Employer Guide to Developing an Internship Program

STONY BROOK UNIVERSITY
CAREER CENTER

SBU Career Center / 631-632-6810 / www.stonybrook.edu/career
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Introduction to Internships

The Stony Brook University Career Center offers many opportunities for you to recruit highly motivated students for pre-professional internships. This guide contains key information and resources to assist with your internship recruitment needs.

What is an Internship?

An internship is a carefully monitored work or service experience in which the student has specific learning goals and actively reflects on what s/he is learning throughout the semester. Although internships vary widely from organization to organization, some common characteristics include the following:

- A time-limited experience that usually lasts about three months and occurs during the fall, spring or summer semesters.
- Generally a one-time experience.
- Promotes academic, career and/or personal development.
- May be paid or unpaid.
- May be part of an educational program monitored and evaluated for academic credit.
- May be part of an individualized learning plan.
- Is different from a short-term job or volunteer work in that requires an intentional “learning agenda” in a structured work environment.
- Includes learning objectives, observation, reflection, evaluation, and assessment.
- Requires a mentor within the organization.
- Seeks to establish a reasonable balance between the intern’s learning goals and the specific work tasks of an organization.

How Do Internships Benefit Employers?

You may be wondering, "What's in it for me?" Employers derive several benefits:

- A potential year round source of highly motivated pre-professionals.
- New perspectives on various organizational processes, procedures and programs.
- Quality candidates for temporary or seasonal positions and projects.
- Increased visibility of your organization on college campuses.
- Freedom for professional staff to pursue higher-level projects.
- Flexible, cost-effective work force that does not require a long-term commitment.
- Prepared and trained new employees hired from your intern pool.
- Opportunity to mentor future professionals.
- A proven, cost-effective way to recruit and evaluate potential employees.

The key element that distinguishes an internship from a part time or temporary job or community service is the intentional learning goals that the intern brings to the experience.
Introduction to Internships, continued

What types of internships are available?

Internships can be paid or unpaid, full-time or part-time, with academic credit or not, and occur during the semester or during the winter/summer breaks.

**Paid Internships**
Can be hourly wage, stipend, travel allowance, or even a salary. Compensation reflects the policies and practices of the organization and industry culture not the quality of the candidate.

**Unpaid Internships**
The Federal Government has begun to investigate unfair labor practices among for-profit employers. If you are a for-profit company, you should speak with your attorney about the risks you incur by violating minimum wage and federal labor law. Non-profits and public service organizations are often exempt.

**Internships for Credit**
Academic credit is not granted by you, the employer; it is granted by a faculty member at the university. As an employer, you will be asked to complete assessments for students earning credit. If interns in your organization have questions about credit, please refer them to us.

**Non-Credit Internships**
Non-credit bearing internships have no deadlines or required hours; these are often pursued for professional development only. A faculty sponsor is NOT necessary for a non-credit internship.

*Department of Labor regulations set for unpaid internships apply to non-credit internships as well.*

<table>
<thead>
<tr>
<th>Credit</th>
<th>vs.</th>
<th>Non-Credit</th>
</tr>
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<tbody>
<tr>
<td>● Student earns academic credits (typically 1–6) and may incur tuition charges (eg. summer)</td>
<td>● Student does not earn academic credit</td>
<td></td>
</tr>
<tr>
<td>● Internship may be paid or unpaid</td>
<td>● Internship may be paid or unpaid</td>
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<tr>
<td>● Requires well-defined position description</td>
<td>● Requires well-defined description</td>
<td></td>
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<tr>
<td>● Internship must be approved by the University</td>
<td>● No review/oversight by the University</td>
<td></td>
</tr>
<tr>
<td>● Academic departments approve their own internships</td>
<td>● No faculty involvement</td>
<td></td>
</tr>
<tr>
<td>● Career Center approves EXT 288/488 internships</td>
<td>● No minimum hour requirement</td>
<td></td>
</tr>
<tr>
<td>● Student secures a faculty sponsor</td>
<td>● No agreement form required; evaluations recommended</td>
<td></td>
</tr>
<tr>
<td>● Credit requires 4 hours per week for each credit hour (3 credits= min of 12hrs/ per week)</td>
<td>● No grade or transcript notation</td>
<td></td>
</tr>
<tr>
<td>● Specific agreement forms, mid term &amp; final evaluations</td>
<td>● Commitment may vary</td>
<td></td>
</tr>
<tr>
<td>● Graded: Satisfactory/ Un satisfactory or letter grade and included on official university transcript</td>
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</table>
Step One: Creating an Internship Program Plan

Plan and formulate your internship program goals to be measured by you, your company's management team, or others in your organization. Structuring the internship in the planning stage will enable you to develop measurable goals and objectives that will prove to your organization's decision-makers the importance and value of your program.

In creating your internship program plan, include specifics. Construct your plan based on your organization's needs and resources. Use these questions in your planning:

- Do you want someone for a specific project? What are the tasks and objectives of the project? What are the deadlines for completing them?
- Do you want to give the intern a taste of everything your company does? How will cross-training be structured into the intern's schedule?
- Will you pay the intern? If so, how much? Wages vary widely across industries, so be sure yours are competitive.
- Where will the intern’s workstation be? Do you have adequate workspace?
- Will you help make parking arrangements, living arrangements, etc.?
- What academic background and experience requirements are needed? Decide on standards for quality beforehand to help you find the best candidates.
- Who will have the primary responsibility for supervising the intern? Orientation, training and regular supervision are crucial to overall success.
- What do you want the intern to learn from the experience? Define some learning objectives.

Eight Principles of Good Practice for All Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

“Eight Principles of Good Practice for All Experiential Learning Activities” included in Appendix 5

Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA
Step Two: Write an Internship Description

Draft a position description that clearly explains the intern’s responsibilities. A written position description will structure the experience for both the intern and the employer and can be used to measure goals, outcomes and accomplishments.

A very important part of creating effective position descriptions involves the development of challenging work assignments that complement students’ academic and/or career interests. One method to accomplish this is to design a primary list of work activities that will fit the needs of your department/organization. When the intern is selected, review the responsibilities and modify them according to the interns’ knowledge and personal work/learning/career goals.

As you create the specific position, consider the following:
- Purpose of the internship — how does it fit the organization’s mission
- Duties and essential responsibilities/job functions that will be required of the intern
- Name of the department/division where the internship will be performed
- Expectations regarding outcomes of tasks/projects performed and completed
- Required qualifications: include major, minimum GPA (if applicable), class standing (freshman, sophomore, junior or senior) and any technical or job specific skills the intern would need to perform the internship successfully
- Length of the internship and the required number of hours per week
- Name of the supervisor responsible for training and evaluating the interns’ progress
- Application and selection process
- Include instructions on what application materials are required (e.g. resume, cover letter and to whom and how they should be submitted.

Components of the Internship Description:
- Title
- Summary – Brief paragraph about unit: mission, size, customers, summary of role
- Tasks, Responsibilities, and Authorities
- Qualifications including: desired experience; special educational or technical training, skills, or knowledge; licenses; certifications, etc.
- Supervision & Training
- Working Conditions
- Credits/Salary
- Learning Objectives for a credit-bearing internship
Credit-Bearing Internships

Credit-bearing internships require a higher level of involvement and engagement with University personnel. Special requirements include:

- The position description must include learning objectives to be achieved. For faculty approval, the description must clearly outline how the experience will enhance learning in the classroom. **Please note:** We understand that clerical tasks are a part of many professional jobs and expect that some duties of this nature will be assigned. However, the student should have professional assignments similar to other entry-level workers.
- Sign the Internship Agreement, which will be provided to you by the SB Career Center.
- Formal university-designed mid-term and final evaluation must be completed by assigned deadlines.

Learning Outcomes

Stony Brook University expects these outcomes of the internship experience. Students must:

- Apply academic knowledge in a professional setting.
- Develop professionally relevant competencies and relationships in a professional setting.
- Gain exposure to a professional field and an understanding of professional etiquette.
- Observe and begin to understand a professional organizational culture.
- Evaluate self-performance in light of expressed goals and learning outcomes.
- Compare and contrast one’s self-perception to the professional perception of supervisor.
- Clarify one’s calling through reflection on the internship experience.
- Critically evaluate the internship experience as an exemplar for the field.

Sample Internship Learning Outcomes

1. **Communication Skills**
   A. Oral Communication
      Interns will verbally express ideas clearly and persuasively with clients, supervisors, and colleagues and will participate effectively in discussion.
   B. Written Communication
      Interns will express ideas clearly and persuasively in writing as evidenced by acceptable candidate accomplishment.

2. **Cognitive Skills** - examples of successful intern accomplishment of learning outcomes
   A. Showing understanding of professional customs and practices
   B. Acquiring and evaluating information
   C. Organizing, maintaining and interpreting information
   D. Applying knowledge to the task

3. **Professional Skills** - examples of successful intern accomplishment of learning outcomes
   A. Exercising leadership
   B. Listening effectively
   C. Dressing appropriately
Step Three: Recruiting an Intern

Promote Your Internship Opportunities

The Stony Brook University Career Center will work with you to promote your position and collect resumes from qualified applicants. We use nationally known and reputable software, which we have branded Handshake, to manage the recruitment process.

To start the process, create an account on Handshake where you can post as many positions as you wish for absolutely no cost - go to http://www.stonybrook.edu/career and click on “Handshake”. Call our office at 631-632-6810 or email SBUCareerCenter@stonybrook.edu and we can assist.

Handshake will allow you to post jobs/collect resumes FREE-OF-CHARGE, request rooms to interview on campus, and register for job fairs all from one easy-to-use account. When you post positions, they go into a pending bin for approval. Once they have been reviewed, they will be visible for students/alumni to view and submit resumes.

To create/access your account please follow these easy instructions.

1. Go to our homepage and click on Handshake logo - http://www.stonybrook.edu/career
2. Click on https://stonybrook.joinhandshake.com/login with your existing username and password. If you are new, please create an account and a new username/password under “Employer”
3. To post a position, from the menu bar on your left-hand side select “Job Postings”
4. To register for a Job Fair or other event, select “Events”
5. For instructional guides please follow this link: https://joinhandshake.zendesk.com/hc/en-us/categories/202707307-Employer

These are the recommended timeframes to recruit candidates for internship positions. Following these recommendations will ensure there is ample time to promote your internship opportunity and select the right student(s).

<table>
<thead>
<tr>
<th>For An Internship During</th>
<th>Advertise During</th>
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<tbody>
<tr>
<td>Fall Semester (Sept. – December)</td>
<td>March – April</td>
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<tr>
<td>January Term</td>
<td>August – November</td>
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<tr>
<td>Spring Semester (February – May)</td>
<td>October – December</td>
</tr>
<tr>
<td>Summer Term (June – August)</td>
<td>January – April</td>
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Collect Application Materials

- The Career Center strongly recommends that you request, at a minimum, a cover letter and resume from each applicant.
• You may also wish to request other relevant materials such as a writing sample, an e-portfolio, or a current transcript.

**Contact Qualified Students for Interviews:**

**On-Campus:** The Career Center regularly hosts employers on campus to conduct screening interviews with candidates. There is NO CHARGE for this service. A campus interview is best for students, as they do not have to miss class to travel to the company site for the first round. To arrange for a room to interview on campus, contact Kimberly Joy Dixon, Assistant Director of Employer Relations & Diversity at kimberly.dixon@stonybrook.edu or by calling 631-632-6805.

**On-Site:** We encourage a site interview for the 2nd round, giving candidates an opportunity to visit your work site and giving your staff / hiring managers an opportunity to see the candidates. You would schedule these on your own.

**Phone:** Employers can do phone / Skype interviews when geographic distance is an issue.

**Employment Offers and Acceptance Policy**

The SB Career Center firmly believes that it is in the best interests of both students and employers to allow adequate time for students to make an informed decision about whether to accept or decline an offer. Students who are able to sufficiently analyze all information at their disposal will be more confident in their choices, and employers will benefit from hiring candidates who have a sincere interest in honoring their commitment.

We encourage employers to allow students at least 2 weeks to decide on offers. Students should be given the opportunity to make use of all services/information available to them and should not be subjected to exploding offers requiring a student to choose a job offer within a very short amount of time or face having the offer rescinded. While we recognize that there are legitimate business reasons for offers to be accepted or rejected within a specific timeframe, this type of offer is not appropriate within a collegiate environment. In an effort to provide students with sufficient time to conduct their job/internship searches and make informed decisions, we expect employers to abide by specific deadlines which are posted each semester.

For more information, refer to NACE’s Reasonable Offer Deadlines Guidelines at www.naceweb.org/principles/reasonable_offer.htm
Step Four: Managing Interns

Orientation

Becoming oriented to a new setting can be difficult and stressful when starting any new job. The sooner your interns understand what your organization does and how it operates, the sooner they can assume assigned responsibilities and become productive. Therefore, the intern needs to become acclimated to the environment as soon as possible after starting work.

- Give the intern a tour of the office. Introduce the intern to the other staff members
- The supervisor and intern should jointly set a work schedule, weekly meeting times for supervision, and potential projects the intern may be working on
- The supervisor should tell the intern that he or she will be provided with feedback on progress throughout the internship
- The intern should be provided with all material concerning pay schedule (if applicable), procedure for calling in sick, and overall expectations for attire and behavior
- The intern should have a stable workspace and not be constantly moved around the office

What type of training should be provided?

The training process will vary depending on the organization and the intern’s experiences. You can help this process by providing the following kinds of information about your site:

- Describe the mission and structure of the organization
- Share policy manuals, and any other on-site expectations
- Define the intern’s responsibilities, specific training, and deadlines
- Clearly define methods of communication between intern and supervisor
- Monitor the intern’s adjustment to the site and progress

Supervision

Students will look to you as a mentor who will assist their transition from the classroom to the work environment. We suggest you meet with your interns regularly to provide feedback concerning their performance. During these meetings, the students can:

- Report on the status of a project
- Ask questions
- Learn how their work is contributing to the organization
- Participate in an evaluation of their strengths
- Discuss areas needing growth and development
- Get a sense of what kind of work lies ahead

At the same time you will have an opportunity to coach, counsel and reinforce positive attitudes and performance. For credit-bearing internships, there are higher expectations, but there is also a higher level of university engagement and support. The success of an internship depends on the partnership between representatives of the organization, Stony Brook University and the student. These three parties need to agree on the conditions of the internship, the responsibilities of each party, and the reporting requirements.
The site supervisor is the critical link. You guide your intern by providing direction and feedback. If a problem occurs, you counsel the student and contact the Career Center staff or faculty sponsor when necessary to help find solutions if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts).

**Evaluation**

Feedback is essential for an intern to capitalize on strengths that they bring to the program and further develop the areas that need more attention, all with the aim of helping interns to become highly competent professionals.

**Evaluation Procedures:** Mid-term and final evaluations must be completed by the supervisor and will be sent by email. Both documents need to be completed, reviewed with the intern and returned to the Career Center by specific deadlines.

A supervisor is expected to evaluate the intern’s progress regularly and informally throughout the each academic term and to report his/her assessment of the intern’s progress to the student and the faculty sponsor. We strongly recommend that the supervisor schedule weekly conference with the intern to accommodate the need for frequent and focused evaluation.

As a supervisor, you might find it helpful to consider the following questions as you prepare to create the comprehensive evaluation process.

**Achievement of learning objectives**
1. What progress has the student made toward the objectives outlined in the proposal?
2. What evidence can you provide that can document the intern’s progress toward objectives?
3. If one or more objectives have not been achieved, what barriers prevented progress?
4. What other skills, abilities or special knowledge has the intern developed this term?
5. What are the intern’s outstanding performance strengths?
6. What attributes of performance still need improvement?
7. What suggestions would you offer the intern for maintaining or improving his/her performance in the future?

**Performance and contributions as a member of the organization**
1. Has the student developed an adequate understanding of the organization’s functions?
2. In what ways has the intern contributed to the ongoing program of the organization?
3. Has the intern progressed at the expected rate and anticipated ways in his/her ability to:
   a. Work effectively with decreasing amounts of direct supervision?
   b. Accept responsibility for tasks of increasing complexity, difficulty or scope?

**Personal and professional development**
1. Has the intern been dependable?
2. Has the intern succeeded in meeting deadlines associated with his/her work?
3. Have the intern’s general demeanor and attire been appropriate?
4. Based on your observations of the intern, how would you describe his/her potential for success in a career in this field?
Step Five: Legal Ramifications

Following are some common legal concerns voiced about internships, but every organization should check with legal counsel for specifics.

When can an internship be unpaid?

The U.S. Department of Labor specifies through the Fair Labor Standards Act (FLSA) that an internship can legally be unpaid ONLY if:

- The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
- Training is for the benefit of the trainees or students;
- Trainees or students do not displace regular employees & work under close supervision;
- The employer who provides the training receives no immediate advantage from the activities of the trainees or students and, on occasion, the employer's operations may even be impeded;
- The trainees or students are not necessarily entitled to a job at the conclusion of the training period;
- The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Even if a student is working through a school program for which he or she is being “paid” in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her. Paid interns make ideal workers — hungry to learn, eager to make a good impression and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.

* More information explaining policies and regulations you’ll find in Appendix 6/page 26.

The Stony Brook University Career Center reserves the right to decline to post an unpaid/non-credit internship. If the internship is for a for-profit employer and we do not feel that the internship represents a sufficient learning opportunity to offset the value of the work being performed or the employer does not stipulate how the intern will learn new skills or gain new knowledge, as it relates to the six criteria listed above that transmits to the “Employment Relationship Under the Fair Labor Standards Act”, the employer may be referred to post a paid internship.

International Students

There are few restrictions in hiring international student interns. Most international students carry a student visa (typically F-1) that permits them to work in the USA during their time in college for practical training. Practical training is a legal means by which F-1 students can obtain employment in areas related to their academic field of study. Students, in general, must have completed one academic year (approximately nine months) in F-1 status and must maintain their F-1 status to be eligible for practical training. There are two types of practical training: Curricular Practical Training and Optional Practical Training. For more information explaining regulations in terms of hiring international students, you will find on the Stony Brook University Visa and Immigration Services website: http://www.stonybrook.edu/commcms/visa/
APPENDICES:

Appendix 1: INTERNSHIP DESCRIPTION SAMPLES

POSITION 1: HUMAN RESOURCE INTERNSHIP

Description:
Company XYZ offers a great internship opportunity for those interested in human resource, and/or IO psychology to become more knowledgeable about recruitment and hiring opportunities at the corporate organization. You will also have the opportunity to polish your communication skills through contact with various representatives, refine computer skills through extensive use of recruiting applications and MS office, and gain a thorough understanding of services provided by company XYZ.

Responsibilities:
- Participate in weekly training/professional development seminars
- Staff various job fairs to recruit and assist in screening process for prospective interns
- Conduct professional presentations to internal and external individuals
- Promote internship, and full/part-time opportunities
- Demonstrate and guide users through the departmental recruitment database
- Assist in targeting new talent
- Enter and update organization records/contacts
- Contact potential candidates with prospect letters, emails or phone calls
- Support staff with recruiting events and various job fairs
- Follow up with potential candidates; schedule on-site interviews
- Assist staff in developing recruitment activity reports or other assessments as needed

Qualifications:
Excellent written and verbal communication skills to articulate HR strategies, initiatives, options and advice. Attention to detail, the ability to multi-task and outstanding presentation communication skills are essential.

Learning Objectives:
- Increase overall knowledge and effectiveness in the areas of leadership, organization development, training and human resource management
- Demonstrate the ability to function as part of a team
- Demonstrate the ability to prioritize multiple customer requests while managing the facility
- Enhance time-management skills while balancing multiple responsibilities
- Develop effective written and oral communication skills
- Through various projects and learning experiences, become acquainted with and learn about various HR Department functions and operations

POSITION 2: FINANCE INTERNSHIP

Description:
Company XYZ is looking for a Finance/Accounting intern. The student will handle a wide range of important duties.

Responsibilities:
- Assist with month-end financial reports and posting journal entries
- Help with accounts receivable, payable, bank statement reconciliation and assist with audits
- Balance sheet reconciliation
- Work with the finance team on yearly forecasting efforts
- Manage the monthly tracking of our physical inventory
- Support the payment processing team
- Data entry
Credit checks

**Qualifications:**
Applicants should be Business, Finance, Economics or Accounting majors with proficiency in Microsoft Office applications. Attention to detail, the ability to multi-task and excellent communication skills are all essential.

**Learning Objectives:**
- The objective of the internship program is to enhance student learning by providing hands-on experience in a finance-related work environment
- Develop planning and organizational skills by assisting clients in identifying their specific financial goals and objectives and helping clients reach these goals

**POSITION 3: MARKETING INTERNSHIP**

**Description:**
Company XYZ is looking for a qualified intern to join our marketing/advertising team. Our marketing department produces quality work for major companies in the Boston area, and seeks an intern who can participate in various stages of print and online marketing campaigns.

This intern should be prepared to work in a fast-paced team environment, and will finish the internship having gained broad experience in various aspects of marketing.

**Responsibilities:**
- Assist in the creation of signage, circulars, mock ups, e-mail campaigns, on line promotion, etc.
- Assist in the distribution or delivery of marketing materials
- Assist with fulfillment of marketing offers
- Assist with execution of trade shows
- Assist with the preparation and delivery of training materials
- Perform analysis of marketing and sales data
- Seek and analyze competitor marketing and sales materials both on and offline
- Prepare presentations
- Open and sort mail
- Enter contact information into contact management systems
- Provide support to social media efforts
- Maintain tracking report of public relations activity

**Qualifications:**
Company XYZ is looking for an undergraduate student in the New York area who is majoring in Sales, Marketing or Advertising. This person should have excellent verbal and written communication skills, with extensive knowledge of Web and social media. PowerPoint, Word and Excel experience is a bonus, and will be considered.

**Learning Objectives:**
- Learn the development/implementation process of a product segmentation plan
- Study the evaluation of product review and development
- Development/implementation of distribution of product and/or channel selection and pricing protocol
- Create promotional materials
Appendix 2: STONY BROOK UNIVERSITY EXTernship PROGRAM
INTERNSHIP SPONSOR/EMPLOYER AGREEMENT - ONLINE FORM

General guidelines:
Organizational sponsors support students’ learning as they prepare for professional careers and agree to provide:

- Meaningful work for the intern (clerical duties are acceptable within reason) that broadens the knowledge base, challenges capabilities, and allows for full participation as a contributing member of the project team
- Detailed position description outlining responsibilities and expectations
- A designated supervisor, along with training & mentoring to ensure a good learning experience
- A safe work environment which fosters professionalism and ethical conduct

Organizational Sponsor’s Responsibilities:
Supervision and mentoring are necessary for a productive work relationship. The sponsor is expected to have at least three formal meetings with the intern:

- Initial meeting – Meet with your intern(s) to review responsibilities and project goals, general expectations and set the tone for a productive supervisory relationship and learning environment.
- Mid-term evaluation – Interns will share their self-assessment of progress. You will then assess student performance, identify areas of growth and improvement needed and discuss with the intern.
- Final evaluation – Discuss your final evaluation of student performance including your assessment of the intern’s strengths and weaknesses.
- Program evaluation – You will be asked to complete an online evaluation of your experience working with Stony Brook University.
- Site visit – If possible, a University representative may wish to visit the site at some point during the internship term. Any such visits would be agreed upon in advance.

Standards of Service:

- Interns are expected to conduct themselves in a manner that is honest, ethical and which brings good credit to them, the Organization they serve and Stony Brook University.
- If problems develop related to an intern’s performance, the site supervisor should address concerns directly with the intern. If performance does not improve, the supervisor should provide a written statement specifying areas of improvement. If performance still does not improve, the SB Career Center should be consulted. An internship may be terminated for cause if performance does not meet acceptable standard of the Organization.
- Sponsors should be aware of the professional learning outcomes expected by the Career Center. See attached evaluation.

I have read and agree with the terms and conditions underlying my position to act as organization sponsor of a Stony Brook University student taking this internship.

Organization: __________________________________________ Date:________________________
Supervisor Name: ___________________________ Tel No: __________________________
Signature: Verification Done Online in Handshake
Appendix 3: ONLINE INTERNSHIP FINAL EVALUATION

Midterm and final evaluations are sent directly to students’ supervisors by email.

SAMPLE EVALUATION:

RATING SCALE – Evaluate in comparison to other student interns/employees. If desired, make additional comments below.

5: EXCEPTIONAL: Performance is superior; all standards and objectives clearly exceeded. Serves as an example for peers.
4: PROFICIENT: Performance is clearly above average, all standards & objectives met with a substantial number exceeded
3: EFFECTIVE: Performance is totally acceptable, with standards & objectives met. Most performance expected at this level.
2: MARGINAL: Performance is below standards & lacks appropriate professional, personal attitude &/or technical skill.
1: UNACCEPTABLE: Performance fails to meet minimum standards.

(1) WORKPLACE ETIQUETTE:
- Reports to work on time and as scheduled. Dress and appearance are appropriate for workplace standards. Exhibits a positive and constructive attitude. Exhibits self-motivated approach to work.
- Takes initiative. Seeks out & uses resources appropriately.

(2) COMMUNICATION / INTERPERSONAL RELATIONS:
- Writes coherently and effectively. Speaks clearly & uses professional language/industry terms. Asks for direction when needed. Demonstrates appropriate telephone & email etiquette. Respects professional boundaries with colleagues & supervisors.
- Manages and resolves disagreements/conflict effectively.

(3) JOB PERFORMANCE:
- Understands organizational goals, clients & community relations. Demonstrates knowledge & skills to perform tasks/solve problems. Completes tasks thoroughly, accurately, and on time.
- Quality of work reflects organizational standards.

(4) DECISION MAKING/PROBLEM SOLVING:
- Intern’s effectiveness in understanding problems, identifying solutions, promoting appropriate innovation, and making timely, practical decisions.

(5) INITIATIVE:
- Recognizes and assumes responsibility for work that needs to be done; constantly searches for new solutions and more effective approaches, seeks to generate the most visible and remarkable results.

(6) STRENGTHS & WEAKNESSES
- INTERN’S STRENGTHS AND ACCOMPLISHMENTS Please identify one or more performance or behavioral aspects that you appreciated and/or that you considered a particular strength in the intern’s work record. In what internship-related areas and/or under what circumstances has your intern excelled during this review period?
- PERFORMANCE AREAS THAT NEEDS IMPROVEMENT Please identify one or more performance or behavioral aspects that the intern should work on before beginning a new internship or job – if any.
Appendix 4: CAREER CENTER EMPLOYER RECRUITING POLICY

The SBU Career Center will provide services for organizations that meet the following criteria:

- Organization must accurately describe the responsibilities and requirements for the opportunities it offers in all publicity, including information sessions and receptions.
- All conditions for advertised positions must be clearly publicized in the position description. This includes, but is not limited to, unpaid internships and commission-based positions.
- If a position is paid, the rate of pay must meet NY State minimum wage guidelines.
- The employer must comply with all federal, NY State and local government Equal Employment Opportunity laws and regulations, along with all Stony Brook University policies and provisions.

Employment Offers and Acceptance Policy

The SBU Career Center firmly believes that it is in the best interests of both students and employers to allow adequate time for a student to make an informed decision about whether to accept or decline an offer. Students who are able to sufficiently analyze all information at their disposal will be more confident in their choices, and employers will benefit from hiring candidates who have a sincere interest in honoring their commitments.

We encourage employers to allow students at least 2 weeks to decide on offers. Although special incentives given to induce early acceptance of offers are not prohibited, employers utilizing the On-Campus Recruiting (OCR) Program should be aware that they are recruiting within an academic setting. Students should be given the opportunity to make use of all services/information available to them and should not be subjected to exploding offers, which require a student to accept a job offer within a very short amount of time or face having the offer rescinded. While we recognize that there are legitimate business reasons for offers to be accepted or rejected within a specific timeframe, this type of offer is not appropriate within a collegiate environment. In an effort to provide students with sufficient time to conduct their job/internship searches and make informed decisions, we expect employers to abide by these deadlines:

- For offers made by employers who did not recruit via OCR, students have 2 weeks from offer date to decide.
- For offers extended by employers using our On-Campus Recruiting program, students have two weeks from offer date or until the appropriate deadline below, whichever is later.
- For full-time offers extended to previous summer interns, students have until 10/28/16 to decide.
- Students interviewed during the fall semester have until 11/11/16 to decide.
- Students who previously held summer internships and are asked to return have until 2/24/17 to decide.
- Students interviewed during the spring semester for intern or full-time opportunities have until 3/10/17.

Please note that the time periods above start upon receipt of a written offer for employment.
Student Reneging Policy

During the SBU Career Center OCR Orientation and in our Student Participation Agreement, we specifically explain the ethics and perils of reneging on offers. When students reneg after accepting offers, either verbally or in writing, they are immediately deactivated in our system and required to meet with a Career Center staff member to discuss the situation.

Job Fair Presence by Multiple Agencies/Offices of One Company
To maximize your organization’s brand and prevent confusion, the SB Career Center has the right to limit the number of tables for each company (regardless of unique agency name) at each Job/Internship Fair.

Job/Internship Fair and Job Expo Cancellation Policy

No refunds will be made for cancellations made less than (2) weeks prior to the event. Organizations that do not show are still responsible for full payment. Organizations with outstanding payments will not be permitted to participate in future events until payment is received.

Information Session Payment and Cancellation Policy

No refunds will be made for cancellations made less than (2) weeks prior to the event. Payment must be received within 30 days after the day the reservation bill is sent via email to given contact. Organizations with outstanding payments will not be permitted to participate in future events until payment is received.

On-Campus Recruiting (OCR) Program Cancellation Policy
Employers who utilize the OCR program must give sufficient notice (minimum of 48 hours) in the event of a schedule cancellation. When interviews must be canceled due to unforeseen circumstances, the recruiter will be advised to contact each student directly to make arrangements for another interview date/time. The recruiter is also asked to share follow-up information with Career Center staff. The Career Center has a strict policy on late cancellation of interviews or “no shows” by students. If a student does not give at least 2 days notice prior to a scheduled interview, they will be deactivated from the OCR program. Students are required to send formal letters of apology and meet with a member of the ER team.

**IMPORTANT! Reporting Your Offers and Hires**

Employers that utilize our services are expected to report hiring statistics for SBU students. This information is critical as we are obligated by federal regulations to report placement outcomes of federally funded programs. Therefore, IT IS CRUCIAL that employers partnering with us take the time to provide us with this data. You can report hires by:

- Responding to hiring surveys emailed to you from the Career Center
- Emailing the information to: sbucareercenter@stonybrook.edu
- Contacting our office by phone: 631-632-6810
**Offers:** In order to monitor job search activity and offers of employment, we ask that employers who have extended verbal or written offers to Stony Brook students notify us immediately. This will provide Career Center staff with the opportunity to monitor job search activity of those students who have already accepted offers.

**Commission Only/Entrepreneurial Opportunities**

Commission sales positions may be advertised to students through Handshake, our online job listing and recruiting system, through information sessions on campus, and through job fairs provided that the compensation arrangement is clearly noted on job listings and is thoroughly explained in recruiting conversations and interviews with students.

**Private Home Business Settings**

Stony Brook interns are not permitted to participate in home office/home training settings. University Counsel will not allow these types of work situations. Space is available in the Career Center for interviewing/training purposes. We suggest you consider arranging for students to work remotely (i.e., on campus) for you.

**Alcohol**

The use of alcohol in the recruiting process is prohibited. Marketing and/or advertisement of alcohol or alcohol-related activities on the campus or in official University publications is strictly prohibited. Student-focused publications will not accept advertising that promotes the irresponsible use or consumption of alcoholic beverages.

**Campus/Brand Ambassador**

Campus/Brand Ambassador positions, or On-Campus Marketing positions, do not align with the University's policies and procedures, including those regarding promotion of products and or services on-campus. For this reason, these types of positions are not promoted on Handshake or through the Career Center.

**Third-Party Policy**

Stony Brook University provides campus access to third-party agencies through services provided by the Career Center. Third-party employers are agencies, organizations, or individuals recruiting candidates for temporary/part-time or full-time employment other than for their own needs. This includes entities that refer or recruit for profit or not for profit, and agencies that collect student information to be disclosed to employers for purposes of recruitment and employment.

Examples of services include: job listings, job fairs, table scheduling and other on-campus activity. Depending on space, the number of third-party organizations participating in our events may be limited. Agencies are welcome to attend our Job/Internship Fairs to connect with students, but are not permitted to solicit our employers. For participation in our On-Campus Recruiting Program, the agency must
disclose the name of the company for which it is recruiting. Furthermore, the agency must meet the following requirements in order to utilize Career Center services:

1. The agency may not charge applicants. All fees must be directed to the company the agency represents or assumed by the agency itself.
2. The agency must provide a specific description and all requirements within all job listings including for any position that is “commission only” or a sales-based position.
3. The agency must act in accordance with NACE Principles for Professional Conduct for Career Services & Employment Professionals (www.naceweb.org/principles).
4. The agency recruiter can only release candidate information with written permission of the applicant.

**Right to Refuse Service**

Stony Brook University is committed to the principles of equal opportunity, respect and fair treatment for all. Accordingly, the Career Center reserves the right to reject postings from any prospective employer whose posting, policies or procedures appear to violate the University’s commitment to equal opportunity and fair treatment for all, regardless of race, color, sex, age, ethnicity, religion, national origin, sexual orientation, disability, marital status or status as a military veteran. Additional factors that may lead to exclusion from recruitment activities at SBU include: fraud, misrepresentation, breach of confidentiality, complaints by or harassment of SBU students, alumni, or staff; sexual misconduct, failure to adhere to university policies, and/or any violation of federal state and local laws, including requiring personal information (e.g. bank and/or Social Security numbers) when not part of the hiring process. Federal Law requires the University to investigate and take reasonable action in response to any such complaints. If it is determined that a complaint is justified, we reserve the right to deny requests for future recruitment activity. In such cases, the organization will be given the opportunity to respond to the complaint; final decisions will be communicated in writing. For any of the aforementioned reasons, the SBU Career Center reserves the right to terminate / refuse the participation of any organization in Career Center activities.

**U.S. Department of Labor’s Fair Labor Standards Act on Unpaid/Non-Credit Internship Programs**

It is strongly preferred that organizations pay interns for work performed. If your organization is unable to offer a paid internship, please consider helping the student with a stipend for expenses related to their internship, such as transportation costs, meals, etc. If your organization hosts unpaid internships, Stony Brook University’s Career Center recommends that you carefully review the U.S. Department of Labor’s Fair Labor Standards Act on Internship Programs, portions of which are provided below. In addition to Department of Labor Guidelines, the Career Center will only post/promote unpaid internships/co-ops with for-profit or not-for-profit organizations that meet the following criteria:

- The organization must be willing to take necessary steps for students who wish to gain academic credit for their experiences and provide offer letters
- Unpaid internships must not exceed 20 hours a week
U.S. Department of Labor Wage and Hour Division

Background

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

The Test For Unpaid Interns

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

The following six criteria must be applied when making this determination:

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

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

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

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

**Displacement and Supervision Issues**

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage & overtime compensation for hours worked over 40 in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

**Job Entitlement**

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

For additional information, visit the Wage and Hour Division Website: [http://www.wagehour.dol.gov](http://www.wagehour.dol.gov) and/or call toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

* The Stony Brook University Career Center reserves the right to decline to post any unpaid/non-credit internships.

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

**Non-discrimination (P102R)**

Consistent with federal and state guidelines, Stony Brook University does not discriminate on the basis of any protected class including race, religion, sex, sexual orientation, gender identity, color, national origin, age, disability, marital status or status as a veteran or disabled veteran in its educational programs or in employment. Title IX also prohibits other forms of sex discrimination such as harassment or sexual violence. Complaints of suspected violations of these policies should be made to the Office of Diversity and Affirmative Action, Marjolie Leonard, Interim Director for Title IX and Risk Management, 201 Admin. Building, 631-632-6280 or to one of the Title IX sub-coordinators ([www.stonybrook.edu/titleix](http://www.stonybrook.edu/titleix)).
Appendix 5: NSEE Eight Principles of Good Practice

Eight Principles of Good Practice for All Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

2. Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

3. Authenticity: The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

4. Reflection: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

5. Orientation and Training: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should
also be included to expand the learner’s appreciation of the context and skill requirements of her/his work.

6. Monitoring and Continuous Improvement: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

7. Assessment and Evaluation: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

8. Acknowledgment: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA
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Appendix 6:  
U.S. Department of Labor's Fair Labor Standards Act on Unpaid/Non-Credit Internships

If your organization supports unpaid internships, Stony Brook University’s Career Center recommends that all organizations review the U.S. Department of Labor’s Fair Labor Standards Act on Internship Programs.

It is strongly preferred that organizations pay interns for work performed. If your organization is unable to offer a paid internship, please consider helping the student with a stipend or expenses related to their internship such as transportation costs, meals, etc. Following are some common legal concerns voiced about internships, but every organization should check with legal counsel for specifics.

Unpaid internships will not violate the U.S. Department of Labor’s Fair Labor Standards Act if it is a training program, which meets the following criteria:

U.S. Department of Labor Wage and Hour Division

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

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

The following six criteria must be applied when making this determination:

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

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

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

**Displacement and Supervision Issues**
If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer’s regular workforce, this would suggest an employment relationship, rather than training.
Job Entitlement
The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

For additional information, visit the US Department of Labor/Wage and Hour Division Website: [http://www.dol.gov/whd/](http://www.dol.gov/whd/) and/or call toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4-USWAGE (1-866-487-9243).

For information on internship policies in New York State, visit the NYS Department of Labor Website: [https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf](https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf)

* The Stony Brook University Career Center reserves the right to decline to post an unpaid/non-credit internship.

If the internship is for a for-profit employer and we do not feel that the internship represents a sufficient learning opportunity to offset the value of the work being performed or the employer does not stipulate how the intern will learn new skills or gain new knowledge, as it relates to the six criteria listed above that transmits to the “Employment Relationship Under the Fair Labor Standards Act”, the employer may be referred to post a paid internship.

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

With any questions, please contact the Career Center Assistant Director of Experiential Programs:

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