Internships:

A Guide for

Students, Faculty and Employers
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What is an Internship

According to the National Association of Colleges and Employers (NACE), an internship is defined as “a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.” (National Association of Colleges and Employers, 2011). An internship is not a part-time job.

Table 1 Part-Time Job vs. an Internship (University of Connecticut, 2011)

<table>
<thead>
<tr>
<th></th>
<th>Internship</th>
<th>Part-Time Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation</td>
<td>Completed for possible options: academic credit/no credit; pay/no pay</td>
<td>Completed for monetary purposes</td>
</tr>
<tr>
<td>Learning</td>
<td>Learning plans reflect goals of the student, the outcomes expected by the employer, and the requirements of an academic advisor</td>
<td>Learn tasks of job in order to complete the work adequately but not necessarily for personal gain</td>
</tr>
<tr>
<td>Type of Work</td>
<td>Projects or ongoing work that is purposeful and of a professional nature</td>
<td>Assigned work that needs to be completed, but not necessarily professional in nature</td>
</tr>
<tr>
<td>Duration/Hours</td>
<td>Limited, specific duration (usually a semester from 12-15 weeks or a summer from 2-3 months)</td>
<td>No specific start/end date or designated time frame</td>
</tr>
<tr>
<td>Supervision</td>
<td>Supervisor serves as a mentor figure to aid student in the learning process</td>
<td>Supervisor serves as an authority figure to whom the employee reports</td>
</tr>
</tbody>
</table>

Internships discussed in this guide include only those experiences for which a student earns academic credit in a mutually agreed-upon, short-term, supervised experience. Credit is awarded to the student by Bridgewater State University (BSU) on the recommendation of the faculty supervisor. This guide does not include internships that are required components of a specific degree program leading to licensure or certification (e.g., teacher preparation or social work). For the purposes of this guide, an internship is distinct from community service or service-learning.

The purpose of this manual is to provide guidance to

- Students of Bridgewater State University who choose to participate in an internship experience
- Bridgewater State University faculty who choose to supervise students engaged in an internship, and
- Employers who choose to provide a meaningful workplace experience to a Bridgewater State University student.

1 The creators of this manual would like to acknowledge the inspiration of internship manuals, guidelines and policies of the following colleges and universities in the development of this document: University of Minnesota – Morris, Sweet Briar College, the University of Connecticut, and Muhlenberg College)
The Goals of an Internship

• To bridge the classroom and the field
  ◦ To further the acquisition, integration, and application of knowledge initially conveyed in the classroom.
  ◦ To underscore cognitive complexities (i.e. critical thinking, reflective thinking, affective reasoning and opportunities for innovative thinking).

• To provide opportunities for students to develop professional skill sets
  ◦ Intrapersonal development (e.g., self-appraisal, commitment to ethics and integrity, self-understanding)
  ◦ Interpersonal competence (e.g. collaboration, building a professional network, developing effective leadership skills, ‘being a team player’)
  ◦ Practical competence (i.e., technical competence, managing career development, demonstrating professionalism)

• To increase a student’s sense of civic responsibility, learning and engagement
  ◦ Social responsibility (i.e., understand their role in the work environment; commitment to service)
Roles and Responsibilities of Parties Involved in the Internship Process

The Role of the Student

The student intern is responsible for selecting the internship and seeking out a faculty supervisor in the academic department. The intern is also responsible for meeting with the internship site supervisor prior to accepting the internship to clarify expectations and responsibilities; completing and submitting an Application for Internship/Practicum Form; working the required number of hours; seeking out supervision on site as needed; and completing all academically-related tasks which are agreed upon by the faculty supervisor and intern (such as a journal, supplementary research, and/or a paper). In addition, Bridgewater State University expects the intern to maintain a high standard of professionalism while at the internship site.

Bridgewater State University students who wish to engage in an internship for credit should take the following steps:

1. Gain internship approval from your academic department approximately three weeks prior to course registration.
   a. Remember, only Juniors and Seniors are eligible to get academic credit for an internship. Your internship faculty supervisor should be available to sit down with you to explore your options, discuss internship search strategies and give you provisional credit approval if you meet the department’s standards. Depending on the department, these standards may include minimum GPA requirements (overall and/or major) as well as any specific pre-requisite course requirements.

2. Review internship site opportunities with the internship coordinator in your academic department or your internship faculty supervisor. Options include:
   a. CareerLink@BSU postings on Internship Program and Career Services websites
   b. Lists of internships that may be available within your academic department (please see your academic department’s internship coordinator)
   c. Networking with department faculty for leads
   d. External sources – be sure to thoroughly research any organization before participating in its program
      i. www.internshipprograms.com lets you browse by employer, field, date and location.
      ii. http://findinternships.com/index.html comprehensive online database of active internships and co-op programs
      iii. www.goabroad.com/intern-abroad shows opportunities in different countries.
      iv. www.idealista.org allows you to search for internships at nonprofits such as environmental groups.
      v. www.volunteerinternational.org lists volunteer opportunities abroad.
      vi. www.usajobs.gov internships with the U.S. government

3. Complete the Application for Internship or Practicum Form which will be available online in Fall 2014. The deadline for application is the last day of Drop/Add period.
a. Work with your internship faculty supervisor to determine the responsibilities/projects that you propose to complete during your internship. This should be based on the internship letter you receive from the internship site which describes in detail the responsibilities of your internship.

b. Work with your internship faculty supervisor to set career development goals, learning goals and evaluation methods for inclusion in your application. An internship should be a “deliberative form of learning that involves doing, reflection and feedback for improvement – all in support of learning goals and objectives (O'Neill, 2010)”. See Appendix D for guidance on writing learning objectives for an internship.

c. Secure the required signatures on this document. These include your academic advisor, your internship’s faculty supervisor, and your department chairperson.

4. Submit your completed internship application form to the Registrar’s Office on/before the last day of add/drop in the term you will earn credit. See the Registrar’s site for the appropriate academic calendar.

   a. Summer internships taken for credit are defined as course credit and require payment of tuition and fees.

   b. Students may seek funding from the Internship Program Office for unpaid or low-paid internships.

   c. Retroactive credit WILL NOT be granted for internships. It is imperative that your paperwork is submitted before beginning your internship.

5. Once your internship begins you will need to follow the agreed-to learning contract including all required meetings with your faculty supervisor, documentation of your experience, and assessments.

The Role of the Internship Faculty Supervisor

The faculty supervisor is responsible for helping the student incorporate the internship into the total academic experience. S/he provides academic direction and evaluates the learning derived from the internship.

An Internship Faculty Supervisor approves a student for an internship by taking the following steps:

1. Review courses taken-to-date by the student. Academic credit for internships can only be awarded by faculty to juniors or seniors. Additionally, some departments define course pre-requisites for a credit-bearing internship.

2. Confirm that the student has the required GPA (2.5 minimum, some departments may have a higher standard)

3. Review the position description provided by the student, from the organization (on company letterhead) detailing the student’s duties and/or special projects.

4. If the position duties/responsibilities as presented do not provide sufficient information to warrant the awarding of academic credit for the internship the faculty supervisor should request that a revised position description be submitted prior to signing the student's Application for Internship form.

5. Confirm that the number of hours the student will be interning equals the number of credit to be awarded (45 hours per credit earned - i.e. 3 credits =135 hours).

6. Initiate contact with the site supervisor prior to signing the Internship Approval Form to establish contact and communication. Normally this will take the form of a phone call or email.
7. Assign an academic component to the student's internship. An example might be the student maintaining a weekly log or journal of their internship experience, relevant research, a paper or project.

8. Discuss with the student the professional protocol for going into the internship site, ethical standards of the discipline as they relate to the work the student will be performing in the field and the liability insurance coverage (add a link here to a document which describes the details of the insurance coverage) for the student provided by the University while they are participating in the internship.

9. Schedule regular follow-up meetings to monitor the student's internship. Faculty may also choose to coordinate group meetings with all of their interns. Faculty and students will agree to meet throughout the semester. The amount and form of contact is determined by the Internship faculty Supervisor.

10. Provide each student's internship site supervisor with a copy of the department's internship performance evaluation form. (This performance evaluation will be available online by Fall 2014. It will be standardized and developed from examining all department forms.) The standard timeframe for sending the evaluation form to the employer is mid-semester and two weeks prior to the end of the internship.

The Role of the Internship Site Supervisor:

Student interns are supervised by a staff person employed by the site organization. The site supervisor should have experience and expertise in the area in which the student is interning.

The employer should make available and/or act as a professional on-site supervisor in the work environment in the following ways:

1. Assign one designated on-site supervisor for each student intern. Assigning a specific employee as the intern’s on-site supervisor provides the opportunity for efficient communication between all parties.

2. Provide the student intern(s), on company letterhead, a list of clearly defined responsibilities that complement the student's academic program. The student should have this list prior to registration for the internship course.

3. Set a work schedule with the intern that accommodates the number of hours needed to be fulfilled for the amount of credit being earned. In most cases the intern takes the responsibility of tracking his/her hours, but the internship site supervisor should review hours for the week.

4. Keep the number of clerical duties assigned to a minimum so that the student intern and the employer both benefit from this "trainer/trainee relationship". Duties should be hands-on, career-related responsibilities.

5. Inform the student about any and all company/organizational guidelines, policies and any safety issues prior to the student's start date. (An orientation program is highly recommended.)

6. Act as a mentor to the student intern(s), bridging the theoretical book knowledge with hands-on practical applications resulting in specific learning outcomes.

7. Provide the student intern(s) with daily or weekly feedback on the intern's progress.

8. Complete a performance evaluation provided by the internship faculty supervisor at the University. The standard timeframe for sending the evaluation form to the employer is mid-semester and two weeks prior to the end of the internship.
Description of Responsibilities/Projects During the Internship

A successful internship experience requires that all parties involved understand their responsibilities. The purpose of this section is to define those responsibilities expected of all students, faculty supervisors and site supervisors involved in BSU internships. Additional responsibilities may be set forth in a specific learning contract.

Student Responsibilities

1) To the business/agency/site
   a. To conform to the rules/regulations of the agency/business/site.
   b. To complete assignments as outlined in the learning contract
   c. Complete at least the minimum number of hours (45 hours per credit hour; 135 hours for a 3-credit course).
      i. Be present on the days and times agreed upon in the learning contract
         1. If absent notify site supervisor
      ii. Maintain a record of attendance with the appropriate supervisor signature; report the record of attendance (timesheet) to the faculty supervisor on a regular basis (determined by the faculty supervisor.)
   d. Demonstrate proper decorum at the internship site, including dress and etiquette. See Appendix C for specific examples. In the future, BSU may offer a pre-internship seminar course for all students.
   e. Follow all employment policies, regulations, and standards at the internship site by which regular employees with this employer abide.

2) To the faculty internship supervisor.
   a. Abide by the learning contract, including
      i. Completing the academic assignment (journal, paper, project, etc.)
      ii. Maintaining routine contact with your faculty supervisor
   b. Communicate any concerns and/or challenges that arise during the internship period to the faculty internship supervisor and/or site supervisor

Internship Faculty Supervisor Responsibilities

1) To the student:
   a. Assist the student in selecting an appropriate internship.
   b. Review and approve the Application for Internship form
      i. Review the position description submitted by the internship employer/organization. The student will obtain this document before registering for the internship course.
      ii. Review the student’s goals/objectives.
      iii. Develop with the student an appropriate academic assignment associated with the internship
iv. Review and evaluate periodic reports and discuss them with the students.

v. Conduct at least one (1) on-site visit to the worksite, as appropriate.

vi. Conduct an exit interview with each student individually.

c. Assign final grade as outlined in the course description.

2) To the agency/business/site:

a. Approve the agency/business/site as an internship site per the guidelines identified in Appendix B (Characteristics of a Legitimate Site)

b. The faculty sponsor should maintain contact with the site supervisor. Periodic contacts should be made at the beginning, midpoint, and end of the semester. Site visitations should be arranged at the discretion of the sponsor and as appropriate.

c. Provide student evaluation forms to the on-site supervisor. An evaluation of the student intern should be obtained from the site supervisor at the midpoint of the semester and two weeks prior to the end of the internship.

Site Supervisor/Employer Responsibilities

1) To the student:

a. Abide by the learning contract

b. Provide a well-trained supervisor on a regular basis

c. Maintain an appropriate work site (see Appendix B (p. 14) for BSU’s definition of an appropriate internship work site)

d. Orient the intern to the work environment and to employees

e. Offer periodic consultations, training and feedback

f. Provide the intern with appropriate resources to carry out the responsibility or project

g. Abide by BSU’s non-discrimination and sexual harassment policies (provide a link to the policy)

2) To the faculty internship supervisor

a. Provide periodic (as specified in the learning contract) reports on the progress of the intern

b. Notify the university supervisor in the event of a serious problem with the student.

c. At the conclusion of the internship the site will provide an evaluation of the intern to BSU as defined in the learning contract
Evaluation Methods/Assessment

Although the final assignment of a grade and/or academic credit for the internship lies with the internship faculty supervisor, all parties in the internship process have responsibilities in the evaluation process.

Internship Faculty Supervisor's evaluation of the student

1) Faculty should determine appropriate academic products in order to assess student learning (e.g., research papers, case studies, program evaluations, etc.)
2) Faculty should communicate to the student expectations for agreed upon academic product.

Internship Faculty Supervisor's evaluation of internship site and experience

1) Internship faculty supervisors should determine the effectiveness of the internship site by considering relevant data. Sources could include: agency history with student interns, student feedback, and site supervisor feedback.
2) Internship faculty supervisors may make recommendations as to whether or not BSU continues with this site. Note changes in role, site supervisors, etc.

Site Supervisor's evaluation of the student

1) Site supervisors should evaluate students objectively and in accordance with established student assignments and responsibilities as agreed upon in the learning contract
2) At the conclusion of the internship, the site supervisor should submit a written evaluation of the student's progress to the faculty supervisor. This evaluation should reflect:
   a. the intern's progress toward the goals and learning objectives stated in his/her learning contract;
   b. the intern's ability to function as a contributing member of the host organization; and
   c. the intern's personal and professional growth during the Internship.

The internship site supervisor's final evaluation should be one to two pages in length and printed on the organization's letterhead. The original should be mailed to the faculty sponsor and a copy should be given to the student.

Student's evaluation of internship experience

1) Students are required to submit an objective evaluation of the appropriateness of their activities and of the site in relation to their learning objectives.
What to Do When Things Go Wrong

Internships can be challenging for all three members of the internship team. For the student intern, this experience has both the characteristics of a class and a job. The site supervisor is challenged with having a staff member who is available for a limited period of time. And the faculty advisor is overseeing an academic experience that is far different from an ordinary class.

The following section outlines some common challenges with suggestions for handling them.

Student Challenges

“The work I’m doing is boring!”
As a member of a team, you will be asked to help with routine tasks occasionally, but they shouldn’t be a major part of your internship experience. A good learning contract should prevent this problem, but if you feel your work activities are not challenging enough, consult your site supervisor. Make sure that if you ask for additional assignments, you have demonstrated your capacity to handle them.

“I’m being asked to do too much.”
Meeting deadlines is your responsibility, but if the pressure to finish assignments on time begins to overwhelm you, let your supervisor know. If you’ve got a major paper or project due for another class, let your site supervisor know well in advance that you may be not available on a certain day. Ask what alternative plans can be made for your schedule. Another form of pressure is being asked to complete an assignment you don’t have the background to do. Again, let your site supervisor know early on when alternatives exist. There is no problem in admitting you don’t know how to do something (unless of course you previously claimed to have this talent). Your site supervisor should recognize that you are learning and a challenging assignment, with guidance, will help you do that.

“They want me to work on the weekend!”
You may be pressured to work late or on weekends. Working at these times may help you learn by experiencing roles or situations not otherwise available. However, if you feel confused about work hours and time, talk to your supervisor and negotiate a solution that takes into account both your needs and those of the organization.

“I feel I’m being discriminated against.”
If you feel you are truly being discriminated against because of your age, race or gender, you will have to check this out with the people involved. Don’t over-react. Realize that people may feel threatened by you, just as you feel threatened by them. Consider the problem from all angles before you consult your supervisor, but don’t let the problem fester.

If you feel you are being sexually harassed on the job, inform the person immediately and politely about behavior you find offensive. Optimistically, the situation could resolve itself, but it could remain a problem unless you take action to resolve it. Ask for help from co-workers if you need it, and consult your supervisor or faculty coordinator.

Site Supervisor Challenges

“What’s the difference between an Intern and an Entry-level Employee?”
The National Society for Experiential Education (NACE) defines an internship as "a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience." The key phrases in this definition are "carefully monitored," and "intentional learning goals"
In a typical entry-level job, an employee receives training to perform the tasks necessary for the position, and then the employee is expected to carry out the duties as assigned, preferably with little supervision. In an internship, however, interns bring "intentional learning goals" that support their academic and career interests. In addition to the work product provided to the internship site, interns will come with specific goals, often in the form of a learning contract.

“How can I give the intern the best experience possible and not be frustrated?”

Three things are important for a good internship experience. First, review the learning contract and identify specific activities where the student can fulfill the learning goals. Second, take time during the first week to introduce the intern to persons s/he will encounter in the workplace. Explain how the intern will interact with that person. Finally, interns might not be familiar with formal workplace procedures (e.g., attendance policies, break times, days off). Generate a written document that clarifies relevant policies and procedures and submit this to interns on their first day with your organization.

“If I have a problem with an intern, what should I do?”

First, treat the intern in a manner similar to the way you’d handle any employee problem. But keep in mind that an intern is also a full-time student and may be experiencing conflicts between the two roles. If after meeting with the intern, the problem continues, you should contact the student’s internship faculty supervisor.
Appendix A: Internship Position Descriptions - Guidelines and Examples

Writing a good position description for your internship opportunity helps organizations attract the right candidates for the position and helps promote its name and reputation\(^2\).

A good internship position description helps students. A student needs to know that the opportunity is appropriate for him/her. It also helps a student with resume development, cover letter writing, and interview preparation.

Elements to include in a position description:

- Position title (be descriptive; don’t just use “intern”)
- Name of the organization/company
- Company and/or department information (function, mission, etc.)
- Location (city, state)
- Work activities/responsibilities
- Qualifications/requirements: necessary skills, knowledge areas, required grade levels/class standings, specific coursework, etc.
- Approximate duration (start date, end date)
- Number of work hours per week
- Financial compensation (if applicable)
- Specific days/work hours per day (if applicable)
- Special opportunities (travel, professional development, benefits, etc.)
- Application deadline or indication that position is open until filled
- Contact person: include his/her full name, title, phone/fax numbers, email address, and organization website

Examples

The following are examples of well-written internship position descriptions. It is not the intent of their inclusion to endorse neither the organization nor the specific employment opportunity

- **Web and Graphic Design Intern** (not-for-profit organization)
- **Accounting Intern** (for profit publisher)
- **Counseling internship** (community based NGO)
- **Research internship** (science students) – (for profit pharmaceutical corporation)

\(^2\) The following section is based on material adapted from http://www.uww.edu/internships/employer/positiondescription.php
Appendix B: Characteristics of a Legitimate Site

Not all businesses are appropriate as an internship site. The following list describes the characteristics of a business/organization which Bridgewater State University defines as an appropriate site for its students’ internships:

• Must be a legitimate business or professional site (not in private residences)
• Must be an established organization of business for a minimum of one year (cannot be a start up with no history)
• No virtual internships. (This may be reconsidered in the future because there are some circumstances such as code development or international internships where a totally online internship may be academically viable)
• Must abide by BSU’s policy on discrimination and sexual harassment. See Appendix E for this and other legal considerations.
• All internships must fulfill real needs at the internship site and most internship work should be academically responsible (i.e. Not routine photocopying and envelope stuffing)
• The intern’s responsibility should result in a measurable project or academic outcome by the end of the internship period.
• The organization should be prepared to reasonably modify the internship dependent on the student abilities.
Appendix C: Internship Etiquette

For many students, an internship is the first time you have ventured forth into the world of professional employment. In this world, people don't expect you to be a student. Rather, they expect you to act the way they do, as a professional in their line of work. The catch is this: seldom are the rules spelled out for you, and the rules are not the same for any two organizations. If you don't figure out the rules, you can have a poor experience and a poor evaluation. The following are principles you should study and potentially discuss with your site and faculty supervisor.

• **Follow the chain of command.** It is important for you to know the formal and informal reporting structures within your organization. Once you understand them, follow them! The unspoken rule is this: do not go around, behind or over anyone. Follow the chain of command in all your communications and actions. That means go to your site supervisor first.

• **Respect confidentiality.** You can talk about issues, projects, and the work environment, but refrain from talking about people. Gossip can get back to people and wind up hurting you. Don't be hurt if you are left out of certain discussions - some issues are for staff ears and eyes only. Finally, don't take sides; steer clear of interoffice politics. Remember that you are there to work on your project. With regards to social media, be very careful about what you post regarding your internship.

• **Respect the support staff.** They have been there longer than you, and they know more than you. They can be terrific allies in helping you break in, helping you understand the unspoken rules, and helping you accomplish your goals if you treat them with the respect they are due. Wipe the thought "just a secretary" out of your mind. Remember this: without support staff, the organization would not run.

• **Learn basic social skills.** This might seem rather silly, but if no one ever taught you such rituals, you are well advised to learn them quickly! Go to the library and read some etiquette books, or pattern your behavior after those around you. How you handle hellos, good-byes, and basic courtesies of speech and action can win friends or turn people off. For example, don't sit down in someone's office until you are invited to do so. Keep your feet off the furniture. Hats off inside! Don't chew gum. In the dining hall, you can get away with reaching across someone for the salt or pushing your plate out of the way when you are through. In the work world, you lose points.

• **Attendance and promptness are expected.** Because you are a student, some faculty may not penalize you if you fly into class five minutes late or if you miss class. In the work world, that just won't cut it. Tardiness and absenteeism signal disrespect for others' time, a lack of interest in the work. Promptness signals eagerness, responsibility, and respect for others. At the beginning of the day and at all your meetings, be on time or five minutes early. As for being absent from work, serious illness or family emergencies are the only reasons which may justify absence. It is important to call immediately and speak directly with your site supervisor if you have a problem which will keep you from your internship.

• **Learn to make a positive first impression.** Practice until you acquire a firm handshake. Learn how to make introductions and how to introduce yourself to those you don't know. Be friendly, smile and extend yourself. These are all parts of those important first impressions which really can earn you points. Picture this: the Executive Director of your organization is coming down the hall toward you. You are alone. She is a valuable person to know. Are you ready to introduce yourself?

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3 Adapted from material presented by Muhlenberg College  
Appendix D: Creating the Description of Internship Learning Objectives

Learning objectives have the main purpose connecting theory with practical experiences. One of the goals of an internship is to help you become more self-directed in your own learning; developing good learning objectives is the first step in this process. When working with your on-site supervisor or faculty supervisor to create the description of your internship, be sure to work together to define measurable, learning objectives. This will ensure you and your on-site supervisor are have similar expectations for your internship. Well-written learning outcomes can also be more easily evaluated by all parties.

What do we mean by Measurable Learning Objectives?

Measurable Learning Objectives (MLOs) refer to a set of statements that clearly and precisely describe what it is that you intend to accomplish during your internship.

How do I develop and write my own Learning Objectives?

Start by discussing your job description with your on-site supervisor. Note areas where you feel you can gain new skills and/or increase your knowledge. It is important that you avoid broad general statements and confine your objectives to those which can be accomplished during a single term. Usually, MLOs combines four major variables to form a single sentence. These variables are ACTIVITY, FORECAST, TIME FRAME, and EVALUATION. The activity is the desired outcome or expected achievement, the forecast is the proposed level of accomplishment, the time frame is the expected completion date, and the evaluation is the stated method of measurement.

Example:

TIME FRAME: “By the end of the…”

ACTIVITY: I will review effective pricing and value setting...

FORECAST: “…this will meet corporate marketing specifications…”

EVALUATION: As evaluated by my work site supervisor…

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4 Adapted from Sweet Briar College (n.d.) Student internship guidebook. URL: http://www.sbc.edu/careerservices/internships (retrieved 3/17/2012)
Appendix E: Legal Issues Involved with Internships

Confidentiality
Any disclosure of internship/intern information is prohibited without the intern’s express written consent. FERPA laws may be applicable.

Worker’s Compensation
All student interns must be covered by an Employer/Organization’s Workers’ Compensation insurance. Bridgewater State University (BSU) only provides Workers’ Compensation insurance coverage for student interns defined as BSU employees while performing duties for BSU. BSU does not provide Workers’ Compensation insurance coverage for student interns performing duties to non-BSU Employers/Organizations.

Equal Opportunity and Non-Discrimination
Internship Employers/Organizations must subscribe to EEOC guidelines established by Federal and Massachusetts state law. BSU is a public institution with a long-standing commitment to equal opportunity for all. Internship employers/organizations must subscribe to EEOC guidelines established by Federal and Massachusetts state law. Employers/Organizations cannot unlawfully discriminate in the selection of student interns on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, veteran status, disability, political belief or affiliation, marital status, gender identity and/or genetic information.

Concerns or questions regarding the implementation of this policy can be directed to the Office of Affirmative Action.

Fair Labor Standards Act (FLSA)
Employers/Organizations must be aware of and ensure compliance with the Fair Labor Standards Act (FLSA), before classifying a student intern as an unpaid "trainee." If a student intern is considered an "employee" for purposes of the FLSA, then the employer must pay its student interns at least the minimum wage. The Department of Labor’s Wage and Hour Division developed a six-factor test for determining whether workers are considered "trainees" under the FLSA:

1. The training is similar to that which would be given in a vocation school
2. The training is for the benefit of the trainee
3. The trainees do not displace regular employees, but work under close observation/supervision
4. The employer derives no immediate advantage from the activities of the trainee
5. The trainees are not necessarily entitled to a job at the completion of the training period
6. The employer and the trainee understand that the trainees are not entitled to wages for the time spent in training

For more information, please go to the Department of Labor website.

Other Employment Related Laws
Employers/Organizations must adhere to all other employment related laws for student interns who perform employment related tasks including, but not limited to, acts of sexual harassment.
**Occupational Safety & Health Administration (OSHA)**

All Employers/Organizations shall maintain a safe working environment for student interns. This includes complying with all OSHA rules and providing an initial safety orientation, any precautionary safety instructions, training, and ongoing supervision for assigned duties. An experienced professional who has expertise in the content area of the internship shall be assigned to supervise the student intern throughout the internship and shall be available to the student intern in the event of any employment related accidents.

**Hold Harmless or Indemnity Agreements**

Because of the concern over liability during student internships, some Employers/Organizations may require Bridgewater State University and/or the student intern to sign a hold-harmless or indemnity agreement. Student interns are PROHIBITED from signing an Employer/Organization’s hold-harmless or indemnity agreement on behalf of Bridgewater State University.

In some cases, Employers/Organizations have asked students to sign a release of liability as a condition to accepting an internship. Student interns are recommended to NOT sign personal hold-harmless or indemnity agreements that assume liability as a condition to accepting an internship.
Appendix F: Glossary

**Academic Advisor** – The faculty member assigned by the student’s primary major to assist the student in preparing a program of study, monitor the student’s progress, provide needed assistance and to verify that program requirements have been met for both academic and practicum portions of the degree.

**Agency** – An organization that will provide the internship/fieldwork experience for student intern. Agency is used interchangeably with ‘Internship site’.

**Faculty Supervisor** – Faculty member responsible for evaluating student work and site supervisor feedback to determine a grade.

**Internship** – A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; *and give employers the opportunity to guide and evaluate talent.* (National Association of Colleges and Employers, 2011) An internship provides exposure to career fields of interest without making a permanent commitment.

**Internship Host Site** – The organization, business, or entity that offers an organized hands-on experience for a student intern. The host will define the Site Supervisor, provide or assist with the creation of a position description, determine pay for the experience, and define the duration of the experience.

**Non-credit Internship** – An internship that is elected by the student, for which the student does not receive academic credit. The internship may be a repeated experience, or one that does not meet academic criteria even though it is relevant to the student’s major.

**Rotational Internship** – Internship program in which the intern rotates between various departments of the host organization or between various roles in a single department. This type of internship allows the students to assess their skills and interests in a number of positions. (Calvo, 2011)

**Site Supervisor** – This is the person assigned by the host organization to supervise, coach, guide, support and assist on a daily basis the intern with achieving the internship goals and contribute to its success while evaluating the process and its results (Caribbean Tourism Human Resource Council, 2004)

**Supervision** – A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in an internship and facilitates the learning and skill development experiences associated with an internship. (Based on the Council for Accreditation of Counseling and Related Educational Programs [CACREP] Standards)

**University Internship Coordinator** – A BSU Career Services employee dedicated to support internships. This person serves as the point of contact for organizations wishing to post internships and the administrator of CareerLink@BSU. Additional responsibilities include Internship Prep Workshops, meeting with students, and consulting with academic departments regarding internships.

**Virtual Internship** – Interns work remotely (at home, school or library) rather than in the company’s office. (Calvo, 2011) At this time, Bridgewater State does not approve virtual internships.
Bibliography


