



Internship Program Employer Guide



careerservices@concordia.edu • 512-313-5041 • Cedel Hall, Room C243 & C244

Why Internships?

Why Become an Internship Partner?

Concordia University Texas offers a unique educational experience among Christian liberal arts universities. Regardless of a student's background, Concordia is a place to discover and grow. At CTX, we encourage students to ask: Who am I? What am I called to be?

Experiential learning is an essential part of education at Concordia. Internships are required for over 50% of our majors, and highly sought after and promoted for others.

As an internship partner, you will discover CTX students are:

Thinking critically and analytically. Students learn in the classroom how to engage with problems, ask the right questions, analyze and make decisions.

Speaking clearly and effectively. Students learn to take a proactive approach to learning and engage in an interactive classroom environment.

Developing personal values and ethics. They explore and discover personal assets and learn how to influence with integrity.

Working effectively with others. Students learn how to lead where they are, discover their calling and purpose, leverage their strengths and influence through teamwork

What is an Internship?

The *National Association of Colleges and Employers* (NACE) defines internships 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.” Internships give students the opportunity to gain valuable experience and make connections in professional fields they are considering for career paths, and give employers the opportunity to guide and evaluate talent.

Many employers ask, “**Should I pay my interns?**”

NACE defines specific criteria employers should consider if they decide to offer internships. Paid or unpaid, internships should follow these criteria to be considered a learning experience. Various rules apply to interns since they are not employees. Federal legislation separates for-profit firms from non-profits and government agencies. Since one can volunteer time for the government or non-profits, unpaid internships are not a legal issue. However, the for-profit internship market is highly governed by the *Department of Labor* (DOL) and FLSA guidelines for exempting a firm from paying their interns. We recommend becoming familiar with both NACE guidelines and the DOL.

NACE

<https://www.nacweb.org/advocacy/position-statements/unpaid-internships.aspx>

DOL

<http://www.dol.gov/whd/reg/compliance/whdfs71.pdf>

NACE Criteria

To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

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

If these criteria are followed, it is the opinion of NACE that the experience can be considered a legitimate internship.

Vocation and Professional Development

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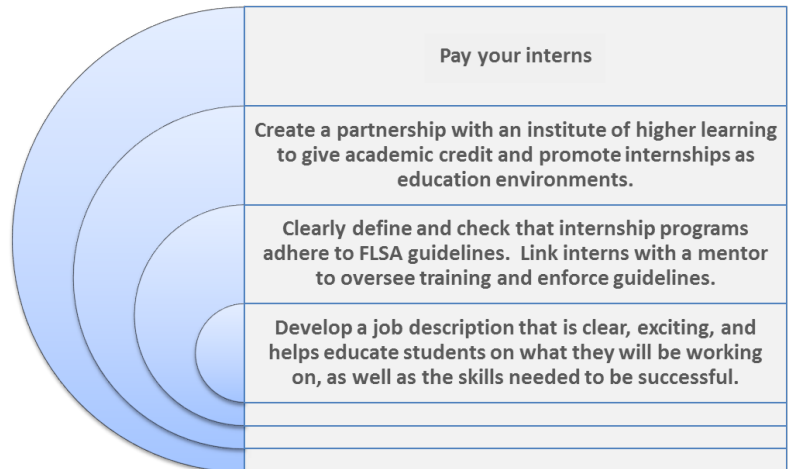
Job Description

An internship is a career-related work experience that enhances a student's academic learning and provides a real world introduction to a career industry related to the student's chosen academic major. CTX internship partners provide career-related experiences that are of sufficient challenge to college-level students.

An internship experience provides real world experience, is often project-based with a defined goal and specific deliverables so that the experience is valuable to both the student and the employer.

Use the sample job description below as an example when developing an internship position.

Best Practice



POSITION: Social Media Intern
REPORTS TO: John Smith

DEPARTMENT: Marketing

APPLICATION DEADLINE: June 29, 2019

START DATE: September 1, 2019

RESPONSIBILITIES

- Build relationships with online community by maintaining Facebook, Twitter, LinkedIn and other media accounts.
- Track social media analytics using multiple software platforms and report results and new ideas to our marketing team.
- Create a long term social media plan and marketing calendar.
- Assist *Director of Social Media Marketing* in building and presenting social media strategy.

KNOWLEDGE, SKILLS and ABILITIES GAINED FOR SUCCESS

- The tactics to combine online marketing with overarching outreach goals in a professional setting.
- Knowledgeable in online communication, a mastery of online community platforms.
- Work in a professional environment with ample opportunities to network with the department leaders in the marketing field.

QUALIFICATIONS REQUIRED

- Background/major in Marketing, Communication, or other related discipline.
- Organized, creative and flexible with an ability to prioritize time-sensitive assignments.
- Familiarity with social networking sites desired, but we will also train.

To Apply: Email a resume and cover letter to jsmith@media.com. For questions call (512) 123-4567.

Finding an Intern at CTX

The university faculty and the internship coordinator work collaboratively to help you identify students for internships. Also, Concordia hosts a job board where you can post opportunities and connect directly with students.

Post internships at <https://concordiatx.joinhandshake.com/login>

Email internship job descriptions to careerservices@concordia.edu

Internship Program Coordinator:

Randa Scott, Director

Vocation and Professional Development

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Degree Program	Instructor
Accounting	Tony Ross Anthony.ross@concordia.edu 512-313-5306
Business Management	Randa Scott Randa.scott@concordia.edu 512-313-5014
Communications	Dr. Erik Green Erik.green@concordia.edu 512-313-5411
Computer Science	TBD
HR Management	Angela Clements Angela.clements@concordia.edu 512-313-4473
Marketing	Nathan Araya Nathan.araya@concordia.edu 512-313-5305
Math	Dr. Eric Staron Eric.staron@concordia.edu 512-313-5533
English	Dr. Brandy Alba Brandy.alba@concordia.edu 512-313-5415

Degree Program	Instructor
Environmental Science	Dr. Sam Whitehead Sam.whitehead@concordia.edu 512-313-5532
Finance	Dr. Elena Skouratova Elena.skouratova@concordia.edu 512-313-5304
Global Public Health Healthcare Administration	Dr. Glendene Lemard-Marlow Glendene.lemard@concordia.edu 512-313-5312
Government	Dr. Brent Burgess Brent.burgess@concordia.edu 512-313-5423
History	Dr. Matthew Bloom matthew.bloom@concordia.edu 512-313-5402
Kinesiology	Dr. Tom Pate Thomas.pate@concordia.edu 512-313-5509
Psychology	Dr. Nick Chittester nick.chittester@concordia.edu 512-313-5403
Sociology	Dr. Ann Schwartz Ann.schwartz@concordia.edu 512-313-5417

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Supervising a for-credit Internship

For a successful internship, CTX recommends:

1. Interview

- A personal interview is recommended. It is especially desirable for the student to meet the person who will serve as the direct supervisor on the job.
- A clearly written job description is required before the student can register for the course. See an example of an internship job description in this employer guide.
- Some students are asked to write or present at the end of the internship. Discuss what the final deliverable might look like during the interview: “Start with the end in mind.”

2. Orientation

- Share organizational literature with the student in advance of the internship to save time.
- Provide statements of purpose, organization charts, and general public relations brochures describing services, products, etc., for understanding the position in relation to the whole organization.
- Discuss and document reporting time, place, hours, dress, and degree of independence, on-the-job supervision and confidentiality.
- Provide whatever physical arrangements necessary, including work space and appropriate materials.

3. Supervision

- Maintain compatible goals – student’s primary goal to learn and your primary goal that certain tasks get done.
- Conduct ongoing feedback sessions during the internship to clarify expectations, recognize great work, and evaluate learning. A final performance evaluation at the end of the internship will be required of both the student and the employer as part of the final graded deliverables for the course.
- Include the student intern in staff or committee meetings as this will help grow their knowledge of the work and understanding of expectations.

4. Evaluation

- An end of term survey will give the employer an opportunity to evaluate the intern’s performance. The results will be shared with the instructor and the internship program coordinator. The supervisor should give continuous feedback to the intern throughout the term so that performance issues are not a surprise to the student at the conclusion of the internship.

- At the conclusion of the internship the student is required to complete a self-evaluation and is should ask for a final performance conversation with you after you complete the standard evaluation form for the program. Both evaluations are required before the student can receive credit for the internship course.

5. Learning environment. Student intern will:

- Take part in and observing tasks which are more than clerical or routine.
- Have an opportunity during the work period to discuss these tasks with someone in authority at an appropriate level of the organization (either the work supervisor or someone else).
- Be in a position to learn how these tasks are related to the larger functions and purposes of the organization, and to the academic field in which credit is being granted.

6. Professional behavior from the student intern. Some topics that might be appropriate to discuss with the student intern are:

- Is the student intern performing as expected? How does the student intern's performance compare with persons in comparable positions?
- What are the major problems you as a professional address in your job?
- What are the sources of information you use to address these problems?
- What is the significance of the internship student's work to the purpose of your organization?

7. Confidentiality. Student interns tend to be energetic, inquisitive, and idealistic. They want to understand the broad implications of what is happening, yet they are with an organization only a short time. It is essential that they understand what kinds of information should be absolutely confidential. It will also be helpful to them to be able to appreciate the importance of discretion, and to realize when generalizations are or are not appropriate. In facilities where HIPAA privacy rules apply, students are asked to sign a confidentiality agreement which will be kept on file with the academic instructor and will be provided to the facility as necessary.

Requirements

Required working hours

Students must work the necessary hours designated by the course requirements in the internship position during the semester in which they are enrolled in the course. **Most internship courses require 150 hours with the exception of Global Health/Healthcare Administration and Government.**

- Global Healthcare/Healthcare Administration requires 60 hours if the student is working full time in a healthcare facility, 90 hours if the student is working full time but not in a healthcare facility, and 120 hours if the student is not working full time.

- Government awards 1-3 credit hours where each credit hour is equivalent to 50 hours of supervised internship service.

An incomplete may be awarded by the faculty instructor if hours are completed after the last day of the semester. Typically an internship lasts 15 weeks over a fall, spring or summer semester, but can vary depending on the opportunity and the semester. During the summer students may complete the required hours in less time.

Required documentation

The supervisor is asked to complete an evaluation at the end of the internship course as an opportunity to provide feedback. Please use your company's processes and policies for providing employee performance feedback to the student. The survey is a means for us to ensure that the student is meeting expectations for the course and it is a mock performance feedback opportunity for the student. Please provide the student your candid assessment of their work and talents both on the form and during a one-on-one feedback session.

Students complete weekly timesheets and journal as part of the course assignments. Supervisors are not required to sign timesheets for the course assignment, but are asked to confirm hours worked in the final evaluation.

Thank You

The internship experience has a strong influence on the students' preparation for entering the job market, which has both a short-term hiring advantage for the student and a long-term career impact for organizations if this preparation is successful. While classroom learning and independent research are crucial to training the next generation, it is practical hands-on experiences that are life changing and lead to meaningful work. It is our hope internships give students the opportunity to gain valuable applied experience, help them discern vocation and career, and make connections in professional fields they are considering for the future. In return, internships give employers the opportunity to guide and evaluate talent for the future growth and sustainability of the organization. Thank you for engaging in the learning experience with our students!