   Middle Initial
LEC Student ID #   Major   Circle One: □ Sophomore   □ Junior   □ Senior
Cumulative GPA   (2.0 GPA required for Internships)
Telephone Number   (Include area code)   E-mail
Current Address
   Street Address, City, ST Zip Code
Campus Mailbox #   Campus Telephone Extension

The student agrees to: perform all assigned duties to the best of his/her ability, satisfactorily meet all requirements of the employer, complete all academic requirements, and abide by the rules, regulations and the policies of the Internship Program. Failure to meet these requirements will result in the student’s withdrawal from the assignment and the forfeit of any benefits of the Internship Program. I have reviewed the internship guide on CS&I website or have received a copy of it and understand the requirements attached to the internship including registering for the internship course and paying all applicable fees.

________________________________________________________________________
Student Signature   Date

Section 2: Employer Information (Complete with your Site Supervisor)
Internship Site
Site Supervisor   Title
Phone   Fax   E-mail
Address
Student Position Title
(Job ID # on Storm Central Network: __________)
Select One: □ Unpaid   □ Paid   Hourly Wage or Monthly Stipend
Hours per week   Begin Date   End Date

Internship Learning Objectives: Specifically, what will you learn during your internship?

Objective One
What will I learn?
How will I learn and what resources will be necessary?
How will I determine if I have accomplished the objective?

**Objective Two**

What will I learn?

How will I learn and what resources will be necessary?

How will I determine if I have accomplished the objective?

**Objective Three**

What will I learn?

How will I learn and what resources will be necessary?

How will I determine if I have accomplished the objective?

The Employer/Internship Site Supervisor agrees to: abide by the guidelines set forth in the “supervisor section” of the handbook; provide supervision of the student; evaluate the student’s performance on forms provided by the College, and provide the same consideration of health, safety and working conditions accorded other employees. I also acknowledge that a job description will be provided or is already on the Storm Central Network database.

________________________
Employer Signature

________________________
Date

---

**Section 3: Academic Requirements (Complete with your Faculty Sponsor)**

I have read and reviewed Section 2 with the student and approved the stated experience for the course credit information stated in Section 3.

Program: Course Code | Semester/Yr | Number of Credits
---|---|---

Faculty Sponsor Name | Academic Advisor Name

What work is required outside of the experience hours? *(Faculty Sponsor please initial all that apply)*

- [ ] Employer assessments
- [ ] Journals
- [ ] Written or Oral research reports
- [ ] Other: Please indicate:

- [ ] Class Presentations
- [ ] Examinations
- [ ] Class/seminar attendance

**Academic Program Learning Objectives** Specifically, what will you learn by participating in the experiential learning program/faculty assignments stated in Section 3?

**Objective One**

What will I learn?

How will I learn and what resources will be necessary?

How will I determine if I have accomplished the objective?

**Objective Two**

What will I learn?

How will I learn and what resources will be necessary?
How will I determine if I have accomplished the objective?

**Objective Three**

What will I learn?
How will I learn and what resources will be necessary?
How will I determine if I have accomplished the objective?

**Faculty Advisor:** Approval for registration of academic credit for the course code and number of credits assigned in Section 3.

________________________________________________________________________

Faculty Advisor

Date

**The Faculty Sponsor agrees to:** communicate academic expectations to the student, help develop learning objectives, and make at least one site visit per internship program guidelines. Upon successful completion of all requirements by the student, the faculty sponsor will assign a grade.

________________________________________________________________________

Faculty Sponsor

Date

**The Office of Career Services & Internships agrees to:** maintain communication with the employer, the student, and the faculty sponsor in an effort to answer questions, resolve potential problems and otherwise endeavor to make the experience as productive and rewarding as possible for both the employer and the student.

________________________________________________________________________

Career Services & Internships

Date

For Career Services Staff Use Only:

________ Resume

________ Job Description Attached

________ Scanned and Saved
Appendix E: Mid-Term Evaluation of Student Intern/Clinical Observation

Please complete the following evaluation of your intern’s performance.

Student

Organization/Company

Supervisor

Date

For the individual student being evaluated, please give each statement a numerical value based on whether you:

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree
- N Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

<table>
<thead>
<tr>
<th>Statement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has made every effort to maintain a regular work schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student makes appropriate arrangements when regular work schedule cannot be adhered to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student displays enthusiasm and professionalism in work assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses classroom knowledge to complete internship projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality and quantity of work output is acceptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student notifies supervisor of issues that may interfere with the successful completion of projects in a timely fashion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe any concerns you may have:

This form is available on-line at http://www.lec.edu/career/internships. The completed form can be emailed to career@lec.edu; faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077
**Appendix F:**

**Final Assessment of Internship Experience**

This assessment is a tool used to measure the student’s worksite performance. The information on this document is one of the determining factors for the final internship grade. Other factors may include journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.

**Student**

**Organization/Company**

**Supervisor**

**Dates of Internship:**  Start Date  End Date

For the individual student being evaluated, please give each statement a numerical value based upon the following:

- **4** Outstanding
- **3** Above Average
- **2** Average
- **1** Needs Improvement
- **N** Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

### Professional/Personal Development

<table>
<thead>
<tr>
<th>Statement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to learning from supervisor and coworkers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Cooperation is shown in working relationships with other staff members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Effort is made to be accepted by overall staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Can work effectively with a wide range of people within the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Takes the initiative to solve problems after seeking input from supervisor/staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is able to keep supervisor informed of work progress and process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is dependable and reliable in work tasks and level of performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Displays enthusiasm, diligence and interest in work assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Possesses time management skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Is able to set priorities for work yet respond to departmental needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Can analyze, synthesize, and apply academic learning to work assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Possesses sufficient technical ability to accomplish work tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Can process constructive criticism in an objective manner and act upon it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Shows initiative in follow-through with work assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Can assume a leadership role when appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is appropriate in dress and grooming.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is conscientious in maintaining work schedule, hours and starting time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is able to collaborate within a group effort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**Comments:**

**Professional Transition**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows and respects organizational structure and protocol.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Has awareness and interest in organizational objectives, goals and policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is comfortable within the corporate/organizational culture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Can adjust self-interest to organizational interest.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Represents the organization with positive enthusiasm and attitude.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**Comments:**

It is recommended that the employer review this assessment with the student. If this is not possible, it is the responsibility of the faculty sponsor to review the assessment with the student prior to the issuance of a grade.

This assessment has been discussed with the student:  □ Yes □ No

Student Signature________________________________________________________

Employer Signature________________________________________________________

This form is available on-line at http://www.lec.edu/career/internships. The completed form can be emailed to career@lec.edu; faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077

**Confidentiality of Information:**

This evaluation constitutes a confidential assessment that will become part of the student’s confidential permanent record. In the event the college is contacted by prospective employers for the purpose of obtaining personal or professional references for a student based upon their internship assessment, they can be told ONLY the location and dates of the student’s assignment.
Appendix G - Student’s Evaluation of Internship Experience

This tool is used to measure if the internship met Lake Erie College’s requirements for academic and professional development. The office of Career Services & Internships will use this information to evaluate the employer and the student’s experiences.

Student

Organization/Company

Supervisor

Dates of Internship: Start Date End Date

For each statement below please circle a numerical value based upon whether you:

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree

### Academic Development

<table>
<thead>
<tr>
<th>Description</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities involved in the internship were understandable due to previous coursework</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Activities were challenging yet appropriate for knowledge level</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Skill level in your field has increased due to internship</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Connections between academic work and internship work were apparent</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Ability to synthesize information from various sources has increased</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Ability to apply your previous knowledge to current problems has increased</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Internship learning goals have been met</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Faculty sponsor provided academic guidance for internship activities as needed</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>On-site supervisor provided academic guidance as needed</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>Office of Career Services &amp; Internships provided guidance as needed</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
<tr>
<td>The procedures required by Lake Erie to officially complete the internship experience were clearly explained</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>N</td>
</tr>
</tbody>
</table>
## Professional Development

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor’s direction was clear and understandable</td>
<td></td>
</tr>
<tr>
<td>Supervisor was available and receptive when approached for help or clarification</td>
<td></td>
</tr>
<tr>
<td>Developed an understanding of, and ability to adjust to, your supervisor’s management style</td>
<td></td>
</tr>
<tr>
<td>Understanding of the organizational structure has increased</td>
<td></td>
</tr>
<tr>
<td>Understanding of the process to accomplish complex tasks in this organization has increased</td>
<td></td>
</tr>
<tr>
<td>The knowledge you have gained at this organization is applicable to other organizations in the same field</td>
<td></td>
</tr>
<tr>
<td>This internship has provided you with experiences that will help in future job searches</td>
<td></td>
</tr>
<tr>
<td>Confidence in your ability to succeed in this field has increased</td>
<td></td>
</tr>
<tr>
<td>Confidence to take on more responsibility in future endeavors has increased</td>
<td></td>
</tr>
<tr>
<td>Understanding of employer expectations regarding punctuality and work ethic has increased</td>
<td></td>
</tr>
<tr>
<td>Ability to set priorities and accomplish assigned tasks has increased</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Would you recommend this internship to other students?  □ YES  □ NO

Student Signature _____________________________ Date ____________________________

---

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Appendix H: Final Assessment of Clinical Observation

This assessment is a tool used to measure the student’s onsite performance. The information on this document is one of the determining factors for the final observation grade. Other factors may include journals, written or oral research reports, presentations, examinations, class/seminar attendance, or any other academic activity deemed appropriate by the supervising faculty sponsor.

Student

Organization/Company

Supervisor

Dates of Observation: Start Date ___________ End Date ___________

For the individual student being evaluated, please give each statement a numerical value based upon the following:

5 Outstanding
4 Above Average
3 Average
1 Needs Improvement
N Statement does not apply or is not appropriate to the position or level of functioning expected of the student.

<table>
<thead>
<tr>
<th>Professional/Personal Development</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to learning from supervisor and staff.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Cooperation is shown in relationships with other staff members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Effort is made to be accepted by overall staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Can interact effectively with a wide range of people within the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Takes the initiative to solve problems after seeking input from supervisor/staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is able to keep supervisor informed of progress and process.</td>
<td></td>
<td></td>
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<td></td>
<td>N</td>
</tr>
<tr>
<td>Is dependable and reliable in task completion and level of performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Displays enthusiasm, diligence and interest in assignments.</td>
<td></td>
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<td>N</td>
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<tr>
<td>Possesses time management skills.</td>
<td></td>
<td></td>
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<td></td>
<td>N</td>
</tr>
<tr>
<td>Statement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Is able to set priorities yet respond to changing organization needs.</td>
<td></td>
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<tr>
<td>Can analyze, synthesize, and apply academic learning to assignments.</td>
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<td>Possesses sufficient technical ability to accomplish work tasks.</td>
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<td>Can assume a leadership role when appropriate.</td>
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<td>Is appropriate in dress and grooming.</td>
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<tr>
<td>Is able to collaborate within a group effort.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Professional Transition**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows and respects organizational structure and protocol.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Has awareness and interest in organizational objectives, goals and policies.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Is comfortable within the organizational culture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Can adjust self-interest to organizational interest.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Represents the organization with positive enthusiasm and attitude.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**Comments:**

It is recommended that the employer review this assessment with the student. If this is not possible, it is the responsibility of the faculty sponsor to review the assessment with the student prior to the issuance of a grade.

This assessment has been discussed with the student:  □ Yes  □ No

Student Signature____________________________________________________________________

Supervisor Signature____________________________________________________________________

This form is available on-line at http://www.lec.edu/career/internships. The completed form can be emailed to career@lec.edu; faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077.

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Appendix I – Student’s Evaluation of Clinical Observation

This tool is used to measure if the internship met Lake Erie College’s requirements for academic and professional development. The office of Career Services & Internships will use this information to evaluate the employer and the student’s experiences.

Student

Organization/Company

Supervisor

Dates of Observation: Start Date          End Date

For each statement below please circle a numerical value based upon whether you:

4    Strongly Agree
3    Agree
2    Disagree
1    Strongly Disagree

**Academic Development**

<table>
<thead>
<tr>
<th>Statement</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities involved in the internship were understandable due to previous coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities were challenging yet appropriate for knowledge level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge level in your field has increased due to observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections between academic work and observation work were apparent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to synthesize information from various sources has increased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to apply your previous knowledge to current problems has increased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation learning goals have been met</td>
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<tr>
<td>Faculty sponsor provided academic guidance for observation activities as needed</td>
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<tr>
<td>On-site supervisor provided academic guidance as needed</td>
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<tr>
<td>Office of Career Services &amp; Internships provided guidance as needed</td>
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<tr>
<td>The procedures required by Lake Erie to officially complete the observation experience were clearly explained</td>
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Comments:

**Professional Development**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Supervisor’s direction was clear and understandable</td>
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<td>Supervisor was available and receptive when approached for help or clarification</td>
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<td>Developed an understanding of, and ability to adjust to, your supervisor’s management style</td>
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<tr>
<td>Understanding of the organizational structure has increased</td>
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<tr>
<td>Understanding of the process to accomplish complex tasks in this organization has increased</td>
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<tr>
<td>The knowledge you have gained at this organization is applicable to other organizations in the same field</td>
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<td>This observation has provided you with experiences that will help in future job searches</td>
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<tr>
<td>Confidence in your ability to succeed in this field has increased</td>
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<td>Confidence to take on more responsibility in future endeavors has increased</td>
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<td>Understanding of employer expectations regarding punctuality and work ethic has increased</td>
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<td>Ability to set priorities and accomplish assigned tasks has increased</td>
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</table>

Comments:

Would you recommend this Clinical Observation to other students?  YES  NO

Student Signature __________________________ Date __________________

This form is available on-line at http://www.lec.edu/career/internships. The completed form can be emailed to career@lec.edu; faxed to 440.375.7005; or mailed to Career Services & Internships, 391 W. Washington Street, Painesville, OH 44077