



# Cameron University Internship Handbook

Department of Social Sciences

Updated Fall 2022

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## **Welcome to the Student Internship Program – Department of Social Sciences**

The Cameron University Department of Social Sciences is dedicated to educating and preparing students for careers in Criminal Justice, Geography, History, Political Science, Social Studies Education and Sociology. The Department strives to develop students into scholars, mentors, and responsible citizens of their community, state and country who make a positive difference in society through their involvement in their particular field in the social sciences. The Department creates a learning environment that empowers students to explore their interests, express their ideas, and experience the pride of uncovering new knowledge.

Cameron University's Department of Social Sciences offers several approved internships for students who are interested in expanding their coursework with practical experiences. Area employers with whom students have interned in the past include the Fort Sill Museum, the Lawton Police Department, the Comanche County Juvenile Detention Center, and the Comanche County Courthouse. A social sciences academic internship involves junior level or above students seeking to gain experience and professional exposure within a career field. The purpose of this Handbook is to outline CU's Department of Social Sciences 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 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.

### **Contact Information**

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# Section I

## General Purpose of Program

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

The Internship Program provides students with quality avenues for career exploration and valuable work experience opportunities. An internship experience also provides students with first-hand knowledge of what employers expect regarding skill levels, attitudes, and work climate, 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 career-oriented establishment. The goal of the program is to place students with organizations that provide hands-on experiences. 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 internship course instructors.

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 in the fields related to Criminal Justice, Sociology, History, Political Science, Geography, and Social Studies Education. 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.

### **Program Duration**

Social Sciences internships operate for a designated timeframe and can be offered for 1-3 hours of academic credit. For a 3 credit hour course, a student must intern for a minimum of 96 clock hours. Students must dedicate time to internship assignments, as determined by the course instructor and described in the syllabus.

### **Level of Commitment**

- Internship – Students interested in enrolling in the Internship course are responsible for contacting their internship course instructors and selecting a location in which they will intern.
- Monetary – The internship option may be unpaid or paid. The decision as to whether to provide compensation is between the employer and the intern.<sup>1</sup>
- Time – Students must spend a minimum of 96 hours for a 3 credit hour course with the approved employer during the internship period.

## **C. Internship Mission**

The two primary internship goals are to provide a real-world experience for the student and to improve the quality of education by providing professional “hands-on” experiences.

### **General Internship Objectives**

1. To assist students in understanding:
  - a. The relevance of social science disciplines in the workplace;
  - b. The various tools and analytical methods used by historians, political scientists, law enforcement officials, geographers, sociologists and educators.
  - c. The opportunities that social science occupations offer.
2. To apply the knowledge of the academic environment to “hands-on” situations;
3. To increase awareness of the importance of teamwork and leadership;
4. To encourage students to continue to expand their skill base;
5. To expand students’ knowledge of applications within their chosen area; and
6. Additional specific internship objectives may be provided by the instructor.

<sup>1</sup> 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.

# Section II

## Expectations of the Public Service/Non-Profit Client

### A. Why Should Public Service Officials or Official Non-Profit Organizations Get Involved?

Public service offices 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, public service and non-profit organizations are taking more proactive approaches in cooperative ventures with universities.

Public officials 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 public service/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 social science related and nonprofit organizations. However, in addition to the obvious long-term benefits to public service 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 public service and non-profit participants in the internship process. Questions may arise as you review its content. In that event, please feel free to contact the Department of Social Sciences, 580-581-2499 or the internship course supervising instructor.

## **B. Public Service and Non-Profit Organization Requirements**

All organizations and offices participating in the Student Internship Program (internship hosts) are asked to provide the following:

- Internship slots of a minimum of 96 hours total for 3 credit hours.
- A written job description (or descriptions) for each internship slot;
- An onsite Mentor/Supervisor assigned to the intern(s) throughout the program;
- Periodic communications with the Instructor of Record or the supervising professional instructor may include, but is 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 organization, clarify his or her work assignments, outline work expectations, finalize his or her schedule and timeline, 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 the intern portfolio and final report.

**Compensation Issues - For Profit Employers.** Cameron University is not involved in any negotiations between an organization 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 at Appendix B8. Please review the rules provided by the Department of Labor to determine whether the internship qualifies for an exemption from minimum wage compensation.

### **Equal Opportunity Compliance**

In the event an organization wants Cameron University to assist in recruiting interns, Cameron must advertise the opportunities in order to ensure compliance with Equal Opportunity laws. Faculty and staff may not hand-select students to complete internships or other opportunities, regardless of whether such positions are paid or unpaid.

# Section III

## Requirements of Participating Student Intern

Prospective student interns who are seeking academic credit should work with a faculty member or the Department of Social Sciences to secure internship approval. Students who are interested in an internship must typically have completed 30 credit hours in courses within a social science related major with a 3.0 GPA and be classified as a Junior. To arrange an internship, the student must meet with a social sciences faculty member and request one. Details will be worked out with the internship host, the department chair, the faculty of record, and the student. All internships should provide the equivalent workloads to a junior/senior level college course.

### A. Student Internship Guidelines

**Student Interns will be expected to do the following:**

- \_\_\_ Read Student Instruction Sheet, Section III and follow instructions.
- \_\_\_ Submit any back-up documentation you feel pertinent to the application prior to the start of the semester (e.g., a resume is highly recommended, references, letters of support, etc.)
- \_\_\_ Carry out responsibilities as outlined by their organizational mentor/supervisor;
- \_\_\_ Actively seek opportunities to learn about the company and about available career opportunities;
- \_\_\_ Attend orientations with instructor and with the employing organization to discuss expectations;
- \_\_\_ Request and schedule any needed meetings with the organization/institution and mentor/supervisor;
- \_\_\_ Respond to periodic evaluation and visitations by the instructor;
- \_\_\_ Prepare a written journal (typically weekly) with a few pictures, final report on the work experience and portfolio with a professional oral presentation;
- \_\_\_ Participate in oral communications, emails, virtual meetings, or postings to Blackboard with instructor; and
- \_\_\_ Complete the ***minimum*** required hours (96 clock hours)
- \_\_\_ Students will submit a final report on the work experience or prepare and make a formal presentation regarding their internship experiences;
- \_\_\_ Students will be evaluated by the client supervisor/mentor for workplace performance. Refer to the Evaluation Form (Appendix B6) regarding criteria for evaluation.
- \_\_\_ Students must also refer to the course syllabus and any assignment schedules for



additional information regarding course requirements.

## **B. Student Instruction Sheet for CU Credit Internship**

The following is required of each student **prior** to the semester in which the student intends to complete an internship:

1. Read the Internship Handbook thoroughly. Be prepared to complete all Section III requirements.
2. After you are approved to pursue an internship, and in advance of the semester in which you propose to complete an internship, share with the organization to which you are assigned a full copy of the Internship Handbook.
3. Obtain and submit to the faculty instructor by Week 1 the following information and completed forms from the Organization providing the internship: Appendix: B1-B6. Be sure you have all 9 of the following information from the organization providing the internship:
  - i. Full name of organization, street address & telephone number.
  - ii. Letter or memorandum or email from proposed Internship Provider stating the student has the internship, internship title, and job description.
  - iii. Proposed Supervisor's name, email, and telephone number.
  - iv. Beginning and ending date of proposed Internship.
  - v. Total number of hours a student is expected to work each week **and schedule** of work.
  - vi. Full or part time, paid or unpaid. (See Handbook regarding DOL requirements and guidelines)
4. CU supervising faculty name. *Note: Faculty is responsible for providing the student with a syllabus and requesting the creation of the internship class from the Chair of the Department. Course number is dependent on HOURS. Additionally, the Chair of the Department will not create a class until the contract has been signed by all parties*
5. Students are required to obtain all appropriate signatures and return the document to the department admin to scan by the end of Week 1. Scanned documents (softcopy will be placed in the student's file on the X drive). The secretary will also make a copy of the document for the student's file. Original copy will go back to the student. For paid internships, International students must take the waiver to the appropriate office and obtain approval.
6. Students will follow the syllabus provided by the CU Faculty member.

## **C. 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](http://www.cameron.edu/career_services)*

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

- Dress in **professional** 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 institution'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 institution or organization.

# Section IV

## Responsibilities of the University

### A. Departmental Internship Coordination Procedures

*If internship opportunities are brought to faculty or to the school/department by an organization or individual, by law these must be turned over to Career Services (x6769) so they may be properly advertised. Departmental Required Forms are: A1, B2, B3, & B4 plus syllabus.*

1. Students:
  - a. Student finds a faculty member who agrees to act as the Internship Course Instructor. Students must submit the following information to their Instructor.
    - i. Internship Course Instructor (Also called the Faculty Liaison in the Internship Packet).
    - ii. Email or letter/ memorandum with offer of internship.
    - iii. Number of hours working each week in internship (see Internship Packet for requirements).
    - iv. Beginning and ending date of internship.
    - v. Paid vs. non-paid (If non-paid, be sure it meets DOL requirements in Internship Packet).
    - vi. Foreign Student Waiver requirements.
    - vii. Organization providing internship.
      1. Street address of organization.
      2. Internship job title and job description
    - viii. On-site supervisor of internship
      1. Supervisor's email
      2. Supervisor's telephone number
  - b. The Department of Social Sciences Admin will help arrange an internship and
    - i. Input data into the Internship Database
    - ii. Determine if student is international and print out International Student Waiver.
    - iii. Print all required forms for the Student.
  - c. Student will:
    - i. Gather appropriate signatures starting with faculty
    - ii. Return signed to the Internship Course Instructor.
    - iii. If international, take International Student Waiver to International Student Admissions Coordinator.

- d. Internship Course Instructor will:
  - i. Obtain Chair's signature on Form B3.
  - ii. Coordinate with the Chair to secure appropriate course number and CRN (based on hours required – allowances vary by department). Note: Be sure and inform the chair whether the class is graded as S/U or A – F.
  - iii. Provide the student and chair a copy of the Internship syllabus and go over all instructions with the student.
  - iv. Turn the packet in to the Department Secretary or Student Worker to be scanned.
  - v. Placed scanned packet in the student's file on the X-Drive
  - vi. Turn signed packed back to the student (hardcopy can go to the Interns Supervisor.
  - vii. Verify the course has been created.
  - viii. Follow-up on all syllabus requirements.
  - ix. Grade the class based on requirements of the syllabus.
  - x. Talk periodically with the Internship Supervisor to ensure the student is meeting expectations, appearing for work, etc.
- e. Department Chair will:
  - i. Create the Internship Class.
  - ii. Sign appropriate forms.

## **B. Student Internship Class Responsibilities of the Instructor**

Internship instructors will do the following:

- Serve as the liaison between public service/organization and the student;
- Formally promote the program;
- With student input, help identify potential "job sites" for internships;
- Assist institutions/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.

# **APPENDIX A**

## **STUDENT FORMS**

# 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 |
|-------------------|-------------------|----------------------------|
|                   |                   |                            |
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# **APPENDIX B**

## **EMPLOYER FORMS**

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

|   |  |
|---|--|
| <b>I. CONTRACT PARTNERS</b>                                   |  |
| <b>Internship/Practicum Sponsor ("Organization/Facility")</b> |  |
| Organization  | Mailing Address                                  |
| On-site Supervisor  | Supervisor's Title                               |
| Supervisor's Phone  | Supervisor's Email address                       |
| <b>Student</b>  |  |
| Last Name   | First Name <span style="float: right;">MI</span> |
| Student ID Number   | Phone  |
| E-mail address  | Major/Degree                                     |
| <b>Faculty Liaison</b>  |  |
| Last Name   | First Name <span style="float: right;">MI</span> |
| Phone   | E-mail address                                   |

|   |                |   |
|---|----------------|---|
| <b>INTERNSHIP DETAILS</b>   |                |   |
| Internship Course Title:  |                |   |
| Course Prefix:  | Course Number: | Number of Credit Hours Available: _____ |
| Internship Semester: • Fall • Spring • Summer      Year: _____        |                |   |
| Beginning Date:   |                | Ending Date:                            |
| Hours/Week:   |                | Total Hours:                            |
| Is this a paid internship? • Yes    • No      If yes, how much? _____ |                |   |
| Is the internship a required course for your degree:    • Yes    • 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 Veterans 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 an 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.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

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

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

**COURTESY** is polite attention an individual gives other people.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

**INITIATIVE** is the desire to attain goals, to achieve.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

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

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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.)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

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

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

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

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

**VERSATILITY** is the flexibility to adapt to changing situations.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

**OVERALL EVALUATION:**

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Good                     | Fair                     | Poor                     | Unacceptable             |

**How was the student exposed to business expectations?** \_\_\_\_\_  
\_\_\_\_\_

**How did the student expand their knowledge of business operations?** \_\_\_\_\_  
\_\_\_\_\_

**Describe professional & technical skills that the student developed.** \_\_\_\_\_  
\_\_\_\_\_

**Additional work supervisor comments** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EVALUATED BY:**

\_\_\_\_\_  
**SUPERVISOR'S SIGNATURE** **Phone Number**

# U.S. Department of Labor

## Wage and Hour Division

(Updated January 2018)

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

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).<sup>1</sup>

#### Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

#### The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.<sup>2</sup> In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

<sup>1</sup> The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for 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 for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

<sup>2</sup> E.g., *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at \*4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, th Cir. 2011).

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

### **Where to Obtain Additional Information**

This publication is for general information and is not a regulation. 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](#)

**APPENDIX C**  
**FACULTY FORMS**  
**Samples**

**(Faculty are welcome to use, revise or  
replace as deemed appropriate)**



# Cameron University Student Internship Program

## Grade Sheet for Oral Portfolio Presentation

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

Time of Presentation \_\_\_\_\_

Total Points Possible – 100 Points

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

## Cameron University Student Internship Program

Written Portfolio Grade Sheet

100 points

| ALL ITEMS SHOULD BE PLACED IN THE FINAL PORTFOLIO  | + | - | Your<br>PTS | Possible<br>PTS |
|--|---|---|-------------|-----------------|
| I. FORMS (10%)<br>Student Information Sheet<br>Work Assignment Form<br>Intern Evaluation Form  |   |   |             | 10              |
| II. RESUME' (20%)<br>Cover Letter<br>Resume'<br>Management style or philosophy<br>List of References & Reference letters*<br>Unofficial Transcripts<br>Volunteer Work*<br>Licenses, Workshop & Conference Certificates*  |   |   |             | 20              |
| III. RESEARCH PAPER (10%)<br>Introduction – Brief to the point with thesis sentence(s)<br>Body - information about Internship & Intraship<br>documented with journal in appendix<br>Reflection – Introspection on expected, learned, future<br>use of experience<br>Conclusion |   |   |             | 10              |
| IV. JOURNAL (40%)<br>Time-Log with dates, times, a few pictures & daily work<br>assignments & Reflections - Place in the appendix  |   |   |             | 40              |
| V. SELF-ANALYSIS (10%)<br>Reflective Summary of Self Findings<br>Place in the appendix   |   |   |             | 10              |
| VI. FORMAT (10%)<br>Good introduction, transitions, conclusions.<br>Reasonable assumptions if made.<br>Correct APA format<br>Information concise but with enough depth to explain<br>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  
Institution/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 organization that you research, and analyze, 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 1<sup>ST</sup> OR 2<sup>ND</sup> 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
- \_\_\_\_\_ Prepare and submit a reflection paper.

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