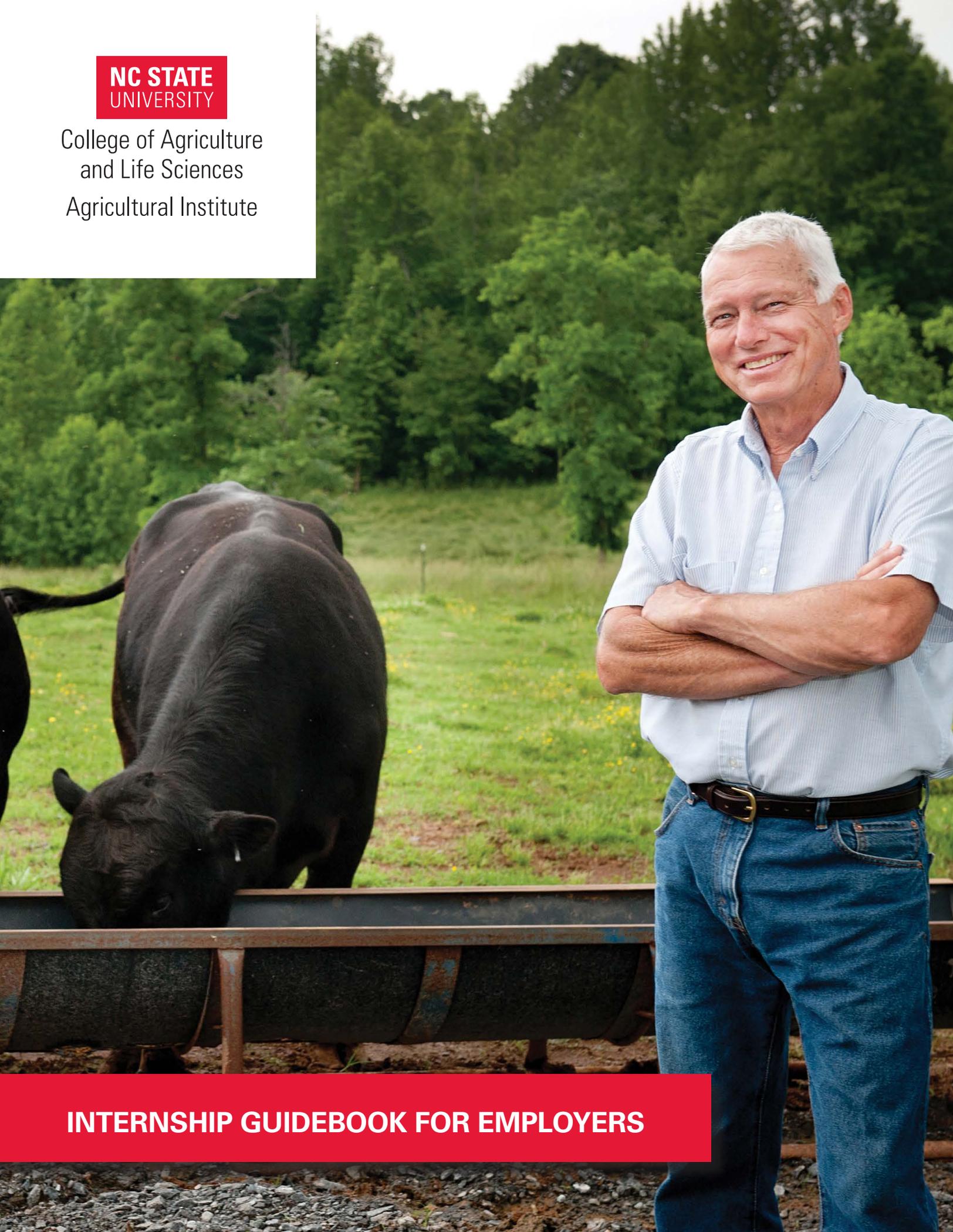


**NC STATE**  
UNIVERSITY

College of Agriculture  
and Life Sciences  
Agricultural Institute



**INTERNSHIP GUIDEBOOK FOR EMPLOYERS**



## Table of Contents

Letter of Faculty Support . . . . .	3
Introduction and Contact Information . . . . .	4
Goals of the Program . . . . .	5
Pre-Internship Soft Skills Learning Objectives . . . . .	6
Internships, Defined . . . . .	7
Developing a Program . . . . .	8-9
Legal Implications and FLSA . . . . .	10
Expectations of Employers . . . . .	11
Expectations of Students . . . . .	12
Memorandum of Agreement . . . . .	13
Timeline for Students and Employers . . . . .	18
Sample Student Coursework . . . . .	19
Growth Plan for Student. . . . .	20-22
Faculty Supervisor Mid-Point Evaluation . . . . .	23-24
Employer Mid-Point Evaluation. . . . .	25-26
Intern Employability Evaluation. . . . .	27-29
Employer Evaluation by Intern . . . . .	30
Posting an Internship . . . . .	31
FAQs. . . . .	32
Resources. . . . .	33



## Letter of Faculty Support

July 16th, 2015

Dear Employer:

The Agricultural Institute in cooperation with the Horticultural Science Department at North Carolina State University is now offering an internship program specifically designed to reinforce classroom learning through an off-campus experience. The Horticultural Science Management degree program will pilot a required internship experience and other majors will adopt similar programs in the coming years.

The Agricultural Institute has always used hands-on methods to facilitate learning. This internship program will build upon these teaching methods by giving students real life work experience as they partner with you, proactive, student-seeking employers.

I invite you to participate in this program so that you and your business can connect with student workers to help meet your employment needs as well as give you the opportunity to partner with NC State to enrich the educational experience of future agricultural professionals.

Throughout the internship experience, an internship coordinator will facilitate communication with both student and employer. This open dialogue will benefit the student but also assist the employer in providing a mutually beneficial learning experience.

Having completed two internships during my college experience I understand not only the benefit of being held accountable by my academic course track, but also the value of mentorship from caring and instructional employers. The experiences I had and education gained as an intern were extremely valuable during my education and continue to serve me now in my profession.

If you are interested in partnering with the Agricultural Institute in any of the degree programs please contact me or the AGI office.

Sincerely,

Lee Ivy, Coordinator, AAS Degree  
Horticultural Science

### CONTACT:

Lee Ivy, Coordinator,  
AAS Degree

Horticultural Science

124 Kilgore Hall  
NC State University

919.515.2808

[cals.ncsu.edu/hort\\_sci/  
people/faculty](http://cals.ncsu.edu/hort_sci/people/faculty)



## Introduction

The purpose of this guide is to help assist employers as they consider becoming part of the Agricultural Institute Internship Program. Internships are becoming increasingly sought after by students and in turn employers recognize the added value student interns bring to their organization.

This handbook provides an overview of internships, their definition as well as their importance. In addition, the handbook covers important legal topics such as pay, worker's compensation, and liability. There are also several resources including an FAQ section, an employability evaluation for students and a detailed list of expectations for both employers and students.

We hope this guidebook will help you if you've decided to host a student intern or help you decide if an internship program is right for your company.

### Contact Information for Employers

#### Internship Faculty

**Dr. Beth Wilson**

Director of the Agricultural Institute  
919-515-7035 (office)

**Mr. Lee Ivy**

919-515-2808 (office)

**Ms. Erin Meachum**

919-513-2849 (office)

**Ms. Alyssa Degreenia**

919-515-3248 (main office)

Email: [ag\\_institute@ncsu.edu](mailto:ag_institute@ncsu.edu) Fax: 919-513-1421

This handbook has been developed at the Agricultural Institute, with special thanks to Ashley Collins of AgCareers.com, Lorie Felton at Abraham Baldwin Agricultural College, the Career Center at the University of North Carolina at Wilmington, and Dr. Candace Goode-Vick at the College of Natural Resources for their support and guidance in its development and in part by the NCSU Career Center, and the College of Agriculture and Life Sciences Career Center.



## Goals of the Program

Combine general education and soft skills with technical skills to help prepare students for personal and professional successes.

- > Guide students to think critically and reflectively about their role in an ever-changing agricultural sector.
- > Allow students and employers to make meaningful connections in a professional setting.
- > Give students the opportunity to complete a special project during their internship that will benefit the employer.

Prior to the internship experience, students will complete a one (1) credit hour course in which they focus on employability skills such as:

- > Experiences
- > Team Skills
- > Communication Skills
- > Leadership Skills
- > Decision Making/Problem Solving Skills
- > Self-Management Skills
- > Professionalism Skills
- > Agromedicine

Based on research from the Association of Public and Land-grant Universities (APLU) these are the top soft skills that employers are looking for in new graduates. More information on these skills can be found on page 6.

### Mission of the Agricultural Institute

The mission of the Agricultural Institute at NC State University is to provide a hands-on technical education in agriculture and related areas. The Agricultural Institute provides students access to the resources of a major land-grant institution, with programs of study leading to the Associate of Applied Science degree. The combination of general education and technical skills helps students develop both personally and professionally and prepares them to be productive leaders in society with the ability to adapt to an ever-changing agricultural sector.



## AGI 195: Pre-Internship Soft Skills

### Pre-Internship Soft Skills Learning Objectives

Upon completion of this module, students should be able to:

#### MODULE #1: EXPERIENCES

- > Identify and understand how their previous experiences shape their perspective on their chosen internship/profession/life
- > Define 'reflection' and comprehend how it relates back to their job

#### MODULE #2: TEAM SKILLS

- > Analyze the phrase "working with others"
- > Think critically about what constitutes a positive attitude
- > Define productivity, punctuality, and positive attitude

#### MODULE #3: COMMUNICATION SKILLS

- > Identify and define parts of the rhetorical situation as it pertains to communication in the workplace
- > Compare and contrast different forms of social media and their functions
- > Students will then summarize the findings of their interview in an online video that is posted to the Moodle site

#### MODULE #4: LEADERSHIP SKILLS

- > List and define leadership skills and leadership styles
- > Evaluate different leaderships styles
- > Analyze the phrase "anyone can be a leader"
- > Identify personal role models and explain why
- > Determine values and goals

#### MODULE #5: PROBLEM SOLVING

- > Understand the three parts of problem solving:
  - 1.) identify/analyze the problem
  - 2.) take effective/appropriate action
  - 3.) realize the effects of those decisions
- > Think reflectively on the process of problem solving
- > Develop a plan for problem solving using techniques presented
- > Begin working through the process of problem solving with a work-related problem (it could be personal, technical, social)

#### MODULE #6: SELF-MANAGEMENT

- > List out what motivates them to complete work
- > Determine their strengths and weaknesses with respect to time-management
- > "Identify tools and resources for successful self management" (Cottrell 97)

#### MODULE #7: PROFESSIONALISM

- > Understand the importance of professionalism
- > Relate the rhetorical situation back to their different audiences with respect to professionalism

#### MODULE #8: AGROMEDICINE

- > Identify hazards with respect to their job



# Internships, Defined

## Differences between an Internship and a Part-Time Job

INTERNSHIP	PART-TIME JOB
<b>Purpose</b> > Primarily a learning experience	<b>Purpose</b> > Primarily a work experience
<b>Salary</b> > May/may not be offered pay; however academic credit will be given to the student	<b>Salary</b> > Must be paid
<b>Duration/Hours</b> > May be part-time, although possible for full-time > Typically lasts between 5-15 weeks > Agreed upon termination date	<b>Duration/Hours:</b> > No specific start or end time/date > By nature is part-time work
<b>Employer Role</b> > Mentors the students and is able to show them the 'business side' as well	<b>Employer Role</b> > Primarily supervisor with little to no mentoring
<b>University Role</b> > Faculty help supervise students as well as guide and prepare them for the internship	<b>University Role:</b> > No faculty interaction

To establish uniformity in the use and application of the term “internship,” the National Association of College and Employers (NACE) recommends the following definition:

An **internship** is 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 applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.<sup>1</sup>

The Agricultural Institute believes that internships are vital to the learning experience and help bridge the gap between coursework and “real-world” experience.

1.) <https://www.naceweb.org/advocacy/position-statements/united-states-internships.aspx>



## Developing an Internship Program

While sponsoring an intern is a rewarding experience, it is also a big responsibility. Ashley Collins of AgCareers.com estimates that employers will spend 10 hours a week additionally working with their interns, supervising them, and guiding them through their projects. Therefore, it may be helpful to ask yourself these questions before allowing your organization to become an internship site. These questions were appended from the University of North Carolina at Wilmington Career Center Employer Handbook.

### How serious is my organization about hosting an internship program?

- > Is my organization committed to working with a university?
- > Will my organizational culture be supportive of an internship program?

### What can interns do for us? What are our goals?

- > Does my organization have meaningful work for interns to complete?
- > What are the special technical skills we need in interns? How can we provide safety training for them?
- > Do we want to use the internship program to identify, test, and recruit interns as potential new employees?
- > Would an intern's naiveté and inexperience actually be an asset for our organization, providing a fresh perspective on our products or services?
- > Or would a naïve intern actually be dangerous to self and to others in certain positions?

### Does my organization have the time to support an intern?

- > What is the best time of year for my organization to host interns?
- > What should the duration of individual internships be?

### What physical resources do we have to support an intern? For example:

- > A safe, adequate workspace
- > Access to computers and Internet
- > Parking
- > Telephone and fax
- > Other communication resources
- > Adequate reference resources

### What financial resources do we have?

- > Will my organization be able to afford to pay a salary to interns? If so, how much?
- > What remuneration, instead of salary, can we provide? (Parking, paid conferences or workshops, gift certificates, stipend, etc.)



## Developing an Internship Program (Continued)

Draft an internship description that clearly explains the intern's duties. A good description will structure the experience for the intern and for your organization to measure goals and accomplishments during the internship experience. Producing effective position descriptions involves the development of challenging work assignments that complement students' academic programs. A basic way to do this is to design a preliminary list of work activities that will fit the needs of your department/organization. Later, when the interns are selected and join your team, you will have a chance to review the work activities and modify them according to the interns' knowledge and personal work/learning goals.

### Consider including the following:

- › The purpose of the internship and how it contributes to the organization's overall mission
- › The essential activities/job functions that will be required of the intern
- › The name of the department/division where the intern will work
- › The expectations regarding outcomes of tasks/projects

### List of items to include when writing an internship description

- › The physical and mental requirements of the internship—this may include a list of the academic majors suitable for the internship, the GPA, class standing and any technical or job specific skills the intern would need to perform the internship successfully
- › The length and required number of hours per week for the internship
- › The supervisor responsible for mentoring and evaluating the intern's progress
- › Any training that will be provided
- › The application and selection processes and who will be the contact for questions related to the description

**If you're interested in posting an internship to our database, please see page 34 for the minimum required information needed.**



## Legal Implications

Employers who think about hosting a student intern often consider an intern as possible “free labor”. The AGI discourages this and more importantly employers should be aware of and ensure compliance with the Fair Labor Standards Act (FLSA) before classifying an intern as an unpaid “trainee”.

**If an intern is considered an “employee” for purposes of FLSA, then the employer must pay its interns at least the minimum wage.**

The following page is taken directly from the Department of Labor’s Fact Sheet and gives a definition of the term “employ” as well as the test for an unpaid internship.

In addition, students who complete an internship must have liability insurance. This can be purchased by the student or provided by the employer. [See page 33 for more information.](#)

## Fair Labor Standards Act: Fact Sheet #71

### Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

### 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

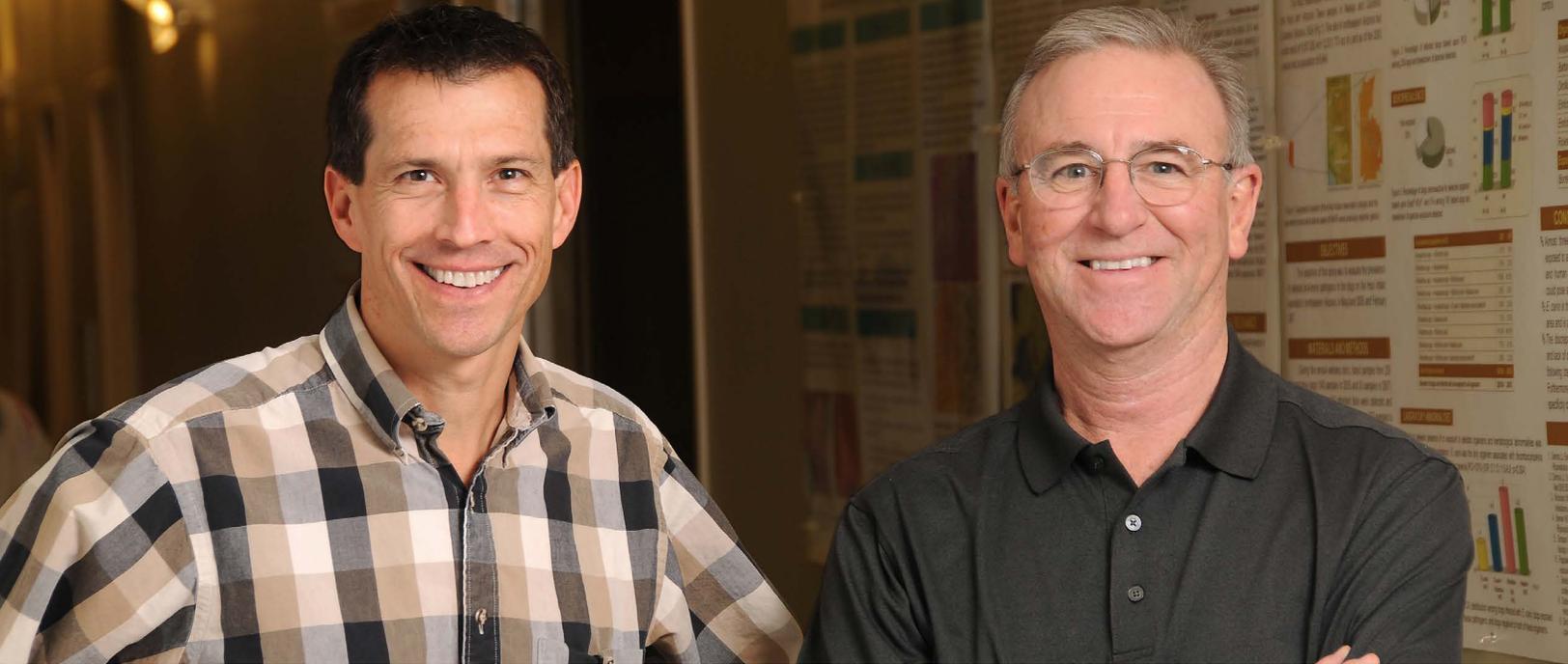
There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only 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. For more information visit [www.dol.gov/compliance/laws/comp-flsa.htm](http://www.dol.gov/compliance/laws/comp-flsa.htm).



## Expectations of Employers

Internships are most meaningful to students when a wide variety of learning opportunities are provided in a structured and professional environment. Therefore, students are encouraged to seek employment with a well established, reputable business, farm (including family owned) or organization.

The student should be supervised by an experienced mentor and have the opportunity to apply classroom information to their job responsibilities. We hope employers will expose the student to new aspects of their chosen field and to provide a perspective on their future career options.

Outside experiences such as attendance at industry or extension programs, field days and visits to vendors and customers/clients are excellent ways for employers to enrich the internship experience.

- > The organization employing the student intern will provide a well-rounded, academic learning experience. This includes not only an understanding of day to day operations but also allowing the student to see the “big picture”.
- > Prior to the student beginning the internship, the employer and student need to discuss the requirements and expectations of the internship experience.

This includes:

- > the hours of work
- > dress requirements
- > punctuality
- > duties, work assignment
- > safety procedures and policies
- > other miscellaneous items required for successful internship experience

- > The student and employer will construct an agreement/contract that outlines these expectations. [See pages 18 and 20-22 for templates.](#)
- > We suggest students work 30-40 hours a week with 5-10 hours devoted to work on a student project. Students are required to work a minimum of 120 hours during the internship. Additional weekly hours over 40 could always be offered as overtime.
- > The student project should benefit both the employer and student.
- > The AGI strongly encourages the student and employer to work together to develop the work schedule, projects, and start/end dates.
- > The students will be compensated for their time in the form of hourly wages or a stipend.
- > The student should address compensation with the employer.
- > An hourly wage range of \$10-\$15 is suggested unless housing or a housing stipend is provided.
- > The employer needs to provide a supervisor that is well experienced in the profession of the company/organization and will oversee the work of the student on a regular basis.
- > The supervisor will be expected to evaluate the performance of the student. In addition, the supervisor will also serve as an advisor/mentor role for the student.



## Expectations of Students

- > Students must complete AGI 195 Special Topics: “Pre-Internship Skills,” a 1 credit hour course, prior to completing an internship experience. This course will introduce students to employability skills that are necessary to know in the workforce. Students must receive a B- or better in this course to take an internship.
- > Students must meet with the internship coordinator and receive approval prior to completing their internship experience.
- > Prior to the student beginning the internship, the employer and student need to discuss the requirements and expectations of the internship experience.

This includes:

- > the hours of work
- > dress requirements
- > punctuality
- > duties, work assignment
- > safety procedures and policies
- > other miscellaneous items required for successful internship experience
- > start/end date

- > The student and employer will construct an agreement/contract that outlines these expectations. And the contract will be signed by the student, employer, and internship coordinator. [See pages 18 and 20-22 for templates.](#)
- > Students are responsible for finding an internship opportunity that interests them. They will also be responsible for going through the interview process with the company. If necessary, the AGI may help match students with work.
- > Students must work a certain number of hours to earn academic credit for the internship:

**120 hours for 1 credit hour**

**240 hours for 2 credit hours**

**360 hours for 3 credit hours**

- > They must also complete the coursework that accompanies the internship experience. This coursework will be graded on a letter basis.
- > If a student does not complete his/her internship within the semester in which registered for, the student will receive a letter grade of an INCOMPLETE until requirements are met.



## Memorandum of Agreement

This memorandum of agreement is between the student, the employer, and the Agricultural Institute. It was obtained from the General Counsel at North Carolina State University.

The purpose of this agreement is to articulate in writing the expectations and responsibilities of all parties involved.

The Memorandum of Agreement helps to ensure that the internship provides the student with experiential learning activities in their specific major of study at a reputable and agreeable site while exposing the student to responsibilities in the workplace.

The Memorandum of Agreement is different than the Growth Plan for the Student (pages 13-17) in that the Memorandum of Agreement is the same for all students involved in this program and the growth plan is specifically tailored based on each student's academic interest as well as criteria outlined in the memorandum of agreement.

For the memorandum of agreement, please see page 14 - 17.  
For an online version, visit this link  
[https://www.ncsu.edu/general\\_counsel/](https://www.ncsu.edu/general_counsel/)

# Memorandum of Agreement

(legal document)

Rev. 7/12

Memorandum of Agreement between North Carolina State University on behalf of its

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and

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THIS MEMORANDUM OF AGREEMENT ("AGREEMENT") entered into by and between North Carolina State University, on behalf of its \_\_\_\_\_ ("NC STATE") and \_\_\_\_\_ ("EMPLOYER").

WHEREAS, NC STATE AND EMPLOYER (the "Parties") agree that it will be mutually beneficial for the NC STATE to refer students to EMPLOYER for field instruction in \_\_\_\_\_.  
The Parties agree to cooperatively provide field instruction of students of the NC STATE.

NOW THEREFORE, the parties agree as follows:

## I. Duration of Agreement:

This agreement becomes effective on the date of last signature below and remains in force for a period of one year. Amendments must be in writing and signed by both Parties. Either Party may terminate this agreement with 30 days advance written notice to the other Party, provided that students who have begun a placement will be allowed to finish the placement unless both Parties agree otherwise.

## II. NC STATE Role:

1. Consider the needs and recommendations of EMPLOYER in all matters concerning its field instruction program;
1. Work with students to prepare a learning agreement that will give structure to the field experience by listing goals for student educational outcomes and field learning experiences;
3. Review and accept where appropriate the EMPLOYER'S recommendations for EMPLOYER'S staff members to serve as Field Instructors of students who have been placed with EMPLOYER;
4. Administer the field instruction program, including decisions which affect the progress of the student, such as grades, credits and field instruction hours in \_\_\_\_\_;
5. Forward a list of student(s) to EMPLOYER for proposed field instruction placement with EMPLOYER;
6. Provide EMPLOYER pertinent written information concerning student(s) selected for placement with EMPLOYER and final decisions regarding placement;
7. Provide consultation to EMPLOYER, field instructor(s) and other appropriate staff of EMPLOYER regarding the general development of its field instruction program;
8. Designate a faculty member to be Faculty Field Liaison to EMPLOYER in matters pertaining to field instruction. This Faculty Field Liaison will:
  - > Serve as principal liaison between NC STATE and EMPLOYER including appropriate communication with NC STATE'S Director of Field Education;
  - > Make periodic visits to EMPLOYER to assess the practicum setting, review student progress and consult with the Field Instructors on learning patterns or problems;

# Memorandum of Agreement

(legal document)

- › Be available to the Field Instructors for immediate consultation when requested; and
  - › Share with the Field Instructors knowledge of the educational program of NC STATE and pertinent information about the student's progress in other areas of the curriculum.
9. Provide opportunities for professional development of the Field Instructor(s) and other appropriate members of the EMPLOYER'S staff through meetings, institutes, and/or seminars; and
10. Provide professional student liability coverage (\$1,000,000/\$3,000,000).

### III. EMPLOYER'S Role:

1. Accept students for placement at EMPLOYER, the exact number to be decided annually by EMPLOYER and NC STATE;
2. Provide a work/learning environment for students that is without discrimination based on race, color, national origin, age, sex, religion, disability, veteran status, sexual orientation or marital status;
3. Provide educationally sound field placements for students;
4. Provide NC STATE with a written description of the placement (the function and purpose of the program), including the learning opportunities anticipated, in order to help students and NC STATE match students to placements;
5. Provide students with opportunities to participate in the overall EMPLOYER program and activities as appropriate to educational needs, educational preparation and practice competency;
6. Provide opportunities to reinforce learning from all areas of NC STATE curriculum, when feasible;
7. Provide well-qualified Field Instructors (subject to approval by NC STATE);
8. Assure that each Field Instructor has adequate time within his/her work schedule to:
  - › Meet the educational needs of the student, including: orientation to the company and its services, development of learning opportunities which include depth and variety, and preparation for at least weekly conferences with each student;
  - › Meet with the Faculty Field Coordinator at periodic intervals to discuss learning opportunities and student performance;
  - › Attend appropriate NC STATE-sponsored meetings, institutes, and seminars; and
  - › Prepare reports and evaluations as required by NC STATE, including a comprehensive evaluation of each student's performance at the end of that student's placement with EMPLOYER;
9. Provide opportunities for planned student contact with EMPLOYER'S staff members, in addition to the Field Instructor(s), through whom appropriate learning opportunities can be provided;
10. Provide students with:
  - › Sufficient work space, including a desk for each student in an area sufficiently private for carrying on her/his independent work and activity;
  - › Convenient access to a telephone;
  - › Office supplies, as needed, in the performance of responsibilities;
  - › Clerical service for those records and reports which the student is expected to produce for EMPLOYER; and
  - › Access to client and EMPLOYER'S records appropriate to the student's learning experience;

# Memorandum of Agreement

(legal document)

11. Provide adequate parking for students during duty periods, and, when resources allow, provide either transportation or reimbursement of approved travel if students must travel on behalf of clients;
12. Supervise and assume responsibility for the students' work with EMPLOYER; and
13. Provide a safe work/learning environment for students, including first aid and emergency medical care and referral to an appropriate health care provider if needed.

#### IV. TERMS AND CONDITIONS:

1. The undersigned signatories each represents that he or she is duly authorized to execute this Agreement on behalf of his or her respective Party.
2. This Agreement is a contract made under the laws of the State of North Carolina and for all purposes shall be governed by and construed in accordance with the laws of the State of North Carolina.
3. This Agreement contains the entire agreement of the Parties and may not be terminated or modified in any way except by written instrument signed by all of the Parties.
4. This Agreement may be executed in one or more counterparts, each of which when so executed, shall be deemed to be an original. Such counterparts shall together constitute and be one and the same instrument.
5. EMPLOYER shall indemnify and save harmless NC STATE, its officers, its agents, and its employees from all loss, cost, and expense arising out of any liability or claim of liability for injury or damages to persons or property sustained or claimed to have been sustained by any one whomsoever, by reason of the performance of this Agreement or by any act or omission of EMPLOYER or any of its officers, agents, employees, guests, patrons, or invitees.
6. The State or NC STATE auditor shall have access to persons and records as a result of all contracts or grants entered into by State agencies or political subdivisions in accordance with North Carolina General Statute §147-64.7 and Session Law 2010-194, Section 21.
7. If NC State provides the EMPLOYER with "Personally identifiable information" from a student's education record as defined by the Family Educational Rights and Privacy Act ("FERPA") and its implementing regulation 34 CFR §99.3, EMPLOYER hereby certifies that collection of this information from NC State is necessary for the performance of EMPLOYER'S duties and responsibilities on behalf of NC State under this Contract. EMPLOYER further certifies that it shall maintain the confidential status of education records in their custody, and that it shall not re-disclose personally identifiable information as directed by FERPA. Failure to abide by legally applicable security measures and disclosure restrictions may result in the interruption, suspension and/or termination of the relationship with EMPLOYER for a period of at least five (5) years from date to violation. If EMPLOYER experiences a security breach relating to this information or if EMPLOYER re-discloses the information, EMPLOYER shall immediately notify NC State. EMPLOYER shall indemnify NC State for any breach of confidentiality or failure of its responsibilities to protect the personally identifiable information. Specifically, these costs may include, but are not limited to, the cost of notification of affected persons as a result of its unauthorized release of NC State data provided to EMPLOYER pursuant to the Contract.

# Memorandum of Agreement

(legal document)

IN WITNESS WHEREOF, the parties have executed this agreement in duplicate originals, one of which is retained by each of the parties.

NORTH CAROLINA STATE UNIVERSITY \_\_\_\_\_

By: \_\_\_\_\_

Betsy E. Brown  
Vice Provost for Faculty Affairs

Date: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## Timeline

STUDENTS	EMPLOYERS
<p><b>January</b></p> <ul style="list-style-type: none"> <li>&gt; Students begin spring semester classes including AGI 195 Employability Skills Course</li> <li>&gt; Students meet with the Internship Coordinator to discuss plan of action</li> </ul>	<p><b>January</b></p> <ul style="list-style-type: none"> <li>&gt; Employers should begin posting their internships to the AGI online database</li> <li>&gt; Employers should think about summer projects for interns to complete</li> </ul>
<p><b>February</b></p> <ul style="list-style-type: none"> <li>&gt; Students will search for internships that are relevant to them</li> <li>&gt; Students will begin applying for prospective internships</li> </ul>	<p><b>February</b></p> <ul style="list-style-type: none"> <li>&gt; Employers should be ready to talk to interested students</li> <li>&gt; Employers will evaluate potential intern candidates and request interviews</li> </ul>
<p><b>March</b></p> <ul style="list-style-type: none"> <li>&gt; Interviews take place at an agreed upon location, such as NC State</li> <li>&gt; Students should prepare to interview for multiple positions</li> </ul>	<p><b>March</b></p> <ul style="list-style-type: none"> <li>&gt; Interviews take place at an agreed upon location, such as NC State</li> <li>&gt; It may be beneficial for the employer to complete multiple interviews in one day</li> </ul>
<p><b>April</b></p> <ul style="list-style-type: none"> <li>&gt; Contracts are created between employers and students</li> <li>&gt; Students are required to complete and turn in necessary paperwork in order to start</li> </ul>	<p><b>April</b></p> <ul style="list-style-type: none"> <li>&gt; Employers should work with students in designing their growth plans</li> <li>&gt; Sign all relevant paperwork and return to the internship coordinator</li> </ul>
<p><b>May-June-July</b></p> <ul style="list-style-type: none"> <li>&gt; Begin working at internship site</li> <li>&gt; Set up date for a mid-point check in</li> <li>&gt; Complete weekly reports, employer evaluation, and required paperwork</li> </ul>	<p><b>May-June-July</b></p> <ul style="list-style-type: none"> <li>&gt; Interns begin work at your organization</li> <li>&gt; Set up a date for a mid-point check in</li> <li>&gt; Complete intern exit evaluation</li> </ul>



## Sample Coursework for the Horticulture Major at the Agriculture Institute

FIRST YEAR			
Fall Semester	Credit	Spring Semester	Credit
WRT111 Expository Writing,	3	WRT 114 Professional Writing, Research & Reporting,	3
MAA 102 Math Modeling	3	MA 103 Topics in Contemporary Mathematics	3
HS 101 Orn & Landscape Tech Orientation	1	Humanities *** Elective	3
HS 111 Plant Identification	3	HS 121 Plant Propagation	3
HS 115 Plant Growth & Development	3	HES_*** Health & Exercise Studies	1
SOC 203A Current Social Problems or SOC 241A Sociology of Agriculture and Rural Society	3	*****Free Elective in the Discipline	3
		*****AGI 195 Special Topics: Pre-internship Skills	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

# Growth Plan for Students: Information Page

Upon completion, the student needs to make sure both the employer and the internship coordinator or faculty supervisor receive a copy of the entire student growth plan before the intern begins working at the internship site.

The student should have this form filled out completely, making sure to get all of the information listed below and on the next two pages. **It is part of the student's grade.**

Intern's Name: \_\_\_\_\_

Intern's Address: \_\_\_\_\_

\_\_\_\_\_  
(Street/P.O. Box)

(City, State)

(Zip Code)

Intern's Phone Number: \_\_\_\_\_

Intern's Email (NCSU Email): \_\_\_\_\_

.....  
Employer's Name: \_\_\_\_\_

PhoneNumber: \_\_\_\_\_

Employer's Address: \_\_\_\_\_

\_\_\_\_\_  
(Street/P.O. Box)

(City, State)

(Zip Code)

Intern Supervisor's Name: \_\_\_\_\_

Title: \_\_\_\_\_

Intern Supervisor's Contact Information:

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

.....  
Internship Starting Date: \_\_\_\_\_

Internship Ending Date: \_\_\_\_\_

Intern's Rate of Compensation: \$ \_\_\_\_\_ or Stipend \$ \_\_\_\_\_

Hours to be Worked per Week: \_\_\_\_\_

# Growth Plan for Students

In order to provide students and employers clear expectations for the internship, a student growth plan is necessary to complete before the internship begins.

## The growth plan includes:

- > Student learning objectives
- > Activities the student intern will complete (internship duties)
- > How the intern will be monitored by the employer
- > Scope of the intern's final, cumulative project

## Student Learning Objectives:

Because an internship is primarily a learning experience rather than a work experience, learning objectives are essential. Learning objectives are helpful in describing what specific skills, values, or attitudes the student should accomplish upon completion of the internship.

It is helpful as an employer to think about:

- > What do you want the student intern to know?
- > What do you want the student intern to think/care about?
- > What do you want the student intern to be able to do?

## Sample Learning Objectives:

- > The intern will begin learning the bidding and estimating process in a landscape installation job by sitting in on a client/company meeting.
- > The intern will develop and suggest implementation strategies for Good Agricultural Practices (GAP) in a fruit and vegetable production operation.
- > The intern should understand the importance of good client relationships and professionalism.

---

The student and employer should work together to detail specific learning objectives and how they will be met during the course of employment. At least 3 learning objectives should be listed. Note: if you're having trouble creating learning objectives, please contact the Agricultural Institute office.

Please write the student's learning objectives below:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Attach a separate sheet if necessary.

# Growth Plan for Students

## Activities in which the intern will participate

List the intern's major work activities, duties and responsibilities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Attach a separate sheet if necessary.

---

How will the intern's work during the internship be monitored and evaluated by the Intern Supervisor? (e.g. regular meetings with the intern, checklists, informal reporting by co-workers, other).

## Major, cumulative, project to be completed by the intern:

While the cumulative final project may develop over the course of the internship, it's a good idea to think about the final project now. You can use the learning objectives to support the final project or propose a different final project. Ideally, the project is something that the intern works on throughout the duration of the internship. [See pages 21 and 32 for more ideas and examples.](#) Alternately, students may write an analytical report of the internship site in lieu of a final project. The AGI will provide report guidelines as well as share the final report with the employer.

Faculty Signature: \_\_\_\_\_

Employer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_









# Intern Evaluation

## EXIT EVALUATION OF INTERN BY SUPERVISOR

Date: \_\_\_\_\_ Start Date of Internship: \_\_\_\_\_ End Date of Internship: \_\_\_\_\_

Intern's Name: \_\_\_\_\_

Supervisor/Title: \_\_\_\_\_

Company: \_\_\_\_\_

This rating by the supervisor is very valuable to the intern and the AGI. It provides objective evaluation of the intern's ability, characteristics and growth, and identifies areas requiring improvement. This is a portion of the intern's grade. Instructions: Please select the response in each category which best describes the intern. After discussing the evaluation with the intern, return the signed copy to the intern's coordinator via online or mail.

Please indicate the intern's top three (3) strengths during the course of his/her internship, with examples:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Please indicate at least two (2) opportunities for improvement for the intern:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**Please rate the intern in each of the following categories (1=low, 5=high):**

**How well the intern met the specified learning objectives (in growth plan):**

1

2

3

4

5

Comment: \_\_\_\_\_

**Intern's willingness and motivation to learn, take on new projects, and develop skills:**

1

2

3

4

5

Comment: \_\_\_\_\_

**Career Readiness of Intern:**

1

2

3

4

5

Comment: \_\_\_\_\_

# Intern Evaluation - Part 2

## EXIT EVALUATION OF INTERN BY SUPERVISOR

Date: \_\_\_\_\_

Intern's Name: \_\_\_\_\_

*Please indicate how well the intern has demonstrated each of the following skills (1=not at all, 5=very strongly). See page 6 for a more detailed description of the various skill sets.*

### Communication Skills:

1                      2                      3                      4                      5                      N/A

Comment: \_\_\_\_\_

### Decision Making/Problem Solving:

1                      2                      3                      4                      5                      N/A

Comment: \_\_\_\_\_

### Self-Management Skills:

1                      2                      3                      4                      5                      N/A

Comment: \_\_\_\_\_

### Teamwork Skills:

1                      2                      3                      4                      5                      N/A

Comment: \_\_\_\_\_

### Professionalism Skills:

1                      2                      3                      4                      5                      N/A

Comment: \_\_\_\_\_

### Leadership Skills:

1                      2                      3                      4                      5                      N/A

Comment: \_\_\_\_\_

### Technical Skills:

1                      2                      3                      4                      5                      N/A

Comment: \_\_\_\_\_



# Employer Evaluation

## EMPLOYER EVALUATION BY INTERN

Date: \_\_\_\_\_ Start Date of Internship: \_\_\_\_\_ End Date of Internship: \_\_\_\_\_

Intern's Name: \_\_\_\_\_

Supervisor/Title: \_\_\_\_\_

Company: \_\_\_\_\_

This rating by the intern is valuable for both the employer and the AGI. By providing an intern's perspective, both the employer and the AGI can strive to make the learning experience better for all participants.

**Instructions: Please complete this evaluation fully and completely. Return the evaluation to the internship coordinator after completion. The internship coordinator will share the feedback with the employer.**

Please indicate your top three work experiences with the employer:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**Please rate the employer in each of the following categories (1=low, 5=high):**

**How well the employer helped you meet your goals (from the student growth plan):**

1

2

3

4

5

Comment: \_\_\_\_\_

**The employer allowed me to take on new projects and develop skills:**

1

2

3

4

5

Comment: \_\_\_\_\_

**My responsibilities and duties here were relevant to my major and increased my knowledge:**

1

2

3

4

5

Comment: \_\_\_\_\_

**My supervisor was available to me and my co-workers were helpful and supportive:**

1

2

3

4

5

Comment: \_\_\_\_\_

**Overall I would recommend this work site to another student:**

1

2

3

4

5

Comment: \_\_\_\_\_

# Interested in Posting an Internship?

If you are interested in posting an internship for your company:

- > Go to the NCSU Agricultural Institute website at [harvest.cals.ncsu.edu/agricultural-institute](http://harvest.cals.ncsu.edu/agricultural-institute)
- > Click on the Internships Tab
- > Go to the For Employers section
- > Click on POST YOUR INTERNSHIP HERE to fill in your information.

The information required is posted below:

## Internship Position Description

Company: \_\_\_\_\_

Brief Description of Company: \_\_\_\_\_

\_\_\_\_\_

Company Locations: \_\_\_\_\_

Website: \_\_\_\_\_

Employer Contact Name: \_\_\_\_\_

## Employer Contact Information

Employer's Address: \_\_\_\_\_

\_\_\_\_\_

(Street/P.O. Box)

(City, State)

(Zip Code)

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

Email: \_\_\_\_\_

Internship Position Title: \_\_\_\_\_

Time Preference:  PART TIME (\_\_\_\_\_ HOURS PER WEEK)

FULL TIME  NO PREFERENCE

Anticipated Salary or Stipend: \_\_\_\_\_

Job/Project Description: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Major/Experience/Skills Desired: \_\_\_\_\_

\_\_\_\_\_



## Common FAQs for Employers

### How much should I pay the intern?

If any of the six criteria of the FLSA fact sheet are not upheld, then the intern must be paid at least the minimum wage or a higher hourly rate if qualified.

According to Ashley Collins of [AgCareers.com](http://AgCareers.com), a recent survey of 1,000 college students cited the average salary for interns was \$13.60/hour.

Moreover, it is important to remember that the quality of interns who apply and are selected for the position will increase greatly if paid at a competitive wage.

### How long should the intern work?

An intern's hours vary on the nature of the work, but generally the Agricultural Institute requires a minimum of 120 hours for one academic hour of credit.

Many interns work full-time (40 hours/week) for 10 weeks.

What is most important is that you and the intern agree on a specific start and end date with the minimum number of hours in mind.

### Does the company have to provide unemployment compensation?

Generally, interns are not eligible to receive unemployment compensation because they are hired for a position with a specific end date.

### What about workers' compensation?

Workers' compensation is provided to replace wages and medical care programs for an employee whose injuries or illnesses are

work related. For more information, visit the US Department of labor's Office of Workers' Compensation at:

[www.dol.gov/dol/owcp/](http://www.dol.gov/dol/owcp/)

Because this is also required for academic credit, students will be required to purchase liability insurance. The cost is \$15 for the duration of the internship and coverage limits are \$1 million per occurrence, \$3 million aggregate. Medical expense coverage is \$15k that covers the student if he/she is accidentally injured during the actual performance of internship duties.

For more information see [irm.ehps.ncsu.edu/other-insurance/intern-liability-insurance](http://irm.ehps.ncsu.edu/other-insurance/intern-liability-insurance)

### What kinds of work should the intern do?

While we expect the intern will do some manual labor, the overall goal of the internship program is to provide a comprehensive and "big picture" idea of day to day operations of a business. Therefore, it's important that the intern experience many aspects of the business.

One way to think about projects is to think about your big picture. Is there something you would like your company to implement but have not had time to start yourself? Some employers may want a researched summary of different products or processes for their business. Some employers may have an intern work on a social media or some type of marketing plan. Other examples of projects can be found on [page 21](#) in the student growth plan. Also, another place to look is the intern's previous course work on [page 21](#) for ideas on what is reasonable to expect of an intern in terms of course knowledge.



## Resources

- > Agricultural Institute  
100 Patterson Hall Raleigh, NC 27695.  
Telephone: 919.515.3248  
[www.agricultural-institute](http://www.agricultural-institute)
- > Cooperative Education and Internship Association (CEIA)  
16 Santa Ana Place Walnut Creek, CA 94598  
Telephone: 800.824.0449  
[www.ceiainc.org](http://www.ceiainc.org)
- > College of Agriculture and Life Sciences Career Services.  
Campus Box 7642 107 Patterson Hall Raleigh, NC 27695.  
[www.harvest.cals.ncsu.edu/career-services/employers](http://www.harvest.cals.ncsu.edu/career-services/employers)
- > National Society for Experiential Education (NSEE)  
515 King Street, Suite 420 Alexandria, VA 22314  
Telephone: 703.706.9552  
[www.nsee.org](http://www.nsee.org)
- > Ashley Collins  
[AgCareers.com](http://AgCareers.com)  
[ashley.collins@agcareers.com](mailto:ashley.collins@agcareers.com)  
PO Box 1736 Clinton, NC 28329  
Telephone: 800.592.9410  
[www.agcareers.com](http://www.agcareers.com)
- > Richard Bottner, Intern Bridge Inc.  
Total Internship Management  
136R Main Street, Suite 3 Acton, MA 01720  
Telephone: 800.531.6091  
[www.internbridge.com](http://www.internbridge.com)

National member organizations can offer excellent assistance. The following organizations and individuals have provided valuable assistance in the development of this employer guide:

- > National Association of Colleges and Employers (NACE)  
62 Highland Avenue Bethlehem, PA 18017-9085  
Telephone: 800.544.5272  
[www.naceweb.org](http://www.naceweb.org)