



CENTRE COLLEGE

Internship Handbook for Employers

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Portions of this guide were adapted from materials from the National Association for Colleges and Employers and Luther College.

WELCOME

Dear Intern Employer,

Thank you for your interest in Centre College's internship program. Whether you are new to hosting interns or have worked with our interns in the past, I hope that this guide will assist you in working not only with the students, but also in understanding the requirements of the college.

This internship handbook is designed to help organizations establish a new internship program, evaluate an existing program, and provide guidance when hosting an intern. Although the handbook is not exhaustive, it is meant to be used as a tool to raise questions, make recommendations, and provide some guidelines for common practices frequently found within strong internship programs. It also provides information on how to recruit Centre students and post internships at Centre College and walks you through our requirements for academic-credit internships.

As always, if you have questions or wish to talk more specifically about your internship needs, please don't hesitate to contact me at any time.

Sincerely,



Mindy Wilson
Assistant Director
Centre College
Center for Career & Professional Development
(859) 238-8792
mindy.wilson@centre.edu

WHAT IS AN INTERNSHIP?

An internship is a form of experiential learning that empowers students to integrate knowledge and theory learned throughout the curriculum with practical application and skills development in a professional setting. Thus, a meaningful internship is a partnership between Centre College and a host employer, collaboratively defined and guided by the student, a faculty internship mentor (if the student is receiving credit), and an on-site supervisor from the host employer. To ensure that an experience is educational and thus eligible to be considered a legitimate internship, all the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained through the classroom. It must not be simply to advance the operations of the host employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly developed learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced on-site supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

If these criteria are followed, it is the opinion of NACE that the experience can be considered a legitimate internship. (National Association of Colleges and Employers, <http://www.naceweb.org/about/membership/internship/>, December 19, 2011)

Characteristics include:

- Duration can range from one month to one year, but a typical experience usually lasts three months. At Centre College, students may participate in internships during the fall and spring terms, CentreTerm (a 3-4-week internship during the month of January), and during the summer months.
- May be part-time or full-time.
- May be paid or non-paid. **(Please see page 12 for important legal information regarding pay.)**
- Internships may be part of an educational program and carefully monitored and evaluated for academic credit, or internships can be part of a learning plan that a student develops individually without receiving credit.
- An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional "learning plan" is structured into the experience.
- Learning activities common to most internships include learning objectives, observation, reflection, evaluation, and assessment.

- An effort is made to establish a reasonable balance between the intern's learning goals and the specific work an organization needs completed.
- Internships promote academic, career and/or personal development.

How Internships Benefit Employers

- Source of highly motivated pre-professionals
- Students bring new perspectives to old problems
- Quality candidates for temporary or seasonal positions and projects
- Freedom for professional staff to pursue more creative projects
- Flexible, cost-effective work force not requiring long-term employer commitment
- Proven, cost-effective way to recruit and evaluate potential employees
- Visibility of your organization is increased on campus

Designing an Internship Program

As varied as organizations are in age, size, industry and product, so too are their internship activities. How do you know what kind of program will work best for you?

- What does your organization hope to achieve from the program?
- Are you a small organization searching for additional help on a project?
- Is your organization growing quickly and having difficulty finding motivated new employees?
- Are you a nonprofit that doesn't have a lot of money to pay, but can provide an interesting and rewarding experience?
- Is your organization searching out new employees with management potential?

If you elect to create an internship experience, there are some additional questions to ponder. Considering the following:

- Will you pay the intern? If so, how much? Wages vary widely from field to field, so be sure yours are competitive or you offer competitive incentives.
- Where will you put the intern? Do you have adequate workspace for them? Will you help make parking arrangements, living arrangements, etc.?
- What sort of academic background and experience do you want in an intern? Decide on standards for quality beforehand—it will help narrow down your choices and find the best candidate.
- Who will have the primary responsibility for the intern? Will that person be a mentor? A supervisor? Both?
- What will the intern be doing? Be as specific as possible. Interns, like others in the process of learning, need structure so they don't become lost, confused or bored.

A careful discussion with management can create a consensus on program goals. The program and the internship can be designed to best meet those expectations. As many staffing professionals know, in order for a program to be successful, it will require the commitment of management.

DEVELOPING WORK ACTIVITIES & MEASURABLE LEARNING OBJECTIVES

A large part of producing effective position descriptions involves the development of challenging work assignments that complement students' academic programs. One way to do this is to design a preliminary list of work activities that will fit the needs of your department or organization. A detailed description of typical tasks will help the college to promote your internship or field experience and for you to screen the right candidates for the position. Later, when the interns you select join your team, you will have the chance to review the work activities and modify them according to the interns' knowledge, strengths, interests, and personal work/learning goals.

Employers should strive to present interns with a variety of tasks, while accommodating the needs of the department/organization. Of course, some of the interns' responsibilities will involve repetition because all work involves some repeated activity. Even so, former interns have commented positively about internship experiences that provide them not only a focused and substantial role to fill, but they are also given broader exposure to the organization in general, giving them a sense of how the different departments fit together.

Sample tasks that students have worked on for sponsoring organizations include:

- performing laboratory tests
- writing handbooks or manuals
- designing posters, charts, graphs
- generating financial forecast and cost recovery reports
- performing software/hardware modifications
- conducting studies and surveys
- developing PowerPoint presentations
- compiling technical reports
- creating academic lesson plans
- conducting research
- generating marketing plans
- conducting training packages
- preparing budgets and financial reports

Do you want to plan activities beyond the work you give your interns?

Will there be special training programs, performance reviews, lunches with executives, social events? Keep in mind that if interns have a good experience working for you, they are likely to tell their friends—word gets around!—and chances of attracting good students for next year will increase.

A very important part of your plan should be the assignment of a mentor or supervisor—that is, someone from the intern's department who will be in charge of the intern. This person doesn't have to be a teacher per se, but should be selected because he or she likes to teach or train and has the resources to do it.

RECRUITING AN INTERN

How will you find those ideal candidates to fill your internship position(s)? ***The number-one tip from those who have established programs is to start recruiting early!*** This cannot be overemphasized to organizations that want the very best interns. Begin searching three to four months before you need a student to begin. Starting early has other advantages: the longer you accept applications, the better your chance of finding the best person for the job. The sooner you get one, the longer you have to form a good working relationship with him or her.

A) Developing an Internship Job Description

This internship job description provides the intern and employer with a clear understanding of expected responsibilities, qualifications, and supervision. Because this form acts as a contractual agreement, be very specific about what the intern will be doing. If the student is receiving academic credit, the student and faculty advisor use the internship job description to establish learning objectives, which are shared with you on the intern's contract. The internship job description is used by Career Services to promote the openings to students. Additionally, you should be sure to include instructions on what application materials are required (resume, cover letter, etc.), to whom and how they should be submitted, and any relevant deadlines.

B) Advertising Internship Opportunities

Students search for jobs and internships in our recruiting system, Handshake. You may create an account on Handshake where you can post as many positions as you wish for no charge. Just go to <https://app.joinhandshake.com/> to register for your free. Once there, click on the link to "Sign up for an Account," and when prompted, search for Centre college to connect with us. If you need assistance, you can follow the directions found here: <https://support.joinhandshake.com/hc/en-us/articles/219133047-How-to-Create-a-User-Account-Join-a-Company-and-Connect-with-Schools>

The following table reflects recommended timeframes to recruit candidates for internship positions. Following these recommendations will ensure there is ample time to promote your internship opportunity and select the right student.

For An Internship During	Advertise During
Fall Semester (August – December)	March – April
January Term (CentreTerm)	August – November
Spring Semester (February – May)	September – December
Summer Term (June – August)	January – April

C) Collecting Application Materials

1. The Career Center strongly recommends that you request, at a minimum, a cover letter and resume from each student applicant.
2. Beyond the cover letter and resume, you may also wish to request other relevant materials such as a writing sample, a portfolio of creative work, and/or a current undergraduate transcript.

D) Contacting Qualified Students for Interviews

On-site: If your geographic proximity to Danville lends itself to an on-site interview, we strongly encourage you to invite candidates to your organization.

On-campus: Career Services regularly hosts employers on campus to conduct interviews with candidates. Please let us know when you'd like to come, and we'll take care of the rest.

Phone/Skype: Employers often conduct phone and Skype interviews when geographic distance is an issue.

Questions you may want to ask a prospective Centre College intern:

- Why do you want to do an internship?
- What do you know about this organization? (Have they taken time to research you?)
- What led you to your major field of study?
- What leadership roles have you undertaken?
- I'd like to hear a little about your future goals. What do you hope to do after graduation?
- What are your strengths?
- What would you want to have gained or learned by the end of this internship?
- Do you have any questions for me? (Open it up for them to ask.)

Choose your interns just as carefully as you'd choose permanent employees. After all, they might be permanent employees some day. You're making an investment; time and money will go into this person. This is where the interview will come in handy: Is the intern truly motivated, or does he or she just want a job? Will the intern fit into your organization's culture? Does he or she have the level of experience you need? With careful consideration of whom you hire at the beginning, you can avoid some of the most common pitfalls of internships.

ORIENTING & TRAINING INTERNS

Many students are unfamiliar with the activities, environment and objectives of your organization. Even though your interns may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork or the profit-making orientation of business. It is this orientation and training dimension of the internship experience that emphasizes the partnership role of the sponsoring organization.

The sooner your student interns understand what your organization does and how it operates, the sooner they can assume assigned responsibilities and become productive. You can help this process by providing the following kinds of information about your site:

Explain the Mission of the Organization

- How did the organization start? Why?
- What is unique about your product or service?
- Who benefits from your product or service?
- What are the organization’s current objectives?
- How may the intern contribute to those objectives?

Explain the Organization Structure

- Who reports to whom?
- Who, specifically, is the intern’s supervisor?
- What is the intern’s department responsible for?
- How are decisions made?
- Which personnel can answer different kinds of questions?

Outline Organizational Rules, Policies, Decorum and Expectations

- Is there special jargon?
- What are the specific work standards and procedures?
- When will the supervisor be accessible (days, times, duration) to the intern?
- How should they process requests?
- How do the mail and telephone systems work?
- What are the approved forms for correspondence?
- By what safety regulations must they abide?
- Is there a procedure for signing off work?
- What periodic forms or reports need to be completed?
- Are there security or confidentiality issues the intern should be aware of?
- What is acceptable with regard to dress and appearance?
- How should they maintain the premises and their work area?

Define the Intern’s Responsibilities

- What is the intern’s role?
- What projects will be assigned to him or her?
- What resources are available to the intern?
- What training is necessary?
- When is the intern expected to be onsite? Set a schedule.
- How does the organization want the intern to deal with clients and vendors?
- What tasks can be completed without supervisory approval?
- Do other employees understand the intern’s role?

Monitor the Intern’s Adjustment and Understanding of What is Expected

- Make yourself visibly available to the intern
- Assign someone who can periodically “check in” with the intern
- Provide feedback and constructive criticism

- Force the intern to ask questions

You can communicate this information in several ways:

- Take your intern on a tour of the facilities and introduce them to the other employees.
- Give your intern company materials to read such as newsletters, annual reports, an organization chart, or memos from the CEO.
- Encourage your intern to spend break and lunchtimes in places where employees gather.
- Schedule regular one-on-one meetings with her or him.
- Give the intern opportunities to observe (or participate in) professional meetings.
- Allow the intern to interview company personnel.
- Encourage the intern to walk around and observe others at work.

The success of an internship depends on the partnership between representatives of the organization, Centre College, the student, and, if the student is receiving credit, the faculty mentor. These parties need to agree on the conditions of the internship, the responsibilities of each party, and the reporting requirements. The site supervisor is the critical link. You guide your intern by providing direction and feedback. If a problem occurs, you counsel the student and contact the faculty supervisor or the Center for Career & Professional Development, when necessary.

SUPERVISING THE INTERN & CENTRE REQUIREMENTS

Students will look to you as a mentor who will assist their transition from the classroom to the work environment. We suggest you meet with your interns regularly to provide feedback concerning their performance. During these meetings, the students can:

- Report on the status of a project.
- Ask questions.
- Learn how their work is contributing to the organization.
- Participate in an evaluation of their strengths.
- Discuss areas needing growth and development.
- Get a sense of what kind of work lies ahead.

At the same time you will have an opportunity to coach, counsel and reinforce positive attitudes and performance. The supervisor should be aware of the intern's daily tasks. Watch for signs of the intern being bored or confused. It's easy to be shy with new people who all know each other. Observe whether the intern is working on a project that needs another person's input. Keep the intern busy and directed towards his/her learning outcomes. Students rarely complain of being overworked, but they do complain if they are not challenged. Encourage professionalism by assisting the intern in developing interpersonal skills, decision-making abilities and managing office politics. Demonstrate how this work relates to overall efforts of the department or agency.

Centre College students receiving academic credit for their internships will have an internship contract that outlines their learning plan. (See Appendix A.) This contract is completed once students are selected for an internship, and the students are responsible for making sure it is complete. They will review this plan with their supervisors before beginning their internships, and it must be approved and signed by the student, his or her site supervisor, his or her faculty internship advisor, Centre College's internship coordinator, and the Associate Dean of the college. Centre College does provide a non-credit internship contract for those employers who wish to formalize a non-credit internship with a learning agreement. (See Appendix B.) You can view all contracts at

https://centrenet.centre.edu/ICS/Campus_Resources/Center_For_Career_Professional_Development/Internships/Forms_and_Deadlines.jnz.

In addition to spontaneous and informal meetings, site supervisors will also be asked to complete a mid-term evaluation form (so the students know where they stand) and final evaluation form for each student intern through an online survey tool and approve a time card. You should consider the quality and timeliness of the work produced to date, ability to take and follow directions, work habits and areas needing growth and development. Centre College uses these evaluations to help track student growth and identify issues, and they are taken very seriously by the staff and faculty.

Centre College faculty internship mentors and the internship coordinator are available to site supervisors to help find solutions if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, personal conflicts, etc.). **Please inform Mindy Wilson, the internship coordinator, at (859) 238-8792 or mindy.wilson@centre.edu as soon as possible if any difficulties occur so that all partners involved in the internship can explore solutions to the issues. Please make sure to have discussed the issue directly with the student before contacting us—it is often easier for us to speak to the student if s/he understands the issue beforehand.**

In addition, we ask that you get in touch with Mindy Wilson if the internship conditions must be altered, such as a change in supervisor, delays in the availability of data needed by the students to complete an assignment, a strike by unionized employees, transfer or termination of an employee involved in the interns' work, or other unanticipated changes.

We encourage interns to keep a portfolio of work accomplished during the experience. This will help fulfill the students' academic requirements and provide them with a sense of accomplishment. In addition, it will give you a basis to discuss their professional growth. Specific work documents to include in a portfolio might be any of the following:

- Job Description
- Legislation
- Proposals
- Manuals
- Citations & Awards
- Contracts
- Program Outlines
- Company Newsletters
- Performance Appraisals
- Charts/Graphs
- Correspondence
- Press Releases
- Certificates
- Research Report
- Financial Reports
- Displays & Exhibits
- References
- Survey Reports
- Cost Analysis
- Computer Print-outs
- Photographs

ACADEMIC INTERNSHIP GRADES

Interns receiving academic credit will be graded on a Credit/No-Credit basis. If the student completes all requirements set out in their internship contract, including satisfactory performance on the job, academic readings, written projects assigned by their faculty mentor, as well as a final presentation about their internship, s/he will receive credit for the experience.

If the student receives a less-than-satisfactory final evaluation from the intern supervisor, the internship coordinator and faculty mentor will follow up with the employer for more information to help make a decision about whether or not the student will receive credit for his or her work. Please contact Mindy Wilson at (859) 238-8792 or mindy.wilson@centre.edu immediately if there are any concerns about a student intern's work at any point during the internship.

LEGAL ISSUES

Do you have to pay interns?

The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000.00, severely restricts the employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

You don't have to pay interns who qualify as leaders/trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

- 1) Interns cannot displace regular employees.
- 2) Interns are not guaranteed a job at the end of the internship (though you may decide to hire them at the conclusion of the experience).
- 3) Interns are not entitled to wages during the internship.
- 4) Interns must receive training from your organization, even if it somewhat impedes the work.
- 5) Interns must get hands-on experience with equipment and processes used in your industry.
- 6) Interns' training must primarily benefit them, not the organization.

Workers' and Unemployment Compensation

Workers' compensation boards have found that interns contribute enough to a company to make them employees. It's wise to cover interns under your workers' compensation policy even though you aren't required to do so. Student interns are not generally eligible for unemployment compensation at the end of the internship.

Keep in Mind

Even if a student is working through a school program for which he or she is being “paid” in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.

Paid interns make ideal workers – hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment because it often produces future, long-term employees.

You should identify the specific terms and conditions of employment (e.g., dates of employment as an intern, including the date the internship will end; compensation; organizational and/or reporting relationships; principal duties, tasks or responsibilities; working conditions; any other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may make good sense to document such a discussion with a written agreement stating both parties’ understandings, and have it signed by both the employer and the intern. **(Centre College provides students with this form for both credit- and non-credit internships, with signatures required of the faculty advisor (credit only), student, site supervisor, and Centre College internship coordinator.)**

If an intern is harassed at your organization, and no action is taken to investigate and respond to the claim, your organization opens itself to the risk of lawsuits. Take time to advise your interns of appropriate workplace behavior, the organization’s harassment policy, and complaint procedures.

International Students

The most common visa types employers will see on college campuses when recruiting international undergraduate or graduate students for either full-time or internship positions are the F-1 and J-1 visas.

“An F-1 visa is granted to a person coming to the United States to attend college, university, seminary, conservatory, academic high school, elementary school or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. The visa holder plans to return home after completing studies. This is the most common non-immigrant visa for an international student attending undergraduate and graduate school. Students are granted F-1 status until the completion of the academic program and 12 months of post-program practical training. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Anything outside of study, including employment, is an exception to the visa. Authorization for employment is strictly limited to certain situations.

- The student holding F-1 status for a full academic year and in good academic standing may work off campus. Such work authorization is granted when the student has sustained unforeseen economic hardship. Also, the student may not work for more than 20 hours per week when school is in session, but may work full time during

holidays and vacations, including breaks between terms, provided the student intends to register for the next school term.

- **Curricular Practical Training (CPT):** An F-1 student may perform curricular practical training prior to the completion of the educational program as part of his or her educational experience. The Immigration and Naturalization Service (INS) defines this type of training as ‘alternate work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through agreements with the school.
- **Post-Completion Practical Training (OPT):** This is temporary employment directly related to the student’s major area of study that takes place after the student completes a full course of study. Authorization for this training may be granted for a maximum of 12 months of full-time or part-time work. Those on a student visa can only gain authorization once for this type of training.”

Centre College can process both CPT and OPT paperwork for students. For CPT (which is the most common internship work authorization), Centre College and the Federal government require that the employer submit a signed letter on the organization’s letterhead which should confirm the job offer, dates of employment, salary information, and should include a detailed job description. (See Appendix C for a sample letter.) There is additional paperwork that the student will need to complete. If you offer an internship to an international student, please refer him or her to Centre College’s International Student Advisor for more information:

Stephen Swan

International Student Advisor

(859) 238-6106

stephen.swan@centre.edu

Employers may pay international students for internship work, but must disclose this information on the letter submitted to Centre College. Employers may also want to verify with the international student that s/he has applied for a Social Security card. If the student does not have a Social Security card, Centre College’s International Student Advisor can help the student obtain one.

If you have any questions regarding this process, please contact Mindy Wilson at (859) 238-8792 or mindy.wilson@centre.edu.

The above information is adapted from a web article by Rochelle Kaplan, General Counsel for the National Association of Colleges and Employers (NACE). Reprinted with permission of the National Association of Colleges and Employers, copyright holder. For more information on these and other legal issue related to hiring, see NACE web at www.naceweb.org.

APPENDIX A: Internship Contract for Academic Credit (Sample Only)

CENTRE COLLEGE INTERNSHIP CONTRACT (Academic-Credit Internships)

All sections of this contract **MUST** be filled out completely in order to be approved. Please type or print clearly.

Student Name _____

Student ID Number _____ Phone (during the internship term) _____

Campus Address _____

Major(s) _____ Junior Senior

Graduation Year _____

Internship Title (This will be recorded on your permanent transcript. 32 characters max. Please include the word "Intern.")

Number of Credits _____ Will you be paid? Yes No How much? _____

Will you be living on- or off-campus during your internship? _____

Organization _____ Phone Number _____

Address _____

On-Site Supervisor _____

Supervisor's Title _____

Supervisor's E-mail Address _____

Faculty Mentor _____ Phone Number _____

Academic Program _____

Term of Internship: Fall _____ CentreTerm _____ Spring _____ Summer _____ Year: 20 _____

Brief Description of Duties (to be completed by the student and the on-site supervisor)

CAREER DEVELOPMENT AND INTERNSHIP LEARNING OBJECTIVES

(To be completed by student and faculty mentor)

Because an internship is intended to be an academic learning experience as well as a professional one, it is important that tangible learning objectives be listed. These objectives should be specific and measurable. Students will be required to evaluate how well they met the learning objectives at the end of the term.

Objectives:

A. _____

B. _____

C. _____

Evaluation will be based on each of the following (To be completed by the faculty mentor):

1. The student’s oral presentation at the end of the internship (typically in the form of a reverse internship fair).
2. The student’s work performance.
3. Attendance at all required meetings.
4. An academic component that *must be an integration of the academic readings and work experience* to consist of: **(Please be specific about the assignment including topic(s). Final written product must be a minimum of 8 pages total.)**

Internship schedule: Generally, a student will maintain a regular schedule of days and times to attend the internship. There will be exceptions to these established times as your internship may require the attendance at an event or meeting. Please note your expected days and times of attendance. To earn course credit for INT 400, the student must work a minimum number of hours:

Term	Hours for 2 Credits	Hours for 3 Credits
Fall Term	80 hours (6-7 hours per week)	120 hours (10 hours per week)
CentreTerm	Not applicable	120 hours (40 hours per week for 3 weeks minimum)
Spring Term	80 hours (6-7 hours per week)	120 hours (10 hours per week)
Summer	Not applicable (A one-credit internship is available. Ask your career counselor for details.)	120 hours (10 hours per week)

Regularly-scheduled internship days and hours: _____

Tentative frequency of employer-intern check-in meetings: _____

REQUIRED READINGS:

Experiential education is a means of learning in which the student integrates academic theory and traditional methods of inquiry with actual experience in the field. It is important that the student enriches his/her work experience through significant reading. We ask the student, the on-site supervisor, and the faculty mentor to develop a reading list of pertinent books, materials, journal articles, etc. that will support the student’s inquiry during the internship. Please make a list of those resources that will be used:

Organizational Supervisor:

1. Title/Author: _____
2. Title/Author: _____

Faculty Mentor:

1. Title/Author: _____
2. Title/Author: _____

SUPERVISION AND CONTROL OF WORK

All parties agree that the employer sponsor will supervise the work of the student intern undertaken pursuant to this internship and that the employer sponsor will be responsible for the service or product provided to its clients or customers. The employer sponsor also verifies that s/he is aware and is in compliance with all FLSA laws.

Signatures of Approval

(Please obtain the signatures in the order in which they appear below. Once the signatures are obtained, the contract will be sent to the Registrar’s Office by the Associate Dean for final approval.)

Student _____ Date _____

On-Site Supervisor _____ Date _____

Faculty Mentor _____ Date _____

Centre College Internship Coordinator _____ Date _____

Associate Dean of the College _____ Date _____

APPENDIX B: Non-Credit Internship Contract (Sample Only)

CENTRE COLLEGE INTERNSHIP CONTRACT (non-credit internships)

All sections of this contract **MUST** be filled out completely in order to be approved. Please type or print clearly.

Student name _____

Student ID number _____

Campus address _____

Cell phone _____

Phone (during the internship term) _____

Major(s) _____

Current Standing: ___ Junior ___ Senior ___ Soph

Graduation Year _____

Internship title _____

Organization _____ **Phone number** _____

Address _____

On-site supervisor _____

Supervisor's title _____

Supervisor's e-mail address _____

Term of internship: Fall___ CentreTerm___ Spring___ Summer___

Will you be paid? Yes No **How much?** _____

Brief Description of Duties (to be completed by the student and the on-site supervisor)

CAREER DEVELOPMENT AND INTERNSHIP OBJECTIVES

Because an internship is intended to be a learning experience as well as a professional one, it is important that tangible objectives be listed. These objectives should be specific and measurable.

Objectives:

A. _____

B. _____

C. _____

Internship schedule: Generally, a student will maintain a regular schedule of days and times to attend the internship. There will be exceptions to these established times as your internship may require the attendance at an event or meeting. Please note your expected days and times of attendance.

Regularly scheduled internship days: _____

Regularly scheduled internship hours: _____

Internship start and end dates: _____

Where will you be living during the internship? _____

Employer Intern Meetings: Specific times during the term should be set aside for the supervisor and student to come together for feedback, evaluation of progress and projection toward the remaining part of the term. Such meetings should take place at least once every two weeks, although more frequent meetings would be ideal.

Tentative frequency of employer-intern meetings: _____

SUGGESTED READINGS:

Experiential education is a means of learning in which the student integrates academic theory and traditional methods of inquiry with actual experience in the field. It is important that the student enriches his/her work experience through significant reading. We ask the student and the on-site supervisor to develop a reading list of pertinent books, materials, journal articles, etc. that will support the student's inquiry during the internship. Please make a list of those resources that will be used:

1. Title/Author: _____
2. Title/Author: _____

SUPERVISION AND CONTROL OF WORK

All parties agree that the employer sponsor will supervise the work of the student intern undertaken pursuant to this internship and that the employer sponsor will be responsible for the service or product provided to its clients or customers.

Signatures of Approval

(please obtain the signatures in the order in which they appear below)

Student _____

On-Site Supervisor _____

Career Services Representative _____

APPENDIX C: Sample Letter for International Students



June 25, 2013

Centre College
International Student Advisor
600 West Walnut Street
Danville, KY 40422

RE: Chang Han

Dear Centre College:

We are pleased to extend a paid internship opportunity for the Fall 2013 academic semester to Centre College student Chang Han, subject to the requirements outlined below:

As discussed with Chang, the internship would be based at our Danville office location. It would begin during the week of September 2, 2013 and it would conclude on December 6, 2013. Chang would work a minimum of 10 hours per week. She would be compensated at a rate of \$7.50 per hour assuming that Chang demonstrates legal work eligibility prior to commencing the internship.

As part of her experience during the internship, Chang would be exposed to most areas of our independent insurance agency environment. We anticipate that Chang would learn a great deal about the operations aspect of a mid-sized agency through involvement in client and company meetings, as well as through participating in some of our formal training programs. She can also expect involvement in the more routine parts of the agency environment—including work in data entry, word processing, and other customer service areas.

If you require any additional information about the internship, please do not hesitate to contact me by phone or by email to john@insuranceagency.com any time.

Best Regards,

John Doe