Site Supervisor Overview

Your Bridge to the Future ...

Office of Career Planning
For more information contact:
(570) 208-5874 or internships@kings.edu
Program Philosophy/ Process

Experiential learning is a process involving student learning through active participation in the world of work. It provides students with the opportunity to apply the skills and concepts learned in the classroom and provides employers with qualified, talented, and well-motivated student workers. King’s College recognizes the value of the extended classroom in preparing students to carefully examine and explore their educational and career interests under the direct guidance of professionals. Students begin to evaluate their mastery of theories and simultaneously gain confidence in their own ability to perform in the work place. For those with defined career goals, experiential learning aids in developing expertise and honing specific skills. For those who have not yet chosen a career path, it provides the opportunity to explore options that will clarify personal and professional goals.

Through internships, students integrate classroom knowledge with practical, on-the-job experience. A King’s College education is enriched through interaction with fellow employees and managers. In tackling the daily challenges and complexities of a professional work environment, student interns discover many more variables than found in the classroom. By learning to handle these with maturity and competence, students acquire practical experience and an increased sense of confidence in their abilities and career choices.

Process
In working with both employers and students, King’s takes a highly-individualized and personal approach to all internships. After initial contact is made with the Office of Career Planning, the following process takes place:

- The site supervisor indicates immediate and future needs for interns as early as possible.
- The site supervisor discusses expectations for the student’s responsibilities.
- The site supervisor provides a written description of the internship position including qualifications, the nature of the work, tasks to be accomplished, dates and hours the position is available, and salary (if applicable).
- The nature of the internship opportunity is defined so that its relationship to academic programs and career goals is clear.
- The Office of Career Planning advertises the internship opportunity to faculty and students for the recruitment of qualified candidates who meet eligibility requirements.
- Résumés of student candidates whose interest and capabilities seem to match the employer’s needs are forwarded to the employer who selects the students to be interviewed.
- Interviews are conducted at the employment sites or through the on campus recruitment program.
- The site supervisor notifies the student of the results of the interview.
- The student then informs the Office of Career Planning with the intern to accept or decline internship.
Advantages

For students, the internship is a chance to acquire the most valuable kind of education. For employers, it is a chance to find a valuable worker. The Internship Program draws upon community resources—business, industry, government, and service organizations. It expands the student’s learning beyond the classroom and the boundaries of the campus and puts theory into practice. There are many advantages to this program that substantially benefit the employer, the student, and King’s College.

Site Supervisor
National research and our own experience have indicated that employers benefit from experiential learning because they are able to:

• Derive satisfaction and enjoyment in sharing professional knowledge and in launching the careers of tomorrow’s professionals.
• Experiment with new positions without making long-range employment commitments.
• Free professional staff from routine duties to pursue more creative work.
• Gain a high-quality source of pre-professional workers for temporary or seasonal positions.
• Recruit, train, and evaluate potential employees in a highly cost-effective manner.
• Influence and strengthen ties with the collegiate/academic community.
• Interact with interns who possess a strong work ethic and high degree of integrity.
• Acquire a fresh insight, viewpoints, and ideas from the infusion of young people from an educational environment.
• Utilize a work force of students for a variety of work schedules: part-time, full-time, or a combination.

Intern
The interns benefit from experiential learning because they are able to:

• Experience first-hand the world of work and utilize classroom theories on the job.
• Understand the professional demands and requirements of a particular field.
• Develop organizational, time management, and interpersonal skills.
• Have work evaluated by professionals in the field.
• Enhance self-confidence as a result of having been a part of the professional world.
• Examine personal and professional goals and broaden career horizons.
• Establish or enhance a work history and increase employment possibilities upon graduation.
• Network in a chosen career field.
• Make a smoother transition into full-time professional employment.
• Gain work experience and college credits simultaneously.
• Prepare for entry into graduate school.

Faculty Coordinator
The faculty members who serve as academic coordinators for experiential learning benefit because they are able to:

• Keep abreast of changing needs and problems in business, government, and industry.
• Interact with professionals in fields which students are preparing to enter so that instruction may be timely and current.
• Become familiar with resources for visiting lecturers, field trips, and other educational opportunities that may benefit students.
• Evaluate instruction and programs by seeing how well students are prepared for employment.
• Use innovative and creative methods of teaching while experiencing new roles within the College.
Orientation & Training/Employer Cost/Insurance

Orientation/Training
An orientation to the internship is an integral part of the student's off-campus education which facilitates the transition from campus to workplace. Supervisors should keep in mind that these students are typically eager to contribute, to be challenged, and to feel that they are an important part of the organization.

In the orientation, the student will benefit if the employer:
- Provides information on the organization and the work assignment.
- Enables the intern to feel comfortable in the association with the organization.
- Enables the intern to develop attitudes about the kind of work to be undertaken and company objectives.
- Explains how the student's performance and job duties will contribute to the department or company.

The new intern may have acquired some familiarity with the organization through initial research, contact with previous interns, or through a preliminary interview on-site. However, it is important that the site supervisor spends time with the intern to ensure that both the student and employer have a clear understanding of what both parties expect.

Possible Orientation Topics/Activities
- Tour of the facility, including the physical plant, employee lounges, related offices, etc.
- Introduction to the staff, including upper-level administration, co-workers, and support staff with an overview of how the intern will fit into the organizational structure.
- Review of the organization, including goals and objectives, philosophy, organizational design, services, and projects.
- Overview of the intern’s responsibilities, including setting learning objectives for student, priorities for work assignments, resources available to complete assignments, and the reporting structure.
- Assignment of a workspace, including location of supplies, copiers, and the use of the telephone, fax, and computers.
- Work schedule, including dates and times, meetings and deadline dates, and the process of reporting to the site supervisor.
- Opportunities to ask questions. The student should be told to which members of the staff they might go for answers.

An effective orientation program creates a positive employer-student relationship with well-defined mutual goals, open communication, and a clear understanding of the relationship between the agency and the student.

Employer Cost
Internships can be either paid or non-paid arrangements. The Office of Career Planning is willing to work with organizations offering either arrangement. Only your organization can decide whether or not to compensate interns and whether that compensation will be an hourly wage, a salary, a stipend, or will involve reimbursing the student for tuition costs. Typically, more than half of all King's College interns are receiving compensation at their placement sites. For a limited number of internships in non-profit or public agencies, students may also qualify for subsidy through the College’s Work-Study Program. This can be explored through the King’s College Financial Aid Office.

Insurance Coverage
As the internship site is considered to be an extension of the classroom, the intern is covered by the College under a general liability policy while at employment sites in the United States, Puerto Rico, and Canada. A certificate of insurance may be requested from the Office of Career Planning.
Scheduling/ Academic Credits/ Majors

The Office of Career Planning coordinates internships during three academic sessions throughout the year:

SPRING: January - May
SUMMER: May - August
FALL: September - December

In most cases, interns work on a part-time basis (12-25 hours per week) and earn 3-6 academic credits. If agreed upon by both the intern and employer, more hours may be worked in the case of paid placements. During the fall and spring sessions, students also attend classes while participating in the internship. Therefore, work schedules are designed around student class schedules for the convenience of both the student and employer.

The term of all internships is approximately 12-15 weeks to coincide with each academic session. In exceptional cases, students may work on a full-time basis (30-40 hours per week) and earn 9-15 credits for the experience. Such full-time placements would include internship opportunities that offer a higher-than-average degree of learning, more diverse opportunities to experience several aspects of a career field, and also incorporate seminars or training sessions into the internship.

Examples of such internship placements worthy of 9-15 credits include:
Pennsylvania Legislative Fellowship Program
The White House
Washington Center for Internships
FBI Honors Internship
U.S. Department of Energy Fund for American Studies
Dow Jones Newspaper Fund
U.S. Department of State
Walt Disney World
PA Historical and Museum Commission

Academic Credits
As a general rule, credits are awarded for the hours and learning as indicated in the chart below. The determination of credits is made by the Office of Career Planning and the appropriate major chairperson.

Academic Majors
King’s College offers a variety of majors leading to a Bachelor of Science, Bachelor of Arts, and/or graduate-level degree.
Most majors participate in the internship program.

Bachelor Degree Programs
Accounting
Athletic Training
Biology
Business
Early Childhood
Education
Economics
Elementary Education
English
Environmental Science
Environmental Studies
Finance

Master Degree Programs
Education

Administration
Chemistry
Clinical Lab Science
Computer Science
French
General Science
History
Human Resources
International Business
Marketing
Mass Communications
Mathematics

Computers and Information Systems
Criminal Justice
Theology
Neuroscience
Philosophy
Political Science
Psychology
Sociology
Spanish
Theatre

Health Care

Physician Assistant
KING’S COLLEGE OFFICE OF CAREER PLANNING

OVERVIEW OF THE INTERNSHIP PROGRAM

<table>
<thead>
<tr>
<th>WHAT?</th>
<th>Internships are typically one-time work or service experiences related to a student’s major or career goal. The internship plan generally involves a student working in a professional setting under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid. The Office of Career Planning supervises 150-200 student interns per year.</th>
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<tbody>
<tr>
<td>WHO?</td>
<td>Four way partnership involving:</td>
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<tr>
<td>Intern</td>
<td>Completed 60 college credits</td>
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<td></td>
<td>Maintained 2.25 cumulative GPA</td>
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<td></td>
<td>(some major departments require higher)</td>
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<td></td>
<td>Completed major prerequisites</td>
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<td>No serious student conduct violations</td>
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<tr>
<td>Faculty Coordinator</td>
<td>Academically guides the student through the internship</td>
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<td>Verifies academic validity of experience</td>
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<td>Assists the student in establishing meaningful learning objectives</td>
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<td></td>
<td>Determines the final grade for the internship</td>
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<tr>
<td>Site Supervisor</td>
<td>Professional in the work who possesses the required education, training, desire to supervise a student with a meaningful, college-level work experience</td>
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<td></td>
<td>Acts as a mentor</td>
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<td>Provides feedback on progress</td>
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<tr>
<td>Office of Career Planning</td>
<td>Develops &amp; maintains relationship with organizations/companies</td>
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<td></td>
<td>Assists student through application process and search</td>
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<td>Provides oversight to all participants</td>
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<td>Acts as a facilitator and advocate throughout the process</td>
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<td>WHEN?</td>
<td>Fall, Spring or Summer Semesters 12-15 weeks</td>
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<td>Credits Awarded</td>
<td>Total Work Hours</td>
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<tr>
<td>3</td>
<td>180</td>
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<td>6</td>
<td>300</td>
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<td>9-15</td>
<td>420-600</td>
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<td>WHERE?</td>
<td>Social service organizations</td>
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<td></td>
<td>Hospitals/health care facilities</td>
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<td>TV/radio stations</td>
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<td>Financial institutions</td>
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<td>Government agencies/offices</td>
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<td>Educational units</td>
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<td>Marketing agencies</td>
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<td>Manufacturer</td>
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<td>Private businesses</td>
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<td>Law firms</td>
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<td>Newspapers</td>
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<td>Retailers</td>
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<td>HOW?</td>
<td>Attend an information session or meeting</td>
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<td>Begin application process, searching, and securing through developing a résumé and preparing for interviews</td>
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<td>Once accepted, attend an orientation session and begin the internship</td>
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<td>WHY?</td>
<td>For Interns:</td>
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<td>Sample a career field</td>
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<td>Hone skills and apply theories</td>
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<td>Broaden career horizons</td>
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<td>Network in the field</td>
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<td>For Employers:</td>
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<td>Gain fresh, new insights from interns</td>
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<td>Recruit, train, and evaluate potential employees</td>
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<td>Influence and strengthen ties with the college</td>
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<td>Derive satisfaction from sharing expertise</td>
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<td>For Faculty:</td>
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<td>Keep abreast of needs in industry</td>
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<td>Become familiar with employers</td>
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<td></td>
<td>Explore new working relationships</td>
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<td></td>
<td>Evaluate Classroom Instruction</td>
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KING’S COLLEGE OFFICE OF CAREER PLANNING  
INTERNSHIP PROGRAM  
RESPONSIBILITIES DURING INTERNSHIP

The success of the internship learning process relies upon the active involvement of the four main participants...the intern, site supervisor, faculty coordinator, and the Office of Career Planning. The motivation, work ethic, knowledge, skills, and fresh ideas of the intern will yield a solid learning experience and a significant contribution to the goals of the organization.

To acquaint you with the roles of the three major participants, the following guidelines have been developed.

SITE SUPERVISOR

• Provide the intern with an orientation to the work site, staff, and goals of the organization. Include clear guidelines concerning appropriate dress, behavior, reporting structure, computer usage, and confidentiality issues.
• Assist in the development of the intern’s learning objectives by offering suggestions regarding:
  Feasibility: Are the objectives appropriate and achievable in light of the intern’s work role?
  Activities and Resources: What methods will be used to achieve each objective?
  Verification: In what specific ways will the intern’s progress be identified and evaluated?
• Assign challenging tasks and projects that will promote the achievement of the intern’s learning objectives.
• Provide feedback, including strengths and areas of needed improvement, to the intern on a regular basis.
• Complete both a mid-term and final evaluation of the intern’s performance, detailing progress and assessing the intern’s behavior, skills, and attitudes. Submit these to the Office of Career Planning by the required dates.
• Allow time to accept phone calls or occasional visits to the work site by the intern’s faculty coordinator or the Office of Career Planning.

FACULTY COORDINATOR

• Assist the intern in developing specific learning objectives relating to the internship.
• Establish criteria for evaluation...weekly logs, regular meetings, site supervisor’s evaluations, and final project.
• Arrange mutually convenient times for conferences with the intern to discuss learning progress.
• Contact the intern’s site supervisor and/or visit the work site at least twice during the session.
• Evaluate the intern’s learning and professional development at mid-term and at the internship’s end.
• Submit a final grade for the intern to the Office of Career Planning.

INTERN

• Complete registration form with Office of Career Planning, obtain Student Guide to the Internship Program, and attend orientation session.
• Submit completed learning contracts to the Office of Career Planning within the first week of the placement.
• Submit weekly time sheets to the Office of Career Planning. Make sure you make a copy of your timesheets.
• Submit weekly record and reflection logs to the faculty coordinator.
• Meet with the faculty coordinator as scheduled to discuss each week’s activities and learning outcomes a minimum of three times throughout the semester.
• Report to the work site as scheduled and on time as well as meet all assignments with accuracy and diligence.
• Maintain open communication with the site supervisor including informing the site supervisor of any academic requirements or vacation plans that require absence from work.
• Complete and submit the final academic project to the faculty coordinator by the assigned date.
• Complete the intern final evaluation form and Schedule an Exit Interview with the Office of Career Planning (optional).

Office of Career Planning

• Assist Students through the application process, internship search and registration.
• Maintain all paperwork and communication among all parties distributing in a timely manner to include final copies of learning contracts, monitoring of timesheets, and midterm and final evaluations.
• Serve as a facilitator and advocate through the process.
TO: Site Supervisors of Paid Interns

FROM: Kelly Lettieri, Assistant Director for Internships

When a site uses interns, certain guidelines must be followed to conform to the Fair Labor Standards Act. This act applies to all employers; government, non-profit, and for-profit entities. King’s College Internships are set up to follow these legal requirements. Please consult your legal advisor if you have more detailed questions on these issues.

1. Work performed by an intern must be directly related to his/her coursework. The course is evaluated as part of the student’s degree plan.

2. The intern prepares and submits reports to the faculty coordinator. The student must submit a weekly journal of their work time, weekly reflection logs, and a final project or portfolio.

3. The organization has written documentation that the internship is educationally relevant. You will receive a copy of the Learning Contract that all participants sign.

4. Learning objectives are clearly defined. The student must write their objectives on the Learning Contract.

5. The organization will provide an orientation to the work site and staff and assign challenging tasks and projects that will promote the achievement of the student’s learning objectives.

6. The intern is supervised by one of the company’s staff members. We must have a designated site supervisor who will complete student midterm and final evaluations.

7. The intern is not guaranteed a job upon completion of the internship. This ensures a company cannot require a person to work for free in order to get a job in the future.

8. The intern cannot displace existing workers or directly take on the duties of a fired or laid-off employee. This ensures a regular worker will not be removed and the duties assigned to an unpaid or low paid intern.

July, 2011
TO: Site Supervisors of Unpaid Interns

FROM: Kelly Lettieri, Assistant Director for Internships

When a site uses unpaid interns, certain guidelines must be followed to conform to the Fair Labor Standards Act. This act applies to all employers; government, non-profit and for-profit entities. Typical permitted volunteer sites include government agencies, hospitals, charitable non-profit agencies and the like. Persons already employed by such an organization cannot "volunteer" the same type of services as their job during the weeks they are employed. Commercial businesses may not ever legally utilize unpaid volunteers. Unpaid Trainee status is permitted but there are very few circumstances to which this applies (see below). Although no one from the Department of Labor is likely to investigate what an intern is doing unless a case is brought involving claims for wages, Worker’s Compensation or sexual harassment, the law can be liberally interpreted. Therefore, this information is provided for your understanding. Please consult your legal adviser if you have more detailed questions on these issues.

1. The work is supposed to benefit the intern more than the organization. The employer may not benefit from the activities of an unpaid Trainee. The law wishes to ensure that the internship is a learning experience for the student and not merely a way to get unpaid labor. According to the Fair Labor Standards Act Fact Sheet of July 2009, students who do unpaid work that “benefits” a profit-making company may claim back wages and civil penalties. They are entitled to minimum wage of $7.25 per hour or the state minimum wage, whichever is higher. For example, a trainee may learn to operate a cash register or enter data, but may not deal with actual customers or data of the business. They may learn procedures such as writing a press release, but may not write any that are utilized in the business. The Department of Labor considers work performed as part of an evaluation period or training program to be compensable.

2. Work performed by an intern must be directly related to his/her coursework. The course is evaluated as part of the student’s degree plan.

3. The intern prepares and submits reports to the faculty coordinator. The student must submit a weekly journal of their work time and a final project.

4. The organization has written documentation that the internship is educationally relevant. You will receive a Learning Contract that all participants sign.

5. Learning objectives are clearly defined. The student must write their objectives on the Learning Contract.

6. An unpaid intern may not perform work also done by employees (and thus serves as an unpaid employee).

7. The organization will provide an orientation to the work site and staff and assign challenging tasks and projects that will promote the achievement of the student’s learning objectives.

8. The intern is supervised by one of the organization’s staff members. We must have a designated site supervisor who will complete student evaluations.

9. The intern is not guaranteed a job upon completion of the internship. This ensures an organization cannot require a person to work for free in order to get a job in the future.

10. The intern cannot displace existing workers or directly take on the duties of a fired or laid-off employee. This ensures a regular worker will not be removed and the duties assigned to an unpaid intern.

July, 2011