

# **CMM 498 COMMUNICATION INTERNSHIP**

## **COURSE HANDBOOK**

**Includes answers to frequently asked questions, course requirements  
and directions for completing assignments**

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## FREQUENTLY ASKED QUESTIONS ABOUT INTERNSHIP CREDIT

### **Q: Can I earn academic credit for my internship?**

**A:** You can earn credit for qualifying internships through the UD Department of Communication's CMM 498 Communication Internship course. CMM 498 provides an academic component to your professional work experience. The course fulfills a communication degree requirement or can apply as a general elective.

### **Q. What kind of internships qualify for academic credit?**

**A.** Internships suitable for credit must provide you with:

- professional training and experience that will help you build upon your course work, acquire new skills in your communication field, and meet your educational objectives for the internship,
- direct supervision by an experienced communication professional who will meet with you frequently to help you learn and progress in the field, and
- mentorship by an employee who can offer you support and guidance.

To find out about the work you would do for a business, organization or agency, look for the job description. It should be listed in the posted notice about the internship. If you cannot find a job description, ask for one. Make sure it includes specific kinds of professional work, such as:

- public relations and/or marketing
- planning, researching and/or organizing
- reporting and/or editing
- media production
- training or selling
- customer, client, employee or media relations

Steer clear of internships that a high school student could easily do, especially if the internship is unpaid. All jobs require some low-level work – e.g., setting up tables, staffing events, packaging, clipping, filing, logging, data entry, answering phones, reception. But no more than 20 percent of your time should be spent on such duties.

Your workplace supervisor should have three or more years of professional communication experience. You want someone who can teach you. Mentorship can be provided by the supervisor or another employee.

### **Q: How many credits can I earn by taking CMM 498?**

**A:** You can earn one to three credits for an internship, depending on the total hours you will work and your credit needs. Check with your advisor and your DegreeWorks account to determine where CMM 498 credit would apply and how many credits you need.

### **Q. How many working hours are required for credit?**

**A.** Students in CMM 498 must work a minimum of 40 hours for one credit hour, 80 hours for two credits, and 120 hours for three credits during the semester. We recommend that full-time students work no more than 20 hours a week during the regular academic year. We also recommend that you end your internship a week or two before exams so that you have time to complete all of your course work and prepare for finals. Students usually have more flexibility during summers.

### **Q: What course work is required in CMM 498?**

**A.** All CMM 498 course work furthers your professional development. You devise educational objectives for the internship, file a one- to two-page report each month on your work, and produce an online portfolio featuring your internship work. You also write a reflection paper on the internship experience, update your

résumé and draft a new cover letter to a prospective employer seeking a new internship or job. Full details on coursework are in the *CMM 498 Syllabus*, available in this handbook.

**Q. How is CMM 498 graded?**

**A.** The course is pass (Satisfactory) or fail (No Credit). For information on UD grading options, see [Grades and Scholarship](#) for the College of Arts and Sciences.

**Q. I can't add CMM 498 to my course schedule. How do I get registered?**

**A.** You can register for CMM 498 Communication Internship only after you have submitted the job description for the internship and your résumé to the Department of Communication [Internship Coordinator](#). You also must draft *Educational Objectives* for your internship and submit those to the Internship Coordinator. (Directions for writing the objectives are in this handbook.) If your internship qualifies, we then will add your name to the class roster.

**Q. The UD Course Catalogue says that CMM 498 is full. Is it?**

**A.** CMM 498 is *never* full. The course can accommodate an unlimited number of communication majors who want to take the course.

**Q. Can I change the number of credit hours I'm earning during the semester?**

**A.** Yes. But you must officially drop the course with the original hours and then officially add the course with the new hours. The Internship Coordinator's approval is required. Check the [UD Academic Calendar](#) on drop/add deadlines and the [UD Office of Student Accounts](#) on any fees.

**Q. I got an internship a few weeks after the beginning of the semester. Can I still take CMM 498?**

**A.** Probably. Because CMM 498 requires independent work, there is some leeway for adding a course after the start of the semester. During fall and spring terms, registration must be complete no later than Week 8. During the summer, registration ends the first day of the second summer session. See the [UD Academic Calendar](#) for exact dates. For maximum benefit of the course – and the internship – plan to complete all preliminary course requirements no later than three weeks after you begin working.

**Q. Can I get internship credit for two semesters for interning at the same organization?**

**A.** Maybe. If the organization agrees to give you more responsibility the second semester, move you into a different area, or assign you to a different, more challenging project, then taking CMM 498 for additional credit might be justified and worthwhile. Otherwise, it would be like taking the same class twice. Discuss your situation with the Internship Coordinator.

**Q. Can I get credit for an internship that I've already completed?**

**A.** No. Academic credit cannot be awarded retroactively. Like in any UD course, you must do your work, and be at the internship, during the semester you are registered. That way the course can help you enhance your internship experience.

**Q. What does it mean when an organization says it offers academic credit for internships?**

**A.** Only the university offers academic credit, and it does so based on its criteria. The business or organization might be suggesting that its internship usually qualifies for academic credit, or it might be indicating that it requires interns to get academic credit.

**Q. Are only unpaid internships eligible for academic credit?**

**A.** It doesn't matter if the internship is paid or not to qualify for credit. But it is better for you – and oftentimes the employer – if you are paid. That way, you won't have to get a second, paying job, and you will have more time and energy to devote to the internship and your studies. Even if an internship is advertised as unpaid, consider asking the employer about some kind of compensation, such as a stipend, mileage, parking, meals, company products and/or free admittance to events. If you are paying extra tuition for the internship credit – which sometimes happens – employers might be willing to provide something. It doesn't hurt to ask.

**Q. Are there advantages to an unpaid internship?**

**A.** Organizations that don't pay interns sometimes are more flexible with work schedules than those that pay. Working for a nonprofit and government agency that is doing something valuable for the community might be something you *want* to do as a service. In that case, the work is more important than the money.

**Q. To be considered for an internship, I'm told I must already be registered for academic credit.****What should I do?**

**A.** Organizations that require internship candidates to register for credit *before* being hired probably don't understand university procedures. If you don't get the internship, you could face late fees when you drop the course and perhaps fall below full-time student status, risking loans and scholarships. You also would have wasted your time fulfilling preliminary course requirements.

If an organization says you must be registered in advance, make sure that you are eligible to take CMM 498 and that the internship would qualify. Then, promise the organization that you will register if and when you are hired. Also contact the Department of Communication [Internship Coordinator](#), who can help.

**Q. How much does it cost to take CMM 498?**

**A.** Tuition for CMM 498 is the same as for any other credit-bearing course. Fees are based on your residence status (in- state or other) and the number of semester hours for which you are enrolled. For information about UD course costs, check with the [UD Office of Student Accounts](#).

**Q. Can I defer tuition for CMM 498 to another semester?**

**A.** No. Tuition for CMM 498 is applied during the semester in which you have your internship and take the course, just like any other UD course.

**Q. Will the Department of Communication find an internship for me?**

**A.** No. But the Internship Coordinator will help with your search strategies and review your application packets. We also regularly post internship notices that come to us from around the nation, and regularly send internship notices to you by email. To find internships, peruse notices posted on professional organizations' websites:

- [Public Relations Society of America](#)
- [Society of Professional Journalists](#)
- [Radio Television and Digital News Association](#)
- [National Association of Broadcasters](#)
- [International Association of Business Communicators](#)

And talk with other UD students.

Another exceptional source is [UD Career Services' Hire a Flyer](#) website. Every year, more employers post internship and job notices with Hire a Flyer. The site is becoming a "one-stop" network for students to find internships and jobs. The site also allows you to search for organizations where UD alumni are working.

Career Services also sponsors on-campus career and job fairs every year. Even if most employers at a particular fair are looking for engineers or computer programmers, attend anyway. Talk with recruiters about their company's communication internship and job opportunities.

Contact [Career Services](#) for help in using its many resources.

## CMM 498 Pre-Requisites

Students who have internships and seek academic credit through the CMM 498 Communication Internship course must first get the approval of the [Department of Communication Internship Coordinator](#) and satisfy the following pre-requisites:

- Department of Communication major
- Sophomore standing, having completed at least 30 semester hours
- 3.0 GPA or higher in communication classes
- Successful completion of CMM 100 Principles of Oral Communication, CMM 201 Foundations of Mass Communication, and CMM 202 Foundations of Communication Theory and Research
- Successful completion of CMM 330 Media Writing for journalism and public relations students
- Successful completion of CMM 325 Principles of Communication Management for communication management students
- Successful completion of CMM 343 Writing for Electronic and Digital Media for media production students

An exception to the class-standing requirement might be considered if you have had relevant work experience, demonstrated academic capability, and receive a strong recommendation by communication faculty member. An exception to the course-completion requirements might be considered if you are missing only one course, are currently enrolled in that course, or have demonstrated academic capability and/or successful relevant work experience.

Only the Internship Coordinator can register you for CMM 498. The [UD Course Catalog](#) might list CMM 498 as *full*, but it is *never* full.

Before you can enroll in CMM 498, you must submit the job description for the internship and your résumé to the Department of Communication Internship Coordinator. Also provide information about how you will be monitored on the job and the professional qualifications of your workplace supervisor. The Internship Coordinator will determine whether the internship qualifies for academic credit.

Look for internships that

- offer professional opportunities for you to gain more knowledge in the communication field,
- assign meaningful learning tasks that allow you to test what you know and to learn new skills,
- support your learning goals for the internship, and
- provide direct supervision and mentorship by experienced communication professionals.

# INTERNSHIP COURSE SUMMARY

## PRE-REQUISITES: ELIGIBILITY TO TAKE CMM 498

- \_\_\_\_\_ Communication major.
- \_\_\_\_\_ Completion of 30 credit hours or more (at least a sophomore).
- \_\_\_\_\_ Minimum of 3.0 GPA in communication classes.
- \_\_\_\_\_ Successful completion of CMM 100, CMM 201 and CMM 202. Journalism and PR students also must complete CMM 330, media production students must complete CMM 343 and communication management students must complete CMM 325.

## PRELIMINARIES TO REGISTRATION FOR CMM 498

- \_\_\_\_\_ Secure an appropriate internship position.
- \_\_\_\_\_ Submit the organization's written job description and your résumé to Internship Coordinator.
- \_\_\_\_\_ Draft *Educational Objectives* for internship and submit to Internship Coordinator. Students earning 1 credit set a minimum of 3 objectives. Students earning 2 or 3 credits set minimum of 5 objectives.
- \_\_\_\_\_ Get approval from Internship Coordinator to register for CMM 498.

No student will be registered after Week 8 during fall and spring semesters, or after the first day of the second summer session during summer semesters. See [UD Academic Calendar](#) for exact dates.

## DURING FIRST WEEKS OF SEMESTER

- \_\_\_\_\_ Revise your objectives as needed and submit to Internship Coordinator for final approval.
- \_\_\_\_\_ Complete student portion of *Internship Learning Agreement* and give it, with approved *Educational Objectives*, to your employer, who will complete employer section. Both of you must sign last page.
- \_\_\_\_\_ Submit completed, signed and dated *Internship Learning Agreement* and *Educational Objectives* to Internship Coordinator no later than three weeks after starting internship.

## DURING SEMESTER

- \_\_\_\_\_ Perform your internship duties. Save copies of and links to your tasks and projects. See *CMM 498 Internship Work Product* for tips. Regularly communicate with your supervisor and mentor.
- \_\_\_\_\_ Write *Progress Reports*, assessing your progress toward achieving educational objectives. Students earning 1 credit write 2 reports. Students earning 2 or 3 credits write 3 reports. Submit each *Progress Report* to the Department of Communication [Internship Coordinator](#) by 4 p.m. on the first day of each month. Summer interns may set different schedule with Coordinator's approval.
- \_\_\_\_\_ *Optional:* Write in a *Journal* each workday, noting your projects, ideas and what you've learned.
- \_\_\_\_\_ Explore online hosting platforms for your professional *Portfolio*. Experiment with templates. Begin creating a *Portfolio*, the capstone project for CMM 498.

## END OF SEMESTER

- \_\_\_\_\_ Two weeks before semester's end, ask your employer to complete [Intern Performance Evaluation](#) form and send it to the [Internship Coordinator](#) no later than the last class day of the semester. See [UD Academic Calendar](#) for dates. The evaluation is required for you to receive course credit.
- \_\_\_\_\_ Write a *Reflective Essay* addressing *Educational Objectives* and professional accomplishments.
- \_\_\_\_\_ Write a *Cover Letter* to a prospective employer, prominently featuring this semester's internship.
- \_\_\_\_\_ Update your *Résumé*, featuring this semester's internship.
- \_\_\_\_\_ Complete online *Portfolio* with evidence of professional competencies achieved during internship.
- \_\_\_\_\_ Submit *Reflective Essay* and *Cover Letter* to [Internship Coordinator](#) as Word document attachments in an email no later than 8 a.m. on first day of final exams. See [UD Academic Calendar](#) for dates. You may submit *Résumé* as a separate document or include it in your *Portfolio*.
- \_\_\_\_\_ Submit the *Portfolio* link to Internship Coordinator no later than 8 a.m. on first day of final exams.

## POST-SEMESTER

- \_\_\_\_\_ Check your email for Internship Coordinator's written evaluation of your portfolio and other assignments, and a copy of your employer's evaluation of your work.
- \_\_\_\_\_ Contact the Internship Coordinator if you have not received these reports.

## CMM 498 COMMUNICATION INTERNSHIP SYLLABUS

University of Dayton communication majors can earn academic credit while working in a professional setting in a communication field. Through CMM 498 Communication Internship, students work with the Department of Communication [Internship Coordinator](#) to develop an effective educational plan to enhance the internship experience, and learn ways to connect their classroom education to the job. As part of the course, students produce a professional portfolio with examples of their internship work to help them secure their next internship or job. They also assess their current competencies, review their progress and determine their next steps academically and professionally. CMM 498 fulfills a communication degree requirement or can be applied as a general elective.

### PRE-REQUISITES

Students taking CMM 498 must be communication majors and have completed at least 30 semester hours of college. They must have a minimum 3.0 grade-point average in their communication classes. They also must have successfully completed CMM 100 Principles of Oral Communication, CMM 201 Foundations of Mass Communication, and CMM 202 Foundations of Communication Theory and Research. Journalism and public relations students also must have successfully completed CMM 330 Media Writing. Media production students must have completed CMM 343 Writing for Electronic and Digital Media. Communication management students must have completed CMM 325 Principles of Communication Management.

These pre-requisites are necessary for you to be able to meaningfully contribute in a professional setting and to represent other students and UD in a positive way.

### ELIGIBLE INTERNSHIPS

Internships eligible for academic credit must provide *professional* career development in a communication field, preferably related to your concentration. The position must provide opportunities for students to test the applicability of their classroom learning to the workplace. Avoid positions that limit you only to observing and/or performing unskilled tasks, such as reception, event setups, data entry or audience monitoring. All jobs require some mundane duties but such work should not constitute more than 20 percent of your time.

Employers must assign to the intern an experienced supervisor and mentor who can offer a professional perspective of the student's work and guidance for the future. The intern's supervisor should have at least three years of experience in the relevant communication field. The supervisor also can provide the mentorship, or the organization can assign another employee to act as mentor.

Look for internships that

- offer opportunities for you to gain more knowledge in the communication field,
- assign meaningful learning tasks and projects that allow you to test what you know and to learn new skills,
- allow you to contribute to the organization, workplace and/or community, and
- provide direct supervision and mentorship by experienced communication professionals.

### CREDITS AND WORK HOURS

Students can earn one, two or three credit hours for a single internship. The number of credits depend upon the total hours you work on the job and your academic needs.

Some students choose to get three credits to complete a communication degree requirement. Other students choose to get just one credit hour even if they work full time. Students might pick up the other two hours in another semester for another internship. Or they might only need one or two credits to remain a full-time student.

You must work a minimum of 40 hours on the job for each credit hour earned. So, two credits require you to work a minimum of 80 hours, and three credits require you to work a minimum of 120 hours.

During fall semester, plan to end your internship Thanksgiving week to allow you time to complete the remaining course work, as well as final papers and exams in other courses. During spring semester, end your internship in the third week of April. Summers allow more flexibility.

All CMM 498 course work must be successfully completed by the end of the semester in which you are registered, even if your internship continues beyond the semester. Check the [UD Academic Calendar](#) for exact dates.

After already earning three credits for CMM 498, students may seek up to an additional three credits for *another* internship with the credit applying to a communication degree requirement or serving as an elective. Keep in mind that undergraduate communication students are limited to a maximum of six credits for all internship and independent study credits combined.

### **PRELIMINARY COURSE WORK**

Before you can register for CMM 498, you must provide the Department of Communication's Internship Coordinator with the job description of the internship and your current résumé. Also learn more about who your workplace supervisor will be and his/her qualifications.

If the position is suitable for CMM 498 (see criteria above), then the next step is for you to draft your *Educational Objectives* for the internship. *Educational Objectives* set the tone, direction and outcomes for your internship. They provide you with a concrete plan, and help to ensure that your employer will provide you ample and suitable professional experiences. Directions are in the handbook.

Students earning one credit must draft at least three objectives for the internship. Students earning two or three credits must draft at least five objectives.

When the Internship Coordinator has approved your *Education Objectives*, you will complete your part of the *Internship Learning Agreement*, attach the objectives, and give the package to your employer. After your employer has completed the employer section, both of you will sign the last page of the *Agreement*. In so doing, the employer agrees to help you fulfill your objectives, and you agree to do your job and complete your course work. The [Internship Learning Agreement](#) is on the Department of Communication Internship page.

Return the completed and signed *Internship Learning Agreement* to the Internship Coordinator in hard copy or in Word or PDF document attachment in an email no later than three weeks after you start the internship. Completion and submission of the *Agreement* is necessary for you to remain enrolled in the course.

### **REGISTRATION AND TUITION**

Students take CMM 498 by permission of the Internship Coordinator. Only the coordinator can register you and will do so only after you have submitted the job description, your résumé, and a draft of your *Educational Objectives*. CMM 498 is *always* open, even though the [UD Course Catalog](#) indicates that the course is full.

The final deadline to register for CMM 498 for fall and spring semesters is Week 8. The final deadline to register for summer is the first day of the second summer session. Check the [UD Academic Calendar](#) for exact dates.

To earn academic credit, you must be registered for CMM 498 during the semester in which you are interning. Tuition is billed during the semester in which you take CMM 498. Credit is not awarded retroactively, and tuition is not deferred to another semester. If you leave an internship but fail to drop the course by the university's deadline, you will still be billed for tuition. Contact the [UD Office of Student Accounts](#) for details on tuition and fees.

## COURSE WORK

After the preliminary documents have been completed and you have begun your internship, your remaining course work consists of *Progress Reports*, an online *Portfolio* of your internship work, a *Reflective Essay*, an updated *Résumé* and a new *Cover Letter* to the next prospective employer.

You will file one- to two-page *Progress Reports* during the semester that describe your work and achievements of your *Educational Objectives*. Two reports are required if you are earning one credit hour. Three reports are required if you are earning two or three credit hours. Directions are in this handbook.

*Progress Reports* are submitted to the Department of Communication Internship Coordinator by email by 4 p.m. of the first day of each month. During summer, you may devise a different schedule with the approval of the Internship Coordinator. The final *Progress Report* should be submitted no later than two weeks before final exams.

You will create an online internship *Portfolio* that will feature the best work that you created, or helped to create, during your internship. If you are earning one credit, you must include a minimum of three examples of your internship work. If you are earning two or three credits, you must include a minimum of five examples of your work.

See *CMM 498 Portfolio and Final Assignments* and *CMM 498 Internship Work Product* for more details.

Begin developing the *Portfolio* within a few weeks of starting the internship. Create your own website or choose a hosting platform that has templates appropriate for your profession. Ask the Internship Coordinator to review your portfolio several weeks before the end of the semester to ensure that you are on track.

The completed *Portfolio* is due no later than 8 a.m. on the first day of final examinations, even if your internship extends beyond the end of the semester. For exact dates, see the [UD Academic Calendar](#). Send the link to your *Portfolio* to the Internship Coordinator by email.

Also due at the end of the semester are the *Reflective Essay* and a new employment *Cover Letter*, which you will send to the Internship Coordinator as Word attachments in an email. You may send the updated *Résumé* by email or include it in the final *Portfolio*.

In the *Essay*, you will review your internship objectives and experiences, and consider your next steps academically and professionally. The *Essay* will help you to internalize the internship experience and assess its impact. It also will help you better articulate to the next employer what you have learned. Follow the directions in this handbook.

The *Cover Letter* will be addressed to a prospective employer, perhaps one you hope will give you an internship next semester or a job after graduation. This letter will prominently feature this semester's internship experience. For tips on writing an effective *Cover Letter*, see UD Career Services' [Résumé and Cover Letter Writing](#) guide.

An optional – but highly recommended – task is keeping a *Journal* of your internship experiences. A *Journal* will help you keep track of material for your *Portfolio* and monthly *Progress Reports*. The *Journal* also will be a source of ideas and inspiration on your next internship or first job after graduation.

A good strategy for keeping a *Journal* is this: At the end of each workday, take 15 minutes – no more, no less – to note important things you learned from supervisors and colleagues, as well as your tasks, projects and accomplishments.

Finally, your employer must complete a confidential *Intern Performance Evaluation* and submit it to the Internship Coordinator by the last class day. The evaluation form is available on the [Department of Communication Internship](#) page. You are responsible for ensuring that the employer has received the evaluation form and submits the completed form to the Internship Coordinator by deadline. A completed

evaluation is required for you to pass the course. With the employer's permission, that evaluation will be shared with you at the end of the term.

### **GRADING**

The final grade for CMM 498 is either Satisfactory (pass) or No Credit (fail).

Because course work is modest, you must successfully complete *all* the required assignments by the deadlines to pass CMM 498. Successful completion means that all assignments adhere to the directions, which are outlined in this handbook.

No late work will be accepted except in the most extraordinary circumstances. If you seek an extension, you must contact the Internship Coordinator *before* the deadline. That way, if an extension is not granted, you still have time to complete the work on time.

In keeping with university policy, an Incomplete at the end of the term will not be given except in the most extraordinary circumstances, e.g., hospitalization or death in immediate family. If you cannot complete final assignments due to reasons beyond your control and seek an Incomplete, you must notify the Internship Coordinator *before* the last day of classes. If an Incomplete is given, you have 20 days from the last class day to submit the missing assignments to the Internship Coordinator for review. Otherwise, the Incomplete will automatically be changed to a No Credit.

For criteria for judging your course work, see the *Evaluation of Course Work* form in this handbook.

## INTERNSHIP EDUCATIONAL OBJECTIVES

For a successful and productive internship, the student intern and employer need to begin with clear expectations, which are outlined in the student's *Educational Objectives* and employer's job description. *Educational Objectives*, which are a course requirement for CMM 498 Communication Internship, identify specific areas of knowledge and skills the student wants to develop during the internship. The objectives also provide a strategy for developing work product that can be displayed in the student's *Portfolio*, another course requirement.

A draft of the *Educational Objectives* is due to the Department of Communication Internship Coordinator before the student can enroll in CMM 498. At least five objectives are required for students earning two or three credit hours in CMM 498. At least three objectives are required for students earning one credit hour. The objectives become part of the *Internship Learning Agreement*, which must be completed and signed by both the intern and employer early in the internship.

*Educational Objectives* help students to:

- assess their current professional competencies,
- identify internship experiences that will enhance their classroom learning and professional development,
- plan the types of work product to feature in their portfolio at the end of the semester, and
- assess their progress at the end of the internship.

*Educational Objectives* help employers to:

- start the internship with purpose and direction,
- identify internship experiences that will help the intern achieve his/her educational goals,
- develop a plan for supervising/mentoring the intern, and
- assess the intern's progress.

### IDENTIFYING OBJECTIVES

*Educational Objectives* identify specific, tangible needs that will help you grow professionally, while contributing to the employer's mission.

Consider the following:

- skills and areas of knowledge that you have but want to develop further,
- new skills and knowledge that you want to acquire, and
- the employer's expectations for the internship outlined in job description.

Start by honestly evaluating your own competencies. What are your strengths? Where do you need improvement?

Think about what you learned in your classes and your professors' evaluations of your work. In CMM 330 Media Writing, for example, you learned how to write a news story and a broadcast script, among other things. In CMM 360 PR Writing, you learned how to write press releases and a situational analysis. In CMM 342 Video Production, you learned how to use the Avid editing system. In CMM 412 Statistical Methods, you learned survey design. How well did you do? Assess where you need to grow. Maybe you need more practice interviewing or developing strategic plans. Maybe you need to improve your leads or your delivery in public speaking.

Review entry-level job requirements in your field. (Use [UD Career Services'](#) online resources to find those job descriptions.) Think about what you learned at previous internships and employers' evaluations of your work. What *new* skills do you need? Perhaps there's an area within the field that has not been covered in courses. Could you get an introduction to that kind of work at an internship?

Now look at the organization's job description for the internship. Which tasks will help you achieve some of your goals? Be realistic. Sure, you might want to improve your on-camera standups or organize a charity event, but if those opportunities are not mentioned in the job description, then you won't be able to accomplish them. On the other hand, you might be able to *help* the on-camera person with the script. Or you might be on the charity event planning team. In both cases, you will be able to learn some of the necessary steps for successful completion of those jobs.

### WRITING OBJECTIVES

Like all documents, this one begins with clear identification. Include your name, internship position, and name and location of the internship site. The objectives will be in a *numbered* list. Each objective statement will include the following:

- learning goal statement,
- task and total number of tasks on the job to achieve the goal,
- time frame for completing the tasks, and
- measurement for indicating successful achievement of the goal.

### LEARNING GOAL STATEMENT

Each educational objective begins with a learning goal, which describes a specific skill you want to develop that you could apply in multiple employment situations. Here, you're looking at a *professional* competency, not a specific workplace activity tied to this particular internship. Tasks specific to your internship will become ways of achieving your learning goal.

So, for example, you might want to learn event planning strategies and apply what you learned in communication and marketing classes. You might want to improve scriptwriting skills you learned in journalism and media production classes. You might want to learn how to prepare survey questions, or how to apply communication theory in strategic PR plans. You might want to become proficient in your AP Style skills, write strong feature stories, or improve your accuracy in news stories.

Use action words in each statement of learning. Action words include *gain, build, improve, expand, enhance, write, edit, produce, manage, develop, demonstrate, plan, propose, operate, perform*.

Avoid basic workplace expectations as learning goals. Statements that do not qualify include: *Learn more about PR, learn about the overall workings of the operation, review company manual and guidelines, attend meetings, know how to greet people, establish a professional network*.

Be realistic with your goals. Keep them simple, yet use precise language. For example, if you say you want to improve technical skills, name which technical skills. Also consider whether you would be able to achieve each goal during a single semester and at your particular internship.

### TASKS

After each learning statement, identify the task at the job site that will help you achieve your learning goal and develop your desired level of competency. Look for tasks already listed in the organization's job description. Find tasks or draft a step within that task that will result in tangible work product that you can feature in your course portfolio. Be realistic. Keep it simple, yet use precise language.

For example, you want to learn about event planning and the organization's job description says you will help with events, but that's it. So, anticipate the steps involved. One is strategy sessions where the team brainstorms. So, you might list your task as attending some of those sessions. But what would you develop for your portfolio to demonstrate learning? Perhaps you could propose an idea, written on letterhead, to the team leader. Then you would have a work product that indicates your involvement in event planning, your creativity and, as a bonus, your business writing skills.

A task for a scriptwriting goal for a non-profit organization, which says you will be involved in media production, might be to help write a PSA for the organization's new education campaign. A task for improving AP Style might be to edit copy for the organization's employee newsletter.

## NUMBER OF TASKS

Include a number of tasks that you want to accomplish to achieve each goal. Be realistic. Limit numbers to what can be reasonably accomplished during a single semester and at your particular internship.

Some examples are:

- Attend at least two strategy sessions.
- Write five press releases.
- Produce two videos.
- Participate in at least one media event.
- Develop at least five questions for a customer satisfaction survey.
- Update social media at least three times daily.
- Increase sales calls by 2 percent.

Be careful with numbers, which sometimes work only in relation to another number. So, in the example about increasing sales, you would need to include 2 percent of what. You also could choose a specific period of time – e.g., the percent at midterm and percent at end of term – and compare those numbers.

## TIME FRAME

Set deadlines for completing each task, which will keep you accountable. For example:

- By the end of first month
- By week 6
- By midterm
- By the end of the term
- By a specific date
- Between week 4 and end of term

## MEASURE OF SUCCESS

Identify some measurement standard for indicating achievement of your goal. Consider standards your professors set for similar work in classes, as well as entry-level professional standards.

In the event planning example above, success might mean that one idea you submitted to the team leader was accepted for development. In journalism, it might mean that an editor found your feature leads to be creative and published one of your stories. Or it might mean that your script required only minimal editing by the producer, or that some of your questions were included in a customer survey.

Some other examples of success might be:

- Published, posted or broadcast
- Selected, sent or used
- Invited to present before team
- Exactly timed video and submitted on deadline
- No more than two style or grammar errors
- Press release gets media placement
- Questions used in on-camera interview
- Increased donations by 2 percent between midterm and end of term

## FINALLY

The employer reads your *Educational Objectives* and signs off on them in the *Internship Learning Agreement*. So, consider them seriously and, of course, prepare them cleanly and professionally.

On days when your supervisor is too busy to assign you a new task, you can suggest that you work on one of your objectives. Many UD interns have done that with effective results. You also will refer to your *Educational Objectives* when you write your *Progress Reports* and *Reflective Essay*.

Sometimes workplace needs change and tasks are changed from the job description. When you see that

you will not be able to achieve a particular objective, work with the employer and Department of Communication Internship Coordinator to devise a new goal. At the end of the term, you still need to showcase at least three work samples for one credit and at least five work samples for two or three credits.

# INTERNSHIP LEARNING AGREEMENT

\*PDF VERSION IS AVAILABLE ON THE STUDENT INFORMATION WEB PAGE.

## AGREEMENT PURPOSE

The CMM 498 Communication *Internship Learning Agreement* serves these purposes:

- to provide structure to the internship experience;
- to remind all education partners of the purpose and activities of the internship; and
- to provide a basis for evaluation and validation of the student's learning experience.

## INTERNSHIP PURPOSE

Internship environments and activities vary in communication fields, and different students will have different learning needs and opportunities. Employers and interns should aim for:

- professional experiences that test applicability of student's academic learning to workplace practice;
- assignments that help the student gain new knowledge in the field and develop new professional skills;
- opportunities in which the student can meaningfully contribute to workplace and community; and
- workplace supervision and mentorship that will help the student grow and identify areas for future academic and professional development.

## TO BE COMPLETED BY THE STUDENT

**Name & student number:** \_\_\_\_\_

Communication concentration & graduation date: \_\_\_\_\_

Student's mailing address: \_\_\_\_\_

Student's phone & email: \_\_\_\_\_

Number of credits requested: \_\_\_\_\_ Estimated hours/week on job: \_\_\_\_\_

Internship beginning and ending dates: \_\_\_\_\_

**Institution & Department where intern will work:** \_\_\_\_\_

Full mailing address: \_\_\_\_\_

Supervisor's name & title: \_\_\_\_\_

Supervisor's phone & email: \_\_\_\_\_

### **Student's Educational Objectives & Résumé:** *Attached.*

Students identify professional skills and knowledge they hope to gain from this internship, outline job tasks to help them accomplish those goals, and set deadlines for completing the tasks. Students also list specific indicators of accomplishment. The Department of Communication Internship Coordinator must approve the goals before they are submitted to the employer. If workplace needs change and an objective cannot be achieved, then the student, employer and Internship Coordinator will set a new goal.

## TO BE COMPLETED BY THE EMPLOYER

**Job Description:** *Please attach* a list of the intern's responsibilities and tasks.

**Supervision:** Please describe how interns are integrated into the workplace, such as weekly meetings with supervisor and/or mentor, formal internship program of activities, one-on-one guidance as needed, staff meetings, and/or workshops. *May attach description.*

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**Name & Title of intern's direct supervisor:** \_\_\_\_\_

Phone and email of supervisor: \_\_\_\_\_

Years of experience in communication field: \_\_\_\_\_ Years in current position: \_\_\_\_\_  
 Summary of professional communication experience: *May attach CV.*

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**Previous Interns from UD:** Yes \_\_\_\_\_ No \_\_\_\_\_ Which year(s)? \_\_\_\_\_

**Other information:** Please provide or attach any other information the employer would like to convey to the UD Department of Communication Internship Coordinator and student intern.

### REQUIREMENTS & DEADLINES

To receive academic credit for the internship, students must have:

- At least a 3.0 grade point average in communication classes.
- Completed at least 30 semester hours of college.
- Successfully completed CMM 100 Oral Communication, CMM 201 Foundations of Mass Communication, and CMM 202 Foundations of Communication Theory and Research. Journalism and Public Relations students must also have completed CMM 330 Media Writing. Media Production students must have completed CMM 343 Writing for Electronic and Digital Media. Communication Management students must have completed CMM 325 Principles of Communication Management.
- Approval from the Department of Communication Internship Coordinator to enroll in CMM 498.
- An internship that provides professional experience and mentorship in a communication field.

#### The student intern agrees to:

- Be registered for CMM 498 while participating in the internship and pay any required tuition.
- Submit a completed and signed *Internship Learning Agreement* package to the Internship Coordinator within three weeks of starting the internship.
- Complete a minimum of 40 hours on the job per credit hour earned.
- Achieve *Educational Objectives* through successful completion of workplace tasks and projects.
- Successfully complete all CMM 498 course requirements according to directions and by deadline.
  - Write *Progress Reports*, due on first day of each month, on internship experience and objectives.
  - Write a *Reflective Essay*, due on first day of final exams, on internship experience, accomplishments of educational objectives, and a plan for further professional and academic development.
  - Create an online *Portfolio*, due on first day of final exams, showcasing examples of work produced during the internship.
  - Produce an updated *Résumé and Cover Letter*, reflecting this semester's internship.

#### The employer agrees to:

- Complete the employer section of CMM 498 *Internship Learning Agreement*, sign the document, and return it to the student early in the internship.
- Assign meaningful professional tasks and projects consistent with the internship job description and student's *Educational Objectives*, which are attached.
- Provide student intern with regular and direct supervision and mentorship by an experienced professional throughout the internship.
- Complete CMM 498 [Intern Performance Evaluation](#) and submit it to the Department of Communication Internship Coordinator by the last class day of semester. The form can be accessed on the [Department of Communication Internships](#) web pages.

The Internship Coordinator will be available throughout the internship period to address any questions or concerns about academic program requirements and intern's workplace performance. We will do our best to promptly address any issue to help make the internship experience educational and productive for all

parties. The Internship Coordinator, Department of Communication and University of Dayton, however, cannot guarantee the quality of the student's work or the employer's work environment.

The Department of Communication thanks the employer for providing this educational opportunity to our UD student and applauds the employer for his/her commitment to mentorship and the development of future professionals.

## **SIGNATURES**

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

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

### **Upon completion return to:**

Dr. Annette Taylor  
Department of Communication  
University of Dayton  
300 College Park  
Dayton, Ohio 45469-1410  
Phone: (937) 229-2578  
Fax: (937) 229-2055  
Email: [taylor@udayton.edu](mailto:taylor@udayton.edu)

## PROGRESS REPORTS

Student interns should regularly assess their internship experiences to ensure that they are taking advantage of all opportunities at the workplace to learn and develop professional skills. Students in CMM 498 Communication Internship submit *Progress Reports* to the Department of Communication Internship Coordinator as one of their course requirements. In the reports, students review their progress on their *Educational Objectives* and develop a strategy for the remainder of the internship.

The purpose of *Progress Reports* is to:

- allow students to reflect on their internship experience in connection with their education,
- help students to identify suitable materials for their *Portfolio*,
- provide accurate information for writing the *Reflective Essay* at the end of the semester, and
- allow the Department of Communication Internship Coordinator to evaluate the quality of the internship being offered to students and to guide them in their work.

### CONTENT

In your *Progress Reports*, describe your tasks and progress toward achieving the *Educational Objectives* specified in the *Internship Learning Agreement*. Assess how well (or not) you are achieving those objectives and identify what you might be learning that you hadn't anticipated.

For example, you might describe a PR project you were involved with and was allowed to participate in all phases of the work. You might note that you covered five news stories in three days and that all stories were published with minimal editing. You might describe your role in producing two videos or an impromptu presentation you gave to the board – without notes.

In your reports, also assess how your classroom education is being put to use (or not) at work. For example, you might reflect on how you are applying certain communication theories on the job or using certain design techniques that you learned in a class. Also report on the degree of guidance and mentorship provided to you by the employer, including any special programs that might be offered.

If you are keeping a *Journal*, refer to it to refresh your memory on the facts concerning your work.

### WRITING GUIDE

Include your name, internship site name and location, and 2-3 word job description on page 1. Include your name and a page number on subsequent pages. You may use subheads to organize content. Write reports in objective, business-like fashion. You may use first-person, but limit the use. Comments such as *I feel* or *I'm having so much fun* have no place in a professional report. Stick to facts and analysis.

Write with detail but tightly. Keep CMM 330 Media Writing (or CMM 343 Writing for Electronic and Digital Media) style in mind. When including names, use full names and titles in first reference and last names in second reference. Use proper grammar and structure. If you see that your entire report has just one or two paragraphs, then you have a problem with paragraph cohesion. Practice good writing always.

Length of the report will depend on your work. If you are doing many different kinds of work, then you will probably write about three pages. If you are doing a lot of the same kind of work, then you probably need only a page or two. Generally, reports are about one page single-spaced or two pages double-spaced.

### DEADLINES

Students write three *Progress Reports* during the internship if they are earning two or three credits, or two *Progress Reports* if they are earning one credit.

Send your reports by email to the Department of Communication Internship Coordinator no later than 4 p.m. on the first day of each month even if that day falls on a weekend or holiday. You can submit reports early. With the Internship Coordinator's approval, summer semester students may create a schedule that accommodates their internships, which have various starting and ending dates.

In any case, the final *Progress Report* is due no later than the two weeks before last regular class day, regardless when your internship ends.

### **WORKPLACE PROBLEMS**

If your assigned work varies greatly from the employer's job description and you find that you are not being given opportunities to meet your *Educational Objectives*, contact the Department of Communication Internship Coordinator immediately. We have no authority over the employer, but we will intercede on your behalf so that the internship is a productive experience for both parties.

## INTERNSHIP REFLECTIVE ESSAY

Many students come to realize months after their internship ends exactly what they learned and what they need to do next for their career development. By writing a *Reflective Essay*, students in CMM 498 Communication Internship can more immediately distill and internalize their internship experience.

The work that you put into the essay will serve you well during your next internship and job interviews. Employers usually ask candidates several questions about their learning experiences, their specific capabilities and even their shortcomings. The *Reflective Essay*, due at the end of the semester, provides the mechanism for you to become better able to articulate what you know and can do.

In the *Reflective Essay*, you will:

- Review your *Educational Objectives* and analyze your accomplishments and shortcomings. Assess the situations and your activities. Your *Progress Reports*, work materials and *Journal* entries can help you remember the facts.
- Identify a minimum of three competencies you gained through this internship. Describe what you are now capable of doing professionally.
- Devise a plan for what you need to do next academically and professionally. For example, identify courses you need, and note what kind of work you should seek in the next internship or job.

The following questions can help you formulate a meaningful and beneficial essay. You do not have to address each question in your essay, but do consider them to get started. Also consider issues that might have been raised by your workplace mentor.

- In what ways did I meet my educational objectives?
- In what ways did I fall short?
- How can I interpret these success and failures?
- What contributions did I make to the job?
- What were the most significant for me professionally?
- In what ways am I more capable?
- In what ways am I better able to assess my own work objectively?
- What were the best aspects of the internship experience and why?
- What were the most negative aspects of the internship experience and why?
- What courses best prepared me for this position?
- What courses or experiences do I need now to continue my professional development?
- How has this internship affected – or not – my career path?
- What new insights do I have concerning this professional field?

### WRITING GUIDE

Include your name, internship site name and location, and semester on page one. Include your name and a page number on each subsequent page.

1. **Introduction:** Summarize the basics facts of the internship and your assigned job. Keep the intro to one short paragraph.
2. **Thesis/Summary statement:** Summarize your significant gains in knowledge and skills, the outcome of your internship experience. The thesis statement should be no more than two sentences. After you've written the essay, revisit the thesis and rewrite/polish it so that it reflects the body of the paper. Put your thesis in bold.
3. **Discussion:** Review each of your educational objectives, what worked and didn't work and why. Identify a minimum of three competencies achieved and what helped, including courses. Use answers to questions above to help you with content. Stick to facts and analysis rather than feelings. (In other words, avoid "I feel," "I like," and such. Instead, discuss benefits, deficits, advantages, consequences, knowledge, skills, etc.) Use subheads to help you with organization and to make the writing easier.
4. **Conclude** the essay with your plan for further development. Include possible courses by name, other

training, types of internships and/or post-graduation work. Here, you are figuring out where your internship experience points you academically and professionally. The conclusion should be no longer than one page.

**Length.** The essay will be about five pages long double-spaced, or about three pages single-spaced. Use 1-inch margins and 12-point Times Roman or 11-point Arial.

**Grammar.** Use proper English grammar. Essays with more than 10 grammatical errors (approximately two/page, which is excessive) will be grounds for a **No Credit** for the course. If you use plural pronouns in reference to singular nouns, then your paper has grammatical errors. If you see a paragraph continue more than half a page, then you probably have a structure problem. Take care with your writing.

# PORTFOLIO

## PURPOSE

Well-prepared portfolios document the scope and quality of your knowledge, training, professional skills and experiences, and service. Portfolios provide tangible evidence of your résumé content. They demonstrate to a prospective employer or a graduate school that you are a good candidate for the position or program. Portfolios allow others to gain a clearer and deeper understanding of where you have been, where you are now, and where you are going professionally.

Portfolios also can help *you* track your academic and professional goals, experiences, development, weak areas, abilities, strengths, contributions and accomplishments. As such, portfolios evolve as you grow in your field.

### Portfolios provide:

- proof of your competencies and achievements in your field,
- assessment of your academic and professional progress, and
- insight concerning your future development needs.

The specific purpose of a portfolio dictates its contents. An **employment portfolio** showcases material that proves your qualifications and suitability for a particular position. An **internship portfolio** documents your learning and performance during a particular internship, paid or unpaid. It also can become a capstone project for academic credit. A **college portfolio** focuses more generally on your education, course work, observations, reflections and plans. It can be used to supplement applications for graduate school and/or post-graduate programs. A **professional portfolio** documents the accumulation of your knowledge, skills, competency and achievements over the course of a career. This repository of information and materials also serves as a source of materials for other types of more focused portfolios.

## AUDIENCE

A portfolio must be able to stand on its own. Anyone reviewing it – whether you or an employer – should not need to seek clarifications and explanations. *You* don't want to look at your professional portfolio in six months and wonder about your role in a project, when you produced a document, or even how successful a project was. You don't want an *employer* to look at your employment portfolio and wonder what the contents represent in terms of your knowledge and skills.

Remember that companies, organizations and universities are interested in your qualities and your work that are relevant to *their* mission. They want to know whether you are capable of doing a particular job, completing a program, and helping to enhance *their* institutional goals. They want to see evidence of your critical-thinking and problem-solving abilities and examples of particular skill sets. They also are looking for indications of your initiative, creativity, attention to detail and work ethic. They want to see signs that you would fit with their institution and staff.

Always thoroughly research the audience you are targeting so that you can tailor a portfolio for each opportunity.

## GETTING STARTED

Save your best work from classes, internships and jobs relevant to your prospective career. After each semester, critically evaluate your own work and progress. Which areas need to be developed? Then pursue academic and professional opportunities that improve and broaden your knowledge and skills.

When you receive positive feedback on a class project, a community service activity or workplace task, ask for a written assessment – even if brief – that you can keep for your portfolio.

Use your personal computer as a comprehensive repository of materials. Keep hard copies of some of your best work in case of computer malfunctions and/or vanishing data-storing clouds. Those disasters do happen frequently.

Create a portfolio in your first year in college. Contents will be few at first, but they will increase as you grow academically and professionally.

### YOUR NAME

Choose and register a personal domain name that matches or is closest to your own name. Check [Knowem](#) on availability of your name. If it is already taken, consider adding your middle name. If all three are taken, then claim a relevant alternative. For example, combine all or part of your name with a reference to your profession. Steer clear of nicknames, slogans, affiliations. Avoid including the word *student* in your site name.

Make it easy for a prospective employer, client or university to find you and your portfolio online. You are creating your own brand, and you want to make a favorable impression.

### PORTFOLIO SITE & DESIGN

Create your own website or choose a hosting platform that will allow you to feature your type of work in the best way. If you're in digital media, for example, you want a site that handles video and audio well and allows space for introductory blurbs to put the material in context. If you're in public relations, you want a site that allows you to post various types of media, including text, newsletters, reports, podcasts, etc.

Choose a host platform that has:

- User-friendly navigation. Could your grandparents easily find exactly what they are looking for and get back to where they were? If not, test another site.
- At least five index tabs and ability to create drop down boxes. To start, create at least three major sections, such as *Résumé*, *Work (or Projects)*, *Awards (or Service or Skills or Activities or Awards and Honors)*. Later, you can add sections, especially for different types of work. Some section headings are: *Public Relations*, *News Releases*, *Multi-Media*, *Video*, *Audio*, *Stories*, *News*, *Training*, *Surveys*, *Reports*, *Campaigns*. Make sure your headings are crystal clear.
- Readable fonts. Look for
  - Style options. You want the site to be dynamic, but stick to just three styles – one for section fronts, one for heads and one for body copy. Most importantly, chose crisp letters with a little density. Some serif styles are thin and difficult to read.
  - Sizing options. Heads should be about 18 point or larger, and body copy should be no smaller than 10 point. Larger type is easier to read.
  - Dark letters. Avoid reverse type – white letters on dark backgrounds. Reverse type can be impossible to read except in very small doses, such as a nameplate or headline.
- Mild color palate. In most communication fields, loud and varied colors can detract from the content. If you are a designer, then color is part of what you are showing.
- Quick loading of pages, attachments, videos, etc. Visitors to your site don't want to wait – or be forced to load new programs – to view your material.

Contact [UD Career Services](#) and talk with other students about good sites for creating and/or hosting your portfolio. Some popular sites are *Wix*, *WordPress*, *PressFolios*, *Weebly*, *Clippings.Me*, *OPResume*, *Flavors.Me*, *Behance*, *Breezi*, *Press75*, *Krop* and *Dripbook*. Some sites are free; others charge monthly fees. Design options are limited on some easy-to-use sites, which means your portfolio might end up looking like others' portfolios. Even so, the easy sites might be the best place for you to start. Explore and experiment with the templates on various sites.

### ORGANIZATION & CONTENTS

#### Home Page

- Create a nameplate using your name. In the nameplate, or separately, feature your profession/vocation, such as *Journalist*, *Public Relations*, *Multi-Media Specialist*, *Multi-Media Producer and Writer*, *Communication Manager*, *Business Communications*. Feature the title of the site, such as *Portfolio* or *Career Portfolio*.
- *Do not* begin your home page body copy with “*My name is...*” Your name already appears in the nameplate. Instead, get to the point of what the portfolio features. Be brief.

- Protect your privacy. Do not post home addresses, phone numbers, birthdates, etc. Instead, get a unique email address that you can use – and post – exclusively for professional purposes.

### **Table of Contents**

- Portfolios generally call for three categories of material:
  - Personal, academic and professional information, e.g., résumé, degrees, certifications, special training, career statement.
  - Proof of professional competency, e.g., examples of best work.
  - Assessment, e.g., awards, honors, evaluations.
- Use index tabs and add drop-down lists of subsections where needed.
- Write content headings that are precise and easy to understand.

### **Résumé**

- Feature your name and contact information prominently. Limit personal information in an online résumé. Instead of a home address and phone number, use an email account exclusively for professional correspondence. Consider getting a post office box that you can use for job hunting and put that address online. Later, you can create another résumé with personal information to give directly to employers.
- Include your university education and expected date of graduation. Include other training, such as participation in professional workshops (e.g., PRSSA special session) and conferences (e.g., Stander Symposium).
- List work experience beginning with the most recent position. Include jobs, paid or unpaid internships and volunteer work related to your profession. Real-world class projects for area or campus organizations can be included. Always list the full proper name of the employer or client, city and state, and starting and ending month/year of the work. If you are currently in the position, then write the starting date - *present*.
- List specific computer programs, e.g., InDesign and Avid, and other marketable qualities, e.g., foreign language.
- List memberships in professional organizations and fraternities.
- List service activities and community involvement. Include full names, locations and purpose. Don't assume that everyone knows what Christmas on Campus is. Be brief.
- Before posting a photograph of yourself, ask: "Is this how I would look at a job interview?"
- Drop high school references. You can add high school information in another résumé targeted to a specific employer in your hometown or state.
- Provide the résumé in several formats, e.g., Word, PDF and ASCII text.

### **Work: Evidence of Competencies**

- Include samples of your work that show **focus**, demonstrating specific areas and skills sets in which you excel; **variety**, showing that you can perform in different areas in your field; **quality**, reflecting your knowledge of and adherence to professional standards.
- Each work sample should be preceded by a brief explanation (no more than three sentences) of the work and description of your specific role in producing the work. For example, you might note that you assisted the producer on the video, or developed the talking points for a sales presentation. These explanations help employers to understand what *you* did and the significance of the material.
- Be honest when you define your role. If you independently created the work, then say so. If you were part of a team on a project, then say so. Don't include minor work such data entry, uploading, re-Tweeting.
- Include publication and broadcast dates and programs, time stamps, or presentation dates. In other words, include the time frame for the work.
- Present materials in the form produced for the organization or client, and in a way that clearly indicates the work is *real*. For example, include links to *live* URLs to any online materials (always test all links), create PDF files of final reports and proposals on letterhead, etc. Set hyperlinks to open in new windows.

- News releases that resulted in media placements should include a link to and/or screen shot of the press version of your news release.
- **Warning:** Be careful about confidential and proprietary materials, and other peoples' privacy. If in doubt, ask for permission. You could still present some materials by, for example, redacting sensitive information or creating a sample without the confidential material.
- In sum, chose materials for your portfolio that:
  - accurately and honestly reflect and demonstrate your knowledge, skills and contributions;
  - showcase your strengths;
  - relate to the specific purpose and targeted audience of the portfolio;
  - further your professional and academic goals.

### **Awards & Citations**

- Feature institutional citations, awards, news articles that address your achievements and any nominations to honors and academic organizations. Include the 5Ws&H in an introductory, contextual blurb of no more than three sentences. Include links to the original award or notice if available.
- Keep congratulatory and appreciation letters addressed to you from customers, clients, colleagues, employers, professors, the public, etc. Such letters attest to the quality of your work. But *do not* merely post online and *do not* identify individuals by name unless you have their permission. Instead, consider summarizing pertinent comments under a general heading, such as *What Clients Say...* or *What Previous Employers Say*. During a job interview, you can provide more detailed information about the sources.
- In all cases, be careful about posting names of any individual. Seek permission first.

### **FINAL TIPS**

- Display content relevant to your profession/vocation only. Set a professional tone in all areas of portfolio, from design to individual word choices.
- Put your email address on every page of your website. You want to make contacting you easy for prospective employers.
- Adhere to principles of good design. Create an overall, consistent style to unify the different components of the portfolio. Use readable fonts and sizes.
- Proofread closely and often. Review every detail: language, grammar, punctuation, consistency, spacing, etc. Second readings weeks later will sometimes reveal errors.
- Update your portfolio at the end of each semester while your memory of your recent activities is fresh. That way, you'll always be ready for internship and job opportunities.
- Consider creating a short video résumé to supplement your written one. In the video, introduce yourself and talk about, for example, why you chose your career path and long-range goals.
- Snip and download files to your personal computer because material on others' sites and stored in clouds often disappear without warning.

### **CMM 498 COMMUNICATION INTERNSHIP COURSE PORTFOLIO**

For additional information on creating the CMM 498 portfolio, due at the end of the semester, refer to *CMM 498 Portfolio and Final Assignments*, *CMM 498 Portfolio Work Product* and UD Career Services' [Résumé and Cover Letter Writing guides](#).

## INTERNSHIP WORK PRODUCT

Your internship work will demonstrate what you know, what you can do and how you have grown. Examples of your work showcased in your *Portfolio*, a course requirement for CMM 498 Communication Internship, will be evidence of your professional competencies in your communication field.

In public relations and journalism, finding appropriate work product for your portfolio is easy. You will have news stories, PSAs, page designs, fact sheets, strategic plans, surveys, and more. In media production, you will have scripts, video and audio of stories or events, segment productions, on-air presentations, and more.

Identifying work product proving your capabilities in other communication fields can be a challenge. How do you showcase your research skills? Reams of data can be cumbersome and boring, and a photo of you at a computer won't prove anything. How do you feature your management style and conflict resolution skills? Too bad no one recorded the conversation you had with two other interns who were arguing in the lunchroom.

Your CMM 498 *Educational Objectives* can help. In your objectives, you identified professional skills that you are developing, along with tasks that will generate work product to demonstrate your competencies. A learning goal of improving interviewing skills might involve the concrete tasks of advance research into the topic and preparation of a dozen questions. In your portfolio, you could present a summary of the research, perhaps a list of search engines you used, and a list of those questions. If your learning goal is to improve organizational communication skills, your task might be writing clear and concise business emails, which then could become the work samples featured in your portfolio.

### TYPES OF WORK PRODUCT

Here are some types of work product that you could include in your portfolio:

- video and/or audio productions and segments
- scripts and storyboards
- newsletters and brochures
- fact sheets
- news and feature articles
- press releases and features
- proposals
- reports and backgrounders
- policy briefs
- articles or productions that you edited
- page designs and headlines
- multi-media projects
- strategic plans
- reviews and evaluations
- press kits
- media lists
- pitches, alerts and advisories
- memos and other business correspondence
- campaign materials
- speeches and talking points
- interviews, prior research and interview questions
- background research summaries
- presentations and PowerPoints
- sample pages of spreadsheets and databases that you generated
- advertising
- samples of displays and exhibits that you produced

- training programs
- manuals
- surveys and analysis
- case studies
- designs, graphics and artwork
- financial reports and budgets
- call sheets and agendas

### **OTHER IDEAS**

To show your creativity, for example, you could write up the ideas you had presented during a team brainstorming session. Present those ideas in a memo on letterhead to your supervisor. Write a paragraph or bullets, and include a heading referencing the project and date. Professionals often follow up meetings with a written summary to confirm what was said and understood, so your memo would be an appropriate portfolio feature.

Can you resolve workplace conflicts? Perhaps you helped the human resources department produce a workplace training video for employees on harassment. What do you know about improving communication within an organization? Perhaps you helped your employer's communication office analyze results of a climate survey. Perhaps you presented an outline of the data's significance to your supervisor.

Do you have strong oral communication skills? You might include a speech that you wrote or talking points you developed for cold sales calls. Perhaps you have a video of a presentation you gave to a client. Can you develop and execute a campaign? In your portfolio, you could feature the situational analysis, examples of materials distributed to the public, a video of events and/or the executive summary of the evaluation.

Research often is difficult to present in a portfolio. Consider creating an executive summary of your research, along with a heading of the project, for whom, dates and project goal. Another approach would be to present a short summary of what you found with a few examples, along with a bulleted list of search engines used and databases explored. You might be able to create a sample page or two of a much longer report. Perhaps you could show sample pages of data fields completed with facts you uncovered through multiple sources.

### **PRESENTATION**

Present materials in their "official" form, as produced for the organization or client. So, include links to any online materials, PDFs of reports, memos on letterhead, etc. Work materials also should include publication, broadcast or program dates, time stamps, or use date. In other words, include the time frame on the work sample itself, or at least in the explanatory blurb.

Anyone reviewing your portfolio must be able to trust, and verify, that the material presented really was produced for a real employer or client.

### **EXPLANATORY BLURBS**

Preceding *each* example of your work, present an introduction of no more than three sentences that describes your specific role in producing the work and the 5Ws & H of the project itself. The blurb explains and provides context.

For example, you might note that you assisted the producer on the featured audio story, which was presented on WYSO- FM on the morning news show on Jan. 5. Or maybe the press release you are showcasing was picked up by the local media. In the blurb, you can include a link to the Dayton Daily News story based on that press release. Or perhaps the idea you presented in the featured memo to your supervisor is now under development for a community-wide charity event.

**CAUTION**

Be sure that the examples of work that you present in your portfolio is indeed work that *you* produced or had a *significant* role in producing. If someone else did all or most all of the work, then you cannot honestly present it as evidence of your professional competency. If you are unsure about whether to include something in your portfolio, talk with the Department of Communication Internship Coordinator and your workplace supervisor.

Also be sure that you do not disclose proprietary or confidential information. Materials that can fall into those categories include client names, health or financial references, strategic plans, budgets and databases. To have material for your portfolio, you could redact certain information, or create a representative sample without the confidential details. When in doubt, check with your workplace supervisor. You also can check with the Internship Coordinator, who will honor any confidentiality requirements.

## CMM 498 PORTFOLIO & OTHER FINAL ASSIGNMENTS

The capstone project to successfully complete the CMM 498 Communication Internship course is an online portfolio that demonstrates achievement of your *Educational Objectives* for the internship and new professional competencies. In addition to the portfolio, you also will write a paper reflecting upon the internship experience, and create a new résumé and cover letter, which will prepare you for your next job search.

### PORTFOLIO

Your CMM 498 portfolio will include:

- Home page with nameplate (always use your own name) and index tabs to link to specific content.
- Updated résumé that features your internship.
- Minimum of five samples of original work that you produced during the internship if you are earning two or three credits, or a minimum of three samples of your work if you are earning one credit. This work should represent accomplishment of some or all of your *Educational Objectives*. Present your best work.
- Brief introductions (no more than 3 sentences) to each work product, describing the work, its purpose and your specific role in its creation.

Refer to **Portfolio** and **CMM 498 Internship Work Product guides** to create your CMM 498 portfolio. Refer to UD Career Services' [Résumé and Cover Letter Writing](#) guide for tips about those documents.

**Note:** If by midterm you have not yet produced any original profession work at your internship, then contact the Department of Communication Internship Coordinator immediately. Also meet with your workplace supervisor to review your educational objectives and identify workplace tasks that you can perform to develop materials for your portfolio.

### OTHER FINAL ASSIGNMENTS

Other course materials due at the end of the term are:

- Reflection paper on the internship experience. **See the *Reflective Essay* guide** for required discussion topics.
- Cover letter to a prospective or hypothetical employer, seeking an internship or job. This letter must prominently describe the skills and knowledge you acquired during this semester's internship. **See UD Career Services' [Résumé and Cover Letter Writing](#) guide** for tips. You may post your updated résumé on your portfolio website (but be careful about including personal information such as your address and phone number) or you may send it directly to [Internship Coordinator](#).
- Employer's evaluation of intern's work performance. Provide the [Intern Performance Evaluation](#), which is available on the Department of Communication website, to your supervisor about two weeks before the end of the semester. Be sure that your employer has received the form, completed it and returned it to the Internship Coordinator. The completed evaluation is required for you to receive credit for the course. You will receive a copy of the evaluation at the end of the semester if your employer agrees.

### DEADLINE

The final portfolio, along with a new résumé, reflective essay and new cover letter are due to the Department of Communication Internship Coordinator no later than 8 a.m. on the first day of final examinations. See the [UD Academic Calendar](#) for the exact dates. Send the link to your online portfolio and attached Word documents of your reflective essay and cover letter. The résumé may be submitted separately or included in the online portfolio. (Be careful about posting personal information.) The [Intern Performance Evaluation](#) form is due from your employer no later than the final class day. The employer will send the evaluation directly to the Internship Coordinator.

The course deadline is final. No extensions will be granted. Even if you continue your internship after the end of the semester, the portfolio and other assignments are still due when the semester ends.

## INTERNSHIP JOURNAL

Students learn a great deal at internships and, most times, all that new information can be overwhelming. You will find things moving so fast on the internship that you will remember only about half of your learning experience by the end.

To help you remember job strategies by professionals, as well as your own activities, progress and accomplishments, keep a daily *Journal*. In so doing, you will create your own textbook for your career. At your next internship or on your first job after graduation, you can refer to the journal to refresh your memory about a particular skill or approach to a project. You also can refer to the journal to more effectively and efficiently write your monthly *Progress Reports* for the CMM 498 Communication Internship course.

Take just 15 minutes at the end of each day to write. That should be enough to note the highlights of the day without the work being a burden. Write in your journal before you leave the office or, if you commute, do so on the bus or train before you get home.

### CONTENT

Here are some ideas of things to write about:

- Your training.
- Company organizational structure.
- Job descriptions of people whose jobs interest you. With a job description, you'll know what courses and training you need next.
- Employee's cool ideas for the different projects you worked on. You can borrow some of those ideas later.
  - Your supervisor's strategies for handling an event or a crisis. Note the good, bad and ugly. These can become helpful in your next position.
- Your own great ideas. Maybe your colleagues or supervisor favorably responded to one of your ideas, even if they didn't use it. Maybe it might be suitable for another projection.
  - If you are in CMM 498, include enough detail so that you can prepare a memo and perhaps include that memo in your course *Portfolio*. The process of writing the memo, even if after-the-fact, will help you better understand the brainstorming and proposal process. You'll also be ready if and when a supervisor asks for a written proposal.
- Achievement of your *Educational Objectives* for CMM 498. What worked? What didn't? Why?

Journalism and public relations students should also develop a *clip file* of their favorite leads and stories written by professionals they admire. That is, keep copies of those leads and stories in a folder on your computer. Take a few minutes to ask the writers how they wrote that story or lead. This clip file will prove very helpful on your first job. When you get writer's block or struggle with some aspect of a story, you can refer the file for ideas and inspiration.

### WHAT COMMUNICATION STUDENTS SAY

Interns who have kept a journal have all agreed that the effort was nominal but the rewards later were great. A few interns also said they inadvertently impressed their supervisors who saw them writing at the end of the day and lauded their enterprise. So, give it a try. It is an easy, yet effective way to get a lot out of your internship.

# EVALUATION OF COURSE WORK

## PERFORMANCE INDICATORS

1. *Fails to meet requirements* 2. *Improvement needed* 3. *Good* 4. *Excellent*

## PORTFOLIO WORK PRODUCT

1. Portfolio lacks the required minimum number of work product produced by the student during the internship. Or examples of work shown are not of professional quality. Grounds for No Credit for the course.
2. Required minimum number of work samples are featured, demonstrating achievement of at least some educational objectives. Some work samples might lack professional quality. Introductory blurbs might be missing for some or all work samples and/or lack adequate explanations. Typos and/or language problems could exist.
3. The required minimum number of work samples demonstrating achievement of the student's educational objectives are displayed along with their explanatory blurbs. An example of work showing higher level of competency might be needed. Some introductory blurbs might need to be more precise in terms of the intern's role and/or background of the project. They blurbs might be too long. Minor typos could be present.
4. All of the required minimum number of work product, or more, show achievement of educational objectives and strong professional development. The work is attractively featured. Each work sample includes precise and clear introductory explanations. Material is typographically clean.

## PORTFOLIO FORMAT & STYLE

1. Portfolio is unprofessional, sloppy and/or difficult to navigate. It might lack unity. Grounds for No Credit.
2. Portfolio is OK, but doesn't leave lasting impression. Overall presentation is weak in several areas. Home page and nameplate might need to be better defined. Headings are unclear or difficult to read. Some work samples and/or introductory blurbs might be difficult to access or read. Résumé might have layout or font problems. Copy lacks consistent style. Format and fonts might lack consistency.
3. Portfolio is well organized and meets basic design principles. Materials are easily found and accessed. Presentation is attractive and style is consistent. Copy is clean. Viewer would have a good overall impression.
4. Portfolio shows creativity, overall unity, and strong skills in design. It is well-organized, easy to navigate, readable and attractive throughout. Presentation demonstrates attention to detail and thoughtful selection of format and styles. Overall impression would be excellent and lasting.

## RÉSUMÉ & COVER LETTER

1. One or both documents not present or fail to feature this semester's internship. One or both might suffer from serious language problems or factual errors. Grounds for No Credit for the course.
2. Résumé and cover letter submitted but one or both has clarity issues, typos and/or style and format problems. Organization needs work. Important information, e.g., dates or locations, might be missing. Significance of this semester's internship missing or unclear.
3. Both documents meet requirements and basic professional standards. They are typographically clean. This semester's internship and its significance, along with all other important information, are present. Organization is good. Style and format are consistent and attractive.
4. Both documents go beyond basic requirements and expectations. The information presented is not only complete, accurate and typographically clean, but well-written, well-organized and, where appropriate, creative with attention to detail. Both documents would leave strong, positive and lasting impressions.

## REFLECTIVE ESSAY

1. Reflective Essay not submitted or fails to address required topics. Essay might also suffer from serious language problems. Grounds for No Credit for the course.
2. Reflective Essay fails to cover a minor aspect or two of the required topics and/or needs more analysis. Essay might suffer from weak grammar or organization.
3. Reflective Essay analyzes the internship experience and is fairly well-written. Discussion concerning

each educational objective could have been more specific, objective or thoughtful. Future directions might be missing.

4. Reflective Essay is thoughtful, thorough, insightful and well-written. It addresses each educational objective and all other topics. The student clearly understands what he/she has learned and level of competency. The student also has devised a plan for future development in his/her field.

### **PROGRESS REPORTS**

1. Failed to submit any Progress Reports to Internship Coordinator, failed to submit the required number of reports, and/or missed all deadlines. Grounds for No Credit for the course.
2. Progress Reports lacked analysis of progress on Educational Objectives in a significant or precise way. Reports might have been too informal and/or suffered from poor grammar or organization.
3. Progress Reports adequately addressed progress on Educational Objectives, application of knowledge from specific courses, and relevant workplace issues. Analysis could have been stronger or more precise in an instance or two. Grammar or organization might need some improvement.
4. Progress Reports indicated thoughtful and thorough analysis of work, progress toward professional competencies, academic applications and possible solutions to any workplace issues. Reports were grammatically clean and written in professional manner.

### **OVERALL**

1. No or little professional development indicated during the semester. Grounds for No Credit for the course.
2. Some growth demonstrated, but more was possible, planned and expected.
3. Considerable professional progress evident.
4. Achievement of professional competencies clearly demonstrated with accomplishments surpassing expectations.

### **GRADE**

Satisfactory \_\_\_\_\_ or No Credit \_\_\_\_\_