

Natural Resources Internship Guide



For Students
& Employers

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Each student must complete a course registration form before starting an internship. Course registrations are available at the University of Alaska Southeast Ketchikan Business Office. They are also available in a PDF format on the web at www.ketch.alaska.edu.

For more information:

University of Alaska Southeast Ketchikan
Fisheries Technology Program Office

907-225-6177 or 1-888-550-6177
907- 228-4565

UNIVERSITY OF ALASKA SOUTHEAST KETCHIKAN

Natural Resources Internship Guide¹

The University of Alaska Southeast Ketchikan is committed to producing graduates who are competent in their fields and ready to become productive, valuable employees. The traditional classroom setting is limited in providing “real-world” education and experience found in the workplace. Internships are an ideal way to integrate classroom learning with planned and supervised work experience in the public and private sectors. Internships are an integral component of the certificate and associate degree programs in Fisheries Technology.

The goal of this guide for the internship experience is to make it as “employer-friendly” as possible, achieving the educational goals set out in the internship contracts. Consulting employers from around Southeast Alaska worked cooperatively with the University of Alaska Southeast Ketchikan². The University appreciates their participation in the internship development process.

This handbook contains the guidelines and procedures for the internship process. We welcome feedback, suggestions, and questions from potential employers, interns, and University of Alaska faculty.

INTERNSHIP BASICS

The University of Alaska Southeast Academic Catalog defines internships as “experience-based courses that involve placing students in an organization under the supervision of both a qualified professional in the agency and a faculty member from the discipline.” An internship is a 3-way cooperative venture among an employer, the University, and a student.

The Employer

Participating employers gain a high quality, enthusiastic employee and a cost effective means of recruiting and training potential employees for future openings. Hosting an internship initially will mean more effort for a company or agency. The University believes organizations that choose to host an intern will realize that the potential benefits far outweigh any extra effort.

Internships can fit into employer’s existing seasonal positions. An intern needs to be a productive, necessary worker, as no employer can afford the luxury - nor do they want the inconvenience - of an ‘extra’ who is not pulling their weight. At the present time, there are no external funding sources to pay interns. Interns will be compensated by the employer at the same rate as any other employee in that position including pay, insurance, benefits³, housing, etc. Job-related travel should be paid by the employer according to the employer’s organizational policy. The employer is not expected to pay for the student to travel to his/her point of hire, unless it is the policy for all new employees.

The employer selects a mentor within the organization who will serve as the daily, on-site supervisor⁴. The ideal mentor has a natural inclination to teach and advise, and enjoys that role. A mentor should also be a good role model. An employer’s willingness to hire an intern may depend on being able to function as a mentor, or to identify a good mentor on staff. The educational value of an internship depends to a large extent on the mentor. University staff and faculty will offer advice to mentors whenever solicited and/or possible.

Employers retain the same ability to fire an intern as they would a regular employee. The employer and faculty advisor must communicate issues of concern and offer the student opportunities to correct any noted deficiencies. A meeting of the three signatories of the internship contract can be called by the employer at any time, and the University hopes this would occur in an attempt to resolve problems before an internship is terminated. Conducting a mid-point evaluation will be helpful in identifying any problem areas, and provides an opportunity to resolve them. All parties involved in the internship must assist students in succeeding in this work-based learning opportunity. In cases where a student violates safety or other rules clearly defined by the hiring organization, this process may be waived and the student terminated as any other employee may be.

¹ Internship program development is funded by a grant from the UAS Natural Resources Fund.

² Consulting employers are listed at the end of this publication.

³ UAS students are not covered by liability insurance when they are off campus. Supplemental health insurance is available to them for purchase.

⁴ The terms ‘mentor’ and ‘on-site supervisor’ are used interchangeably in this document.

Employer's requirements for the internship:

- ⊃ Interview and screening of student applicant
- ⊃ Hiring applicant
- ⊃ Working with student and faculty to develop the learning components of the internship
- ⊃ Selecting or acting as a mentor for student
- ⊃ Monthly updates to University faculty
- ⊃ Conducting the mid-point evaluation
- ⊃ Conducting the final evaluation (see attached forms)
- ⊃ Communicating with University faculty sponsor as needed or during on-site visits by faculty sponsor
- ⊃ Completing survey of experience at end of internship

Remember: You are providing this student with an experience they will always remember while shaping their career development. This is a great opportunity for someone in your organization to share knowledge and experience while helping another to succeed.

University of Alaska Southeast Ketchikan

Natural resource programs at the University of Alaska Southeast – Ketchikan Campus require internships as part of the certificate and/or associate degree. Internships must be time fixed and have educational objectives. For each credit, 50 hours of work are required.⁵ Of this, the University suggests 1/3 should be spent meeting agreed upon educational objectives and 2/3 should be work. These time allotments need not be scheduled, and are mentioned as a recommendation. Work experience and the educational objectives are often inseparable, and are the basis of the internship experience. The employer's job requirements will more than likely extend well past the 50 hrs/credit; therefore, not all time on the job must be spent meeting the educational objectives in the internship contract.

The University requires completion of at least 6 credit hours of course work within the major, either at the University of Alaska or as credit hours transferred from another institution prior to internship. General education required courses (English, Math, Computer Information and Office Systems (CIOS)) do not count toward this requirement. The student must have a GPA of 2.0 or higher, *and be admitted to the Fisheries Technology program.*

A faculty supervisor will take the lead in identifying potential matches between employers and students, and in developing the contract. Once the internship is underway, the faculty supervisor will contact the student and the employer on a regular schedule and be available for ongoing consultation.

The Student

The student needs to be actively involved in development of the contract, and indicate commitment to the internship and the job by signature on the contract. The student is ultimately responsible for learning the necessary skills and technical abilities required by the job.

Seasonal jobs sometimes do not fit conveniently into one semester, or into the summer break from school. The University will consider working with students to allow for a maximum of three weeks of absence from class because of an internship, and to make arrangements for catch-up work. In *all* cases, approval to miss scheduled classes because of an internship must be arranged with the instructors ahead of time. In some cases, a student may have to forfeit a semester of class enrollment because the internship overlaps too far. In such cases, a University faculty member may be able to work with the student to create an independent study project for the remainder of the semester. This project may expand upon skills learned during the internship or to allow a student to pursue a special study topic. Such arrangements are on a case by case basis.

⁵Clock hours are defined by the Internship Contract Proposal included in the back of this handbook.

INTERNSHIP PROCESS

1. Before the internship begins

Internships might be seasonal summer jobs, part-time positions throughout the year, in-town or remote, or may be housed in another city or state. For seasonal summer internships, the following scenario provides an overview of the process and timelines. *For any internship, please refer to the checklists for students, faculty and employers to ensure you complete your specific requirements.*

- University staff contacts employers by early January. Interested employers submit descriptions of existing jobs that would be suitable for internships, including dates of the application period, employment start and end dates, and a list of duties.
- Prospective students should meet with faculty sponsor to discuss interests for internships - content, geographic, time-frame, etc.
- Prospective students are contacted by University staff. Instructors could provide eligible candidates with a written recommendation to give to employer. No additional application-related paperwork is required by UAS.
- The student applies directly to the employer for a job, and competes successfully through the employer's application process. The student needs to tell the employer during the application process that, if selected for the job, they would want to earn internship credit in the program in which they are enrolled.
- The Internship Contract Proposal is developed. As soon as the student is hired, the UAS faculty supervisor, the student, and the employer — and the on-site supervisor/mentor, if possible — meet to develop the contract. All parties need to agree on the educational objectives. Contract development must happen far enough before the employment start date that, if a contract is not successfully negotiated, the employer can hire someone else. *See contract form at the end of this booklet or available on the Internet at <http://www.uas.alaska.edu/faculty/forms/Onlineinternctct.pdf>.*
- The Instructor Approval Form is completed by student and University faculty. This form is required and must be attached to the enrollment documents upon enrollment. *See form at the end of this booklet or available on the Internet at <http://www.uas.alaska.edu/faculty/forms/OnlineInstctr.pdf>.*
- A calendar is developed. According to the Internship Contract Proposal, this calendar should include (1) an organization sponsor's reporting schedule (once a month minimum, usually consists of an e-mail or phone conversation with UAS faculty, and is in addition to mid-point and final evaluations), (2) a faculty visitation schedule (once each two months minimum), (3) the date for conclusion of activities, (4) the date for a final report and overall evaluation.
- The student enrolls in the course. To obtain credit and transcript documentation, the student must enroll in the internship through normal UAS enrollment processes.

2. During the internship

- Faculty supervision. The faculty supervisor makes regular contact with the intern, according to the method and schedule in the contract. According to the contract, the faculty supervisor will make at least one on-site visit each two months minimum during the internship. However, the remote location of internship sites may require the faculty member to communicate with the intern and employer through alternative methods. In these cases, the faculty and employer will work with the student to ensure that this requirement is satisfied. An example of such an arrangement will be placement of interns at remote salmon hatcheries, all of which have satellite remote tele/video conferencing capabilities.
- On-site supervision/mentoring. Because the intern position is an existing position, the supervisor will perhaps be doing little more than he/she would for any other new hire. However, it is important that the supervisor keep in mind the skills listed in the educational objectives of the internship contract, and see that the intern's assignments provide the opportunity to learn these skills. According to the contract, the organization sponsor will report to the faculty sponsor on a monthly basis.
- Student journal. The student records each day's work, with emphasis on what was learned, noting how it correlates to the internship contract. Keeping such a journal is a good work habit to develop early. It only takes a few minutes per day once used to keeping such a journal, and is especially important when working on contract or on federal/private grants.

- Midpoint evaluation. Approximately half way through the internship, the on-site supervisor completes two evaluation forms to document progress toward the educational goals and to evaluate the intern's work habits. The forms are the same ones that will be used for a final evaluation. This is an excellent opportunity for constructive criticism, and ideally, the supervisors and intern would meet to discuss the evaluation. *See evaluation forms at the end of this booklet.*

3. After the internship

- Student requirements. The student submits the work journal and a final report, which is a summary of what was learned and the intern's evaluation of the experience (a more detailed description of report is available from the fisheries/forestry staff). S/he should note if it was a valuable use of time, and give any suggestions for improving the experience. A copy of time sheets signed by the supervisor (or any other verification of the number of hours worked) must be submitted.
- Final evaluation. The employer submits the final evaluation to the faculty supervisor. A meeting of the employer, intern, and faculty supervisor at this time may be beneficial in some cases, but is not be required.
- Faculty supervisor verifies completion of credits. Grading is completed per the signed and submitted Instructor Approval Form.
- A simple survey is completed by the employer, student and University faculty. The survey will be used to help assess the usefulness of the program and make changes as needed.

EMPLOYER CHECKLIST

- Submit description of existing jobs that would be suitable for internships to UAS staff. Include application process information, dates of the application period, employment start and end dates, and a list of duties.
- Work with University faculty to identify eligible candidates from student pool.
- Complete hiring process and notify students of their status.
- Assist in development of Internship Contract Proposal with student and University faculty supervisor (this is primarily completed by University faculty and student). All parties must agree on the educational objectives. Contract development must happen far enough before the employment start date that, if a contract is not successfully negotiated, the employer can hire someone else. See contract at the end of this handbook.
- Provide input and approve calendar. Determine how often you will contact the University faculty supervisor (once a month minimum), the date for conclusion of activities, and the date for a final report and overall evaluation.
- Hire the student employee once the student has completed the necessary paperwork for both the University and the employer.
- Provide on-site supervision and ensure the student has the opportunity to meet the educational objectives outlined in the Internship Contract Proposal.
- Conduct a mid-point evaluation. This is an excellent opportunity for constructive feedback. Forms for this evaluation are in the Internship Handbook or available from UAS staff.
- Conduct a final evaluation and communicate with the UAS faculty supervisor any details at the conclusion of the internship.
- Complete employer survey evaluating the internship from the employer's perspective. Obtain this form from University staff.

STUDENT CHECKLIST

- Ensure that you have 6 credit hours of course work within the Fisheries Technology programs. General education required courses do not count toward this requirement. The student must have a GPA of 2.0 or higher, and be admitted to the Fisheries Technology Program.
- Meet with faculty sponsor to discuss interests for internships. Explore issues such as internship work content, geographic location, time frame for internship, etc. Schedule meeting for fall or early in spring semester.
- Apply for a job directly with employer and compete through the employer's application process. The student needs to tell the employer during the application process that, if selected for the job, they would want to earn internship credit.
- Develop the Internship Contract Proposal with University faculty supervisor and employer supervisor. Contract development must happen far enough before the employment start date that, if a contract is not successfully negotiated, the employer can hire someone else. See contract at the end of this handbook.
- Complete the Instructor Approval Form with University faculty. This form is required and must be signed by faculty sponsor and campus director prior to enrollment. Be sure to fully understand the grading basis as documented on this form.
- Develop calendar. Determine how often you will contact the University faculty supervisor, the date for conclusion of activities, and the date for a final report and overall evaluation.
- Enroll in the course. To obtain credit and transcript documentation, the student must enroll and pay for the internship through normal University enrollment processes.
- Begin work!
- Keep a journal. Record each day's work, with emphasis on what was learned, noting how it correlates to the internship contract.
- Meet for midpoint evaluation with University faculty and employee supervisor.
- Submit work journal and final report. See University faculty supervisor for more information on this submission.
- Meet for final evaluation with employee supervisor (and University faculty if required or requested).
- Participate in wrap-up meeting with University faculty.
- Complete student survey evaluating the internship from the student perspective. Obtain this form from University staff.

APPENDIX A: POSSIBLE INTERNSHIPS

The following information is based on the existing seasonal employment needs of our consulting employers. To ensure the needs of students and employers are met, UAS is very flexible in designing each internship. The following are examples of possible internships, with associated skills. Students must be at least 18 years old to qualify for consideration for most internships. Each position *may* have additional requirements. Examples are: Alaska driver's license, CPR/First Aid certification, certain physical capabilities.

Hatchery organizations: The annual cycle of events in hatcheries lends itself to internships that focus on skills associated with one life stage of salmon, or one timing window.

Fish Culture

Egg Collection and Early Incubation: Barrier net preparation and installation; adult capture, holding, and sorting; electro-anesthetic or other immobilization methods; egg and milt collection; fertilization procedures; fertilized egg handling; estimation of fertility; enumeration of eggs; incubator set up and associated water requirements; incubator seeding; treatment for fungus

Incubation of eyed eggs: Eyed egg handling; egg shocking; egg picking; enumeration of eyed eggs; incubator set up with substrate; seeding picked eyed eggs in incubators; water flow requirements; maintaining incubators during hatch

Fry Emergence and Ponding: Observation and examination of "healthy incubators"; incubator set up for emergence/ponding, volitional or nonvolitional; determination of readiness for nonvolitional ponding, % yolk sac; emergent fry enumeration techniques; set up of fry rearing containers, circulars and raceways; water requirements, flow pattern and rate and exchange rate for ponding; ponding fry; cleaning and disinfecting incubators.

Fry rearing: Initial feeding – types of fish food and feeding methods; maintaining rearing tanks - cleaning, insuring proper flow, and removing mortalities; monitoring water quality; feeding models; sampling for growth; feed conversion calculations; (possibly) boat transport.

Net pen rearing: Estimation of fish numbers; feeding in net pens; maintaining net pens - cleaning and removing mortalities; sampling for growth; determining daily feeding rations and conversion rates; weighing feed and feeding fish; zooplankton sampling; release from net pens

Advanced rearing procedures - yearling smolts in raceways: Enumeration of fish; sampling for growth and feed conversions; water quality monitoring - gas saturation, gas supplementation, oxygen concentration, and stripping water of excess gas; cleaning raceways - use of vacuum, brush and other methods; determining the proper size and amount to feed; feeding fish; removing mortalities; record keeping; assist fish health specialist in assessment of fish health; assessing smoltification; saltwater acclimation; release strategies.

Advanced rearing procedures - sockeye culture: This would be a rare internship, for a very serious 2-year student or for a 4-year student from elsewhere. Sockeye culture protocol is intense and would require some previous knowledge associated with internships above. It would also require living and working at a remote site.

Skills to be learned in a sockeye internship include: ponding and starting fry on feed, observing isolation protocol; starting fish in very cold water; special equipment maintenance procedures that stress isolation of individual rearing containers; sockeye egg collection procedures in a hatchery environment.

Fish Marking

Coded wire tagging (CWT) and thermal marking: Handling of fish; random selection of fish to be CWT'd; use of anesthetic; fin clipping; coded wire tagging – standard and hand-held taggers; set-up and maintenance tagging equipment; quality control of tagging; determination of tag retention; reading CWTs. Techniques for application of thermal marks; quality control of thermal marking process; preparing otoliths and reading thermal marks.

Field Projects: The following could potentially be cooperative internships involving a hatchery organization, Alaska Department of Fish and Game, and the U.S. Forest Service.

Recovery of coded-wire tagged fish in commercial or cost recovery fisheries: Work in processing plants as part of the harvest survey recovering coded wire tagged fish as directed by SSRAA and ADF&G scientists; sample fish, record information, remove and label heads for shipment to the Tag Lab; remove tags from fish; read tags; access data from the ADF&G Tag Lab over the internet and perform calculations to estimate harvest.

Recovery of thermally marked fish in commercial or cost recovery fisheries: Devise and implement a random sampling scheme; process otoliths for shipment to the Tag Lab; process an otolith for reading; read otoliths to determine fish origin; expand information to estimate harvest

Smolt sampling – safe use and maintenance of sampling tools such as electro-shocker, fyke net, beach seine; weir and trap setup; smolt collection; applying the tenets of random selection; smolt identification; sampling fish, including weight, length, assessing fitness, otolith & CWT recovery; on-site data recording, mark/recapture estimates; enumeration estimates.

Limnology – safe use and maintenance of sampling tools; biological, physical, and chemical sampling procedures; laboratory procedures and sample preparation; laboratory safety.

Juvenile fish in freshwater habitats – safe use and maintenance of sampling tools such as traps or trawls; sampling techniques and procedures, fish identification, assessment of growth and performance; habitat assessment in lake and stream ecosystems.

Early marine monitoring of released smolts – zooplankton sampling, counting, and identification; seining smolts; analyzing stomach contents; identifying prey species; smolt growth and performance; tracking distribution of smolts

Adult escapement – adult weir set-up and safe operation; enumeration; mark/recapture estimates; CWT and otolith sampling.

Field eggtakes – broodstock management; egg and milt collection; fertilization and preparing green eggs for shipment *or* preparing gametes for shipment. **Sockeye** – applying the sockeye eggtake protocol in a field situation.

Specific SE Employers and types of possible interns within their organizations:

Note: Many federal and state agencies do not hire from their regional offices. Most hire through a centralized human resources division. Many times you must be placed on a hiring list that is then used by supervisors to fill technician positions. If you do not get on the list, you will not be considered for positions. Pay close attention to the processes of these employers and contact the fisheries/forestry program or the hiring agency if you are unsure about the process.

U.S. Forest Service: Minimum requirements for USFS fisheries internships are 18 years of age, and high school graduation or GED.

Biological Science Technician - GS4 (prerequisite skills include compass use, fish identification, basic life history & terminology, computer literate, able to work in adverse terrain and weather): Trapping fry & fingerlings using various methods; identification & measurement of fish; data recording; scale sampling; observing environmental factors related to fish habitat; recommending corrective action in streams; determining count sites on assigned streams

Biological Science Aid - GS3 (prerequisite skills include use of simple scientific field instruments, equipment, and techniques; use of simple hand and/or power tools, knowledge of elementary biological techniques, practices, and procedures): Assist staff in performing various routine field and/or laboratory tests, employing standard biological techniques; receive training and assist in more complex experiments or field work.

Alaska Department of Fish & Game:

Field Projects - Fish & Wildlife Technician I and II (must be able to live in remote situations for weeks at a time; must be able to live and work cooperatively, often in adverse weather) Internships may focus on one or more of the following skills: Collect biological data from juvenile or adult salmon; coded wire tagging of juvenile salmonids; implanting visible or transmitting tags in adults; record data accurately, summarize data correctly, and use a computer for data entry and formatting; operate, maintain, and repair a variety of fish capture and marking equipment, and camp equipment.

A **Fish & Wildlife Technician III** internship may be possible for someone with previous field experience. This person would act as crew leader for FWT I and II employees, supervising all activities and performing administrative tasks such as purchasing.

Catch Sampling – Fish and Wildlife Technician I and II - Intern must be able to interact politely and effectively with the public: Sampling sport or commercially caught fish and/or invertebrates for biological data and tags; keeping precise and accurate data

REFERENCES

Cook, S.B. Manual for Effective MATE Internships. Marine Advance Technology Education Center (MATE). Information online at: www.marinetech.org/partnering

UAA Career Services online Internship Program information: www.uaacareerservices.com/internships

University of Alaska Southeast Academic Catalog 2002-2003

ACCFT Faculty Handbook

<http://www.uas.alaska.edu/faculty/handbooks/ACCFTFachdbk2000.pdf>

CONSULTING EMPLOYERS

Fisheries

John Bruns, Prince of Wales Hatchery Association

John Burke, Southern Southeast Regional Aquaculture Association

Jon Carter, Douglas Island Pink And Chum Hatchery Association

Ron Medel, United States Forest Service

Steve Reifenstuhl, Northern Southeast Regional Aquaculture Association

Todd Tisler, United States Forest Service

Red Weller, Alaska Department of Fish and Game

UAS Participants

Carol Denton, Fisheries Project Facilitator

Eric Muench, Forestry Adjunct Faculty

Karen Polley, Ketchikan Campus Director

Karen Schmitt, Dean of Career Education Department

Kate Sullivan, Assistant Professor of Fisheries

Julie Benson, Forestry and Fisheries Program Assistant



INTERNSHIP FORMS

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University of Alaska Southeast

Internship Contract Proposal¹

(Fill in Appropriate Information, expanding as required.)

Date: _____

Student: _____ ID#: _____

_____ (mailing)

_____ (address)

_____ (telephone #)

Organization & Supervisor: _____

_____ (mailing)

_____ (address)

_____ (telephone #)

A. Title: _____
Discipline, Number, Title Credits

B. Description²:

C. Objectives:

D. Activities and Methods:

E. Supervisor's Reporting Schedule to Faculty Sponsor & Faculty Visitation Schedule³:

F. Evaluation Method:

G. Clock Hours total and number of hours to serve per week⁴:

Student

Date

Organization Sponsor

Date

Regular Faculty Sponsor

Date

¹Distribution: original, academic unit; copies to student, organization sponsor, faculty sponsor.

²Description: Student interns may not be assigned such duties as making coffee, making "runs" for food, or clean-up activities except as these activities may be shared among other employees of the organization. Such shared duties must be enumerated. Student interns will not be required to undertake tasks for others that may be said to be of a personal nature not directly related to the performance of organizational activities, such as picking up "dry cleaning" or preparing personal correspondence. All activities must be related to the operation of the organization's activities and related to learning.

³Reporting and Visitation: A calendar should include (1) an organization sponsor's reporting schedule (once a month minimum), (2) a faculty visitation schedule (once each two months minimum), (3) the date for conclusion of activities, (4) the date for a final report and overall evaluation. Reports should address the degree to which the intern is meeting or has met the "objectives" and "activities and methods" laid out in this contract. The Organization Sponsor agrees to undertake these reports in a timely manner as the intern cannot receive credit for internship activity without them.

⁴1 credit: 50 hours; 2 credits: 100; 3 credits: 150....

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University of Alaska Southeast

INSTRUCTOR APPROVAL FORM¹

SEMESTER/YEAR Spring Summer Fall Year: _____

Student Name: _____ SS#: _____

Last, First, M.I.

<input type="checkbox"/> A. Independent Study (# ending in 97) <input type="checkbox"/> B. Individual Research (# ending in 98) <input type="checkbox"/> C. Thesis (# ending in 99) <input type="checkbox"/> D. Directed Study	<input type="checkbox"/> E. Internship (# ending in 91) <input type="checkbox"/> F. Practicum (# ending in 94) <input type="checkbox"/> G. Other: _____ <input type="checkbox"/> H. Private Lessons <input type="checkbox"/> Music (Instrument) _____ <input type="checkbox"/> Voice
---	---

Course Title	Print Instructor's Name
_____, _____	_____
Discipline, Course #	Reference # Section # Credits
	<i>(A & R Assigns)</i>

Grading Basis: Pass/Fail Letter Grade A-F ()

Instructor's Signature	Date	Dean, Campus Director, Asst to Dean, Faculty Chair Signature (Required for A, B, C, & E) Date
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NOTES

A. Independent Study Courses are those courses in which the course content, learning activities and evaluative criteria are developed primarily by the student with guidance from the instructor and final approval by the instructor and the Dean of Faculty, Associate Dean, Campus Director, Assistant to the Dean, or appropriate Faculty Chair. Independent Study Courses bear a course number ending in "97" and are offered at the 200, 300, 400, and 600 levels only. No more than 12 credits earned in independent study may be applied to an undergraduate degree.

B. Individual Research Courses are prepared in the same manner as Independent Studies (see contract format in this appendix).

C. Thesis grading method is Pass/Fail.

D. Directed Study Courses are identical to catalog courses in title, objectives, content, and evaluative criteria. Directed Studies are not offered on a campus during a semester in which the course is being regularly offered. Also see Chapter 4, Faculty Handbook.

E. Internship: see contract format in this appendix; also see Chapter 4, Faculty Handbook.

F. Practica: see Chapter 4, Faculty Handbook.

H. Private Lessons grading method is letter grade only. The course number indicates the student level and preparation. The number of credits and musical instrument must be shown.

¹Distribution: original to student to deliver to Admissions and Records (A&R) with enrollment form.

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UNIVERSITY OF ALASKA SOUTHEAST

Ketchikan Campus 2600 Seventh Ave. Ketchikan, AK 99901

Phone 907-228-4511 Fax 907-225-3624

Natural Resources Internship

Evaluation: Work Habits Date: _____

{ } Midpoint

{ } Final

Student: _____ Employer: _____

Please circle rating in each category (5 = highest rating)

Independent planning & organizational skills	1	2	3	4	5	N/A
Demonstrates self-initiative but requests assistance when needed	1	2	3	4	5	N/A
Timeliness on task performance & problem solving	1	2	3	4	5	N/A
Ability to learn & implement new materials (software, etc)	1	2	3	4	5	N/A
Ability to engage in multiple tasks, when necessary	1	2	3	4	5	N/A
Cooperatively works as a team member	1	2	3	4	5	N/A
Detail oriented & proofs work for accuracy	1	2	3	4	5	N/A
Utilizes constructive criticism effectively	1	2	3	4	5	N/A
Expressive communication skills	1	2	3	4	5	N/A
Receptive communication skills	1	2	3	4	5	N/A
Punctuality	1	2	3	4	5	N/A
Appearance/ grooming appropriate to tasks	1	2	3	4	5	N/A
Adherence to industry safety standards	1	2	3	4	5	N/A
Overall work ethic	1	2	3	4	5	N/A

Outstanding work qualities:

Areas that need further development:

Additional comments:

Signatures:

Employer _____ Date: _____

Student _____ Date: _____

Faculty Supervisor _____ Date: _____

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UNIVERSITY OF ALASKA SOUTHEAST

Ketchikan Campus 2600 Seventh Ave. Ketchikan, AK 99901

Phone 907-228-4511 Fax 907-225-3624

Natural Resources Internship

Evaluation: Work Habits

Date: _____

{ } Midpoint

{ } Final

Student: _____ Employer: _____

Please circle rating in each category (5 = highest rating)

Independent planning & organizational skills	1	2	3	4	5	N/A
Demonstrates self-initiative but requests assistance when needed	1	2	3	4	5	N/A
Timeliness on task performance & problem solving	1	2	3	4	5	N/A
Ability to learn & implement new materials (software, etc)	1	2	3	4	5	N/A
Ability to engage in multiple tasks, when necessary	1	2	3	4	5	N/A
Cooperatively works as a team member	1	2	3	4	5	N/A
Detail oriented & proofs work for accuracy	1	2	3	4	5	N/A
Utilizes constructive criticism effectively	1	2	3	4	5	N/A
Expressive communication skills	1	2	3	4	5	N/A
Receptive communication skills	1	2	3	4	5	N/A
Punctuality	1	2	3	4	5	N/A
Appearance/ grooming appropriate to tasks	1	2	3	4	5	N/A
Adherence to industry safety standards	1	2	3	4	5	N/A
Overall work ethic	1	2	3	4	5	N/A

Outstanding work qualities:

Areas that need further development:

Additional comments:

Signatures:

Employer _____ Date: _____

Student _____ Date: _____

Faculty Supervisor _____ Date: _____

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