

School of Forest Resources  
College of Agricultural Sciences  
The Pennsylvania State University

# Internship Handbook

Guidelines for Forest Science, Wildlife and Fisheries Science,  
and Wood Products Internships

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May 2012

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## INTERNSHIP OPPORTUNITIES

The student has the opportunity to:

- Gain an understanding of the relationship between classroom theory and practical application
- Gain "hands-on" experience
- Explore career opportunities and reaffirm career goals
- Develop professional work habits
- Improve interpersonal relations
- Become acquainted with people employed in professional occupations
- Prepare for a smooth transition into full-time employment
- Earn funds to partially support college education
- Earn academic credit toward graduation
- Retain student status while learning on the job
- Obtain recommendations for future employment or graduate school

The employer has the opportunity to:

- Establish a pool of potential employees who have demonstrated their abilities
- Train highly motivated students
- Benefit from an introduction of fresh, new ideas
- Obtain a technical report or other product completed by the intern
- Develop an efficient training program
- Send goodwill ambassadors back to campus

The College of Agricultural Sciences has the opportunity to:

- Receive student feedback that can influence curriculum change
- Reinforce positive relationships with cooperating agencies and firms, and become better acquainted with their personnel, programs, and needs
- Increase rapport with community interests and encourage community support for university programs
- Demonstrate the college's support of the individuality of its students

## OPERATIONAL PRINCIPLES

With regard to internships, the College of Agricultural Sciences adheres to the following operational and philosophical principles:

- Students must have at least a 2.0 cumulative grade point average in order to register for internship credit
- Each student intern shall have well-defined work activities that are regarded as worthwhile by the cooperating agency or firm, the student, the student's academic adviser, and the internship instructor.
- Each intern shall develop specific learning objectives that can be readily identified and reviewed periodically throughout the work period.
- Each intern shall be supported by an academic adviser, an internship instructor, and a representative from the cooperating agency or firm. The roles of these individuals are to assist with counseling the intern, developing learning objectives, identifying intern tasks, and following through with ideas and projects initiated.
- Each intern contract as an independent agent with the cooperating agency or firm to do the work and pursue the learning objectives.
- Regular meetings shall be scheduled to permit intern-to-agency/firm supervisor and intern-to-instructor feedback and accountability.
- Each intern shall assess the worth of the internship experience and produce a mid-semester and final report for the cooperating agency or firm and the internship instructor addressing the items in Appendix C.

## STUDENT AID FOR INTERNSHIPS

Undergraduate students who register for FOR 495, W F S 495, or W P 495 in **fall or spring semester** are granted full-time equivalent status. That is, students registered for FOR 495, W F S 495, or W P 495 in **fall or spring semester** are enrolled in fewer than 12 credits but are usually considered full-time equivalents for purposes of loan deferment and insurance coverage. However, full-time equivalent status may affect financial aid eligibility. Students must contact the Penn State Office of Student Aid to determine how their specific sources of financial aid are affected by full-time equivalent status, and to confirm eligibility for loan deferment and insurance coverage.

Undergraduate students who register for FOR 495, W F S 495, or W P 495 in **summer session** may or may not be eligible for financial aid. Federal regulations require a student to be registered for 6 credits to be eligible to receive federal financial aid. Eligibility for summer student aid may be limited if students have used their eligibility during the fall and spring semesters. Many students and families utilize a Federal Direct Parent PLUS Loan or a private alternative educational loan to pay for summer courses. For the Penn State Office of Student Aid to be able to determine student eligibility for summer aid, the student must have completed the Free Application for Federal Student Aid (FAFSA) form by the stated deadline, usually June 30. To request consideration for a summer Federal Direct Stafford Loan, select *Summer Stafford Loan* from the *Students* menu on **eLion** beginning April 1. Visit the Penn State Office of Student Aid Web site at <http://www.psu.edu/studentaid> for more details about summer aid opportunities.

### FOR 495, W F S 495, AND W P 495

#### Course Titles and Description:

FOR 495 – Forest Science Internship  
W F S 495 – Wildlife and Fisheries Science Internship  
W P 495 – Wood Products Internship

Supervised field experience related to the student's major.

Prerequisite: Approval of proposed assignment by faculty instructor **prior to registration**.

#### Course Objectives:

- To provide students an opportunity for an off-campus learning experience relevant to their academic program
- To permit students to explore their fields of interest in depth
- To assist students in establishing career goals related to their specific interests and professional aspirations
- To increase student motivation by integrating classroom instruction with planned and supervised practical experience
- To prepare students for employment in a natural resources-related occupation through field training and professional experience
- To enable students to identify additional courses needed to accomplish their career goals

#### Course Credits

The range of credits for FOR 495, W F S 495, and W P 495 is 1 - 6. That is, a maximum of 6 credits in each course can be used to fulfill degree requirements. Internship credits can be accumulated over an indefinite number of semesters. For example, FOR 495 can be taken two semesters for 3 credits each, or one semester for 6 credits.

#### Eligibility

Enrollment in FOR 495, W F S 495, and W P 495 is limited to students with cumulative GPA  $\geq 2.0$ .

## Enrollment Procedures

1. Students who wish to enroll in FOR 495, W F S 495, or W P 495 are responsible for identifying and arranging their own internship opportunities. Information on available internships is posted on the School of Forest Resources Web site at <http://sfr.cas.psu.edu> under *Current Students*, and *Employment Opportunities*. Passwords to access protected parts of this site may be obtained from Dana Grove at [dlg5035@psu.edu](mailto:dlg5035@psu.edu). Some internship announcements are posted on the bulletin board in the Edwards Student Activity Center on the first floor of the Forest Resources Building. A summer or seasonal job not advertised as an internship may possibly be redesigned as such if the procedures below are followed. Internships may be paid or volunteer positions.
2. The student must obtain the signature of the School of Forest Resources Undergraduate Program Coordinator on the Internship Plan Signature Page to verify that his/her cumulative GPA is  $\geq 2.0$  and that he/she is eligible to register for XXX495.
3. **No later than one month prior to** the beginning of the semester in which the internship is to be taken, the student must discuss the internship (in person or by phone or mail) with a representative from the cooperating agency or firm. From this discussion, the student should gain a clear understanding of the requirements of the internship from the employer's perspective and the **specific** tasks that the student will be expected to carry out.
4. The student shall discuss the details of the internship opportunity with his or her academic adviser. The adviser shall determine whether the proposed internship is consistent with the student's career objectives and contributes to his or her academic program. The adviser shall determine how the internship credits will be counted in meeting degree requirements. The adviser shall help the student identify prospective internship instructors.
5. The student shall discuss the internship with any or all of the prospective instructors and get an agreement from one of them to serve as the instructor for the internship.
6. The internship instructor (with additional input from the representative of the cooperating agency or firm, if necessary) shall determine whether the internship position will provide an experience that supports the student's academic and career objectives and whether the student's interest and academic preparation will satisfy the demands of the cooperating agency or firm.
7. The student shall prepare the Internship Plan (Appendix A), have the School of Forest Resources Undergraduate Program Coordinator verify that he/she has cumulative GPA  $\geq 2.0$ , and give a copy to the internship instructor. After reviewing and approving the plan, the internship instructor shall determine the number of credits to be awarded for the internship. **The amount of credit is based on the following criteria:**
  - The amount of time committed to the internship—according to University Senate Policy 42-23, at least 40 hours of work are required per credit
  - The student's learning objectives
  - Depth of knowledge required to perform tasks
  - Nature of the skills and knowledge the student can acquire that cannot be acquired at the university
  - The individual needs of the student.
8. When the internship instructor and the student agree to the terms of the internship and the credits to be awarded, they both sign the plan. The plan is then to be reviewed by the student's academic adviser and the representative of the cooperating agency or firm. When satisfied with the plan, they each sign it.
9. **The student shall submit the completed plan to the Undergraduate Programs Office in 113 Forest Resources Bldg.** That office will provide a copy for each of the five individuals who have signed the plan and will keep the original copy on file.
10. Only after the completed plan is submitted and all required signatures are obtained will the Undergraduate Programs Office add the internship credits to the student's schedule. **Students must register for internship**

**credits in the semester in which the internship is conducted—internship credits may not be delayed to a later semester.**

### CAAS Internship Awards

Students who have participated in an internship offered through the College of Agricultural Sciences—and that includes students who have successfully completed FOR 495, W F S 495, or W P 495—have the opportunity to apply for the College of Agricultural Sciences (CAAS) Internship Awards. Awards (generally \$500) are credited to students' Penn State accounts and recipients are invited to the college's annual fall Scholarships and Awards Banquet.

It is easy to apply for a CAAS Internship Award! All that is required are the following: (1) a completed application form, (2) a final report that describes how the internship course objectives were met and that appraises the internship as it relates to your interests and career goals, (3) an employer evaluation, and (4) a letter of recommendation by the internship course instructor.

You will be invited to apply! In August each year, the president of CAAS sends an application to the parents of all students who participated in a College of Agricultural Sciences internship in the previous fall, spring, or summer semester. The application deadline is usually mid-September. Look for CAAS Internship Award notice in the mail and be sure to apply. CAAS generally offers up to twelve \$500 awards annually.

## RESPONSIBILITIES OF THE PRINCIPAL PARTICIPANTS

### **The Student**

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The student seeks out placement opportunities for the internship program and makes all necessary arrangements to secure the internship position. The student develops the Internship Plan (Appendix A) and follows all other enrollment procedures outlined on pages 2-3.

While participating in the internship program, the student is expected to:

- Complete the tasks and activities outlined in the Internship Plan and keep a daily log of activities.
- Conform with the normal work hours of the cooperating agency or firm, including overtime when requested.
- Support the agency or firm and keep the agency's or firm's business confidential.
- Request permission from both the agency or firm and the internship instructor for any leave periods or deviations from the Internship Plan.
- Submit mid-semester and final reports (Appendix C) at the mutually agreed upon time to the cooperating agency or firm and to the internship instructor.

### **The Student's Academic Adviser**

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The student's academic adviser may recommend internship placement opportunities. However, arrangements for such internships are to be made by the student. The adviser determines whether the proposed internship is consistent with the student's career objectives and contributes to his or her academic program. The adviser determines how the internship credits will be counted in meeting degree requirements.

The academic adviser reviews the plan to determine whether the internship meets the following criteria:

- The internship is an academically relevant component of the learning process that is appropriate for university credit.
- The internship involves initiative, creative opportunities, meaningful responsibilities, and assignments as opposed to routine or continuously repetitive activities.
- The internship provides the student a learning experience and the exposure needed to understand the opportunities, functions, and responsibilities of a natural resource discipline.
- The internship includes appropriate supervision and direction by qualified and interested individuals.



## The Internship Instructor

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The instructor assists the student in developing the Internship Plan and reviews the plan to determine whether the internship meets the following criteria:

- The internship is an academically relevant component of the learning process that is appropriate for university credit.
- The internship involves initiative, creative opportunities, meaningful responsibilities, and assignments as opposed to routine or continuously repetitive activities.
- The internship provides the student a learning experience and the exposure needed to understand the opportunities, functions, and responsibilities of a natural resource discipline.
- The internship includes appropriate supervision and direction by qualified and interested individuals.

The instructor maintains regular contact with the student and his or her supervisor to be aware of the tasks being performed and to evaluate the student's progress. At the end of the semester, the instructor calculates the final grade for the internship (FOR 495, W F S 495, or W P 495). **The final grade is based on four criteria: internship plan, mid-semester report, final report, employer evaluation.**

## The Employer

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- The agency or firm is asked to provide a work description and schedule of the intern's anticipated activities, experiences, and responsibilities during the entire internship period.
- The agency or firm is expected to provide a variety of educational experiences for the intern, and a program sufficiently flexible to permit intern involvement on specific projects.
- The agency or firm assigns responsibility for supervision of the intern to a specific individual. Regular reviews of the intern's performance are expected.
- The agency/firm supervisor is given the opportunity to review the student's mid-semester and final reports before they are submitted to the internship instructor. The agency/firm supervisor also completes an evaluation form (Appendix D) appraising the student's performance. The completed form is forwarded directly to the internship instructor at the end of the internship.
- The agency or firm may provide wages, reimbursement for travel, or other remuneration arrangements while the student is on the internship. These arrangements are to be agreed upon by the cooperating agency or firm and the intern.

# What is a Summer Internship?

**W**ashington jokes aside - just what does a summer intern do in arboriculture? Bartlett provides opportunities to students every year. It is as much a learning experience for Bartlett employees as it is for the interns. It is rare that we have an opportunity to get a candid picture from the intern, revealing his or her innermost thoughts on the process.

Andrew Phelps is a senior at Penn State, expecting to earn his B.S. in Forest Science at the

completion of his internship this summer. His sponsor is Dr. Henry D. Gethold of the School of Forest Resources at Penn State (and also, by the way, a consulting director to the Bartlett Tree Foundation).

Here is correspondence and part of Andrew's log book. It reveals much of the anticipation, trepidation, frustration and inner feelings of a young person arriving brand new at the offices of an employer, meeting the people he's going to be working with and working for, and

undergoing basic training. This is something we have all experienced and will forever remember.

Andrew is working at our general tree care office in Exton, Pennsylvania, under local manager Harvey Letman. Not only did he arrive at our busiest time of the year, but at a time when a major summer storm damaged trees in that part of Pennsylvania. Andrew has also been on loan to other nearby offices affected by the storm.

Here is his story.

Andrew Phelps  
xxx-xx-xxxx  
8 Judith Lane  
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(610) 459-8570  
June 9, 1998

Henry D. Gerhold  
School of Forest Resources  
109 Ferguson Building  
University Park, PA 16802  
(814) 865-3281

Dear Dr. Gerhold,

As we had agreed, here is the Mid-Semester Report for my internship with Bartlett Tree Experts. I apologize for not contacting you sooner to let you know how things are going but I have been extremely busy down here. The internship, I am happy to say is going very well. I started on May 18th and here it is June 9th already. The office is swamped with work due to the wet spring weather and there is a shortage of men. I have been putting in some overtime already.

In terms of meeting my objectives and following my task outline, I feel that I am far exceeding them. I have done everything mentioned under the Groundwork, Cabling and Bracing, and Root Collar Inspections sections. My supervising foreman, Chuck Anderson, had me climbing on the first day, and I have been climbing a little every day to help build my confidence. Mastering the skills will take awhile yet, but I am very satisfied with the progress that I have made and that Bartlett has given me. With a shortage of hands, I think that they cannot afford to not teach me everything. The spraying and fertilization will begin as soon as the majority of the storm damage is cleaned up. You are probably aware of the huge storms and tornadoes that we received a week or so back. Things are still a mess.

*I have had no trouble fitting in with the crew. I have worked with everyone except for the IPM Tech, Dave Hilliar. I am usually sent out as part of the 3-man crew so that there is someone there to show me how things are done and to point out tips. Occasionally I have gone out with Chuck Andersen and Mike Shaffer as a 2-man crew. They usually let me do more things, such as climb. Also it leaves me in charge of all the groundwork. I have become quite adept at running the equipment and getting things prepared and set up on the site. I feel like part of the team already. I have also gotten comments on how well I hustle and keep on top of equipment inventory and maintenance.*

*In addition to the tasks and objectives that were outlined in my Internship plan, I am also pursuing a few other activities. Toward the middle of the month I am going to start training for my CDL license. This will prove useful to the office because they will have an extra man to drive and operate the trucks, and especially the bucket truck. Currently I am taking the Electrical Hazard Awareness Program (EHAP) through the company. All Bartlett employees are required to study a book and take exams. Part of the training involves CPR and first aid and an aerial rescue, which is timed. If you would like to know more about this program I can send you a copy of the report. I have also ordered some equipment through the office. I have purchased my own saddle, rope, hand saw, safety lanyard and clips. As soon as I get everything I will probably be climbing more often.*

*Overall I am very pleased with the internship thus far. It has met all my expectations and interests. I am learning more and more about arboriculture, Bartlett, and safety everyday. I am trying to give Bartlett the best impression that I can. I will more than likely apply for a permanent position after graduation, and I think that I will probably get it if I continue to do my best and learn as much as I can.*

*I have enclosed a copy of my daily log for your perusal. I tried to cover what I had done, where I had gone and any new activities and information that I had learned. As I recall, we had agreed that the Mid-Semester Report would just be a follow-up with how things were going and what I had accomplished so far. If you have any questions or comments please contact me by phone at (610) 459-8570 or if you have your email up and running I can be reached at nittanylion@aol.com. I will include my current address also. Thank you again for taking the time to be my internship instructor.*

*Sincerely,  
Andrew Phelps*

## Daily Log

May 18, 1998

Day 1-

*Reported to work at 6am to drive to the Tosco Oil Refinery. Learned the basics of loading the trucks and gear. Met my crewmen, Chuck and Frank. Participated in Tosco Safety meeting to become familiar with the alarm system. Once on site, learned site preparations and setup. Serviced the chain-saws and prepared the gear. Learned the basics of being a ground man, drug brush, raked and learned how to tie pruning saws and pole pruners to the climbing ropes. Chuck showed me how to start and run the chipper. Before we left the site, Frank taught me the basics climbing, including saddle gear and knot work. I got up around 25 feet and cut out a few dead branches. Descended too fast and learned the hard way. Ended work at 4:30 after unloading the truck and filling out time cards.*

May 19, 1998

Day 2-

*Reported to work at 7am, loaded the gear and left for Tosco again. Unloaded the chips, became familiar with booking up the chipper. Did more of the same things today. Set up the site, saws and ran the chipper. Chuck took me up in a tree and walked me through things. I got up around 30-40 feet and removed deadwood. Descended right this time. Had trouble tying the knots today. Left the site and returned to the office at 4:30.*

May 20, 1998

Day 3-

*Much the same routine as Tuesday, just got to climb more and do some thinning. Struggled with knots again, but I am getting much better. Used the chainsaw today, it was difficult. I found out today about Saturday volunteer work and so looked into saddles and ordering through paycheck withholding. Frank worked with me today, probably thought that I was too slow but I'm getting better.*

May 21, 1998

Day 4-

*Today we were back at Tosco. We had the bucket truck today so I had to learn set-up for it. Lowered a large limb from the first tree. Learned that the blue ropes are lowering ropes. I was given the assignment trimming back a small London Plane tree. Used the pole pruner and became familiar with its use. Did a pretty good job according to Chuck. Later we moved to two more trees and used the bucket mainly. I went up and removed some large dead limbs in the last tree. Used the chainsaw again, it is still hard to handle. Frank gave me some additional information on ropes and saddles.*

May 22, 1998

Day 5-

*Worked at Malvern Prep. School today. Chuck and I worked on an old Sugar Maple that is declining slowly. We lowered a lot of dead limbs and branches as it was near a house. Used pulleys and a figure-eight friction tool. It made lowering the heavy limbs easier. We used the bucket truck. Learned how to chip the larger pieces of wood. After lunch, we worked on some Norway Maples, to remove deadwood and raise the crowns above the parking lot. Worked on my knots too. Still having trouble tying the right things. Learned the groundhog story to tying Bowlines. I was going to order my stuff today but Tammy left early. Learned the basics of time sheets and they are our responsibility. Left for the three-day weekend,*

May 26, 1998

Day 6-

Took a four-man crew to Malvern Prep today. Chris and Mike went today. We worked on a Sugar Maple; it needed dead wooding and cabled, Mike ran me through the basics of doing cabling. He went over eyebolts, thimbles, soft versus hard cable, cutting to length etc. Learned what to put in the number one and number two bags. I went up into a small sugar maple to take out dead wood. I free climbed most of the time and tried out Chris's saddle. Later we worked on a Pin Oak and more maples. We left at 3:30. I ordered most of my equipment today. Saddle, clips, lanyard, saw and bolster. Mike and I talked about CDL license things. I also learned a new knot, Blake's Hitch.

May 27, 1998

Day 7-

Returned to Tosco again today. Went in early due to the traffic from the I-95 crash. Worked the ground most the day. Deadwooded a Sycamore in the afternoon. We left early because we went in at six. We only have 8 and a half-hours left. Finally got the Bowline Knot down.

May 28, 1998

Day 8-

Went on a residential job today to Roberta Hilyard's place. Frank showed me how to complete a Root Collar Examination. We practiced on a Red Maple with girdling roots. We later fertilized it with Bartlett's Boost fertilizer, 24-7-7. I learned how to set up the generator and drill. Later I completed my own examination of an Austrian Pine. It was replanted 6-8 inches too deep and the girdling roots were never taken off when it was young. The tree will most likely die, but I cut off a few girdlers and then fertilized it. Chuck had me work on a Holly tree; it needed some ornamental pruning. I also worked on a Viburnum. Got paid today.

May 25, 1998

Day 9-

Went on a residential job to Roberta O'Dell property. She has a large place. Frank and I pruned a Dogwood and Birch. Later I dead-wooded a Sugar Maple the rest of the time. It was hot and exhausting. I got into poison ivy.

June 1, 1998

Day 10-

Due to the huge storm/tornado damage from Sunday night we didn't go to Tosco. We went to Paul Bernstien's place and removed a White Pine from the road. I sawed it up under Chuck's supervision. We also used the bucket to remove hangers and broken tops from a Tulip Poplar. Around 11 a.m. we went up the street to his neighbor's to remove a tree that had fallen over their car. Chuck showed me how to rig up the ropes to keep the tree suspended until all the branches were removed. Frank came after lunch to help us remove a Tulip top that had fallen on the roof of the house and punched holes in the roof. We rigged up a hunch of pulleys and a figure-8 to try to lift the log off the roof. All we did was bend the tie-in tree over. Eventually we had to cut it off from the bottom and let it bang and pull it over. We had to leave the brush lay for another day. The poison ivy that I got into on Thursday really got out of hand and I had to go to the emergency room for medication.

June 2, 1998

Day 11-

Storm damage again today at Jeff Jackson's. It was just Chuck and me. I cut down a Dogwood and Cherry while he worked on two Walnuts. I drug brush around all day. Filled out an accident report for the poison ivy to get it on the record. Later on I climbed a Tulip Poplar to remove a banger and some deadwood. I was up at least 60 feet. I can't wait for my gear to come in. I am probably going to work Saturday with Chuck. Looks like we may be working long days for awhile. I did really well with my knots and even got to practice with the throw-bag.

June 3, 1998  
Day 12-

Today Mike, Chuck and I went to Cochranville to do storm damage. It was one of the hardest hit places. It was the Brochman Farm residence. Removed limbs and debris all day from the house. No climbing. It was just a real long day, didn't get back until 5:30. Mike asked me to come in early for a crane job tomorrow.

June 4, 1998  
Day 13 -

Chris, Mike and I had to be at the site early to prepare for the crane from A & B Restoration. The owner wanted plywood put down on the driveway, which made more work for us. The crane came early and we got started right away. The tree was a large Kentucky Coffee Tree that had massive internal heart rot, which led to its breakdown during the storm. One leader fell on the house, the second just missed the corner and the third was barely standing. I was in charge of cleanup and groundwork. Chris ran me through some basic crane operating hand symbols such as Boom Down, Boom Up, Cable Up and Cable Down. Became familiar with choke lines, etc. We worked all day on that one tree but didn't finish it. The log truck needed to take out the big stuff. Mike pruned a little on the Linden and some additional trees that were also damaged by the fall. It turned into an 11 and a half-hour day.

June 5, 1998  
Day 14-

It was just Chuck and me today. We were cleaning up damage at Mrs. Guthrie's residence on Berwyn. A Red Oak leader had split and fallen into some other trees. Chuck worked on that while I cut up the brush and chipped. We had to use the pulleys and figure eight for some of the pieces. Later on I climbed a Norway Maple to remove a banger and some stubs. Things went well there. I then scaled a single stemmed Oak to remove a broken hanger. Knot work is going better and I am getting faster, slowly. We dumped the chips on site and Chuck went over some site analysis with me to get a feel for it and get my opinions in. I pointed out a tree that might give some trouble in the future. The Oak that we worked on might get sun-scald later because of the big bole in the canopy. I got a few of my things today, my saw and scarab, lanyard and clips. Still waiting for the saddle, then I won't have to be such a mooch.

June 6, 1998  
Day 15-

Frank and I worked today, Saturday. Serious overtime. We went back to A & B restoration to finish cleanup. I climbed a Tulip to take out a banger and a stub. We worked on a few Coffee Trees and cleanup of the brush. We also had to move all the plywood again. We called it a day at noon.

June 8, 1998 Day 16-

Frank, Chuck and I worked again today. First we had to change the blades on the chipper. Learned how to do that. The blades come in sets of four or two, depending on the chipper. We worked in Media today at Marion Baird's residence. She had some storm damage. We worked on a Black and a Scarlet Oak until 2pm. The Black Oak had some major limbs that needed removed. Used a Porta-Wrap device- it is just another friction tool, rated for over 200lbs. Some of the sections that we took out were large. I worked ground cleanup and lower lines, as both Frank and Chuck were aloft at the same time. Chuck later took down a Flowering Cherry and worked on a Walnut. We ended the day at 5:30. I practiced sharpening my saw today, I haven't tried it yet but will soon. Still no saddle yet.

June 9, 1998  
Day 17-

Mike Sbaffer and I worked with another Bartlett office crewman. Mike graduated from Allegheny College and is working for the Lancaster Office. We were doing storm cleanup around Pocopson; the place was really nasty. I free-climbed a Hemlock to remove some split and broken branches as well as remove some hangers. Mike and I used the bucket to take all the limbs off a seriously damaged Sugar Maple. A large limb is still tied into the tree for another day's work. Mike and I pruned back a Dogwood that was overgrowing the house and some electric lines. After lunch we continued to work on hauling brush as Mike S. used the bucket to take down a Cherry that had fallen over onto another Dogwood. I worked on a Hemlock that had fallen into a small cemetery adjacent to the house. It was a long day's work. Mrs. O'Dell's residence was just up the road and she got pounded hard - looks like we will be out there again soon. Still no saddle yet. We got tipped \$5 from the place that we dumped the wood chips

## APPENDIX A

### Internship Plan Cover Page

Date of Plan:		
Student's Name		ID Number:
Local Address:		
City:	State:	Zip:
Home Address:		
City:	State:	Zip:
Major/Option:	Semester standing:	
Academic Adviser:	Phone:	
Internship Instructor:	Phone:	
Supervising Agency or Firm:		
Intern Supervisor (Name and Title):		
Address:		
City:	State:	Zip:
E-mail Address:		
Internship Start Date:	Internship End Date:	
Intern Position Title:		
Credits:	Semester/Year:	

## Internship Plan Outline

1. Cover page (page 12 of this handbook)
2. Preparation for the Internship:
  - Education: (List the number, name, and catalog description of any courses you have completed that have prepared you for this internship.)
  - Experience: (List all previous work experiences—including dates, job title, and a description of your responsibilities—and extracurricular activities, both in college and high school, that have prepared you for this internship.)
3. Specific Learning Objectives (*minimum of three*)

*Examples:*

  - To learn about the mission and organizational structure of the cooperating agency or firm
  - To learn about the agency's or firm's clientele groups, its sources of funding or raw materials, and its relationship with other agencies or firms
  - To learn how to write forest management plans for non-industrial private forest landowners
  - To become familiar with a database management program
  - To identify factors that influence lumber production in a sawmill
  - To become familiar with the production technology of any wood-processing or manufacturing facility.
  - To evaluate the advantages and disadvantages of three animal trapping techniques
  - To learn how to determine proper spray application rates for certain herbicides
  - To identify the qualifications required to be successful in an entry-level position and an upper-level position in this agency or firm
  - To learn how an interest group can influence state or federal legislation
  - To identify (on the basis of this experience) additional undergraduate courses that will be needed to adequately prepare me for a career in this field
  - To gain additional experience in speaking and expressing ideas with clarity
4. **Detailed** outline of tasks to be performed at internship site (Consult the cooperating agency or firm when preparing this outline.)
5. Means and frequency of contact with internship instructor (e.g., telephone, letter, visit) and agency/firm supervisor
6. Signatures (page 14 of this handbook)



**Internship Plan Signature Page**

I agree to keep a daily log of activities and prepare a written mid-semester report and a detailed written final report explaining my internship activities and any suggestions for improvement of the program. I will submit my reports to the cooperating agency or firm for review first, and then to the internship instructor. The mid-semester report is due to the internship instructor \_\_\_\_\_ and the final report is due \_\_\_\_\_.

\_\_\_\_\_  
Student Date

I have verified that the student's cumulative GPA is  $\geq 2.0$  and that he/she is eligible to register for XXX495.

\_\_\_\_\_  
SFR Undergraduate Program Coordinator Date

I have reviewed this Internship Plan and find it consistent with the student's educational objectives.

\_\_\_\_\_  
Student's Academic Adviser Date

The cooperating agency or firm agrees to provide the student an opportunity to obtain actual experience in the areas outlined in the Internship Plan. The student's immediate supervisor will be \_\_\_\_\_ who agrees to evaluate the efforts of the student and forward an evaluation to the internship instructor at the end of the internship.

\_\_\_\_\_  
Representative of Cooperating Agency or Firm Date

I have reviewed this Internship Plan and find it to be consistent with the student's educational objectives and the educational objectives of the School of Forest Resources. I agree to maintain regular contact with the student and the agency/firm supervisor to be aware of the nature of the work and to evaluate the student's progress. Penn State, through the College of Agricultural Sciences, agrees to grant \_\_\_\_\_ credits for \_\_\_\_\_ 495 to the student upon satisfactory completion of this internship.

\_\_\_\_\_  
Internship Instructor Date

# APPENDIX B

## Internship—Daily Log

(Copy to be submitted with mid-semester and final reports)

**\*\*\*Duplicate this page as necessary\*\*\***

Student's Name \_\_\_\_\_

Date	Tasks and Activities
_____	_____
_____	_____
_____	_____
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## APPENDIX C

### Mid-semester and Final Report Guidelines

An internship experience is much more than a job. It is a valuable part of your educational program that should help you prepare for a professional career. To evaluate your progress and the outcome of your internship program, we require two reports from you that describe what you have achieved during the internship. The preparation of these reports will also help you evaluate your professional development.

#### MID-SEMESTER REPORT

Midway through the semester, the student is required to submit two copies of a written report (one copy to the cooperating agency or firm and one to the internship instructor) describing the internship experience to that date. The mid-semester report should include:

1. A record of the significant day-to-day activities (Appendix B).
2. A discussion of the progress you have made in achieving your planned objectives.
3. A detailed description of the activities associated with your area of responsibility and an evaluation of them in relation to your interests and educational background.
4. An appraisal of this internship program relative to your interests and career goals.
5. A description of the problems you have encountered and how you resolved or plan to resolve them.

#### FINAL REPORT

Upon completion of the internship, a detailed written final report is required. This report should not repeat the information presented in the mid-semester report. It should be a continuation of the mid-semester report but should reflect an evaluation of the complete internship program. The final report should include:

1. A record of the significant day-to-day activities since the mid-semester report (Appendix B).
2. A description of the organizational structure and function of the cooperating agency or firm sponsoring your internship. Describe the responsibilities of your colleagues and show where your assignment fit within the organizational structure.
3. A discussion of how your planned objectives were implemented and the outcomes of each.
4. A detailed description of the activities associated with your area of responsibility and an evaluation of them in their relation to your interests and educational background.
5. An appraisal of this internship program relative to your interests and career goals.
6. Your suggestions and recommendations to another student who may want pursue an internship with this cooperating agency or firm.

In addition to the above-stated points, you may include any other observations or experiences that you feel are important.

**Your supervisor must be given the opportunity to review and initial your reports before they are submitted to the internship instructor. This will help to avoid problems with any controversial or restricted information from your employer's point of view.**

## APPENDIX D

### Supervisor Evaluation of Student Performance

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Job Title or Job Description \_\_\_\_\_

Name and Title of Supervisor Completing this Evaluation \_\_\_\_\_

1. We would appreciate your cooperation in rating this student in terms of his or her performance as an intern with your agency or firm. Your responses will help the internship instructor in assigning a letter grade and in identifying areas in the student's continuing professional development that need additional attention. Thank you for your cooperation.

Check one rating for each performance area

	Not Applicable	Poor	Fair	Good	Excellent
Attendance					
Punctuality					
Dependability					
Honesty					
Ethical behavior					
Willingness to work					
Attentiveness					
Ability to develop effective working relationship with management					
Ability to develop effective working relationship with other workers					
Initiative					
Productivity					
Ability to accept supervision					
Ability to accept constructive criticism					
Professional attitude					
Leadership ability					
Verbal communication skills					
Written communication skills					
Ability to learn new tasks					
Overall performance (as compared to expectations of a student intern)					
Potential for career in this profession or industry					

**Supervisor Evaluation of Student Performance (page 2)**

Student's Name \_\_\_\_\_

1. Please circle the letter grade that you believe the student should receive for his or her performance during this internship.

A      A-      B+      B      B-      C+      C      D      F

2. Was the student adequately prepared to work in your program?

\_\_\_\_\_ NO                      \_\_\_\_\_ YES                      \_\_\_\_\_ SOMEWHAT

List the areas of adequate preparation and the areas where additional preparation would have improved the student's capability of work in your agency or firm.

3. What kind of training or orientation did you provide for the student?

4. How did the student demonstrate his or her responsibility for program planning and implementation?

5. In your opinion, what are this student's areas of greatest strength and the areas that need the most improvement?

**Supervisor Evaluation of Student Performance (page 3)**

Student's Name \_\_\_\_\_

6. Would you re-employ this student or employ another student with a similar background?

\_\_\_\_YES                      \_\_\_\_NO                      \_\_\_\_MAYBE

7. What recommendations do you have for the remainder of this student's academic program to prepare the student for future professional employment?

8. Are you interested in having another intern at your agency or firm in the future?

\_\_\_\_YES                      \_\_\_\_NO

If yes, we will add your name and address to our list of approved internship sites. If no, please indicate some reasons why your agency or firm can no longer participate in our internship program. This information may assist us in future programming.

9. Additional comments:

\_\_\_\_\_  
Supervisor's signature

\_\_\_\_\_  
Date

Thank you for your cooperation in completing this evaluation.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination, harassment against any person because of age, ancestry, color, disability or handicap, genetic information, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status and retaliation due to the reporting of discrimination or harassment. Discrimination, harassment, or retaliation against faculty, staff or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Office, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901, Tel (814) 865-4700/V, (814) 863-0471/TTY.



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