



FITCHBURG STATE UNIVERSITY

CAREER SERVICES & ADVISING CENTER



FALCON INTERNSHIP PROGRAM MANUAL

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PROGRAM MISSION

The aim of the Falcon Internship Program is to connect students with valuable, real world experiences through meaningful internships. We are dedicated to building high quality partnerships with our internship sites. In this guide, students will find information to help them identify and prepare for internships. Employers will find information to help them develop internship opportunities within their organizations.

Program Description & Objectives

The Falcon Internship Program (FIP) connects Fitchburg State University students with internship opportunities. FIP is available to all undergraduate students who are looking to complete an internship opportunity either for academic credit or as a non-credit internship, here referred to as an experience internship.

The Falcon Internship Program objectives are:

- Student interns will develop career readiness competencies that will prepare them for a successful transition into the workplace.
- Student interns will develop an understanding of career fields of interest, including skills and responsibilities of professionals within the field.
- Student interns will be able to cultivate a professional network within their career field of interest.
- Student interns will further clarify their values, interests, strengths and skills.
- Student interns will be able to connect and articulate their academic knowledge and skills to the world of work, including their liberal arts background.
- Student interns will demonstrate openness, inclusiveness and the ability to interact respectfully with all people and to understand individuals' differences.
- Student interns will further develop the skills necessary to become lifelong learners and civic and global leaders.

As part of the program, students can expect to:

- Work with the Career Services and Advising Center to search and apply for internship opportunities
- Receive support during the application/interview process
- Receive guidance and preparation support before starting their internship
- Receive continued support and communication from the CSA Center throughout the internship experience

Students in the program are expected to:

- Maintain communication with the CSA Center throughout the entire process
- Complete a pre/post evaluation of their internship experience

Please note that currently this program is not available for students who are looking to complete internships as a graduation requirement/part of their academic program (12 credit internship for Human Services and Communications Media, required internships for Exercise Science and Engineering Technology). If your major requires you to complete an internship before graduation, please work with the advisor in your department regarding requirements. The Career Services and Advising Center can provide you support with searching for opportunities by setting up an appointment with one of our advisors.

Benefits of Completing an Internship

Internships are an important part of the career development process. Internships allow you to apply skills and knowledge learned in the classroom to real world contexts, to build additional marketable skills desired by employers and are a chance to try out various fields to see if they are a good fit. Internships for academic credit create the possibility of accumulating additional credits to progress in your degree program. The Career Services and Advising Center recommends that all students seek to complete a minimum of two internship opportunities during their undergraduate career.

Where Do I Start?

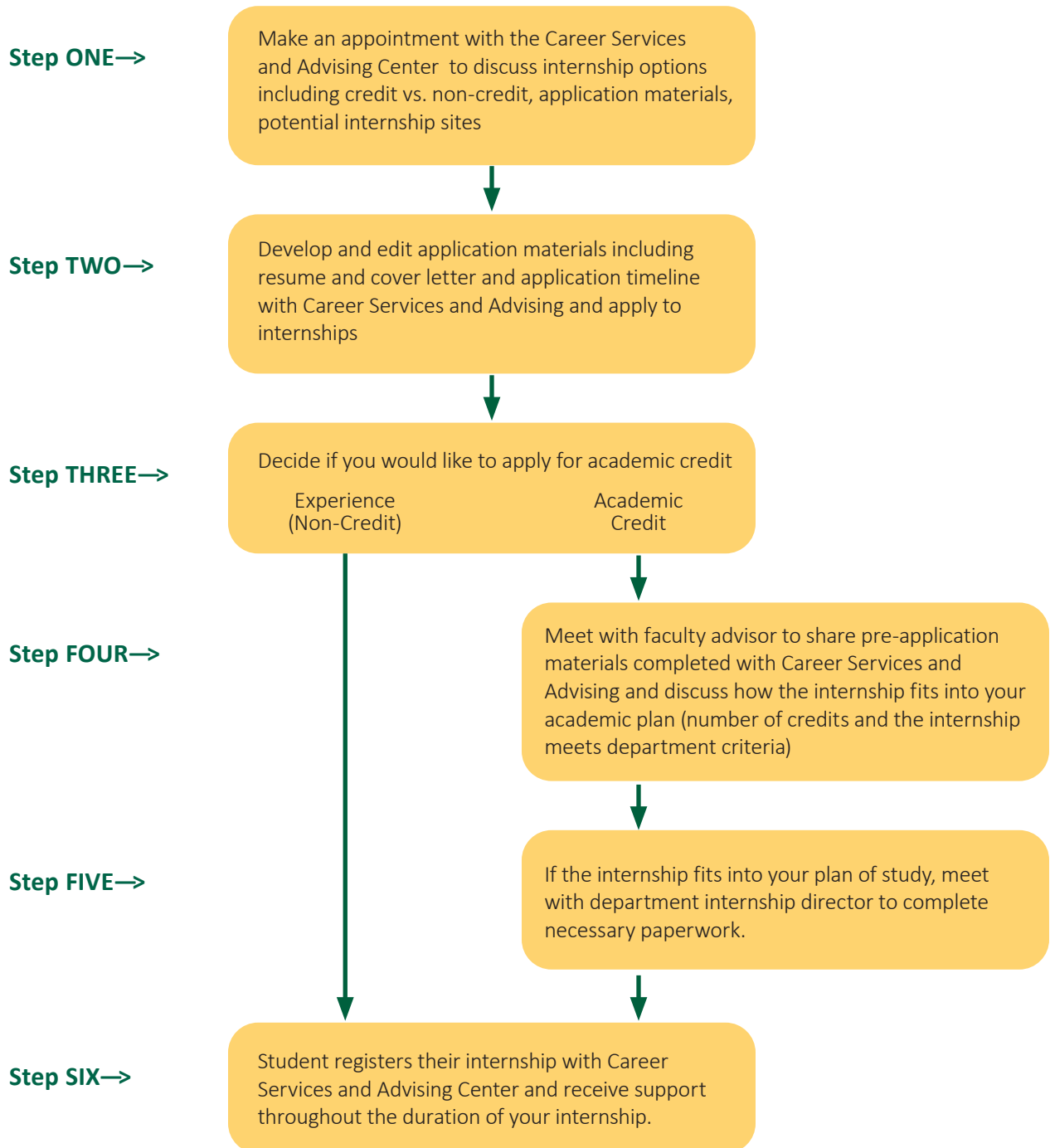
Your first step is to set up an appointment with Career Services and Advising and enroll in the Falcon Internship Program. An advisor will walk you through options and next steps to reach your goal of completing an internship experience that is a good fit for your specific situation. Below is a map of the process for both non-credit experience internships and for-credit internships.

CSAC Contact Information

Please contact the Career Services and Advising Center if you have any questions:

careercenter@fitchburgstate.edu
(978) 665-3151 Hammond 318

Internship Workflow



Academic Credit vs. Experience Internships

Students in all majors can complete an internship for experience. FIP students can apply for internships through Handshake or other avenues and will receive CSA Center support to complete an internship during Fall, Spring, or Summer semesters, regardless of if the internship is for credit or not. If a student would like to complete an internship for academic credit, the student needs to reach out to their faculty advisor or department internship coordinator. Students seeking to complete an internship for academic credit will require supplemental materials, specified by their academic department. Students seeking to complete Academic Credit and Experience Internships are both eligible for the Falcon Internship Program.

Internship Options	Academic Credit	Experience (Non-Credit)
Who do I meet with to learn about options?	Your faculty advisor	CSA Center
Where do I fill out paperwork/register?	Academic department	CSA Center
Recorded on your official transcript?	Yes	No
Must be approved by a faculty supervisor?	Yes	No
Eligible to receive support through FIP?	Yes	Yes
Can I be paid at the internship?	Yes	Yes

Academic Credit Internships

It is critical that students meet with a faculty member in the department in which they hope to earn credit. Each department has different processes and standards in awarding internship credit. For example, some departments may require that you keep a journal and complete a final paper or project as part of your experience. In addition, you and your supervisor will evaluate your performance and experience. Depending on the academic department, requirements for hours, type of acceptable internship and expectations may vary. The number of credits earned depends on the hours completed at the internship site (note: not all majors allow for all credit variations). Your faculty internship coordinator and the CSA Center can help you to get the necessary paperwork completed if you wish to earn academic credit during your internship.

Credits	Approx hours/week	Total Hours/Semester
3	9-10	120
6	15-18	225
9	22.5-27	337.5
12	30-36	450

Experience (Non-Credit) Internships

This option allows students who do not need or want academic credit to gain valuable experience through an internship. If you select this option, you will receive support and assistance from FIP in planning your internship. Prior to the internship, you will work with an advisor in the CSA Center to formulate learning objectives to ensure that you can articulate what you hope to gain from the internship. You, your site supervisor and the Associate Director for Internship Coordination and Employer Relations will work together in formulating a learning plan to ensure that everyone is in agreement on your activities during the internship and to minimize misunderstandings.

Students in majors in which internships are a **requirement** (i.e. *Human Services, Communications Media, Engineering Technology, Exercise Science*) should speak with their faculty advisor about the specific requirements and process to complete their degree requirements. Students in these majors can be a part of FIP for internships they would like to complete **in addition** to their required internship.

Paid vs. Unpaid Internships

Both Academic and Experience Internships can be and are, preferably, paid.

If you are doing an unpaid internship, you will want to consider the following guidelines set by the Department of Labor to prevent employers from using Interns as “unpaid labor”:

- The internship should be an extension of your classroom education.
- Work activities should be related to your career goals.
- The employer should not use your intern position to offset the need for another employee.
- The student should be assigned a mentor.

Note: If students have a paid internship, they should be compensated at a rate of minimum wage or higher.

Funding Opportunities

State University Internship Incentive Program

The State University Internship Incentive Program (SUIIP) is a state and university funded program that provides financial support to students participating in internships.

Qualifying internships can range from 3 to 12 credits per semester. Students in all majors may qualify, but priority will be given to students enrolled in a STEM (Science, Technology, Engineering and Mathematics) field. Awards typically will range from \$500 to \$5000 to cover tuition, fees, and expenses.

In order to qualify, students must meet the following criteria:

- Massachusetts Resident
- U.S. citizen or eligible non-citizen
- Have a valid 2021-2022 FAFSA on file with the financial aid office
- Have earned a minimum cumulative GPA of 2.75
- Be enrolled as a full time undergraduate day student
- Not yet earned a bachelor’s degree

More information can be found through the Financial Aid Office

Inclusive Pathways

Inclusive Pathways provides funding for students who have secured an unpaid internship in their field of study. Internships provide valuable experience in putting academic knowledge into context, gaining valuable hands-on skills, and helping students to discern their areas of interest. Students can apply for Inclusive Pathways funding to offset the financial impact of participating in an unpaid internship that can help to further a student’s career development. Internships can be full or part-time. Interested candidates should reach out to Career Services and Advising for more information.

Affinity Group Resources

Students can find resources including internship programs, job boards and internship and job search advice related to identity-based affinity groups on the CSAC website

Internships Defined

An internship is a practical work experience in a student's chosen field of study or career path. Students who intern have the opportunity to make important connections between classroom work and professional practice. Learning objectives, established with a faculty/staff member, guide the student through their internship experience. A representative from your organization and a faculty/staff member from Fitchburg State work together to monitor the internship and the intern's progress.

Purpose of an Internship

The overall purpose of the internship is to:

- Apply the skills and knowledge gained through academic work
- Acquire new technical skills
- Build experience necessary for employment
- Facilitate the transition from the academic world to the professional world
- Allow the student to evaluate their fit with the professional field they have chosen
- Prepare for the job search process
- Develop constructive work habits
- Utilize and strengthen their communication skills and build healthy work relationships
- Determine what professional and personal competencies they need to develop and address in their transition to professional life

Role and Responsibilities of the Internship Site

The primary role of the internship site is to provide supervision and guidance during the semester to the intern. The organization should provide day-to-day supervision to guide the student in their work. In addition, regular communication with the student's faculty/staff supervisor is expected. Communication may include a mid-term evaluation, a final evaluation, and on-site visits. In addition, the internship site should do the following:

- Complete the required internship agreement
- Provide the intern with opportunities to develop skills to enhance their marketability as a professional
- Schedule meaningful work activities
- Provide the tools and resources for the intern to complete required tasks
- Advise the intern on job seeking skills and how to build a professional resume or portfolio
- Counsel the intern in dealing with problems encountered in performing their role
- Communicate any issues or problems that cannot be resolved at the organizational level to the faculty supervisor
- Consider providing a letter of recommendation for the intern
- Treat the intern with the same respect and professionalism afforded to employees

Role and Responsibilities of Fitchburg State University

Your contact to develop and arrange an internship can begin with the Associate Director of Internship Coordination and Employer Relations, Susan Beddes, sbeddes@fitchburgstate.edu, 978-665-3321.

The University will prepare, support, and evaluate student interns and internship sites. Your ongoing contact will come from a staff member in Career Services and Advising as well as a faculty member in the student's field of study, if the student decided to apply for academic credit for their internship. More specifically, the University will do the following:

Prepare

- Support host sites in developing internship position descriptions and recruitment
- Brief the student on the internship requirements and general professionalism expectations
- Explain to both the student and the organization the internship agreement process

Support

- Clarify the learning objectives and expectations
- Notify the student of the operational details of the internship
- Apprise the on-site supervisor of the requirements of the internship
- Schedule on-site visitations if applicable
- Provide feedback to the intern and the supervisor following any meetings
- Intervene if there are on-site problems
- Provide periodic telephone or email contact with the on-site supervisor
- Evaluation of the Student Intern and Internship Site
- Coordinate the completion of a performance evaluation with the on-site supervisor
- Review the internship agreement at the end of the experience to determine the degree to which the intern met the obligations
- Evaluate all academic assignments and record a grade for the intern (if applicable)
- Assess the organization with regards to the quality of the experience provided and the fulfillment of the commitments made in the internship agreement

Time Frame

Internships occur during the academic period (Fall, Spring, and Summer). Students can complete internships for experience (non-credit) or apply for academic credit and earn 3 -12 hours of academic credit. If an internship is for academic credit, the internship will usually require 120 - 600 clock hours. It is the student's responsibility to check with their academic department to find out how many hours are required to achieve academic credit.

- Fall Semester—September-December
- Spring Semester—January-May
- Summer Semester—May-August

Academic Credit

If a student chooses to apply for academic credit for an internship, specific criteria must be met. The intern earns academic credit towards their degree for the work they complete at your organization. As stated above, the purpose is to apply theories, concepts, and skills acquired in the classroom to a real world situation. While the intern is with your organization they will have regular contact with a faculty member who will track their work and review evaluations completed by the on-site supervisor. Interns will be required to provide the faculty member with written work and often a final project that is graded by the faculty member. It is common practice that faculty will include the on-site supervisor's evaluation in determining the final grade.

Learning Objectives

For both experience and academic credit internships, creating learning objectives is an important step in defining the internship goals and activities for an intern. The learning objectives help the intern develop a clear understanding of what they will gain from the experience and help establish realistic expectations. In addition, learning objectives allow the intern to have a more rewarding experience and enhance their career and academic development.

Paid vs. Unpaid Internships

Internships can be paid or unpaid. This will depend on the organization and the academic department at the University. For unpaid internships, be mindful of the Department of Labor guidelines for organizations that are "for-profit". Internships that are unpaid may not be a realistic option for some students that need the financial stability of working while attending university. Paid internships tend to see a greater quantity and diversity of applicants.

Organizational Benefits

Internships can bring many benefits to an organization and create excitement among your staff as students enter the workplace. Some of the benefits include:

- Early recruiting of qualified employees
- Access to new concepts and ideas
- Supervisory and mentoring experiences for your staff
- Ability to promote and share a positive image of your organization
- Advantages from the enthusiasm and knowledge base of university students and faculty
- Bringing extra personnel to your organization to address project needs
- Development of a relationship with the University that can lead to other collaborative projects and programs
- Reduced training costs as interns may have an abbreviated learning curve if hired. Interns will already understand the organization and culture.
- Demonstrated investment in the community—interns will grow and develop into tomorrow's leaders. Your organization will contribute to the community by promoting and retaining an educated workforce.

Developing an Internship Program at Your Organization

An internship is an educational experience related to a student's degree program and career plan, which allows the student to apply what they learned to real work situations.

Consider the following questions for your organization:

- What do we want to accomplish from our internship program?
- Where can the most value be achieved from this program?
- Who is best suited to be the contact person for our program?
- How will we measure success as an internship provider?
- Where will the intern be located within our office?
- What is needed to set up an adequate workspace?
- What academic skills and background do we expect of the intern?
- What other professional experiences can we provide for an intern beyond day-to-day work tasks?

Qualities of Typical Internships

- Provide real world experiences, meaningful projects, and are less than 30% busy work (filing, covering phones, stuffing folders, etc.)
- Promote the academic, career and/or personal development of the student
- Include intentional learning objectives and supervisor evaluations of the student twice per semester.
- Provide career connections, mentorship and networking opportunities within the organization/industry
- Are a three-month commitment, but can be extended based upon performance.
- Can be part-time or full-time.
- Ensure a supervisor is assigned to adequately communicate expectations with the student while providing a reasonably safe learning environment.

12 Steps to Creating an Internship

1. Identify your goals for the intern.
2. Develop a comprehensive position description (see below for details)
3. Decide if the internship will be paid or unpaid. If there are “perks” available at your company, consider those as well. If non-paid, Department of Labor guidelines exist for “for-profit” organizations. (See Appendix.)
4. Determine when you will start your program (Fall, Spring, Summer).
5. Contact the Career Services and Advising Center for help with posting your position to Handshake and coordinating with the appropriate departments to help you recruit candidates.
6. Decide on your selection method. (apply directly to site, have CSAC collect applicants, host on campus interviews, etc.)
7. Select and interview applicants
8. Upon finding the right candidate with the appropriate fit and experience, make an offer.
9. Work directly with the student to set a work schedule and determine compensation.
10. Complete the appropriate paperwork required by your organization’s human resources department.
11. Close the position and report any hires. The Career Services and Advising Center will follow up with the student to determine whether they would like to register the internship for academic credit.
12. Assign a supervisor and communicate with your internship contact at Fitchburg State University

Writing an Internship Position Description

The internship position description is the first step towards creating a structured and successful internship program. A well written and robust position description will attract the right candidates and will raise awareness of your organization on-campus. For selected candidates and their supervisors, the description clearly defines the duties, expectations and parameters of the position.

Required Components of the Internship Description

- Organization Information/Profile
- Your company logo
- Position title
- Compensation
- Minimum and maximum work hours each week
- Start and end dates
- Major duties
- Scope and timeline of project work
- Required and preferred qualifications including preferred major/class year
- Preferred application method

Paid vs. Unpaid

- If the position is paid, determine the hourly salary range. If unsure how to determine a range, you can reach out to the Career Services and Advising Center for comparable position ranges.
- If unpaid, your organization must define how the student will benefit from the experience. There are legal considerations if unpaid to ensure you’re complying with US labor laws.

Minimum and Maximum Work Hours

- The typical internship range is between 10 and 36 hours per week depending on the semester (Fall, Spring, Summer), a student’s class schedule and their desire to do a full-time or part-time internship.

Start and End Dates

- The average length for internships is three months, or 12-14 weeks, but can be extended based upon performance.
- For students to receive academic credit, start and end dates should be confirmed and approved by the student’s academic department.

Major Duties and Responsibilities

- Consider the 3-5 key functions of the position- such as event coordination, administrative tasks, client relations, etc.- and establish specific tasks or duties associated with those key functions.
- Learning objectives are the core components of the internship because they define what the student will learn during their time on the work site. Consider specific, measurable outcomes for your student intern to achieve while on the worksite.

Required and Preferred Qualifications

- When considering what to include in this section, make sure to highlight specific majors or academic areas, key technical skills and necessary soft skills.
- Make sure to clarify between required and preferred qualifications for the position because many students will choose not to apply if they feel they don't fit the criteria exactly.

EXAMPLE

Position Title—Event Coordinator Intern
Supervised by Director of Marketing and Public Relations

Company Information—ABC Hotel and Spa—Hotel and resort located near Wachusett Mountain. Our location is ideal for your winter getaway with access to a full service ski resort. We have over 200 guest rooms as well as 10 suites, a restaurant/ lounge and over 10,000 square feet of meeting space.

Qualifications—We are looking for an individual who is self-motivated and organized. Intern should be familiar with Microsoft Office and social media platforms, such as Facebook and Twitter. The individual should have excellent communication skills and a positive customer service attitude. Attention to detail is a must. All majors are welcomed (Business and Communication Majors preferred).

Responsibilities—Work with employers and the public to increase awareness of services offered through our facility. Schedule meeting rooms and conference facilities. Coordinate in-house and external events such as: weddings, conferences, meetings, etc. Provide customer service to guests during on-site events. Develop new partners.

Timeline and Hours—10-15 hours/week, approximately January 15 - May 1

Compensation—\$15/hour.

How to Apply—To apply, students should send resumes to: (name of contact and email address).

Employer Frequently Asked Questions

How can I get the word out to campus about my open internship position?

We use Handshake as our career and internship platform for all students (undergraduate, graduate, and recent alumni). Employers can make a profile by going to joinhandshake.com. Once your profile is complete, add Fitchburg State University as one of your schools (on the left hand side menu) and we will approve you for all future job and internship postings. Once you are established in Handshake, we can easily share your open positions with the most relevant students/alumni through targeted emails and social media posts. Reach out to Susan Beddes, sbeddes@fitchburgstate.edu, with questions.

What paperwork do I need to fill out?

The paperwork you need to fill out may vary slightly and is dependent upon your intern's academic program, if they plan to apply for academic credit. The University has a contractual agreement that the intern site supervisor will need to sign. (The student will provide this form.)

Most organizations have an intern fill out an application to keep on file. Sometimes this form is the same as the application for regular employees. Other times, organizations will create a form specifically for interns.

What does a typical intern schedule look like?

Interns should work with their site supervisor to develop a mutually agreeable schedule. This schedule will vary depending upon the number of credits assigned to the internship and the number of hours required by the student's program of study.

Are there any types of evaluation forms I need to fill out?

We recommend a mid-term and final evaluation.

Is the intern allowed to rotate between departments?

Some organizations value the intern rotating between departments to gain a more comprehensive knowledge of the company.

What if the intern is not a good fit?

First, schedule a meeting with the intern to discuss any concerns. If you have counseled with the intern and have not seen progress, contact the intern's faculty/staff supervisor.

Should I expect a site visit from someone at Fitchburg State?

Site visits are very common and depend upon the intern's academic program. Typically, site visits will occur at the beginning or middle of the internship.

Thank You

The more prepared you are for your intern, the more sustainable your internship program will become. In the end, the intern, your organization, Fitchburg State University and your community will benefit. We thank you for your willingness to collaborate with our University and our students. If you would like to work with Fitchburg State University developing an internship program please

contact: Susan Beddes
sbeddes@fitchburgstate.edu
(978) 665-3321

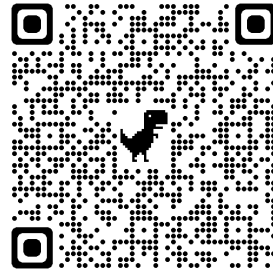
Falcon Internship Program Mid and Final Semester Intern Performance Evaluations

These evaluations are designed to assess learning as it relates to the student's professional and personal development. Interns will typically and ideally demonstrate growth (change) on each of these dimensions, which are based on the 8 Career Readiness Core Competencies recently (2021) revised and updated by the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>).

Career Readiness is a foundation for demonstrating requisite core competencies that broadly prepare students for success in the workplace and lifelong career management. See list of examples at the end of the assessment of behaviors associated with each competency that may help with rating the intern.

Important note: As a baseline for the competency rating, use your performance expectations for an entry-level position, as this establishes these ratings as aspirational and developmental, so that interns may grow. It is common for mid-point ratings to be different from final ratings. Please rate accordingly to promote student awareness of his/her/their progress and offer suggestions to strengthen a competency, where applicable. Your candid ratings help track student learning and demonstrate growth throughout the internship experience!

Please indicate how often the student demonstrates each competency. At a minimum, we encourage you to discuss your ratings and observations at both the midpoint and endpoint of the internship. Continuous feedback is extremely valuable.



Internship Programs Under the Fair Labor Standards Background

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

The Test For Unpaid Interns

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

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

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

Similar to an Education Environment and the Primary Beneficiary of the Activity

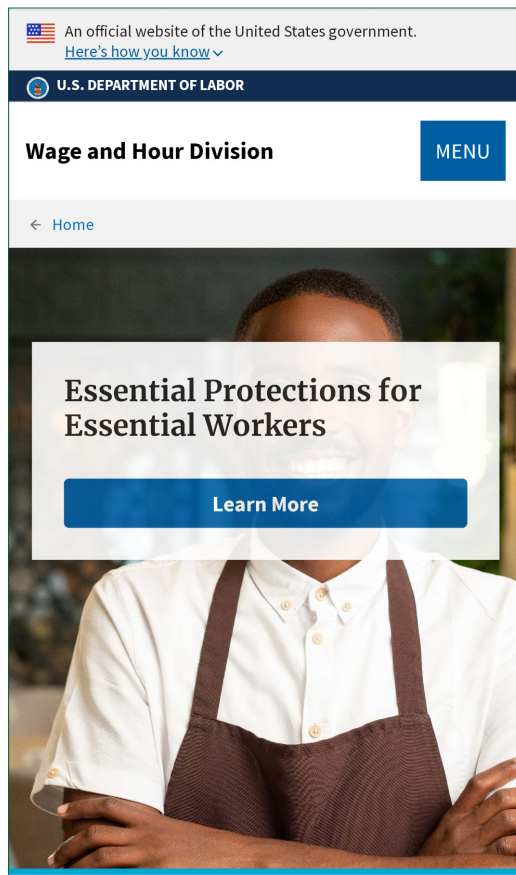
In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience (this often occurs where a college or university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

Displacement and Supervision Issues

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

Job Entitlement

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



Where To Obtain Additional Information

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

For additional information, visit the Wage and Hour Division Website: dol.gov/agencies/whd

Toll free helpline, 8 AM to 5 PM in your time zone, 1-866-487-9243.

US DEPT of Labor Frances Perkins Building
866-4-USWAGE 200 Constitution Avenue NW
Washington DC 20210
TTY: 1 -66-487 9342

Policies

Please see our full Employer Guidelines on the CSA Employer Resource webpage.

fitchburgstate.edu/student-support/career-support/employer-resources

Falcon Internship Program Middle & End of Internship Performance Evaluations

The following text is taken from the on-line evaluation and has been included in this handbook for off-line reference for both interns and supervisors.

Instructions for Supervisor

Please complete this assessment of your intern at the mid-point and end of their internship using the electronic form. You can fill out the survey alone or with your intern. If you complete on your own, a copy of your answers will be emailed to you so that you can share, review, and discuss with your intern.

These evaluations are designed to assess learning as it relates to the student's professional and personal development. Interns will typically and ideally demonstrate growth (change) on each of these dimensions, which are based on the 8 Career Readiness Core Competencies recently (2021) revised and updated by the National Association of Colleges and Employers

Career Readiness is a foundation for demonstrating requisite core competencies that broadly prepare students for success in the workplace and lifelong career management. See list of examples in our Internship Manual of behaviors associated with each competency that may help with rating the intern.

Important note: As a baseline for the competency rating, use your performance expectations for an entry-level position, as this establishes these ratings as aspirational and developmental, so that interns may grow. It is common for mid-point ratings to be different from final ratings. Please rate accordingly to promote student awareness of his/her/their progress and offer suggestions to strengthen a competency, where applicable. Your candid ratings help track student learning and demonstrate growth throughout the internship experience.

Please indicate how often the student demonstrates each competency. At a minimum, we encourage you to discuss your ratings and observations at both the midpoint and endpoint of the internship. Continuous feedback is extremely valuable.

Links to the Online Evaluation



https://docs.google.com/forms/d/e/1FAIpQLSciGQluXx4_xw9cQcXJaoR-V10d24JfCWF81mp6XCD7sAaECbQ/viewform

Student intern: _____

Organization: _____

Internship Site Supervisor: _____

Performance Criteria

Evaluations for the Competencies are submitted on the form using the following scale:

1	2	3	4
Never	Sometimes	Most of the time	Always

Space for suggestions for improvement and/or highlights of accomplishments are also included.

Competency 1: Career and Self-Development

The intern proactively develops him/her/their self and his/her/their career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities and networking to build relationships within and without one's organization.

Competency 2: Communication

The intern clearly and effectively exchanges information, ideas, facts and perspectives with persons inside and outside of an organization.

Competency 3: Critical Thinking

The intern identifies and responds to needs based upon an understanding of situational context and logical analysis of relevant information.

Competency 4: Equity and Inclusion

The intern demonstrates the awareness, attitude, knowledge and skills required to equitably engage and include people from different local and global cultures. The intern engages in anti-racist practices that actively challenge the systems, structures, and policies of racism.

Competency 5: Leadership

The intern recognizes and capitalizes on personal and team strengths to achieve organizational goals.

► Tip: This competency refers to the intern's personal leadership qualities, rather than the intern's role, per se. It is understood that while interns may take on leadership roles throughout the internship, they are not typically managing others.

Competency 6: Professionalism

The intern knows that work environments differ greatly, understands and demonstrates effective work habits and acts in the interest of the larger community and workplace.

Competency 7: Teamwork

The intern builds and maintains collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Competency 8: Technology

The intern understands and leverages technologies ethically to enhance efficiencies, complete tasks and accomplish goals.

General feedback

{Will be requested at both Midpoint and Final Evaluations}

Please provide any additional feedback, commenting on the intern's performance. Are there opportunities for specific learning that will enhance the intern's performance? Are there opportunities to recognize the intern for commendable performance?

Sample Behaviors for Career Competencies

The following sample behaviors serve as validated example behaviors; additional behaviors that you feel directly align with the specific competencies may be used as well.

Career & Self-development

- Shows an awareness of own strengths and areas for development
- Identifies areas for continual growth while pursuing and applying feedback
- Develops plans and goals for his/her/their future career
- Professionally advocates for self and others
- Displays curiosity; seeks out opportunities to learn
- Assumes duties or positions that will help his/her/their progress professionally
- Establishes, maintains, and/or leverages relationships with people who can help him/her/ them professionally
- Seeks and embraces development opportunities
- Voluntarily participates in further education, training, or other events to support his/her/their career

Communication

- Understands the importance of and demonstrates verbal, written, and nonverbal/body language, abilities
- Employs active listening, persuasion, and influencing skills
- Communicates in a clear and organized manner so that others can effectively understand
- Frames communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences
- Asks appropriate questions for specific information from supervisors, specialists, and others
- Promptly informs relevant others when needing guidance with assigned tasks

Critical Thinking

- Makes decisions and solves problems using sound, inclusive reasoning, and judgment
- Gathers and analyzes information from a diverse set of sources and individuals to fully understand a problem
- Proactively anticipates needs and prioritize action steps
- Accurately summarizes and interprets data with an awareness of personal biases that may impact outcomes
- Effectively communicates actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders
- Multi-tasks well in a fast-paced environment

Equity & Inclusion

- Solicits and utilizes feedback from multiple cultural perspectives to make inclusive and equity-minded decisions
- Actively contributes to inclusive and equitable practices that influence individual and systemic change
- Advocates for inclusion, equitable practices, justice, and empowerment for historically marginalized communities
- Seeks global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth
- Keeps an open mind to diverse ideas and new ways of thinking
- Identifies resources and eliminates barriers resulting from individual and systemic racism, inequities, and biases
- Demonstrates flexibility by adapting to diverse environments
- Addresses systems of privilege that limit opportunities for members of historically marginalized communities

Leadership

- Inspires, persuades, and motivates self and others under a shared vision
- Seeks out and leverages diverse resources and feedback from others to inform direction
- Uses innovative thinking to go beyond traditional methods
- Serves as a role model to others by approaching tasks with confidence and a positive attitude
- Motivates and inspires others by encouraging them and by building mutual trust
- Plans, initiates, manages, completes, and evaluates projects

Professionalism

- Acts equitably with integrity and accountability to self, others, and the organization
- Maintains a positive personal brand in alignment with organization and personal career values is present and prepared
- Demonstrates dependability (e.g., report consistently for work or meetings)
- Prioritizes and completes tasks to accomplish organizational goals
- Consistently meets or exceeds goals and expectations
- Has an attention to detail, resulting in few if any errors in one's work
- Shows a high level of dedication toward doing a good job

Teamwork

- Listens carefully to others, taking time to understand and ask appropriate questions without interrupting
- Effectively manages conflict, interacts with and respect diverse personalities, and meets ambiguity with resilience
- Is accountable for individual and team responsibilities and deliverables
- Employs personal strengths, knowledge, and talents to complement those of others
- Exercises the ability to compromise and be agile
- Collaborates with others to achieve common goals
- Builds strong, positive working relationships with supervisor and team members/coworkers

Technology

- Navigates change and be open to learning new technologies
- Uses technology to improve efficiency and productivity of their work
- Identifies appropriate technology for completing specific tasks
- Manages technology to integrate information to support relevant, effective, and timely decision-making
- Quickly adapts to new or unfamiliar technologies
- Manipulates information, constructs ideas, and uses technology to achieve strategic goals

Citation

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<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>



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