Overview

An internship is a planned, individualized, mentored, evaluated, experiential learning opportunity that serves as a bridge between a student’s academic training and non-academic practice. It is required of all students in Professional Science Master’s (PSM) programs at UNC-CH. The internship provides special opportunities for learning that are different from, supplementary to, and supportive of the academic components of the PSM program. The internship offers students an opportunity to:

- Apply knowledge and skills learned in the classroom in a real-world setting.
- Understand the social, political, economic, and organizational context within which their specialty activities occur.
- Contribute to the work and impact of an organization.
- Aid in the solution of problems within their specialty.
- Observe and learn from professionals in the field.
- Explore areas of professional interest and develop career goals.
- Gain feedback on professional skills and abilities.
- Become acquainted with, and network with non-academic groups engaged in their specialty. Internship opportunities should:

- Be at least 150 hours long.
- Be mentored by a sponsoring organization professional and at least one SILS faculty member.
- Require students to apply graduate level skills & competencies acquired in the PSM in Digital Curation (DC) program.
- Involve projects that allow students to have responsibility for results that are of value to an organization. The number and types of projects a student completes are left to the discretion of the sponsoring organizing professional in recognition of the organization’s needs, time constraints, and student interests and capabilities.
- Provide students with opportunities to gain a wide perspective about the types of issues, concerns, and processes that occur in the real world.
- Develop and enhance students’ professional skill sets.

Roles & Responsibilities

I. Student

The student is expected to take substantial initiative to identify, arrange, and complete a meaningful internship that meets PSM program requirements. The student will:

- Meet with her/his academic adviser and the SILS PSM in Digital Curation Director (if they are different individuals) in the first semester of the program to discuss professional and career objectives, clarify internship goals, and identify appropriate internship opportunities.
• Work with sponsoring organization professional, academic advisor, and PSM Director to develop an internship plan that provides an overview of the project(s), defines student learning objectives, explains the rationale for the project(s), identifies the deliverables expected from the student, the deliverable due dates and meeting dates; makes sure the agreement is completed and signed by all parties prior to start of the internship. Please see the Internship Plan section for additional details.

• Maintain a work schedule agreed upon with the sponsoring organization professional.
• Maintain professionalism.
• Adhere to sponsoring organization standards, policies, and procedures including dress, personal conduct, and attendance.
• Meet regularly with the sponsoring organization professional to discuss the progress of the internship and receive support, guidance, and feedback.
• Maintain contact with the academic adviser and PSM in DC Director regarding progress on the internship.
• Set up mid-internship and end-of-internship joint meetings with the sponsoring organization professional, academic adviser, and PSM in DC Director.
• Satisfactorily complete activities and deliverables outlined in the internship plan.
• Comply with the confidentiality expectations of the sponsoring organization, when appropriate.

II. Sponsoring Organization Professional

• Assist in the development of mutually agreed upon learning objectives to be achieved during the internship.
• Develop a realistic scope of work and timetable with the student.
• Assist student in developing the internship plan and approve the internship plan. The internship plan provides an overview of the project(s), defines student learning objectives, explains the rationale for the project(s), identifies the deliverables expected from the student, the deliverable due dates and meeting dates. The academic adviser and the PSM in DC Director will collaborate with the sponsoring organization professional and the student to develop the final internship plan. Please see the Internship Plan section for additional details.
• Orient the student to people, experiences, and resources within the sponsoring organization.
• Provide resources needed to complete the experience(s) (e.g. workspace, equipment, and other necessary materials, as well as access to data and personnel).
• Meet regularly with the student to provide him/her with support, guidance, and feedback.
• Communicate with PSM Director to provide feedback and monitor student progress.
• Complete an evaluation of the student’s internship experience at the internship mid-point and end.
• Evaluate the student’s internship report and public seminar.
III. Academic Adviser

The student’s academic adviser assists with planning the internship and can serve as a resource during the internship. The academic adviser will:

- Assist with the development of the internship plan. The internship plan provides an overview of the project(s), defines student learning objectives, explains the rationale for the project(s), identifies the deliverables expected from the student, the deliverable due dates and meeting dates. Please see the Internship Plan section for additional details.
- Ensure that the proposed internship is appropriate, feasible, and meets department and program requirements.
- Make sure that the internship plan is complete.
- Sign the internship plan.
- Work with the student, sponsoring organization professional and PSM Director to resolve any problems during the internship, as needed.

IV. SILS PSM in Digital Curation Program Director (Dr. Tibbo)

The PSM in Digital Curation Program Director serves a key role in the operations of the internship program. The Director is the student’s primary contact as s/he prepares for the internship experience and is responsible for the overall coordination of the internship. The Director works with each student to plan and implement the internship and monitor their experience. The Director will be available to participate in status meetings throughout the internship and will be a resource to coordinate communication between the student, sponsoring organization professional and academic adviser.

The SILS PSM in Digital Curation Director will:

- Facilitate internship opportunities.
- Assist students to identify professional and career objectives, clarify learning objectives, and identify internship placements.
- Maintain internship records.
- Approve and sign the internship plan.
- Engage in problem-solving with student, sponsoring organization professional and academic adviser, as necessary.

International Students

All Professional Science Master’s students are required to complete an internship at a point in the program that is academically appropriate. Students meet with their adviser during the first semester of the program to map out course sequences and to establish the semester in which the required internship is to be completed. Most full-time students will engage in the internship during the first summer of their program.

**Timeline**

The planning, implementation, and evaluation of the internship is a collaborative effort between the student, PSM Director, sponsoring organization professional, and academic adviser. The PSM Director provides resources and facilitates this process. Students are expected to take substantial initiative to identify and arrange a meaningful placement with assistance from the PSM Director and faculty, as needed.

NOTE: The timeline example below is based on a full-time summer internship. However, an internship experience can be full or part-time and occur at any time of the year. The timing of the internship is determined by the student’s schedule and the needs of the sponsoring organization.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>September/October</td>
<td>Advisor and the PSM Director meet with individual students to: • Identify career and professional interests. • Develop internship objectives. • Identify potential internship sites and contacts.</td>
</tr>
<tr>
<td>September - December</td>
<td>The PSM Director works with sponsoring organizations to identify internship opportunities.</td>
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<tr>
<td>October - March</td>
<td>• The student and PSM Director identify and contact potential internship sites. • Students interview with potential internship sites. • Sponsoring organizations select students for a summer internship.</td>
</tr>
<tr>
<td>April/May</td>
<td>• Students work with their sponsoring organization, the academic adviser and the PSM Director to develop an internship plan. The internship plan provides an overview of the project(s), defines student learning objectives, explains the rationale for the project(s), identifies the deliverables expected from the student, the deliverable due dates and meeting dates. • The internship plan is reviewed and signed by all parties before the start of the internship.</td>
</tr>
<tr>
<td>May</td>
<td>Student begins internship.</td>
</tr>
<tr>
<td>Dates</td>
<td>Activities</td>
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<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| May - August | • The internship plan is revisited throughout the internship experience with the sponsoring organization professional and academic adviser.  
               • Regular meetings occur between the sponsoring organization professional and student intern.  
               • Students maintain regular contact with their academic adviser to provide internship plan updates.  
               • At least two joint meetings of the student, academic adviser and sponsoring organization professional should take place during this period, at the internship mid-point and end. |
| August     | • Internship ends.  
               • Student presents internship work to organization; the academic adviser and peers.                                           |
| August/September | Student and sponsoring organization professional complete evaluations of the internship experience.                                        |
| August - November | • Student completes internship report that synthesizes relevance and experiences of internship.  
               • Student makes a public online presentation summarizing internship experiences.  
               • Final evaluations of the paper and presentation by the sponsoring organization professional and academic adviser. |

**Internship Plan**

Students are required to collaborate with the sponsoring organization professional, their advisor and the PSM Director prior to the start of the internship to develop an internship plan. The internship plan:

- Provides an overview of the project(s) with which the student will engage.
- Defines the student learning objectives.
- Explains the rationale for the project(s).
- Identifies the deliverables expected from the student by the sponsoring organization.
- Identifies due dates for all deliverables.
- Identifies meeting dates/times with sponsoring organization professional, faculty advisor and others, as appropriate.

The student is responsible for receiving approval and signatures for the final internship plan from the sponsoring organization professional, advisor and PSM Director. The student should review the internship plan throughout the internship with the sponsoring organization professional and academic adviser to ensure that progress is made towards the deliverables. Modifications to the internship plan may be required as work progresses and should be agreed upon by the student, sponsoring organization professional, and faculty advisor.
Internship report
Students are required to write a document that explains the work completed and lessons learned for the internship project(s). This document can take many forms and the student should select a document type that is most appropriate to their internship experience. Document types include, but are not limited to, white paper, technical report, or business plan. Identifying an appropriate document format is an important component of writing the internship report. If guidance is required to determine the appropriate paper format, the student should consult with the sponsoring organization professional and academic adviser.

The purpose of the internship report is to explain and demonstrate the work produced, challenges and lessons learned during the internship. The specific elements included in the internship report will vary depending on the internship project and type of document. Besides other potential content, the paper should answer the questions:

- What was done?
- Why is it important (i.e., why should anyone care)?
- What was learned?
- How does the experience relate to what you have read/learned in PSM classes?

It is anticipated that the document could become part of a student’s portfolio to illustrate competence in specific skills and/or could be used by the internship organization after the student completes the internship. The internship report should demonstrate a clear understanding of the science and technology required for the internship experience, the ability to get things done in an organization, and an ability to write clearly and concisely for a broad audience.

The internship report will be evaluated by the student’s academic adviser and sponsoring organization professional. Please refer to Appendix B for an example of items that will be evaluated for the internship report.

Internship presentation
Students are required to deliver an online public oral presentation to the academic community summarizing the internship work that will also include a question-and-answer session. It is also expected that the student will make a final presentation at the internship site.

It is important to apply the skills and knowledge learned in GRAD711 to the presentation. GRAD711 should inform your slide design, presentation organization, and presentation style. You should

- Consider what the C-suite would be interested in knowing about your work.
- Make your work relevant and interesting.
- Include what you learned professionally and personally.
- Apply BLUF (Bottom Line Up Front) organization to your presentation.

Please refer to Appendix C for an example of items that will be evaluated for the internship presentation.
Evaluation
A grade (High pass, Pass, Low pass, or Fail) will be assigned to each of two internship components.

- Internship performance
  Students enroll in INLS 992 (3 credits) during the semester when the internship is conducted. The sponsoring organization professional will evaluate the internship two times - the internship mid-point and end. The internship evaluations are completed online and can be accessed from the Sakai site “Evaluation” folder. The two evaluations will be used to determine a grade for the student.

  Please see Appendix A for a list of evaluation items. Both the mid-point and final evaluations should be discussed with the student and comments and action items included so that the evaluation is a growth opportunity for the student. The grade will be received in the semester during which the student completes the internship.

- Internship report and presentation
  The student’s advisor will evaluate the internship report and presentation. Please see Appendix B for a list of paper evaluation items and Appendix C for a list of presentation evaluation items. The paper and presentation evaluations are completed online and can be accessed from the Sakai site “Evaluation” folder. The paper and presentation grade will be received in the semester during which the student completes the paper and presentation.
**Appendix A.** Internship items to be evaluated.

*1 = Needs work, 2 = Solid, 3 = Excellent

<table>
<thead>
<tr>
<th>Conduct/professionalism</th>
<th>Grade <em>(1, 2, 3)</em></th>
<th>Comments</th>
<th>Action items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work ethic</td>
<td></td>
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<tr>
<td>• Effectiveness in role</td>
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<tr>
<td>• Positive attitude</td>
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<tr>
<td>• Ability to manage ambiguity</td>
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<tr>
<td>• Working with others</td>
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</table>

| Practice-based skills   |                   |          |             |
| • Quality of work       |                   |          |             |
| • Focus on task         |                   |          |             |

| Communication            |                   |          |             |
| • Written               |                   |          |             |
| • Verbal                |                   |          |             |

| Commitment to learning  |                   |          |             |

| Growth in knowledge and skills |                   |          |             |

| Achievement of internship goals on a timely basis |                   |          |             |

| Overall impact (Would you hire this student?) |                   |          |             |
Appendix B. Internship report items to be evaluated.

*1 = Needs work, 2 = Solid, 3 = Excellent

<table>
<thead>
<tr>
<th>Adheres to assignment guidelines</th>
<th>Grade <em>(1, 2, 3)</em></th>
<th>Comments</th>
<th>Action items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selects appropriate document type</td>
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<tr>
<td>• Explains and demonstrates the work produced</td>
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<tr>
<td>• Makes a compelling case for why the work was important (why should anyone care?)</td>
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<tr>
<td>• Explains challenges the student faced</td>
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<td></td>
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<tr>
<td>• Explains lessons the student learned</td>
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<tr>
<td>• Demonstrates a clear understanding of the science and technology required for the work</td>
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</table>

<table>
<thead>
<tr>
<th>Writing clarity &amp; conciseness</th>
<th>Grade <em>(1, 2, 3)</em></th>
<th>Comments</th>
<th>Action items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses plain language (avoids jargon and vague generalizations)</td>
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<tr>
<td>• Uses appropriate word choice for target audience</td>
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<tr>
<td>• Writes concisely</td>
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<tr>
<td>• Designs and incorporates value-added graphs &amp; tables</td>
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</table>

<table>
<thead>
<tr>
<th>Organization &amp; Accessibility</th>
<th>Grade <em>(1, 2, 3)</em></th>
<th>Comments</th>
<th>Action items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Includes all appropriate document elements</td>
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<tr>
<td>• Adheres to Bottom Line Up Front (BLUF) format</td>
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<tr>
<td>• Features logical sequence to writing</td>
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<tr>
<td>• Incorporates accessibility strategies to enhance reading efficiency</td>
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<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Grade <em>(1, 2, 3)</em></th>
<th>Comments</th>
<th>Action items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correct grammar and writing mechanics</td>
<td></td>
<td></td>
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<tr>
<td>• Careful proofreading</td>
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</tbody>
</table>
**Appendix C:** Internship presentation items to be evaluated.

*1 = Needs work, 2 = Solid, 3 = Excellent

<table>
<thead>
<tr>
<th>Grade <em>(1, 2, 3)</em></th>
<th>Comments</th>
<th>Action items</th>
</tr>
</thead>
</table>

**Delivery**
- Demonstrates poise/confidence
- Makes good eye contact with the audience
- Speaks with crisp articulation
- Speaks with an appropriate pace (not too fast or too slow)
- Speaks with an appropriate volume
- Maintains professionalism/vocal power throughout the end of the presentation

**Structure**
- Delivers a strong, BLUF opening
- Organizes the material logically
- Provides useful transitions/signposts
- Delivers a strong, purposeful conclusion
- Delivers appropriate responses during Q&A

**Visual slide design**
- Designs effective, engaging, informative visual aids
- Provides an appropriate balance of text and visuals on the slides
- Provides clear takeaways with slide titles

**Technical content**
- Reflects project(s) accurately
- Presents an appropriate level of detail for a general audience
- Uses data and specifics to support key points
- Explains complex topics using plain language