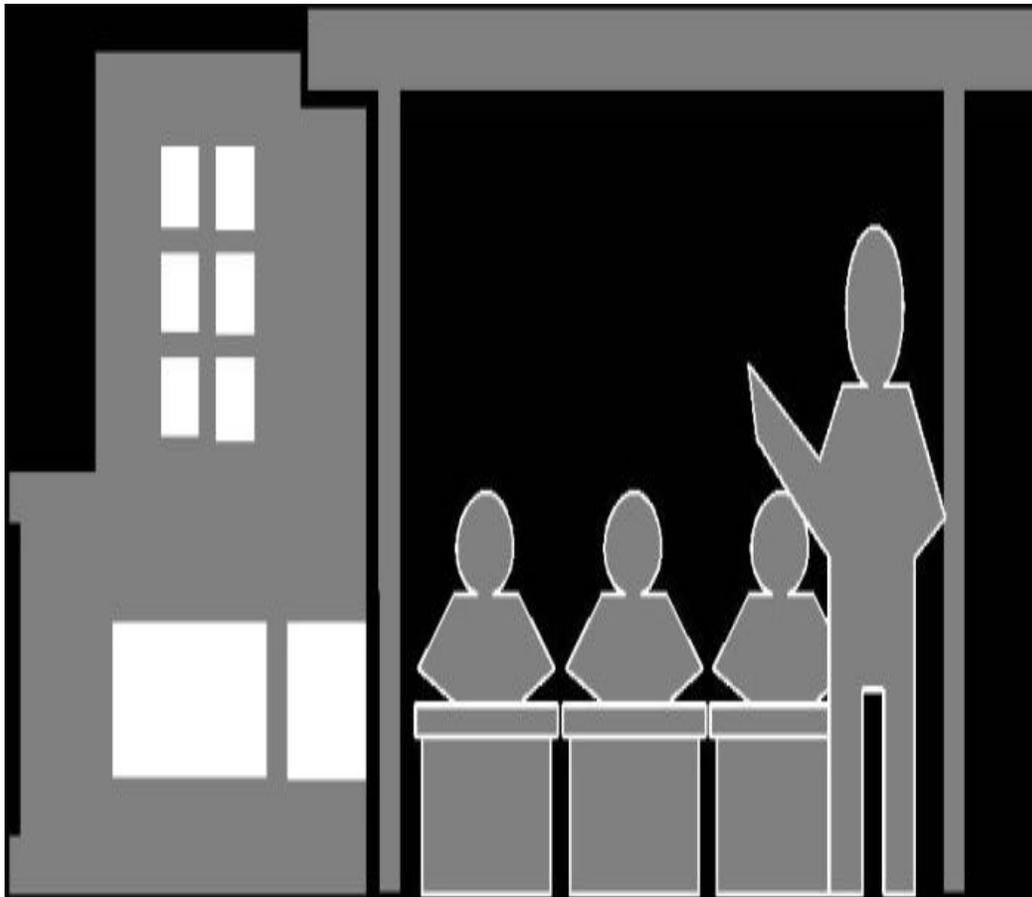


**JACKSON STATE UNIVERSITY**  
**Jackson, Mississippi**

**DEPARTMENT OF PUBLIC POLICY & ADMINISTRATION**



**Internship Manual**

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**DEPARTMENT OF PUBLIC POLICY & ADMINISTRATION**

## APPLICATION FOR STUDENT INTERNSHIP

Date: \_\_\_\_\_

Course Number: \_\_\_\_\_

### I. GENERAL

Name: \_\_\_\_\_ I.D. Number: \_\_\_\_\_ Classification:  Master  Ph.D.

Major: \_\_\_\_\_ Advisor: \_\_\_\_\_

Anticipated Date of Graduation: \_\_\_\_\_ Internship Duration: \_\_\_\_\_  
(from) (to)

Credit(s) for Internship: \_\_\_\_\_ Sex:  Male  Female Veteran:  Yes  No

Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
(Temporary)

Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
(Permanent)

Responsible Relative: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

### II. ACADEMIC PREPARATION

List major courses completed to date:


G.P.A. (Composite): \_\_\_\_\_

G.P.A. (Major): \_\_\_\_\_

### III. WORK EXPERIENCE

List previous work experiences including Summer and part-time, and length (i.e., one month; one year, etc.)


### IV. APPROVAL

\_\_\_\_\_  
Department Internship Coordinator      Date

\_\_\_\_\_  
Department Chair      Date

\_\_\_\_\_  
School Dean      Date

### I. WHAT IS AN INTERNSHIP?

Relatively short term in nature, an internship is an employment situation in which a student gain supervised practical experience by taking on a responsible role as a worker in an organization. Considered as an investment in the future by most public managers, and a way of reducing the front-end costs of learning an organization, there are various types of internships available at the federal, state, and local levels. Internship can range from seeing a Congressional office in action to working with teen-age runaways, working in a hospital, or other myriad experience. An internship is an excellent way to build important connections that are invaluable in developing and maintain a strong professional network for the future.

## **II. PURPOSE OF THE INTERNSHIP EXPERIENCE**

An internship experience affords students the opportunity to apply theories in a field setting and develop “self-directed learning skills.” Specifically, an internship program offers a student the following opportunities:

1. It provides a student with a practical real world experience in the public or nonprofit sector.
2. It enables a student to develop important public administration skills which cannot be taught in the classroom. These experiences vary from working on special projects for the interning agency to learning about the human motivation process in a complex organization.
3. It enables a student to compare theoretical ideas learned in the classroom within the world of work regarding public administration experiences.
4. It provides a student with some experience in an actual public or nonprofit agency before entering the job market. Such experience not only increases the job prospects of students but also teaches them what is expected in terms of professional behavior.
5. It permits a student to apply the technical skills learned in the classroom to the real world public administrative problems.
6. It allows a student an opportunity to understand the unique environmental conditions associated with a particular level of government, such as federal, state, or local administration.
7. It affords students the opportunity to improve their academic skills through oral and written communications.

## **III. INTERNSHIP AND THE CURRICULUM**

The internship experience is mandatory for all pre-service students. In-service students

(anyone employed at a leadership level in a public, nonprofit, or appropriate private sector (e.g., Director of External and Governmental Affairs) career may have this requirement waived, provided they can demonstrate that they have worked in leadership/managerial capacity. This exposure must be documented and presented to the Internship Committee which consists of the Masters of Public Policy and Administration Program Coordinator, the Internship Coordinator, and one additional faculty member, for approval. Each submission is judged on a case-by-case basis. If the internship is waived, the in-service student must take two additional courses, six (6) hours to substitute for the internship classes.

The Public Policy and Administration (PPA) Program does not permit students to intern until they have completed twelve (12) hours of course work; and the student must have an overall 3.00 GPA. Also, the student must have taken at least one (1) Methods Course in the program. Students must have completed two (2) semesters of courses before going on an intern assignment.

#### **IV. EXPECTATIONS OF AGENCY SUPERVISOR**

1. To provide a meaningful learning experience for the intern by exposing him/her to agency policies.
2. To expose the intern to supervisory/administrative/managerial experiences.
3. To evaluate the intern and keep the Intern Coordinator informed as to progress and/or problems.

#### **V. EXPECTATIONS OF THE INTERN COORDINATOR**

1. To place the intern in a position compatible with the student's career objectives, as nearly as possible.
2. To make on-site visits and communicate periodically with the agency supervisors and interns.
3. To evaluate the student's daily log and intern in determining the student's final grade.

#### **VI. EXPECTATIONS OF THE STUDENTS**

1. To treat the internship as if they are on a regular job with regard to such matters as coming to work on time, being conscientious about their duties, following the dress code, showing courtesy, and the like.
2. To prepare the portfolio, including the daily log.
3. To report any problems that may arise to the Intern Coordinator.

4. To perform professional services in a manner satisfactory to the Department of Public Policy and Administration and the internship agency for an equivalent of an average of 20 hours per week (15 weeks) per semester.

## **VII. ACADEMIC CREDITS**

Students who successfully complete the internship earn three (3) semester hours each semester. Pre-service students approved to waive the internship requirements are required to take six (6) additional semester hours toward the degree requirements. Students are expected to complete the equivalent of four months of internship in a given semester.

The students, assisted by the Internship Coordinator, enjoy a wide latitude in selecting the agency most suitable with their career goals. The Program maintains an internship agreement which provides that the agency details specific intern responsibilities or special projects and work hours. The agreement is intended to insure that interns engage in more than superficial functions during the intern experience.

The interns receive a grade at the end of the internship based on the following criteria:

1. an evaluation by the agency supervisor accounts for twenty-five (25%) percent;
2. twenty (25%) percent comes from site evaluations by the Intern Coordinator; and
3. the portfolio (a book review 5%, paper 15%, daily log 10%, and evidence of a mock job search 5%, networking 5%, and participation in Toastmasters 5%, and service learning project 5%) accounts for the remaining fifty (50) percent of the student's grade.

The Internship Committee evaluates the portfolio.

## **VIII. INTERNSHIP PETITION WAIVER**

An MPPA students may petition to waive the internship requirement if he or she can document substantial professional experience in his or her field of interest (see discussion under section "Internship and the Curriculum"). To qualify for a waiver, the student must fill out the Internship Petition Waiver Form and provide documentation of:

1. professional-level leadership/management experience of 12 month or more in duration (FTE) in a federal, state, or local government, nonprofit, or "quazi public agency", and
2. that this experience is related to his/her field of study and long-term career goals.

The Internship Petition Waiver Form (see Forms) must be complete and signed by the student and his/her faculty adviser and then submitted to the Internship Coordinator who

will convene the Internship Committee for a final decision. The student will be informed of the committee's decision by mail. If more information is needed to make a decision, the Internship Coordinator will request the information by email from the student.

Internship Waiver Petitions should be submitted at least one academic year before the student expects to complete the Program. Students who petition later than this, may delay their graduation if the petition fails.

## **IX. MATCHING STUDENT WITH AVAILABLE LOCATIONS AND PERSONNEL**

Generally, all levels of government and some nonprofit agencies provide an extensive reservoir of internships. The Internship Coordinator makes contacts with federal, state, local government agencies and nonprofit organizations, mostly in Jackson to secure internships for students; and arranges for the agencies to provide supervision of the interns. Every effort is made to match the needs of the student with those of the agency. Students are allowed to serve in internships outside of the state. Interns have been placed in venues as varied as Ghana, Costa Rica, various U.S. cities and South Africa, and other out of state sites.

HUD interns must specialize in Community and Economic Development, and they must work with an agency engaged in economic and community development. Each semester they receive stipends.

## **X. COMPENSATION AND INTERNSHIPS**

Every effort is made to remunerate PPA students for their internship work. However, students must do internships even if there is no remuneration involved. The amount of remuneration depends on the type and kind of internships.

All interns are required to participate in the weekly professional development seminars and Toastmasters for the duration of their internship.

## **XI. PLACEMENT LOCATIONS REGULARLY AVAILABLE**

Students have interned in a variety of departments in the City of Jackson, in Hinds County government, in state government, in federal government, in private and nonprofit organizations. For example, Christian Children's Fund, the Jackson Urban League, the Mississippi Institute for Small Towns, American Red Cross, and the Neighborhood Housing Service. At the state level, students have performed internships in a wide variety of state agencies, such as the State Ethics Commission, the State Department of Health, the State Department of Mental Health, the Department of Environmental Quality, the Governor's Budget Office, the Department of Economic and Community Development, the Attorney General's Office, the State Personnel Board, the Gaming Commission, the Department of Transportation, the Performance Evaluation and Expenditure Review (PEER) Committee, Mississippi Housing Authority, Mississippi

Development Authority, and others. At the federal level, the program has executed Graduate Cooperative Agreements with the Department of Veterans Affairs, the Department of Labor, Department of Equal Employment Opportunity Commission, and the Environmental Protection Agency.

## **XII. INTERNSHIP PAPER**

The internship requires that the student prepare a fifteen (15) paper of the internship experience during each semester with an agency (see Model Outline). This provides students with a unique opportunity to reflect on how well the experience fulfills their needs and expectations, and at the same time, expresses an insider's view concerning how the management processes might be improved within the agency once a position is acquired.

## **XIII. VACATION POLICY**

Generally, holidays and vacations for interns will be governed by the policies of their respective work sites. Exceptions to this are the Christmas vacation and the break between semesters. Since interns are students, Christmas and periods between semesters provide a needed opportunity for home travel.

Obviously, interns must develop a satisfactory work plan in concert with the mentor, vis-a-vis vacations.

## **XIV. MODEL OUTLINE FOR STUDENT NARRATIVE REPORT ON INTERNSHIP EXPERIENCE**

### **I. INTRODUCTION (Part I should be completed at the end of the first four (4) weeks).**

- A. Name of student
- B. Name and place of agency in which internship took place, including the beginning and termination dates.
- C. Give a description of assignment in agency.
- D. Types of duties assigned and brief description of work attempted and what was accomplished.

## **II. AGENCY**

- A. Discuss the status and role of your agency in the nation, state and community. What is its purpose? To whom is it responsible? What is its relationship to other agencies and/or institutions?
- B. Discuss the administration of your agency as well as providing financial assistance and/or services to people. Describe the agency's philosophy, policy and personnel standards. What are some of the problems that confront the agency in its responsibility to the people and to the community?

## **III. ORGANIZATION**

- A. Discuss the problems that confront the agency in which the field experience is located. What appears to be its major problems? What do you see as the cause of these problems? What are some of the proposed solutions (if any) to these problems?
- B. Impact of the problem in relation to their cost to the people involved and to society?
- C. What are the strengths of the agency? How has the agency capitalized or built upon the strengths?

## **IV. EVALUATION OF INTERNSHIP (To be completed at the end of internship experience)**

- A. Describe your expectations, uncertainties and readiness in relation to your field practice placement. What do you feel was the most significant experiences of your placement? If any of the experiences were of a negative nature, what were your reactions to them? How can they be resolved? What changes can be made to improve the delivery of services in the agency? Were you able to obtain an overall basic understanding of your role, in implementing the agency's program?
- B. Discuss your relationship with the permanent staff of the agency. Did you find any conflict in philosophy that you learned in your classes to that of the agency? How were they similar or different? Was your supervisor helpful in

understanding the agency's program and resolving any conflicts with others? Is the agency's interpretation of its program and available services to the people in need of them positive? What are some of the needs of the people that are not being met by the agency?

- C. Identify skills either acquired or improved during the internship experience. Integrate theoretical constructs from readings.
- D. What do you feel was the strengths in your field placement? Were you adequately prepared by the university for this experience? How can it be improved?
- E. Describe your general impression of the agency's philosophy and practice, effectiveness of supervision, and overall climate of your internship setting. Do you have any suggestions for improving the internship?

## **INTERNSHIP FORMS**

**JACKSON STATE UNIVERSITY**  
**Department of Public Policy and Administration**  
**3825 Ridgewood Road, Box 18**  
**Jackson, MS 39211**  
**Telephone: (601) 432-6277**

**Placement Agency and Student Binding Agreement**  
**with the**

**Department of Public Policy and Administration**

**Part I**

THIS AGREEMENT is entered into as of \_\_\_\_\_ between

\_\_\_\_\_  
(Agency)

\_\_\_\_\_  
(Student)

and the Department of Public Policy and Administration of Jackson State University.

**Whereas**, the student desires and is qualified for the Internship; and

**Whereas**, the students are required to perform internship duties as an objective of the grant the parties mutually agree to the following:

**1. Scope of Services - The student will:**

Perform the professional services in a manner satisfactory to the Department of Public Policy and Administration and the undersigned agency for an equivalent of an average of 20 hours per week (15 weeks) per semester; do a satisfactory public service internship in an appropriate agency. The work required for the public service internship may not conflict, or interfere with the student's academic schedule. Additionally, the student will submit an internship paper at the end of each semester based upon the internship.

**2. Scope of Services - The agency agrees to:**

- a. Evaluate the intern at least two times per **semester** in written form and monthly in an oral evaluation;
- b. Conferences with the Internship Coordinator and Department Chair relative to the intern;
- c. Assign the interns to projects which will aid in the development of a knowledge base and skills;
- d. Provide practical experience and training to participating students through work placement assignments. Work placement agencies must assure that work assignments involve substantive duties that will further the student's career goals;
- e. Ensure that the student's work placement assignment provides the

experience and training to meet the required number of work hours specified in the students placement agreement;

- f. Provide a number of work placement assignments that exceed the number of students assigned to the agency and must rotate the student work place assignments (applicable even if only one student is on site) in order to provide a wide variety of work experience;

**3. Scope of Services - The Program will:**

- a. Provide a learning environment for the student
- b. Sign and validate time cards, and
- c. Communicate with agencies and students to insure full compliance.

**Signatures:**

_____	_____
Student	Date
_____	_____
Agency	Date
_____	_____
PPAD Intern Coordinator	Date

**HUD STUDENT AGREEMENT FORM**

I, \_\_\_\_\_ certify that I am eligible to participate in the HUD Work-study Program administered by Jackson State University. I understand that to be eligible to participate in the Program, students must:

- Satisfy all applicable financial need guidelines established at the participating institution of higher education.
- Be a full-time student enrolled in the first year of graduate study in a community development academic program at the participating institution of higher education.



Home Address: \_\_\_\_\_  
City State Zip Code

Email Address: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

Total hours per week: \_\_\_\_\_

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

<b>INTERNSHIP GOALS AND OBJECTIVES</b>	
<b>Semester:</b> _____	<b>Year:</b> _____

Name: \_\_\_\_\_ Intern Site: \_\_\_\_\_

Location: \_\_\_\_\_ Intern Mentor: \_\_\_\_\_

Beginning Date: \_\_\_\_\_ Expected Date of Completion:  
\_\_\_\_\_

I. Goal(s)

II. Objective(s)

III. Activities:

List the **three (3) most important outcomes** you hope to accomplish this semester in your internship.

1.

2.

3.

List at least one **professional self-improvement** activity you plan to work on during the course of your internship.











Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**JACKSON STATE UNIVERSITY**  
**Department of Public Policy and Administration**  
**3825 Ridgewood Road, Box 18**  
**Jackson, MS 39211**

**INTERNSHIP PETITION WAIVER FORM**

Waiver must be based on professional experience that is:

1. 12-months or more in duration (FTE) in a leadership/management capacity in a federal,

2. state, or local government or nonprofit agency, and related to field of study and long-term career goals.

Name: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

Address: \_\_\_\_\_

Concentration: State and Local Government Email Address: james.m.perteet@jsums.edu

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1. ATTACH a description of the professional experience you are using as the basis of this waiver request. Include your dates of employment, your primary duties, the number of employees supervised, and any special accomplishments (including verifiable documents such as a letter from immediate supervisor).
2. How does this experience relate to your studies at Jackson State University?
3. How does this experience relate to the work you hope to do after you obtain your degree?

Student: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_  
Date Date

**APPROVED-INTERNSHIP COMMITTEE:**

MPPA Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

**PPAD 597/697–Internship  
Guidelines for Developing  
Career Path Questions**

The list below will provide a basis for collecting information for your career path. It is not intended to be all inclusive. You may add to or delete items from this list. However, your career path interview with your mentor should provide pertinent information that will aid you as you develop strategies for your career path. In addition to the interviews with state, local, and national professionals and practitioners, you are also expected to utilize other pertinent sources including the Internet.

1. What course(s) do you feel best prepared you for your position?

2. What is your job title, and description?
3. What do you like or enjoy most about your job?
4. What do you not like or enjoy least about your job/work?
5. What path did you pursue in order to reach your current status?
6. What advice could you give me in getting to where you are currently?
7. What is your salary range?
8. How long have you been in this position?
9. If you could change anything in your professional career path, what would it be, and how would you change it?
10. What advice can you give for the following as it relates to your factors as they relate to career success?
11. Please comment on the importance of the following factors as they relate to career success:
  - a. Networking
  - b. Interpersonal skills (human relations)
  - c. Family
  - d. Written communications
  - e. Oral communications and presentation skills
  - f. Technology, i.e., computer skills
  - g. Membership and participation in associations and organizations
  - h. Social interactions and relations
  - i. Other(s), please comment



## STUDENT INTERN EVALUATION

Intern Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Address: \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_

Major: \_\_\_\_\_ Classification: \_\_\_\_\_

Anticipated Date of Graduation: \_\_\_\_\_ Internship Period: From \_\_\_\_\_ To \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

City State Zip Code

**Note to Evaluator:** Please attempt to be concise and objective in responding to all statements on this form. The purpose of this evaluation is to assist the intern, as well as his or her advisor in determining the areas in which further instruction is or not necessary.

1. First impression of the Evaluator (all poors are to receive a comment).

A. Knowledge of intern concerning office procedures:

- |   |   |
|---|---|
| <input type="checkbox"/> Excellent                                | <input type="checkbox"/> Poor (appears to have little background) |
| <input type="checkbox"/> Good (needs little instruction)          | <input type="checkbox"/> Not Observed                             |
| <input type="checkbox"/> Fair (needs a great deal of instruction) |   |

Comments \_\_\_\_\_

B. Knowledge of intern concerning organizational procedures:

- |   |   |
|---|---|
| <input type="checkbox"/> Excellent                                | <input type="checkbox"/> Poor (appears to have little background) |
| <input type="checkbox"/> Good (needs little instruction)          | <input type="checkbox"/> Not Observed                             |
| <input type="checkbox"/> Fair (needs a great deal of instruction) |   |

Comments \_\_\_\_\_

C. Creativity of Intern:

- |  |   |
|--|---|
| <input type="checkbox"/> Excellent                             | <input type="checkbox"/> Poor (added nothing) |
| <input type="checkbox"/> Good (added greatly to flow of ideas) | <input type="checkbox"/> Not Observed         |
| <input type="checkbox"/> Fair (added little to flow of ideas)  |   |

Comments \_\_\_\_\_

D. Ability of intern to communicate in writing:

- |  |   |
|--|---|
| <input type="checkbox"/> Excellent                         | <input type="checkbox"/> Poor (written work never accepted) |
| <input type="checkbox"/> Good (needs little correction)    | <input type="checkbox"/> Not Observed                       |
| <input type="checkbox"/> Fair (needs a great deal of help) |   |

Comments \_\_\_\_\_

E. Ability of intern to communicate with others:

- Excellent  Poor (could not learn technique)  
 Good (little problem in expressing ideas)  Not Observed  
 Fair (problems encountered in expressing ideas)

Comments \_\_\_\_\_

F. Manual dexterity of intern in working with equipment:

- Excellent  Poor (could not learn technique)  
 Good (learn rapidly)  Not Observed  
 Fair (slow to learn)

Comments \_\_\_\_\_

G. Knowledge of intern in working with clients (persons being served):

- Excellent  Good  Fair  Poor  Not Observed

Comments \_\_\_\_\_

H. General Appraisal of the Intern:

- Excellent  Good  Fair  Poor  Not Observed

Comments \_\_\_\_\_

## II. Mid-term Evaluation

A. In what capacity did you know the intern? \_\_\_\_\_

B. What specific duties was he/she assigned by you? \_\_\_\_\_

C. For what period of time did the intern work with/for you: \_\_\_\_\_

D. Responsibility on the job:

- Seeks and sets for him/herself additional tasks  
 Completes suggested supplementary work  
 Does ordinary assignments of his/her own accord  
 Needs occasional prodding  
 Needs much prodding for ordinary assignments (comment)  
 No opportunity to observe

Comments \_\_\_\_\_

E. Reliability of presence on the Job:

- Usually arrives early for assignments: arranges for own substitute  
 On time or early, sometimes arranges for own substitute  
 On time or calls in if absent  
 Occasionally late, may or may not call in

- Frequently late or absent, almost never calls in (comment)
- No opportunity to observe

Comments: \_\_\_\_\_

- F. Competence on task assignments:
- Highly competent to handle tasks normally assigned
  - Highly competent on some tasks, average on others
  - Average competence on any task
  - Below acceptable competence on some tasks
  - Lacks acceptable competence on most or all tasks (comment)
  - No opportunity to observe

Comments: \_\_\_\_\_

- G. Attitude toward work:
- Willing to take on any assignment although it may mean additional work
  - Willing to take most assignments, seldom complains about excess work
  - Happy with normal assignments, may complain about overloads
  - Occasionally complains about normal workloads
  - No opportunity to observe

Comments: \_\_\_\_\_

- H. Ability to learn newly required skills:
- Quickly learns any new task, acquires above average skills
  - Quickly learns most new tasks, acquires average skills
  - Average learning speed and skills
  - Takes longer than most to acquire average skills
  - Does not seem to learn most skills to acceptable level (comment)
  - No opportunity to observe

Comments: \_\_\_\_\_

- I. Knowledge of intern concerning office procedures:
- |   |   |
|---|---|
| <input type="checkbox"/> Excellent                                | <input type="checkbox"/> Poor (appears to have little background) |
| <input type="checkbox"/> Good (needs little instruction)          | <input type="checkbox"/> Not Observed                             |
| <input type="checkbox"/> Fair (needs a great deal of instruction) |   |

Comments \_\_\_\_\_

**III. Final Evaluation**

- A. List the areas where the intern appears to need additional instruction:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. In the opinion of the evaluator, does the intern possess the personality, drive and determination to successfully succeed in his/her field of interest?      Yes      No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



**JACKSON STATE UNIVERSITY**  
**Jackson, Mississippi**

**STUDENT INTERNAL FINAL EVALUATION**

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Consistently Exceeded Requirements</b>	<b>Often Exceeded Requirements</b>	<b>Met Projects Requirements</b>	<b>Did Not Meet Requirements</b>
<b>QUALITY OF WORK:</b> Extent to which work was accurate, neat, completed on time, well organized, thorough, and effective				
<b>RELATIONSHIPS WITH PEOPLE:</b> Ability to get along with people, effectiveness in dealing with public and fellow employees.				
<b>LEARNING ABILITY:</b> Speed and thoroughness in learning procedures, rules, and other details; alertness, adaptability.				
<b>INITIATIVE:</b> Extent to which intern has ability to make work improvements, to identify and to correct efforts, to ask pertinent questions, and to show interest in functions of agency.				

### GENERAL QUESTIONS ABOUT THE INTERNSHIP

**INSTRUCTIONS:** Please place an X in the appropriate box that best expresses your point of view.

	<b>VERY MUCH AGREE</b>	<b>AGREE</b>	<b>SOMEWHAT AGREE</b>	<b>DO NO AGREE</b>
1. The intern served well the clientele of the agency.				
2. The intern accomplished what he/she set out to do.				
2. As a result of this experience, the intern has a better understanding of the means the agency is taking to address public needs.				
4. I am better prepared to supervise interns in the future as a result of my involvement.				
5. I think the intern would be a good employee in the future.				
6. I was responsive to the suggestions the intern made to me.				

**JACKSON STATE UNIVERSITY  
Jackson, Mississippi**

**PUBLIC POLICY AND ADMINISTRATION & PROGRAMS  
INTERNSHIP MANUAL**

**Guidelines Prepared by:**

**Dr. Bennett Odunsi**

**Dr. Emeka Nwagwu**

**Dr. James Harvey**

**Dr. Curtina Moreland–Young, Chair**

**Revised 1992, 1998 by Dr. L. Frances P. Liddell,**

**Revised 2008 by Dr. Bennett Odunsi,**

**Revised 2011 by**

**Dr. Ester W. Stokes, Internship Coordinator**