FRANKLIN PIERCE UNIVERSITY

EMPLOYER GUIDE TO EXPERIENTIAL EDUCATION
Dear Partner,

On behalf of the Business Relations Taskforce at Franklin Pierce University, we would like to welcome and congratulate you on your first step toward establishing or improving a comprehensive and competitive internship program for your organization. Our students have been commended for their knowledge, work ethic, and professionalism in the workplace, and we are confident that you will find them a welcomed addition to your staff.

This guidebook provides the business community with an overview of academic programs at Franklin Pierce, protocols to ensure program alignment with the United States Department of Labor standards, and sample internship descriptions from our current partners offering well developed experiential opportunities for students. Our hope is that this guidebook will not only instruct you on the design and implementation of an internship program, but also illustrate the benefits of investing in an experiential learning.

As we move forward in this process, please connect with us if you have any questions or are in need of support. Strong collaboration will create a pipeline of talent into your organization and ensure our students engage in meaningful opportunities to launch their careers. Together, we can bridge the gap between college and career.

Best Regards,

Misty Start, Director Career Center
James Dumond, Provost and Vice President Academic Affairs
## TABLE OF CONTENTS

Franklin Pierce University Overview ...........................................................................................................................5
  Vision and Mission ..........................................................................................................................................5
  Academic Programs .......................................................................................................................................5
  Career Center Services ...................................................................................................................................5
Internship Program Overview .....................................................................................................................................6
  Definitions .......................................................................................................................................................6
  Roles and Responsibilities ........................................................................................................................................6
  Best Practices ...................................................................................................................................................7
Legal Considerations ...................................................................................................................................................9
  Department of Labor Requirements ............................................................................................................9
  Franklin Pierce Requirements ........................................................................................................................9
  Mitigating Risk in Experiential Education ....................................................................................................11
Internship Development and Implementation .......................................................................................................12
  Overview ........................................................................................................................................................12
  Description and Objectives ..........................................................................................................................12
  Marketing and Selection ..............................................................................................................................13
  Orientation and Training ..............................................................................................................................13
  Supervision and Mentoring ..............................................................................................................................14
  Evaluation ......................................................................................................................................................14
Additional Resources ................................................................................................................................................15
Appendices ................................................................................................................................................................16
  A: State of New Hampshire Application for Pre-Screening of School to Work Business Partner ......17
  B: Internship Learning Contract ..................................................................................................................18
  C: Intern Evaluation .......................................................................................................................................20
  D: Internship Site Evaluation ........................................................................................................................22
  E: Sample Internship Description .................................................................................................................23
  F: Sample Learning Objectives ...................................................................................................................24
Mission Statement
Franklin Pierce embraces an education that matters: one that achieves academic success through the integration of liberal arts and professional programs. Our community of educators and learners creates an environment that fosters intellectual curiosity and encourages experiential and applied learning. A Franklin Pierce experience enables each student to discover and fulfill his or her own unique potential. We prepare students to become confident, knowledgeable individuals and leaders of conscience.

Vision Statement
Franklin Pierce will be celebrated for providing distinctive educational opportunities that intentionally connect academic majors and programs to meaningful career options through the integration of our liberal arts heritage and excellence in undergraduate and graduate education. Our alumni will be well-prepared for the professional, personal and social demands of the 21st century and will continue to be ethical leaders and catalysts for positive change within and beyond their communities.

Academic Programs
Franklin Pierce offers a variety of learning options to fit the life and goals of all prospective students. Associate degrees, bachelor's degrees, master's degrees, doctoral programs, and certificate programs are available in both online and on campus formats. We encourage you to visit franklinpierce.edu to view a listing of our academic offerings and course catalog.

Career Center Services
The Lloyd & Helen Ament Astmann '69 Career Center provides exceptional career development services to alumni and all residential, commuter, and online students. We advise alumni and students through a five stage model of career planning that ensures all students discover campus resources, explore career opportunities, engage in experiential learning and internships, prepare for their college to career transition, and implement strategies to remain competitive in a dynamic job market.

- Major Exploration
- Major Decision-Making
- Career Exploration
- Career Decision-Making
- Resume Writing
- Cover Letter Writing
- Personal Statement Writing
- Graduate School Support
- Internship and Job Search
- Interview Preparation
- Informational Interviews
- Alumni & Mentor Connection

Contact Career Center
Phone: (603) 899-1070
Email: careercenter@franklinpierce.edu
Facebook: facebook.com/FPCareerServices
Instagram: @fpccareerservices
LinkedIn: FPU Alumni and Student Career Network
A well-developed experiential learning opportunity can provide an important bridge to connect classroom learning to the world of work. The National Association of Colleges and Employers (NACE) defines an internship as “a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.” An internship is a semester in duration that may be paid or unpaid and full-time or part-time.

The benefits of having an internship program at your organization are immense. Interns can provide your professional staff with freedom to pursue more creative or advanced projects or assist your organization in implementing the latest strategies, techniques, or technology. Internship programs also provide your organization with increased visibility at the academic institution which can support your recruiting efforts while also promoting your organizations commitment to community involvement. Each organization experiences unique benefits, and this guide will help you strategically develop your internship program.

DEFINITIONS

Internships are wonderful opportunities shared by employers, academic institutions, and students, however, internship programs are not the right opportunity for every employer to pursue and are not the only opportunities that benefit students in their academic and professional development. Other varieties of experiential learning include:

- **An externship** provides students with an initial exposure to a career for a brief period of time through direct observation. Externships may or may not be associated with an academic course and vary in duration.
- **Paid employment** is provided to student for no academic credit on a regular basis in exchange for compensation. Paid employment does not need to meet any standards set forth by the Academic Institution, but must align with directives set forth by the Department of Labor.
- **Project-based learning** provides students with workplace experience through the completion of a single project or program for an employer. Such experiences may or may not be for academic credit and may be paid or unpaid. Such experiences should be carefully constructed to align with appropriate Department of Labor standards and standards set forth by the Academic Institution.
- **Service learning** is a curriculum-based experiential opportunity in which a faculty member emphasizes service to single or many nonprofit organizations. This opportunity is often for academic credit, unpaid, and is one semester in duration.
- **Volunteering** is an opportunity for students to perform an unpaid service willingly for no academic credit. Volunteering is often with a nonprofit organization whose mission aligns with the values of the volunteer.

There are many integral members of the internship process that affect program success. Clearly outlined roles and responsibilities ensure that both the employer and the student benefit from the partnership. The roles and responsibilities of the internship team include:

- **Academic Institution**: The Academic Institution provides the Employer with support in developing, marketing, and evaluating the internship. The Academic Institution provides the Intern with available opportunities, internship preparation, and academic credit.
- **Internship Advisor**: The Internship Advisor is a faculty member of the Academic Institution that provides the Intern with approval for the internship. The Internship Advisor provides the student with academically rigorous assignments to complement the workplace experience. The Internship Advisor also provides the Employer and Intern with support throughout the duration of the internship.
- **Employer**: The Employer communicates a need or desire for an intern to the Academic Institution. The Employer provides a meaningful experiential learning opportunity to the Intern. The Employer provides the Academic Institution with information to improve or extend future experiences.
- **Site Supervisor**: The Site Supervisor is identified by the Employer to supervise the Intern for the duration of the internship. The Site Supervisor provides the Intern with meaningful tasks and responsibilities that will allow the intern to apply knowledge and theory from the classroom. The Site Supervisor provides the Internship Advisor and Intern with feedback on the performance of the intern.
- **Intern**: The Intern is a current student of the Academic Institution that will meet the requirements of the Internship set forth by the Employer and Site Supervisor. The Intern will provide the Academic Institution, the Employer, and the Site Supervisor with feedback on the experience. The Intern will provide the Internship Advisor with all required academic assignments related to the internship.

- **Best Practices**: Quality internships are meaningful learning experiences that assist in bridging the gap between education in the classroom and application of knowledge in the workplace. To meet this end, the priority should be to provide students with a professional opportunity that consists of both formal training and on-the-job experience. The National Association of Colleges and Employers (NACE) identifies fifteen best practices that should be considered when developing a comprehensive and competitive internship program.

### BEST PRACTICES

<table>
<thead>
<tr>
<th>PROVIDE INTERNS WITH REAL WORK ASSIGNMENTS</th>
<th>Interns should be doing challenging work related to their major, recognized by the organization as valuable, and fills the duration of the established start and end dates. Detailed job descriptions and frequent communication with interns are two ways that employers and institutions can ensure this practice is met.</th>
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<tbody>
<tr>
<td>HOLD ORIENTATIONS FOR ALL INVOLVED</td>
<td>Orientations between the academic institution and the employer are valuable opportunities to identify both parties’ expectations of the partnership. Orientations between the employer and the internship supervisor ensures that the intern is properly supervised on learning goals outlined in the internship learning contract. An orientation between the internship supervisor and intern ensure that the intern understand the policies, procedures, and expectations of the organization.</td>
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<tr>
<td>PROVIDE INTERNS WITH A HANDBOOK AND/OR WEBSITE</td>
<td>A paper booklet, electronic document, or special section of the website can serve as a guide for interns to understand or refresh their understanding of the organization’s expectations in a warm and welcoming way. Electronic formats are especially useful in our increasingly digital world and has the advantage of being easy to change.</td>
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<td>PROVIDE HOUSING AND RELOCATION ASSISTANCE</td>
<td>Few employers can afford to provide fully paid housing for interns, but employers will receive appreciation for any type of support. Partial assistance for housing or support in identifying affordable housing in the area can make a great difference in a student choosing to intern with an organization. Easy availability of affordable housing will make your opportunity more attractive to students, broadening your pool of candidates.</td>
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<td>OFFER SCHOLARSHIPS</td>
<td>Pairing a scholarship with your internship is a great way to recruit for your internship program, especially if you are having difficulty attracting a particular type of student or student with a specific skill set to your program. Attaching a scholarship can increase your pool of candidates with the desired qualifications.</td>
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<td>OFFER FLEX-TIME AND/OR OTHER UNUSUAL WORK ARRANGEMENTS</td>
<td>Students mention flex-time as one of their most-desired features in a job. Some students may be juggling a full academic schedule while engaged in an internship. A flexible schedule can make interns feel more confident in their ability to meet the expectations of their internship site. Part-time and remote opportunities are also successful internship models.</td>
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<td>HAVE AN INTERN MANAGER</td>
<td>Having a dedicated manager for your internship program is the best way to ensure that it runs smoothly and stays focused on your criteria for success. Unfortunately, the size and resources available to most internship programs mean that this isn’t always possible. If your program isn’t big enough to warrant a dedicated full-time staff member, be sure to identify a ‘go-to’ person at the organization that the intern can speak to if any issues arise.</td>
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<td>ENCOURAGE TEAM INVOLVEMENT</td>
<td>Involve the career center in your recruiting and supervision efforts. Career center staff are integral in helping your organization market opportunities to the right candidates. They can also sponsor social or professional development events and/or help to orient the interns to your company culture.</td>
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<td>INVITE CAREER CENTER STAFF AND FACULTY TO VISIT INTERNS ON SITE</td>
<td>Career center staff and faculty members have relatively few opportunities to visit employer work sites to see firsthand the types of experiences that their students are getting. By inviting them to your site, you will build a better working relationship with these groups, which can lead to more student referrals, enhanced campus visibility, and increased flexibility on their parts when your business needs dictate it.</td>
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<td>HOLD NEW-HIRE PANELS</td>
<td>New-hire panels are one of the best ways to showcase an organization to interns as a great place to work. These are panels of four to six people who were hired as new grads within the last three years. They act as panelists in a meeting of interns, giving a brief summary of their background and then answering questions from the intern audience. Your interns get insight about your organization from your new hires—people who they perceive are like themselves and who they consequently view as credible sources of information.</td>
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<td>BRING IN SPEAKERS FROM YOUR COMPANY’S EXECUTIVE RANKS</td>
<td>One of the greatest advantages to students in having internships is the access they get to accomplished professionals in their field. Consequently, speakers from the executive ranks are very popular with students. For employers, having executives speak to interns is another way to sell the organization to the interns and involve your executives in investing and supporting the internship program.</td>
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<td>OFFER TRAINING/ENCOURAGE OUTSIDE CLASSES</td>
<td>Providing students with access to in-house training—both in work-skills-related areas, such as a computer language, and in general skills areas, such as time management—is a tangible way to show students you are interested in their development.</td>
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<td>CONDUCT FOCUS GROUPS/SURVEYS</td>
<td>Conducting focus groups and feedback surveys with these representatives of your target group is a great way to see your organization as the students see it. Focus groups in particular can yield information about what your competitors are doing that students find appealing, and it demonstrates to candidates that you value their opinion.</td>
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<tr>
<td>SHOWCASE INTERN WORK THROUGH PRESENTATIONS/EXPO</td>
<td>Students work very hard at completing their work and are generally proud of their accomplishments. Setting up a venue for them to do presentations (formal presentations or in a fair-type setting such as an expo) not only allows them to demonstrate their achievements, but also showcases the internship program to all employees.</td>
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<td>CONDUCT EXIT INTERVIEWS</td>
<td>Whether face-to-face or over the telephone, a real-time exit interview done by the employer is an excellent way to gather feedback on the student’s experience and to assess their interest in coming back. Having the students fill out an exit survey and bring it to the interview gives some structure to the conversation.</td>
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*Courtesy of the National Association of Colleges and Employers (NACE) and excerpted from Building a Premier Internship Program: A Practical Guide for Employers.*
Department of Labor Requirements
Internships in the for-profit, private sector will most often be viewed as employment as defined by the Fair Labor Standards Act (FLSA). Interns in the for-profit, private sector who qualify as employees rather than trainees must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. There are some circumstances under which individuals who participate in for-profit, private sector internships or training programs may do so without compensation. The determination of whether an internship in the for-profit, private sector may be unpaid depends on the employer's ability and willingness to meet the following six criteria provided by the Department of Labor (DOL):

1. The internship 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 supervision of existing staff.
4. The employer derives no immediate advantage from the activities of the intern.
5. The intern is not necessarily entitled to a job at the conclusion of the internship.
6. The employer and the intern understand that the intern is not entitled to compensation.

If all of the above factors are met, an employment relationship does not exist under the FLSA and the internship may be unpaid. If the employer cannot or is not willing to satisfy all factors listed, the intern must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.

Nonprofit Sector
Internships in the nonprofit sector can be offered as paid or unpaid experiences. The DOL classifies an unpaid intern as a volunteer and a paid intern as an employee. Nonprofits that cannot pay an intern at least the minimum wage and overtime compensation for hours worked over forty in a workweek, but would like to offer the intern a stipend should designate the intern as an employee. Nonprofits that choose to designate interns as trainees must be prepared to defend how the internship primarily benefits the intern and not the nonprofit. Nonprofit organizations are highly encouraged to review state regulations related to classification of employees and volunteers, wages, and accident/injury liability, insurance, and compensation.

New Hampshire Department of Labor Requirements
All New Hampshire businesses must be prescreened by the Department of Labor prior to an unpaid experiential opportunity. Programs such as internships, externships, or mentor programs must be approved by the Labor Commissioner when there is no pay or a sub-minimum rate of pay such as a stipend. The Commissioner will establish whether an employer-employee relationship exists between the employer and the student. For more information, please visit nh.gov/labor/inspection/school-to-work.htm. The State of New Hampshire Application for Pre-Screening of School to Work Business Partner can be found in the appendices.

Franklin Pierce Requirements
All students at Franklin Pierce earning academic credit for an internship must complete an Internship Learning Contract with their site supervisor, internship supervisor, and appropriate administrator from the Office of Academic Affairs. The contract includes internship site contact information, internship description, learning objectives, and signatures. The purpose of this process is to determine if the internship will be academically rigorous and to ensure all parties have reasonable expectations and guidelines. All internships for academic credit at Franklin Pierce must:

- provide 45 hours of experience for each credit earned;
- limit administrative tasks to less than 20% of internship hours; and
- connect to a complementary assignment assigned by the internship advisor.

Students must also meet specific eligibility requirements to engage in a for-credit experiential opportunity. Students must:

- be of junior or senior standing unless approved by the Dean of Academic Affairs;
- have a 2.5 cumulative GPA; and
- satisfy all prerequisites identified by his or her academic advisor.
Mitigating Risk in Experiential Education

Ambiguity creates risks. A comprehensive and competitive internship program must follow basic structures in order to identify and mitigate risk to the employer and academic institution. All parties involved should be committed to the development and implementation of a positive and safe off campus learning experience.

CHECKLIST

- Do all parties understand the roles and responsibilities associated with the internship program?
- Does the internship have a clear description and set of learning objectives?
- Does the internship structure and compensation package meet all federal and state guidelines?
- Have all parties agreed to and signed the terms and conditions outlined in the Internship Learning Contract?
- Has the intern agreed to and signed all required liability and assumption of risk documents?
- Does the employer have handbook or manual clearly outlining all organizational policies and procedures?
- Does the employer have a comprehensive orientation and training program?

Other Considerations

**Internship Compensation:** Comprehensive and competitive internships may be paid or unpaid. All organizations must consider federal and state regulations, and it is our recommendation that all internship sites offer a base hourly wage or strictly adhere to federal and state guidelines on compensation for interns. Other benefits that can be considered include transportation or housing assistance, scholarships, professional development opportunities, or tuition reimbursement.

**Workers’ Compensation:** Workers’ compensation is provided to replace wages and medical care programs for an employee whose injuries or illnesses are work related. Some paid interns are eligible for workers’ compensation, and employers should review and adhere to federal and state guidelines.

**Unemployment Compensation:** Unemployment compensation is provided to eligible employees who become unemployed through no fault of their own and meet certain other eligibility requirements. Typically, interns are not eligible for such benefits, but employers should review and adhere to federal and state guidelines.

**Sexual Harassment Policy:** Employers must adhere to the same sexual harassment guidelines provided to permanent employees regardless of the interns compensation package. The employer must share the policy and review reporting guidelines with the intern as part of orientation procedures. Employers should review and adhere to all federal and state guidelines on harassment in the workplace.

**Non-Discrimination Policy:** Franklin Pierce operates in accordance with the provisions of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and the Federal and State laws and executive orders pertaining to civil rights. It is expected that all employer partners acknowledge and adhere to the principle of equal opportunity for all students and alumni, and it is expected that all employment policies comply with the letter and spirit of the law affording equal employment opportunity.

**Intellectual Property Agreements:** Intellectual property is legally defined as a work or invention that is the result of creativity to which one has rights and for which one may apply for a trademark, patent, copyright, or other appropriate protection to keep others from using it without permission. An intellectual property agreement is a contract that transfers the rights to the intellectual property from the creator to another entity. Employers are encouraged to develop policies and agreements regarding the use of works, inventions, products, or ideas generated by the intern for the organization. Employers are encouraged to consult with their human resources and/or legal departments regarding such policies.
International Students: Employers must determine if their organization permits employment of non-U.S. citizens. International students have varying residency and visa credentials, but the most common types of visas employers will encounter are the F-1 and J-1 visas. Employers are encouraged to consult with their human resources and/or legal departments regarding hiring criteria of international students.

Time Off: Most interns do not accrue paid sick or vacation time, however, awarding interns paid time off is a decision left to the discretion of the employer. Expectations for inclement weather, academic breaks, and sick leave should be communicated as part of orientation procedures.

Independent Contractors: Interns cannot be referred to as independent contractors due to the nature of internships which require onsite supervision.

INTERNSHIP DEVELOPMENT AND IMPLEMENTATION

A career center staff member from Franklin Pierce is always ready to assist you developing and implementing a comprehensive and competitive internship program. When you are ready to engage with Franklin Pierce regarding experiential learning opportunities, you can expect to be guided through the following process:

- **COMMUNICATE INTEREST**
  Contact the Career Center to communicate your desire for partnership, available opportunities, and the support you need.

- **DEVELOP INTERNSHIP DESCRIPTION**
  Share the written description with the Career Center or request a Career Center staff person to assist you in developing one.

- **MARKET OPPORTUNITY**
  Identify the best way to market your opportunity to the right candidates, and provide your posting with at least 4 weeks of advertisement before closing your search in order to increase your pool of qualified candidates.

- **INTERVIEW AND HIRE AN INTERN**
  Follow internal hiring procedures and make a formal offer to the candidate of your choosing.

- **COMMUNICATE NOTICE OF HIRE**
  Share the name of your new hires with the Career Center and complete the Internship Learning Contract with guidance from the Career Center.

- **PROVIDE ORIENTATION**
  Provide your intern with an orientation of your organization’s policies, procedures, and expectations.

- **PROVIDE SUPERVISION AND SUPPORT**
  Properly supervise your intern throughout the duration of the internship and communicate regularly with the Internship Advisor and Career Center staff.

- **EVALUATE YOUR INTERN**
  At the end of the internship, complete the evaluation form and submit to the internship advisor.

Description and Objectives
For students to earn academic credit for an internship, an Internship Learning Contract must be developed in collaboration by the site supervisor, internship advisor, academic affairs, and student. This formal document outlines the role of each party, expectations of the intern, and the description and learning objectives of the experience. The Internship Learning Contract contributes to overall accountability. The Franklin Pierce Internship Learning Contract can be found in the appendices.
The information listed below should be included in most internship descriptions. Learning opportunities should be included on the description, however, learning objectives are unique to the intern hired and should only be listed on the Internship Learning Contract. A sample internship description and sample learning objectives can be found in the appendices.

Organization Information
- Contact Information and Location
- Company Profile and Website
- Company Purpose and Population Served

Role and Responsibilities
- Position Title
- General Overview
- Tasks and Projects
- Department and Supervisor’s Title
- Hours and Schedule

Experience and Qualifications
- Preferred Class Year
- Preferred Major, Minor, or Coursework
- GPA Requirements

Application Specifics
- Outline of Required Application Elements
- Submission Dates and Processes
- Experience Duration
- Compensation

Learning Opportunities
- Professional Development Experiences
- Networking and Conversation
- Mentoring or Peer-to-Peer Support

Marketing and Selection
The staff at the Career Center are able to help you develop a strategic marketing plan for your internship program. Our online job board is frequented by students, faculty, and alumni and should be considered the best piece of real estate to market your opportunity. Other recruiting opportunities include setting up a recruitment table in our campus center, presenting to an available club or class, or posting on our social media outlets. We also encourage you to market your opportunity through your media streams.

Many employers begin marketing their internship program three to six months prior to the start date in order to find an ideal candidate from a large pool of applicants. Starting the search early allows the employer more time to make a decision and more time for students to apply. It also allows all parties to complete all required forms.

Selection of the intern is at the discretion of the employer based on the role, responsibilities, qualifications, and requirements outlined in the internship description. It is best practice to interview interns as part of the application process to ensure best fit with the organization. As with any full-time permanent job search, candidates may be applying for multiple experiences, and thus, it is recommended that an employer makes an offer as soon as the decision is made. Once an intern is selected, the employer should communicate with the Career Center and remove all internship postings.

Orientation and Training
Interns should be warmly welcomed and introduced to your organization. Not only are interns new to your organizations, but many may be new to the field or the professional world. Providing a rigorous and comprehensive orientation and training program is another way you can mitigate risk in your internship program.
Elements of an Internship Orientation

Organization Orientation
- Organization History
- Organization Leadership and Structure
- Services and Products Offered
- Company Culture
- Policies and Procedures
- Manual Review

Department Orientation
- Overview of All Functional Areas
- Introduction to Professional Staff

Facility Orientation
- Parking and Public Transportation Locations
- Storage Area for Personal Belongings
- Kitchen and/or Breakroom
- Supply Room
- Restrooms

Job Orientation
- Work Space
- Job Description and Schedule
- Training Plan and Learning Objectives
- Use of Office Equipment
- Evaluation Procedures

Supervision and Mentoring
The site supervisor identified on the Internship Learning Contract will provide the primary supervision and mentor support to the intern. It is recommended that the site supervisor is an expert in the field in which the student is pursuing as to provide adequate guidance throughout the experience. The site supervisor should take an active role in the application process, development of learning goals, orientation, and evaluation.

Evaluation
The site supervisor will complete the Internship Evaluation form provided by the academic institution. The purpose of the evaluation is for the internship advisor to determine if the intern made satisfactory progress toward learning objective and provide the student with academic credit for the experience. The evaluation also provides the employer and site supervisor with adequate time to reflect on the experience and determine if any changes should be made to improve the experience in the future. The intern will also complete an evaluation on the internship site to provide the academic institution and the employer with insight on strengths and areas of growth in the program. Internship evaluations can be found in the appendices.
ADDITIONAL RESOURCES

National and regional member organization are excellent resources to help you structure a positive and safe internship program. Such organizations also provide information on identifying and mitigating risk in your internship program or experiential learning offerings. The following organizations can provide you with additional support.

**National Association of Colleges and Employers (NACE)** is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.
Phone: (610) 868-1421
Email: customerservice@naceweb.org
Web: naceweb.org

**New England Association for Cooperative Education and Field Experience (NEACEFE)** is an association which promotes the development and expansion of experiential education programs within New England high schools, colleges, and universities and the employers of their students.
Phone: (617) 373-2433
Email: neacefe@gmail.com
Web: neacefe.org

**Cooperative Education and Internship Association (CEIA)** is the leader in work-integrated learning, provides a supportive member-driven learning community for participating programs, students, educators and employers; influences policy makers and leaders of thought; and forges partnerships with like-minded groups.
Phone: (513) 793-2342
E-mail: info@ceiainc.org
Web: ceiainc.org
APPENDICES
APPLICATION FOR PRE-SCREENING OF SCHOOL TO WORK BUSINESS PARTNER

The Department of Labor will review this request and notify the school district of the status of the application when the review is complete. If an application is rejected, the notice will include the reason for rejection. The organization’s compliance with regulated safety requirements, loss history and labor violations will be considered. If the business named has any questions or concerns, they should contact Department of Labor at (603) 271-3176.

Business Name: _________________________________ Federal I.D. Number: ______________________________
Address: _______________________________________
City/Town: __________________________, NH Zip code: _______________
Number of Employees: __________________________
Contact Name: __________________________________
Telephone #: _________________________________
DOL AUTHORIZATION: _____Yes _____No
Reason for rejection: _____________________________
DOL authorized signature: _____________________________
Date: ______________
Internship Learning Contract

The following named individuals hereby enter into an internship contract which binds the signatories to a learning experience designed to benefit student and employer.

Student Name: ___________________________ Student ID #: _________________________

Student's FPU email address: ___________________________ Cell Phone #: _________________________

Site Supervisor's Name (Employer): ___________________________ Site Supervisor Title: _________________________

Site Supervisor's email Address: ___________________________ Phone #: _________________________

Organization Name (Internship Site Location): ___________________________ Organization Phone #: _________________________

Organization's address:
Street
City
State
Zip Code

Faculty Internship Advisor’s Name: ___________________________

Advisor’s FPU email address: ___________________________ @franklinpierce.edu

Administrative Information: Course # and Title: ___________________________

Semester Enrolled: ________ Hours to be worked: ______ Credits to be earned: ______
(See Division for hours required)
THE PARTIES TO THIS CONTRACT AGREE TO DEVELOP AND ABIDE BY THE FOLLOWING CRITERIA FOR SATISFACTORY COMPLETION OF THE INTERNSHIP

Student Signature: ___________________________ Date: _______/_______/____________

Site Supervisor Signature: ___________________________ Date: _______/_______/____________

Faculty Advisor Signature: ___________________________ Date: _______/_______/____________

Division Chair Signature: ___________________________ Date: _______/_______/____________

Dean Signature: ___________________________ Date: _______/_______/____________

Goals and Learning Objectives: (The following set of goals and learning objectives developed by the student, site supervisor, and faculty advisor will be used as guidelines for determining whether the requirements of the internship have been met and grade assignment)

Outline of Course Requirements: The faculty advisor will monitor the progress of the student throughout the internship, act as a resource and is responsible for accumulating and evaluating the material provided by the student and employer. Upon completion of the internship, the advisor will assign a grade based on the quality of the following required student submissions:

1. The student Internship Evaluation Form filled out and signed by the Site Supervisor at the end of the internship.
2. A daily reflection log/journal tying internship activities with knowledge and experience gained in the classroom.
3. A summary paper on one significant aspect of the internship experience (with any additional requirements listed below).

Additional explanatory or more detailed information relating to the above requirements (if needed):

Outline of Employment Responsibilities: The employer/site supervisor will be responsible for utilizing the student to his/her fullest capacity, to assign challenging tasks whenever possible, and to allow the student the maximum opportunity to grow through the use of skills acquired and the exercise of judgment in making decisions. The site supervisor will evaluate the performance of the student throughout the internship, meet regularly with the student for progress reports, consult with the faculty advisor if problems arise and, at the end of the internship, complete the Internship Evaluation form provided by the University.

Intern's Duties/Tasks: (If available, a job description may be attached)
Internship Evaluation Form

Intern's Name ____________________________________________________ Date ________________________

Firm's Name ____________________________________________________ Supervisor ________________________

This internship evaluation is to be completed by the student’s site supervisor at the end of the internship. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

A. Goals and Objectives
This part of the evaluation form pertains to the goals and objectives developed at the start of the internship. Please make your comments as complete as possible.

1. Were the goals and objectives prescribed for the internship realistic and obtainable?

2. Did the student strive to accomplish the goals and objectives while employed at this internship position?

3. In your opinion, did the student fail to meet, meet, or exceed the goals and objectives of this internship position?

B. On-the-Job Performance
Evaluate the student’s on-the-job performance using a scale of 1 to 5 as outlined below.

1 = Excellent
2 = Above Average
3 = Average
4 = Fair
5 = Poor
N/A = any criteria which does not apply

1. Job Performance
   a. Comprehend instructions ____________________________
   b. Demonstrated ability to organize and schedule work ____________________________
   c. Took responsibility for tasks assigned/self starter ____________________________
   d. Required minimum supervision once task explained ____________________________
   e. Completed tasks in a satisfactory and timely manner ____________________________
   f. Demonstrated interest and initiative in assignments ____________________________
   g. Accepted criticism and modified behavior when required ____________________________
2. Communication Skills
   a. Demonstrated good oral communication skills with clients ____________________________________________
      fellow workers ____________________________________________
      supervisors and management ____________________________________________
   b. Demonstrated good written communication skills ____________________________________________

3. Demonstrated the following desirable personal traits
   a. Mature attitude ____________________________________________
   b. Reliability ____________________________________________
   c. Cooperation ____________________________________________
   d. Appearance and personal habits ____________________________________________

C. Additional Comments and Observations
Complete and straightforward comments in answer to the following questions will assist the student in selecting and preparing for a future career. Your careful consideration of these questions is appreciated.

1. Does this intern have the potential to advance in this profession?

2. Please indicate the strengths you observed in the intern

3. Please indicate those skills you believe the intern will need to improve for successful entry and advancement in this profession

4. Recommendation for future development of training

5. Additional comments you think appropriate but not covered elsewhere on this evaluation

6. If an opening became available in your firm, would you consider this student for a full-time position?

7. Did you find the internship program effective?

8. Are you willing to continue with this program in the future?

9. Would you be willing to serve as a key contact person for future interns seeking internships?

10. If you answered yes to question 9, please provide your current phone number and email address

11. If you answered yes on question 9, may we post your name, phone number, and email address to our Internship Intranet Web Page (these pages are only viewed by Franklin Pierce University students, faculty, and staff)? Yes No

Thank you for your cooperation.

Supervisors’ signature ____________________________________________________________________________ Date ____________________________________________________________________________
Internship Site Evaluation

The following evaluation must be completed and returned to the Career Center within seven business days of the internship end date. Information collected from evaluation will serve to assess and improve the internship site for future students and may be shared with the internship site. Please evaluate your internship using the following scale: 1—Strongly Disagree through 5—Strongly Agree.

Student Name:   Date:

Internship Location:   Supervisor Name:

1. My internship supervisor provided me with an adequate orientation and training.  1 2 3 4 5

2. My supervisor and colleagues treated me professionally and respectfully.  1 2 3 4 5

3. My supervisor and colleagues fostered positive work environment for all.  1 2 3 4 5

4. My supervisor provided a clear understanding of duties and responsibilities.  1 2 3 4 5

5. Duties and responsibilities were appropriate to my knowledge, skills, and training.  1 2 3 4 5

6. My supervisor provided adequate supervision, training, evaluation, and guidance.  1 2 3 4 5

7. My supervisor and I communicated regularly regarding progress toward goals.  1 2 3 4 5

8. I learned new aspects of my field of interest during this experience  1 2 3 4 5

9. The internship prepared me for the real world of work.  1 2 3 4 5

10. I would recommend this internship site to another student.  1 2 3 4 5

11. This internship: ☐ did not meet expectations ☐ met expectations ☐ exceeded expectations

12. Please use this space to explain any scores from above or to share other strengths or weaknesses of the site:
Sample Internship Description

<table>
<thead>
<tr>
<th>Internship Title:</th>
<th>Special Events Intern (unpaid)</th>
<th>Application Deadline</th>
<th>11/24/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>Sample Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Company Description:</td>
<td>Sample Company provides wellness education and activities to students facing adversity in the Sample School District. Through partnership with Sample School District and a variety of community organizations, Sample Company provides after school programming to eligible families at no or low cost. Since 2007, Sample company has provide over 5,000 kindergarten through sixth grade students with after school support that enriches their minds and bodies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Company Contact:</td>
<td>Sample Company</td>
<td><a href="mailto:hr@samplecompany.com">hr@samplecompany.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>277 Monadnock Circle</td>
<td><a href="http://www.samplecompany.com">http://www.samplecompany.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rindge, NH 03461</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>603-123-4567</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Overview:</td>
<td>The following duties and responsibilities will be expected of the intern, and the intern will report directly to the Director of Development.</td>
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<tr>
<td></td>
<td>• Recruit a focus group of participant parents to generate idea for end of year, family-oriented event.</td>
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<tr>
<td></td>
<td>• Develop program, budget and communications proposals.</td>
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<tr>
<td></td>
<td>• Present and defend proposals to Development team.</td>
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<tr>
<td></td>
<td>• Implement end of year event under the direction of the Development Director.</td>
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<tr>
<td></td>
<td>• Assist Development and Program teams with support as necessary.</td>
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</tr>
<tr>
<td>Time Commitment:</td>
<td>The duration of the internship is January-May 2018. Sample Company will provide a flexible schedule with the ability to work evenings and weekends as needed, approximately 10-15 hours per week, with exact days and times to be determined according to academic schedule.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Opportunities:</td>
<td>The intern will have opportunities to attend Board of Director meetings, participate in networking events, and shadow senior staff members throughout the duration of the internship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifications:</td>
<td>Candidates of junior or senior standing majoring in Business, Marketing, or Communications are strongly encouraged to apply. Preference will be given to students with a cumulative GPA of 3.0 or above. Prior experience in event planning and project management is preferred.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application Requirements:</td>
<td>Please send resume and cover letter to <a href="mailto:hr@samplecompany.com">hr@samplecompany.com</a> by 12:00pm on Friday, November 24, 2017.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Learning Objectives

Learning objectives program the structure and framework for learning in experiential education. Objectives should follow the S.M.A.R.T. model and be specific, measurable, attainable, realistic, and time-bound. Strong objectives will increase intern productivity and enhance your internship program. Below are sample learning objectives to help guide the development of learning objectives appropriate for your organization and internship program.

**Accounting**
Practice use of accounting methods and technologies used by Sample firm. Apply principles of accounting and knowledge of IRS code in preparation of individual tax returns for clients. Navigate through the process of auditing in a public accounting firm environment.

**Criminal Justice**
Use methods of researching crime statistics to compare to local and regional data for use in grant applications. Learn and practice professionalism when responding to important calls from colleagues and citizens. Observe different functional areas within Police Department to inform career plan decisions.

**Management**
Develop time management skills and the ability to be responsible for more than one project at a time. Observe how the organization trains its personnel and how training enhances work requirements. Use observations for SWOT analysis of comprehensive training program. Practice skills required to interact with other professionals at varying levels for example: partners, managers, senior associates, staff, and office staff.

**Social Work**
Administer and interpret personality inventories with program participants. Research teenage alcoholism and identify factors that contribute to the issue for integration in organization’s brochure. Co-facilitate group counselling session with direct supervisor.