

DEPARTMENT OF COMPUTING AND MATHEMATICAL SCIENCES

INTERNSHIP HANDBOOK



CAMERON
UNIVERSITY

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Welcome to the Student Internship Program

An Academic Internship involves students that are moving toward graduation. These students are on the verge of making life-long career decisions. The purpose of this Handbook is to outline the Cameron University – Department of Computing and Mathematical Sciences Student Internship Program.

Section I of this Handbook outlines the general purposes of the program. Section II explains what is expected of organizations/individuals that serve as participating employers in the program. Section III outlines the requirements for participating student interns and internship faculty.

We are pleased that you have elected to join the Cameron University Student Internship Program. Whether you are a student, a faculty member, or an employer, we are confident you will find the Internship Program an excellent resource in building a better tomorrow for the entire regional community served by Cameron University.

Section I

General Purpose of Program

A. Why Should Students Want To Serve In an Internship?

The Student Internship Program provides students with quality avenues for career exploration and valuable work experience opportunities. An internship experience provides them with first-hand knowledge of what employers expect regarding skill levels, attitudes, and work climate—all of which are necessary components for successful employment.

The internship also gives students an opportunity to creatively use their developing skills while functioning as a part of a business/non-profit team. The goal of the program is to place students with organizations that provide hands on experiences related to their major. Those learning experiences should enable students to make informed career decisions.

Information on available internships is disseminated through the University Career Services Office and through Blackboard courses for Computing and Technology Majors and Mathematics Majors.

This section of the handbook outlines requirements for student interns. Questions that arise about a particular internship should be addressed to the internship course instructor.

B. What is an Internship Program?

The Student Internship Program provides students with opportunities to explore various careers and gain work experience and knowledge regarding current practices as well as the innovations, improvements, and changes taking place in business and industry. This information, along with the knowledge of employers' expectations regarding skill level requirements, attitudes, and work climate is a critical part of their educational process.

The Student Internship Program allows students to take responsibility for initiating their own self-improvement in the classroom. By observing and experiencing firsthand the demands of a “real-world workplace,” interns receive the tools needed to bring about specific changes in their study habits. This type of experience is invaluable.

The term “Intraship” applies when a student is already employed by the company with which they want to complete an internship. In this case, the student must disclose this information to the internship coordinator when applying. For credit to be approved, the student must be learning a new position or taking on a new project or completely different duties within the company. Additionally, if you will be completing the internship at a company that is owned/operated by a family member, you must disclose this information to the internship coordinator. In both cases, the decision to approve or disapprove the

Intraship or Internship will be at the discretion of the coordinator.

Program Duration

Internships operate for specific periods of time. As a general rule, the standard minimum is approximately 45 hours of work per credit hour of enrollment. For a 3 credit hour course, a student must normally intern for a minimum of 120 clock hours, with the remaining 15 clock hours dedicated to assignments, as determined by the course instructor and described in the syllabi and assignment schedules provided by each instructor (including such items as performance documentation, journal, papers/reports, portfolios and presentations). These requirements are based on seat-time requirements, which are as follows:

“One academic credit hour of classroom or direct faculty instruction is equivalent to 50 minutes per week over a regular 16-week semester, for a total of 800 minutes per credit hour of direct faculty instruction. For a 3-credit course, this equates to 150 minutes per week over a regular 16-week semester, or 2,400 minutes total for direct faculty instruction. Students are assumed also to complete, generally, two hours of outside-of-class work for every academic credit hour they take.”

Computer Science and Information Technology programs allow a student to take up to 6 credit hours of Internship. Mathematics program allows a student to take up to 3 credit hours of Internship

Level of Commitment

- Monetary – The internship option may be unpaid or paid. The decision as to whether to provide compensation is between the employer and the intern.¹
- Time – Student must spend a minimum of 120 hours for a 3 credit hour course with the approved employer and 15 hours of instructor assigned work during the internship period.

C. Internship Mission

- To provide a real-world experience for the student; and
- To improve the quality of education by providing “hands-on” business experience opportunities.

Objectives

¹ For more information, see the National Association of Colleges and Employers website, <https://naceweb.org/internships/compensation.aspx>. See also the DOL Fact Sheet #71 that sets forth rules as to whether an intern must be paid the minimum wage and overtime under the Fair Labor Standards Act, attached as Appendix B8-9.

- To assist students in understanding:
 - The importance of a prepared workforce in a business or non-profit organization and its implications on the nation's economy;
 - The relevance of business training in the workplace;
 - The management practices in operating a business or organization;
 - Technology, equipment, and the methods used in businesses and non-profit organizations; and
 - The opportunities that various occupations offer.
- To apply the knowledge of the academic environment to “hands-on” situations in businesses and non-profit organizations;
 - To increase awareness of the importance of teamwork and leadership;
 - To encourage students to continue to expand their skill base; and
 - To expand students' knowledge of applications within their chosen area.

Section II

Expectations of the Business/Non-Profit Client

A. Why Should Businesses or Official Non-Profit Organizations Get Involved?

Throughout the nation, businesses and non-profit organizations are recognizing a public duty and a self-serving need to support the efforts of universities to improve the quality of higher education.

To improve the quantity and quality of their labor force in a cost-effective manner, businesses and non-profit organizations are taking more proactive approaches in cooperative ventures with universities.

Businesses and non-profit organizations across the nation have voiced increasing needs for competent workers who are:

1. Well-schooled in fundamental skills;
2. Capable of adapting to change in the workplace;
3. Job-ready for work that is available now; and
4. Able to quickly learn tomorrow's job requirements.

An important part of the interaction between businesses/non-profit organizations and education is the provision of student internships. These internships are meant to provide students with a more thorough understanding of the operation of businesses and nonprofit organizations. However, in addition to the obvious long-term benefits to businesses and nonprofits—as students are more adequately instructed about the “real world of work”—there is an additional short-term benefit. Internships also provide businesses and non-profit organizations with enthusiastic employees who offer current knowledge in their field of study for short-term projects.

This section of the handbook outlines what is expected of business and non-profit participants in the internship process. Questions may arise as you review its content. In that event, please feel free to contact Cameron University Career Services Coordinator, 580-581-2209 or the internship course supervising instructor.

B. Business and Non-Profit Organization Requirements

All businesses and non-profit organizations participating in the Student Internship Program (internship hosts) are asked to provide the following:

- Internship slots for a minimum of 120 hours total for 3 credit hours
 - A written job description (or descriptions) for each internship slot;
- A mentor/supervisor should not be assigned more than 2 interns through the program;
- Periodic communications with the Instructor of Record or the supervising professional instructor including, but not limited to:
 - On site visitation with the Instructor during internship;
 - Evaluation of internship; and
 - A follow-up visitation with the Instructor upon internship completion;
- Participation in the exit presentation (post internship) functions.

Internship hosts are asked to provide an in-house orientation for each intern to familiarize them with the business/organization, clarify his or her work assignment, outline work expectations, finalize his or her schedule and time line, and arrange for work space and equipment needs. Periodic meetings should be held between Interns and the Mentor/Supervisor to assist in the transfer of ideas and materials for intern portfolio and final report.

Compensation Issues - For Profit Employers. Cameron University is not involved in any negotiations between a business and an intern regarding the payment of compensation. Internships may be offered with or without compensation; however, the Department of Labor provides specific criteria for determining whether an employment relationship exists with interns for purposes of complying with minimum wage compensation laws. The criteria are listed in FLSA Fact Sheet #71, which is attached as Appendix B8-9. Please review the rules provided by the Department of Labor to determine whether the internship qualifies for an exemption from minimum wage compensation.

C. Student Internship Responsibilities of the Instructor

Internship instructors will do the following:

- Serve as the liaison between business/organization and the student;
- Formally promote the program;
- With student input, help identify potential “job sites” for internships;
- Assist business/non-profit organizations in setting up interviews (as requested);
- Orient interns on the expected outcomes of the internship;
- Conduct periodic communications with each intern and his or her mentor as needed;
- Conduct evaluations with the business/non-profit organization and the intern; and
- Evaluate each intern based on portfolio, final report, oral presentation, and client evaluation.

Section III

Requirements of Participating Student Intern

A. Student Internship Guidelines

Student Interns will be expected to do the following:

1. Complete the internship class application form in Appendix A. It must be typed or printed so as to be legible. See Appendix A1;
2. Submit any back-up documentation you feel pertinent to the application (e.g., a resume is highly recommended, references, letters of support, etc.)
3. Carry out responsibilities as outlined by their business/nonprofit mentor/supervisor;
4. Actively seek opportunities to learn about the company and about available career opportunities;
5. Prepare a written journal with a few pictures, final report on the work experience and portfolio with a professional oral presentation;
6. Attend orientation with the employing business/nonprofit;
7. Request and schedule any needed meetings with the business/nonprofit and mentor/supervisor;
8. Respond to periodic evaluation and visitations by the instructor;
9. Participate in oral communications, emails, or postings to Blackboard with instructor;
10. Complete a ***minimum*** of 120 hours of supervised work for 3 credit hours and not less than 15 hours of paperwork, journal, report, portfolio and presentation.

Students will be evaluated by the client supervisor/mentor for workplace performance. Refer to the Evaluation Form (Appendix B5) regarding criteria for evaluation. Students must also refer to the course syllabus and any assignment schedules for additional information regarding course requirements.

B. Interview Procedures

Whether you apply for an existing internship or whether an internship is created at your request or the request of Cameron University, you may be required to participate in an interview. If the opportunity already exists and is one for which you apply, the general process is as follows.

All applications matching the job description requirements of the internship slots provided will be turned over to the business or non-profit organization contact person. When this is complete, the business or nonprofit will take over the interviewing process.

For additional information on how to prepare your resume, and how to prepare for interviews, be sure to take advantage of the resources available in Career Services.
http://www.cameron.edu/career_services

If you are contacted for an interview, please consider the following:

- Dress in **conservative** business attire. ***Dress for the job you really want – not for the current internship opportunity you seek!*** This attire may change once you are hired, but for the interview, dress accordingly.
- Arrive a few minutes early to be sure you are in the right place, and to have time to collect yourself. You do not want to go into an interview out of breath, sweating, or ruffled. It is always a good idea to have time to stop by a restroom with a mirror and make sure you look polished and professional, ready to impress the interviewers.
- Prepare for the interview by putting together a short list of questions you may ask when the opportunity arises. At the end of almost every interview, your interviewers will ask whether you have any questions for them. Show you have prepared for the interview by having well-thought out questions that reflect you know something about the organization. These questions will help you define the position as well as the company's expectations of you.
- Follow up immediately with any requests from your interviewers for additional information. The time frame is tight; any delay in submitting requested information may result in your elimination from consideration.
- Respond to any internship offer within 3 days by informing the instructor and the business or organization.

APPENDIX A

STUDENT FORMS

Cameron University Student Internship Program

* Student Internship Application

Name _____
Last First

Home Address _____
Street/P.O. Box City State Zip

Home Phone _____ Cell Phone _____

E-mail _____ Alternate E-mail _____

Home Campus: _____

ACADEMIC INFORMATION

Course Name & Number _____

Academic Major _____ Minor _____

Classification _____ Expected Graduation _____ month _____ year

What classes are you currently taking? _____

Please describe your dream job. _____

I am interested in the: Internship Intraship (circle one)

What work experience do you possess? _____

What are your occupation & career goals? _____

List other interests or hobbies: _____

What do you hope to gain from this course and experience? _____

Cameron University Student Internship Program Time Log/Journal

Please record regularly the time spent on the internship program. The completed time log is to be included in the portfolio. Additional blank copies of this form should be made.

Date/ Total Hours	Beg Time/End Time	Activities and Reflections

APPENDIX B
EMPLOYER FORMS

**Cameron University Student Internship Program
 INTERNSHIP/PRACTICUM CONTRACT**

I. CONTRACT PARTNERS	
Internship/Practicum Sponsor (“Organization/Facility”)	
Organization	Mailing Address
On-site Supervisor	Supervisor’s Title
Supervisor’s Phone	Supervisor’s E-mail address
Student	
Last Name	First Name MI
Student ID Number	Phone
E-mail address	Major/Degree
Faculty Liaison	
Last Name	First Name MI
Phone	E-mail address

INTERNSHIP DETAILS		
Internship Course Title:		
Course Prefix:	Course Number:	Number of Credit Hours Available: _____
Internship Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____		
Beginning Date:		Ending Date:
Hours/Week:		Total Hours:
Is this a paid internship? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how much?		
Is the internship a required course for your degree: <input type="checkbox"/> Yes <input type="checkbox"/> No		

Cameron University Student Internship Program

INTERNSHIP/PRACTICUM CONTRACT

II. INTERNSHIP/PRACTICUM OBJECTIVES AND ASSIGNMENTS

The Academic student learning outcome objectives and assignments are listed in the Course Syllabus. The Employer and the student should list the specific internship objectives and tasks to be accomplished.

III. THE UNIVERSITY, FACILITY AND STUDENT JOINTLY AGREE:

1. Access to student records shall be governed by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, commonly known as “FERPA,” and all other applicable laws.
2. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. Seq.) are incorporated into this Agreement. The parties represent that all services are provided without discrimination on the basis of race, color, religion, national origin, disability, sex, political beliefs, or veteran’s status; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act and the Vietnam Era Veteran’s Assistance Act of 1974, 38 U.S.C. § 4212.
3. This agreement entails no compensation or payment between the University and the Facility; it is recognized that any agreement for compensation is solely between the Facility and the Student. All parties acknowledge that the performance of services by the Student for the Facility is on at-will basis, terminable by either party at any time. If the Facility releases the Student from the internship/practicum, or if Student resigns from the Facility, Facility and Student will promptly notify the University of the termination of services.
4. Neither party nor any of its participants shall publish any materials as a direct result of the internship/practicum, without giving the non-publishing party an opportunity to review and object to the publication in advance. No confidential information of the Facility, its staff or clients may be included in any publication without prior written notice to the Facility.
5. When circumstances indicate that a student must be immediately withdrawn from the internship/practicum, the Facility shall promptly inform the Faculty Liaison, and the Faculty Liaison shall withdraw the Student.
6. The parties agree not to use each other’s names or logos in any publications or advertising without prior written approval from the other party.
7. An Internship/Practicum may require the Student to obtain a security clearance. The Facility is responsible for assisting and guiding the Student through the security clearance process.
8. The Faculty Liaison will assign the course grade, based upon the criteria identified in either the course syllabus or in Section II of this document.
9. The Student acknowledges that the performance of services under this internship/practicum agreement does not entitle the Student to any future employment with the Facility, and that any arrangement for future work opportunities with the Facility is a matter of negotiation solely between the Student and the Facility, at the sole discretion of the Facility.

IV. RESPONSIBILITIES OF THE UNIVERSITY:

1. The University shall designate a Faculty Liaison to coordinate all aspects of the internship/practicum with the Facility. The Faculty Liaison shall ensure that the Student and

Facility have completed all necessary documentation, assist with the development of student assignments and training activities, and assign the final course grade.

2. The University shall require each participating student to complete, sign and return Attachment A, "Student Acknowledgement and Release."

V. RESPONSIBILITIES OF THE FACILITY:

1. The Facility is responsible for the actual supervision and control of the Student's activities within the Facility. The Facility will designate one or more staff persons with appropriate qualifications ("Supervisor(s)") to instruct and supervise the Student.
2. The Facility is responsible for providing the Student with the training and resources necessary to support the Student's learning experience, including training about the Facility's policies, procedures, and performance expectations.
3. The Facility will be responsible for prompt submission of reports that adequately describe the Student's progress, if the University requires.
4. The Facility will communicate immediately with the Faculty Liaison any concern regarding the Student's performance or progress.
5. The Facility will work to create an Internship/Practicum work schedule that minimizes conflicts with the Student's and University's schedules.
6. Upon reasonable request, the Facility agrees to permit the University or its accreditation agencies to inspect the areas of the Facility relevant to the Internship/Practicum.
7. The Facility agrees to provide each Student in the Facility with the relevant policies, rules, procedures, and expectations with which the Student is required to comply.

VI. RESPONSIBILITIES OF THE STUDENT:

The Student's responsibilities are specified in Attachment A, "Student Acknowledgement and Release". A Student may not participate in an Internship/Practicum at Cameron University until the Student Acknowledgement and Release has been signed and returned to the Faculty Liaison.

Signatures of Approval

Please obtain the signatures in the order in which they appear below. This Internship/Practicum Contract is not effective and the student is not eligible for course credit until all of the following signatures have been obtained.

Student _____ Date _____

On-Site Supervisor _____ Date _____

Faculty Liaison _____ Date _____

Chair _____ Date _____

Cameron University Student Internship Program

Intern Evaluation Form

INTERN NAME: _____ COMPANY: _____

INTERNSHIP COURSE INSTRUCTOR: _____ DATE: _____

INTERNSHIP WORK SUPERVISOR: _____ DATE: _____

PURPOSE OF EVALUATION:

To assess productivity and job performance of the intern.

INSTRUCTIONS:

Listed below are a number of characteristics and skills. Place an "X" mark in each rating box, using the following scale as the rating guide.

Excellent=Outstanding

Good=Definitely above average

Fair=Doing an average job

Poor=Substandard but making progress

Unacceptable=Unsatisfactory

You are encouraged to document your evaluative comments for each of the qualities evaluated, especially if the rating is exceptionally high or low.

Three common mistakes in rating are: (1) a tendency to rate nearly everyone as "average" in every category instead of being more critical in judgment. (2) The "Halo Effect", which is a tendency to rate the same individual "excellent" on every trait or "poor" on every trait based on the *overall* picture one has of the person being rated. (3) The "Recency Error", which is a tendency to rate an individual based on *recent* factors (could be positive or negative). You must evaluate the individual's performance for the entire period of time being considered.

QUALITY is the correctness of work duties performed.

Excellent Good Fair Poor Unacceptable

QUANTITY OF WORK is the amount of work an individual does in a work day.

Excellent Good Fair Poor Unacceptable

COURTESY is polite attention an individual gives other people.

Excellent Good Fair Poor Unacceptable

INITIATIVE is the desire to attain goals, to achieve.

Excellent Good Fair Poor Unacceptable

CONFIDENTIALITY is the ability to be trusted with information of a confidential nature.

Excellent Good Fair Poor Unacceptable

PERSONAL APPEARANCE is the personal impression an individual makes on others (Consider cleanliness, grooming, neatness, and appropriateness of dress on the job.)

Excellent Good Fair Poor Unacceptable

DEPENDABILITY is the ability to do required jobs well with a minimum of supervision.

Excellent Good Fair Poor Unacceptable

ATTENDANCE is faithfulness in coming to work daily and conforming to work hours.

Excellent Good Fair Poor Unacceptable

VERSATILITY is the flexibility to adapt to changing situations.

Excellent Good Fair Poor Unacceptable

TIME MANAGEMENT is the proper utilization of working hours as well as attention to limits on lunch and rest periods.

Excellent Good Fair Poor Unacceptable

OVERALL EVALUATION:

Excellent Good Fair Poor Unacceptable

WORK SUPERVISOR COMMENTS _____

EVALUATED BY:

SUPERVISOR'S SIGNATURE

Phone Number

Cameron University Student Internship Program

* Work Assignment Form

Job Title: _____

Business/Organization Name: _____

Address: _____ Phone No. _____

Mentor/Supervisor Name: _____ Phone No. _____

Instructor Name (if different): _____ Phone No. _____

Internship Job Description: _____

Duration of Assignment: _____ Normal Work Hours: _____

Hours per Week: _____ Duties and Responsibilities of Intern: _____

Preferred Education: _____

Required Skills: _____

Desired Skills:

Other Requirements:

**U.S. Department of Labor
Wage and Hour Division**



(April 2010)

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

APPENDIX C
FACULTY FORMS
Samples

**(You are welcome to use, revise, replace or ignore as
you deem appropriate)**

Cameron University Student Internship Program

Grade Sheet for Oral Portfolio Presentation

Student Name _____

Time of Presentation _____

Total Points Possible – 100 Points

<i>Points Received</i>	<i>Total Points Possible</i>	<i>Development of Presentation</i>	<i>Comments</i>
	20	Introduction Attention Grabbing Introduction Your Name, Major/Minor (a little about yourself) Company/Supervisor Thesis	
	40	Body of Presentation Internship Summary Company SWOT Analysis Suggested Internship Changes Short Summary of Portfolio What you learned Professional In-Depth Presentation	
	10	Conclusion Summary Reflection –What did you learn? Q & A	
	10	Delivery Professional Dress (suit) & PowerPoint - Required Mannerism/Gestures/ Eye Contact Speaks Clearly/Cadence/No A's and Ummm's Posture Organization	
	20	Division of Organizational Leadership Panel Award of Points	
Comments:			
Total Points Awarded			

Cameron University Student Internship Program

Written Portfolio Grade Sheet

100 points

ALL ITEMS SHOULD BE PLACED IN THE FINAL PORTFOLIO	+	-	Your PTS	Possible PTS
I. FORMS (10%) Student Information Sheet Work Assignment Form Intern Evaluation Form				10
II. RESUME' (20%) Cover Letter Resume' Management style or philosophy List of References & Reference letters* Unofficial Transcripts Volunteer Work* Licenses, Workshop & Conference Certificates*				20
III. RESEARCH PAPER (10%) Introduction – Brief to the point with thesis sentence(s) Body - information about Internship & Intraship documented with journal in appendix Reflection – Introspection on expected, learned, future use of experience Conclusion				10
IV. JOURNAL (40%) Time-Log with dates, times, a few pictures & daily work assignments & Reflections - Place in the appendix				40
V. SELF-ANALYSIS (10%) Reflective Summary of Self Findings Place in the appendix				10
VI. FORMAT (10%) Good introduction, transitions, conclusions. Reasonable assumptions if made. Correct APA format Information concise but with enough depth to explain No Typos, spelling, mechanics				10
Total points possible				100

*Optional Items

COMMENTS:

TOTAL POINTS:

Cameron University Student Internship Program Research Paper Guidelines

Cover page Student's Name
Business/Non-Profit Organization
Course Name
Instructors' Names
Date

Executive Summary A one-page condensation or summary of the report/paper

Introduction To include: management structure, general description of business or nonprofit, supervisor/mentor job title, leadership style, management style, and description of your supervisors/mentors responsibilities

Description of Intern Work Responsibilities

- What you did
- When was the work performed
- Why was the work assigned to you
- What you learned
- How you will use this experience

Client Analysis SWOT (Strengths, Weaknesses, Opportunities, and Threats)

Specific Topic Analysis An issue of importance, either a challenge or specific recent accomplishment of the business that you researched and analyzed, with data based conclusions. This topic must be approved by the employer and the instructor in advance.

Samples of Work Projects worked on or completed for samples. You may provide a description thereof (only if documents are unavailable) with permission of the instructor.

Conclusion To include recommendations for client and /or internship program

Biography (end of paper)

Appendix Must include journal and pictures

Note: Students must use APA style of writing. The body of the report should be in research narrative form.
(See other documents regarding paper in Blackboard).

Cameron University Student Internship Program BLACKBOARD POSTING REQUIREMENTS

Please review the following actions and check each one as completed to ensure everything is in order. Make sure that the instructor has received your documents.

Assignments – Please submit all assignments under your BlackBoard (BB) Assignments tab and also include in your final portfolio the following:

DURING THE 1ST OR 2ND WEEK OF CLASSES in BB:

- _____ Introduce yourself under the Intro BB discussion board
- _____ Student Information sheet signed by course instructor
- _____ Develop resume, cover letter, reference page and any other suggested career material with course instructor or Career Services (after their approval take career material with you to internship interview – also place in career section of your portfolio (see other materials you may wish to include in rubric)
- _____ Work Assignment Form*
- _____ Student Internship Contracts*
- _____ Completed Internship Confidentiality Agreement (if required by organization)

* All forms must be word processed or typed (they are attached at end of this Manual)

* Include required form signatures

* Submit under assignment tab in BB area

Internship – Academic Assignments Checklist

- _____ Keep a detailed weekly journal with some reflections and pictures to use in report and include in portfolio
- _____ Post weekly updates in your discussion board (see Syllabus and Assignments Schedule)
- _____ Develop Portfolio
- _____ Make appointment with course instructor for professional oral presentation two weeks before your finals week

NOTE: If you have any questions, please contact your internship course instructor.