ELC 4000 – Community Internship Course

**ELC 4000 - Community Internship (3 or 6 Credit Hours)** offers professional preparation as an intern and is open to all majors. Students are required to complete 150 hours or 300 hours of internship experience for 3 and 6 credit hours respectively.

### Prerequisites for ELC 4000 Course

- Degree Seeking Student
- Academic Good Standing
- Internship Offer Letter and Position Description attached to Internship Contract if available
- Signed Internship Contract from Internship Site Supervisor and Academic Advisor

### Process to Complete Internship Contract

- Begin the internship process by discussing how the internship course fits into your degree program requirements with your Academic Advisor and what course best suits your academic and professional goals (either a departmental internship course or ELC 4000).

- Search internship opportunities using TigerLink and other resources (faculty contacts, company websites, career fairs, LinkedIn, etc.). [Click here to log into your TigerLink account](#).

- Once you have secured an internship, complete the Internship Contract and obtain the signatures of your Academic Advisor and Internship Site Supervisor. Attach your Internship Offer Letter and Position Description if available.

  - Fogelman College of Business Students: Fogelman has a separate section of ELC 4000 and requires coordination with the instructor, Dr. Kathy Tuberville.

- Submit pages 2-4 of the Internship Contract to Career Services by e-mail to ydillard@memphis.edu or deliver to the 4th floor of Wilder Tower.

- Once the Internship Contract is approved, the responsible party will issue a permit to register and send you an email confirmation with the course details. **Please note that registering for the ELC 4000 Community Internship Course will increase your tuition and fees as any other credit-bearing academic course would.**

### Instructor

Yolanda Dillard is the Instructor and responsible for guiding the student’s work and assigning a final grade. Satisfactory (S) or Unsatisfactory (U) will be the final grade for the course. **Please note this course will not impact your Grade Point Average.**
ELC 4000 - Community Internship Contract

Name: ___________________________ / ___________________________ U-Number: U ___________________________
Print Signature

UofM E-Mail Address: ___________________________ Mobile Phone: ___________________________

Major or Program of Study: ___________________________

Check One: □ 3 Credit Hours (150 work hours)   □ 6 Credit Hours (300 work hours)

Term:   □ Fall   □ Spring   □ Summer  20 _____________

Name and Address of Internship Site (business/organization): ___________________________

Internship Start Date: ________________   Internship End Date: ________________

Provide a brief description of the internship and its value to your overall course of study.

DEPARTMENT APPROVAL:

_________________________ / ___________________________ / ________________
Print Name of Academic Advisor/ Dept Chair/Designee Signature Date

_________________________ / Phone / E-mail Address
Academic Department

INTERNSHIP SITE SUPERVISOR APPROVAL:

_________________________ / ___________________________ / ________________
Print Name of Internship Site Supervisor Signature Date

_________________________ / Phone / E-mail Address
Company/Organization Name

This contract must be signed and approved before you will receive a permit to register for ELC 4000.

FOR CAREER SERVICES USE ONLY

Approved By: ___________________________
Print Name Signature

Date Received: ________________   CRN Number: _________   Section Number: _________   Permit Issued: _________
RELEASE OF LIABILITY AND HOLD HARMLESS AGREEMENT
ELC 4000

I, ______________________________ (first/last name), have decided to participate in the University of Memphis Academic Internship Program. I hereby acknowledge that participating in the Academic Internship Program is entirely voluntary.

I understand that the University of Memphis Academic Internship Program is in association with community partners to facilitate an internship site. I am responsible for the selection of my internship site which may involve certain potential risks, hazards and conditions that may be dangerous to life, limb and property and that can arise in an incalculable variety of unforeseen or foreseeable ways which may include: bodily injury, loss of limb, death or property damage. I am voluntarily participating in the Academic Internship Program with knowledge of the dangers involved. I have reached the age of majority, and I am competent to make this decision for myself, or, if I am a minor, I have obtained the permission of a parent or legal guardian.

I am not suffering from any medical condition, impairment, or disease that would prevent my safe participation in any of the activities associated with the Academic Internship Program. I have disclosed any and all of my medical conditions to the administrators of the Academic Internship Program. I will take care for my own safety and well-being. I have not been advised by a physician or any other health care provider to limit my participation in activities such as the Academic Internship Program. I assume responsibility for my participation in the Academic Internship Program and any injuries while participating in the program.

In consideration of the right to participate in the University of Memphis Academic Internship Program, I agree to assume the risks involved and I acknowledge that such risks may include, but not be limited to, bodily injury and/or death and/or property damage, and hereby collectively and individually release and agree to hold harmless the University of Memphis, its Board of Regents, officers, employees, agents, representatives, volunteers and assigns (“Releasees”) from all rights, claims, demands and damages of any kind, known or unknown, existing or arising in the future resulting from or related to my participation in the Academic Internship Program. This release will also prevent my family from suing Releasees and binds my spouse, if I have one, my estate, siblings, parents, heirs, personal representatives and assigns.

The undersigned has read and understands this Release and Hold Harmless Agreement in its entirety and voluntarily signs same, without reliance on any representations, statements or inducements, express or implied, made by any party whomsoever.

______________________________ / __________________________ Date: _____________
Print Name Signature
STUDENT LEARNING OBJECTIVES

1. Describe the process you followed to secure this internship position.

2. List three (3) learning objectives that are unique to your career goals and this internship opportunity; Include what new knowledge, skills or abilities you expect to acquire through this internship. (Clearly defined objectives help achieve more accurate evaluations at the completion of the internship experience).
   1. 
   2. 
   3. 

3. What activities or projects will you be responsible for at your internship? Be specific.

4. What academic and professional background have you had to prepare you for this internship (provide evidence by drawing on your classroom experiences (academic foundation), professional development workshops, and any previous work or volunteer experiences?)

5. Below are examples of how you, the Internship Site Supervisor and the Instructor may evaluate your activities during your internship experience.

   (1) Criteria:
   - Successful completion of scheduled participation of 50 clock hours per one credit-hour;
   - Quality of work/activities/projects completed;
   - Quality of professional characteristics demonstrated in internship such as reliability, ethical behavior, appropriate initiative, and interpersonal, communication, critical thinking, leadership and technical skills.

   (2) Procedures:
   - Internship Site supervisor’s observations and evaluation;
   - Student’s reflection and evaluation;
   - Documentation of work/activities/projects completed; and
   - Faculty member/Instructor of Record’s observations and evaluation.
Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).1

Background
The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students
Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.2 In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.

2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.

3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.

4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.

5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.

6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.

7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

---

1 The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for 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 for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information
This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210
Internship Bill of Rights and Responsibilities

The Model Partnership for Students, Employers and Educational Institutions

The Washington Center for Internships and Academic Seminars (TWC) has been, for nearly 40 years, advancing experiential learning in higher education. TWC, a 501 (c) 3 nonprofit organization, has worked with hundreds of colleges, thousands of students and scores of internship sites to create valuable academic internship programs. For the first time TWC is making its standards public to help inform best practice for all academic internship experiences.

We propose that universities, colleges and educational institutions embrace this Internship Bill of Rights and Responsibilities to create structured learning conditions based on empirical evidence for both interns and internship sites. The chart below explains how the intern, intern supervisor and educational institution can work together effectively.

Respect and Professionalism

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Intern</th>
<th>Educational Institution*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster a professional environment free of discrimination, where the intern enjoys the same respect as other team members.</td>
<td>Maintain professionalism in all internship interactions, and respect office policies and project deadlines.</td>
<td>Coordinate and implement structured pre-internship advising sessions to set appropriate expectations for success in the workplace environment and guide students to identify an internship site that matches their professional and academic goals.</td>
</tr>
</tbody>
</table>

Goals

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Intern</th>
<th>Educational Institution*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate goal setting with each intern. Monitor and provide feedback regularly about progress.</td>
<td>Establish individual and professional goals and commit to pursuing them.</td>
<td>Provide intern with framework for Individual Development Plan to evaluate current skill set and specific areas for growth, and share directly with the intern supervisor.</td>
</tr>
</tbody>
</table>

Structured Environment

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Intern</th>
<th>Educational Institution*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocate resources to prepare for intern. Explain organizational culture and structure.</td>
<td>Understand work environment, organizational structure and culture.</td>
<td>Require the intern supervisor and intern to complete an Internship Agreement outlining professional and academic commitments and review with intern supervisor.</td>
</tr>
</tbody>
</table>

Academic Transfer

<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Intern</th>
<th>Educational Institution*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate opportunities for intern to apply academic skills and knowledge to workplace environment.</td>
<td>Actively use workplace experience to enhance academic growth and achievement.</td>
<td>Make academic credit available for the internship experience, provided it meets standards predetermined by the credit-awarding institution. Provide supplemental seminars and courses that require the intern to reflect on broader aspects of the experience through an academic lens.</td>
</tr>
<tr>
<td>Step</td>
<td>Internship Site</td>
<td>Intern</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>5</td>
<td><strong>Mentoring</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify intern successes and strengths and offer constructive feedback on progress toward goals.</td>
<td>Reflect systematically and deeply on the entire internship and its relevance to future professional and personal development.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Impactful Contribution</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide meaningful projects and tasks that foster learning and application.</td>
<td>Take initiative, identifying challenging learning opportunities that maximize the internship experience.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Mentoring</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultivate an environment that promotes mentorship for career planning. Provide advice, counseling and support to intern.</td>
<td>Proactively seek and embrace mentoring relationships.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Skills, knowledge and disposition</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide adequate instruction, resources, opportunities and training.</td>
<td>Demonstrate acquisition of predetermined proficiencies and additional skills and competencies.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Inclusive Work Setting</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Build an environment that integrates interns into work and social activities.</td>
<td>Maximize opportunities to become part of the team.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Active Network</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make it possible for the intern to interact with colleagues throughout the organization and within their field of interest.</td>
<td>Take full advantage of opportunities to network with professionals and peers.</td>
</tr>
</tbody>
</table>

* More than 400 colleges and universities in the United States and around the world partner with TWC to provide the structure and oversight of their academic internship programs. We fulfill this role through our 80 professional staff, 40 adjunct faculty, 10 resident advisors and active partnerships with hundreds of internship sites. Individual colleges and universities should review their own staffing needs for part- and full-time internship programs they host or sponsor.

© Internship Bill of Rights 2014. All rights reserved.