# **Employers Guide to Starting an Internship Program**



### **Table of Contents**

Value of Interns	3
Expectations of Interns	4
Employer Internship Scholarships	5
Planning for Interns	6
Jtilizing Interns	7
Resources	8
nternship Position Description Form	9
Orientation Checklist	10
Professional Associations	11

Prepared by Margaret Light, Internship Program Coordinator, 2009

Adapted from Starting and Maintaining a Quality Internship Program, Fifth Edition. By Michael True, Director, Internship Center, Messiah College. Grantham, PA.

Shippensburg University of Pennsylvania 1871 Old Main Drive Shippensburg, PA 17257 www.ship.edu

### **Value of Interns**

This Guide provides an overview for organizations who are considering starting an internship program. It is intended for those people in the organization responsible for either developing or overseeing an internship program. It includes suggestions from the planning stage through the supervision stage. It also lists resources both on-campus and off for further reference.

An internship takes collaboration between the student, employer, and academic institution. Each gains as the student both applies classroom learning on the job and reflects on work experience in academic assignments. It involves both an employer and a faculty internship supervisor.

Interns bring a fresh perspective and high level of enthusiasm to your organization. This potential creativity can lead to completion of singular projects or projects that are part of larger programs. Employers should appreciate the huge variety and level of tasks that interns can complete. Take the opportunity to encourage interns

Ms. Amy Cazalas, Social Work Department, College of Education and Human Services, interned at Pennsylvania Human Relations Commission

Amy's main role was to plan and implement a state-wide accessibility seminar, which brought together advocates, architects, and enforcement officials to solve disability access issues. She compiled educational resources and created posters for the seminar, which will also be available to legislators, among others. She said, "These are not just building codes; they are civil rights laws." Her research was to understand the attitudes of people with disabilities on accessibility concerning social service agencies.\*

to be proactive and experimental in approach, to ask questions, and to identify the issues or situations that most interest them.

Internships have become an essential educational experience for students, preparing them for the professional world while they are still in college. In a similar way, internships have become increasingly popular among employers because of the many positive aspects interns bring to the workplace. Some of the benefits for an employer include:

- Ability for the employer to assign important projects to interns that were set aside for more pressing issues;
- Opportunity for the employer to market his or her company through ongoing campus relations;
- Outside perspective(s) that may provide new ideas to solve problems related to current issues in the workplace;
- Prospect of offering permanent jobs to trained and qualified students after successful completion of internship and graduation;
- Potentially increasing company's retention of hires and decreasing training costs.

These are only some of the benefits seen when interns are hired; each individual company may find other benefits specific to their operation.

### Intern Programs at Shippensburg University

Due to varying academic program requirements among the three colleges of the University, internships are coordinated within each college. Faculty from each department work with students and employers to ensure that internships meet academic program requirements. Your collaboration with faculty provides you the opportunity to be a resource for design of our curricula. Employer-university collaboration also provides employers the benefit of ongoing student intern referrals.

### **Other Career Services**

Additional Employer Services are offered by our Career Development Center online at webspace.ship.edu/career:

- On-Campus Recruitment
- Job Vacancy Listings
- Job Fairs

Contact information for the Career Development Center is located, below, under "Resources."

To develop an internship that would be approved by an academic department, please start with the collegelevel contacts below to indicate your interest and to identify the appropriate person to talk to.

### **Internship Contacts**

## College of Education & Human Services

Dr. Peggy Hockersmith, Associate Dean/Director, Field Services pehock@ship.edu (717) 477-1487

### John L. Grove College of Business

Dr. Patricia Wolf, Assistant Dean for MBA & Internship Programs pdwolf@ship.edu (717) 477-1140

### College of Arts & Sciences

Dr. Kim Long, Associate Dean kmlong@ship.edu (717) 477-1151

Mailing address: Shippensburg University, 1871 Old Main Drive, Shippensburg University of Pennsylvania, Shippensburg, PA 17257

You may provide a job description by submitting a position description form (found at the back of this Guide) to the appropriate College contacts, listed above.

<sup>\*</sup>For more internship Success Stories, see http://www.ship.edu/internship

### **Expectations of Interns**

Internships correspond to the academic calendar of Fall, Spring, and Summer semesters/sessions. Students are required to schedule internships during the prior semester. Employers should advertise positions three to six months prior to the start date, and Summer positions may be advertised beginning in Fall.

### **Scheduling Periods**

Term	Summer/Fall	Spring
Scheduling period	March/April	October/ November

The number of hours worked varies by department/college, and ranges in ratio of clock hours to credits earned. A faculty intern coordinator can tell you how many hours an intern in your field would work. The hours may be completed part-time or full-time, depending on the academic program and semester. The following list shows some different hours-per-credit requirements among the different internship programs.

Our Career Development Center may assist you in announcing positions, and in attending recruitment events such as career fairs and on-campus interviewing. Career fairs are venues that allow employers and students to network about opportunities.

An intern will require orientation/ training, supervision, ongoing communication, and evaluations. An "Orientation Checklist" is located at the end of this Guide. See "Utilizing Interns," below, for suggestions on supervision and communication. Faculty intern coordinators will provide you with evaluation forms and expectations.

#### **Conduct of Parties**

The Board of the Cooperative Education and Internship Association (CEIA) recommends that each party [student, employer, university] should conduct themselves in a professional manner in all dealings with the represented parties in a work-integrated learning experience such as a co-op or internship.

**Credit Requirements** College/Department **Hours-Per-Credit** College of Business 120 hours for 1 credit College of Arts & Sciences: 40 hrs for 1 credit College of Education & Human Services—includes practicum, clinical field experiences, and student teaching Criminal Justice 40 hrs for 1 credit field experience —16 weeks (three **Teacher Education** levels required) Social work (BS): practicum 15 weeks, or 450 clock hours Practicum: 150 hrs. for 3 credits Counseling (MS) Clinical field experience: two, three (3) semester credit hour courses and together will require the completion of a minimum of 600 clock hours in the selected professional setting

As a principle of fundamental fairness, CEIA urges all parties to bear responsibility for their own actions, including negligence, should that occur.

To avoid jeopardizing a potential coop/internship experience, site sponsors should keep the appropriate college/ university co-op/internship personnel informed of available opportunities. They should also, in a timely manner, inform the appropriate college/university personnel of their intentions to host a student co-op/intern. Colleges/ universities must have sufficient time to consider approval of work-integrated learning experiences that have been arranged with, or without, the assistance of personnel and/or resources of the college/university.

The college/university and the site sponsor should provide access to appropriate work/learning experiences in safe environments, where the students will have adequate supervision and the necessary tools and equipment to perform the work required. The students' work will be rewarded with agreed upon compensation, if any, and agreed upon academic rewards.

The student must be aware of the fact that each chosen career field has established a set of general standards

" ... I just wanted to say "thank you." I have attached the draft of Jefferson Township's Comprehensive Plan ... This effort would not have been possible without the assistance of interns from Shippensburg University. [In a letter submitting the plan] I referred to the assistance of the interns as "priceless". And that is actually a true statement. Because of the assistance of SHIP, we were able to complete this effort with very little cost to the Township, under \$1,000. Again, I just wanted to say thank you, we couldn't have done it without your assistance and that of the Shippensburg interns!!

Ms. Deborah Everly, Chairman, Jefferson Township Planning Commission

that speak to the professional conduct of people engaged in work within that occupation. It is the student's responsibility to fully understand, and abide by, those professional standards of conduct, as well as those established by their site sponsor, and any standards established by their college or university.

### **Guiding Statements**

The procedures and forms for each Shippensburg University college/department vary. The Pennsylvania State System of Higher Education has provided the following guiding statements about insurance and liability issues of employers (Organization) and each of the 14 Pennsylvania state universities:

"The Organization understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality, there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it partici-

pates in the Commonwealth's Tort Claims Self-Insurance Program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A. §§8521, et seq.

...Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense [as a result of entering into this contract]. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law [pursuant to any provisions of this contract]. This provision shall not be construed to limit the

sovereign immunity of the Commonwealth or of the State System of Higher Education or the University."

In some fields, such as teaching, student personal liability insurance is required before beginning a field placement/internship.

"Rarely have I had an intern make such a long-lasting impact. Actual example of impact: Monday through Wednesday I attended a safe schools conference here in Harrisburg. PHRC [Pennsylvania Human Right Commission] had a table of materials. The only posters depleted were the accessibility posters done by Amy [the intern]. They were the only ones which had to be replenished each day. They were by and far the most sought after poster. I expect to have more requests for them when people take them back to their offices."

Mr. Raymond W. Cartwright, FBI (CP); PSP (CA), Pennsylvania Human Right Commission

# **Employer Internship Scholarships**

Interested in attracting the best and brightest SU students for an internship? A number of companies in the Central Pennsylvania region are experiencing the benefits of providing a scholarship-internship for one or more students enrolled at Shippensburg University. There are mutual benefits for the company, the University, and its student recipients.

The company gains a good caliber student for an internship period – it's a "test drive" of the student's abilities. In many cases, the company is impressed with our student and hires him/her following graduation, because the student has shown during the internship period that he/she is a can-do person worth hiring.

The student gains invaluable work experience, often pertinent to his/her academic major or concentration. When possible, the company pays the student a reasonable wage during the internship period. The company also can expect the student to participate in the company performance management system, if the company so desires.

The student gains a nearly full tuition scholarship of \$5,000 per year. That, coupled with his/her internship experience at

your company, helps to create a deep sense of loyalty to your company for providing that level of educational and professional opportunity to him/her.

The company name is promoted to many University students by virtue of promotional activities that the College and the company agree to, and by virtue of word of mouth, testimonial endorsements that the student scholarship-internship recipients often share with their contemporaries and classmates.

For more information contact the Shippensburg University Foundation at (717) 477-1377

College of Arts & Sciences: contact Beth Herr – ext. 3186, echerr@sufoundation.org

College of Business: contact Lani Longarzo – ext. 3271, lalong@sufoundation.org

College of Education & Human Services: contact Scott Lux – ext. 3278, scdlux@sufoundation.org

### **Planning for Interns**

Identify issues and projects that, although important to the longer term objectives of the organization, have been deferred because of staff shortages or more pressing organizational or political imperatives. Look for significant portions of the task that the intern could perform.

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 organization. A detailed description of typical tasks will help the college to promote your internship or field experience, and to screen the right candidates for the position. Later, when the interns you select join your team, you will have a chance to review the work activities and modify them according to the interns' knowledge and personal work/learning goals.

As part of the educational process, internship work activities should focus on projects specifically related to the academic major and the degree the interns expect to receive. While many students work (or have worked) at part-time jobs to finance their education, an internship does not fall into the category of a job. It is actually part of their academic program and should offer every opportunity to link classroom learning to workplace experience. Students who are challenged to both apply their expertise to a business en-

vironment and to reflect on it through academic assignments receive personal growth and development beyond gaining work experience and academic credit.

A particular concern at the undergraduate level is that the work assignments provide the interns with a variety of tasks, while accommodating the needs of the organization. Of course, some of the interns' responsibilities will involve repetition, because all work involves some repeated activity. However, the intern program may be designed to maximize the scope of the students' organizational experience.

Sample tasks that undergraduate students have provided for their sponsoring organizations include the following:

- 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 slide/sound presentations
- compiling technical reports and maps
- creating academic lesson plans
- conducting research
- generating marketing plans

- conducting training packages
- preparing budgets and financial reports
- event planning, and others

Developing challenging work assignments relative to the students' abilities is a major thrust of the position description. Your final internship, or field experience, description will incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.

### **Key Points**

- Describe challenging, but realistic tasks students can accomplish within a three-month period. Work with faculty to establish specific learning objectives for students. The college-level contacts listed above, under "Internship Contacts" can tell you which faculty members coordinate internships related to your industry or organization.
- Identify outcomes or expected products.
- Be willing to incorporate the students' particular strengths.
- Show how this work relates to the overall efforts of the department or organization.

# **Utilizing Interns**

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.

You should anticipate that you will have some interaction with the students' internship coordinator through telephone calls, on-site visits, and written evaluations. Such persons will help you find a solution if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts).

Also, you should get in touch with the university contact if the internship conditions must be altered, such as a change in supervisors, 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 intern's work, or other unanticipated changes.

Encourage your 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 Descriptions**

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

In addition to spontaneous and informal meetings, you should use the form provided by the faculty internship coordinator to evaluate your interns' performance, so the students know where they stand. Consider the quality and timeliness of the work produced to date, ability to take and follow direction, work habits, and areas needing growth and development.

#### **Key Points**

- Maintain an open channel of communication with formal and informal meetings
- Keep the interns busy and directed towards their learning objectives. Students rarely complain of overwork, but they do complain if they are not challenged.
- Provide opportunities for increasing responsibility
- Encourage professionalism by assisting the interns in developing human relations skills, decisionmaking abilities, and managing office politics
- Remember that you are a role model
- Help the intern develop connections within the organization by inviting them to meetings and introducing them to people

### Resources

# College Internship Contacts and Academic Departments

### College of Education & Human Services

Dr. Peggy Hockersmith, Associate Dean/Director, Field Services pehock@ship.edu (717) 477-1487

#### **Departments**

- Counseling & College Student Personnel
- Criminal Justice
- Educational Leadership & Special Education
- Exercise Science
- Military Science
- Social Work/Gerontology
- Teacher Education
- University Elementary School

## John L. Grove College of Business

Dr. Patricia Wolf, Assistant Dean for MBA & Internship Programs pdwolf@ship.edu (717) 477-1140

#### **Departments**

- Accounting & Management Information Systems
- Finance & Supply Chain Management
- Management & Marketing

#### College of Arts & Sciences

Dr. Kim Long, Associate Dean kmlong@ship.edu (717) 477-1151

#### **Departments**

- Art
- Biology
- Chemistry
- Communication/Journalism
- Computer Science
- Economics
- English
- Geography/Earth Science
- History/Philosophy
- Human Communication Studies
- Mathematics
- Modern Languages
- Music/Theatre Arts
- Physics
- Political Science
- Psychology
- Sociology/Anthropology

#### Career Services

Dan Hylton, Director career@ship.edu (717) 477-1484

Career Development Center Shippensburg University Ceddia Union Building, Room 200 1871 Old Main Dr. Shippensburg, PA 17257

webspace.ship.edu/career/

Lorie Davis, Assistant Director, University Relations and Alumni Career Services alumni@ship.edu (717) 477-1218

University Relations Shippensburg University Rife Alumni House 1871 Old Main Dr. Shippensburg, PA 17257

webspace.ship.edu/alumni/ACES/ Services/employers

You may also contact the Alumni Office to advertise full-time job postings to alumni of Shippensburg University.

### **Business Development**

Michael Unruh, Ed.D., Director mhunru@ship.edu (717) 477-1935

Small Business Development Center Shippensburg University Grove Hall Suite 405 1871 Old Main Dr. Shippensburg, PA 17257 www.shipsbdc.org

Judy Yetter, Director Frehn Center for Professional & Organizational Development frehncenter@ship.edu (717) 477-1430

Shippensburg University Grove Hall Room 305 1871 Old Main Dr. Shippensburg, PA 17257 webspace.ship.edu/frehn/

### **Shippensburg University of Pennsylvania**



### INTERNSHIP POSITION DESCRIPTION

Submit completed form to the appropriate college contact, listed above. Position: Organization: Address 1: \_\_\_\_\_ Address 2: City: St: Zip: Phone: \_\_\_\_\_\_Fax: \_\_\_\_\_ Majors Desired: GPA Desired: Time Preference/Compensation/When Available: Part Time \_\_\_\_\_Fall \_\_\_\_\_Full Time \_\_\_\_\_Stipend \_\_\_\_\_Spring \_\_\_\_No Preference \_\_\_\_Other \_\_\_\_Summer Job/Project Description:

Experience/Skills Desired:

Inquiry Deadline: \_\_\_\_\_

### **Orientation Checklist**

Experience shows that employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who don't. To help acclimate interns, please take time initially to:

#### 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 industry jargon?
- What are the specific work standards and procedures?
- What access to the supervisor (days, times, and duration) does the intern have?
- 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 completed work?
- What periodic forms or reports need to be completed?

- What local, state, and/or federal guidelines or laws apply to their work?
- 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?
- 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

### **Professional Associations**

National, member organizations can offer excellent assistance. The following organizations, and their regional and/or statewide affiliates, could be consulted for further information.

Cooperative Education and Internship Association (CEIA) 16 Santa Ana Place Walnut Creek, CA 94598

Phone: 800-824-0449 Fax: 925-906-0922 Web: www.ceiainc.org

National Association of Colleges and Employers (NACE)

62 Highland Avenue

Bethlehem, PA 18017-9085

Phone: 800-544-5272 Fax: 610-868-0208 Web: www.naceweb.org

National Society for Experiential Education (NSEE)

19 Mantua Rd.

Mt. Royal, NJ 08096 Phone: 856-423 - 3427 Fax: 856-423-3420 Web: www.nsee.org

http://www.hhs.gov/ocr/hipaa/guidelines/businessassociates.pdf



1871 Old Main Drive Shippensburg, PA 17257 www.ship.edu

A member of the Pennsylvania State System of Higher Education

Shippensburg University of Pennsylvania, in compliance with federal and state laws and university policy, is committed to human understanding and provides equal educational, employment, and economic opportunities for all persons without regard to race, color, religion, national origin, age, sex or disability. Direct requests for disability accommodations and other inquiries to the Office of Disability Services, Horton Hall 120, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257-2299, 717- 477-1329, ods@ship.edu.