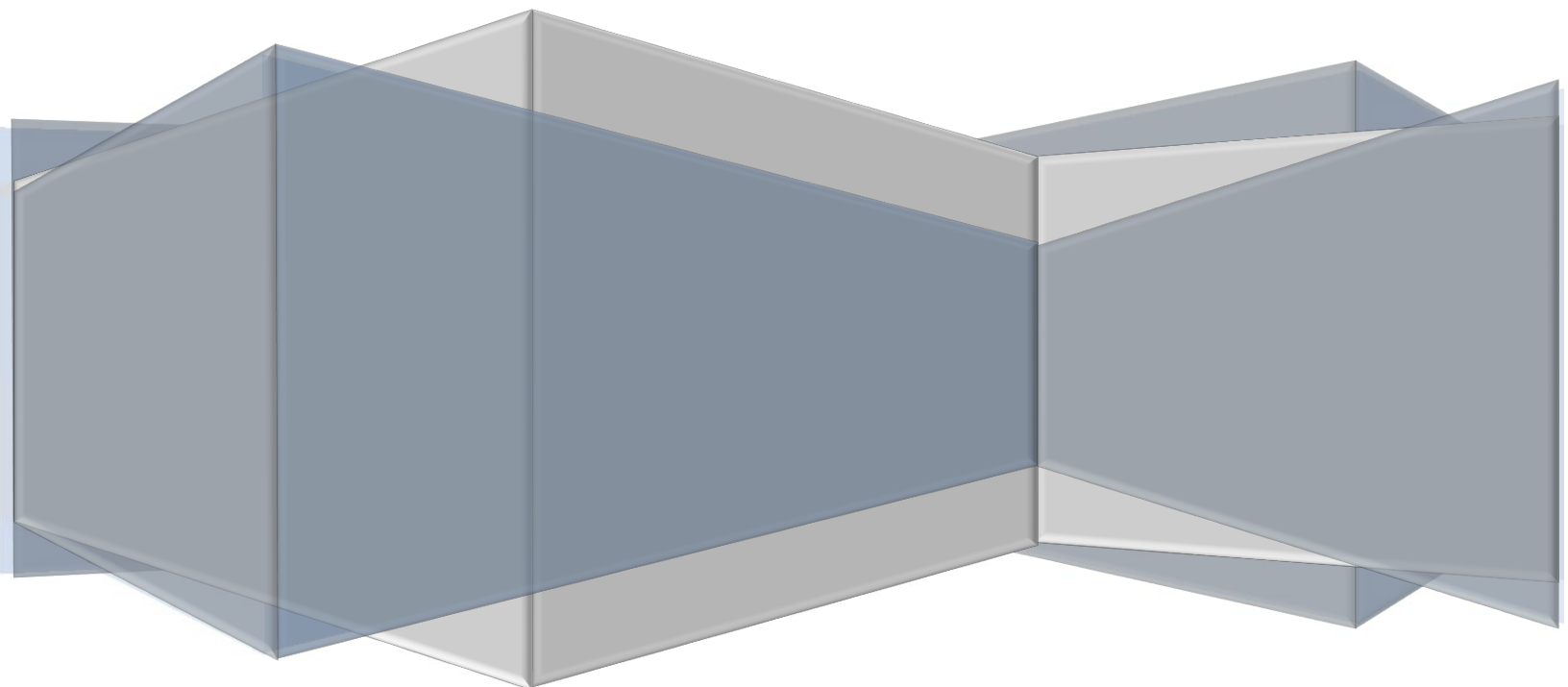


Grossnickle Career Services

Internship Program Employer Handbook



SUMMARY

Below is a short synopsis of what we ask of our Intern Supervisors:

Internship Approval – The Intern Supervisor will receive an approval request by email from the Intern Coordinator (Columbia College Career Services Office). A link is provided to Handshake, our career and internship management system. After clicking the link, the supervisor follows the on-screen instructions to approve the student’s internship. No signatures are required.

Learning Objectives – Interns are expected to develop 3 learning objectives that will serve as guidelines for what they’ll be learning and experiencing throughout their internship. We ask our Intern Supervisors to assist in the development of those objectives.

Internship Supervision and Mentorship – We ask that our Intern Supervisors provide guidance, education, and insight into their profession during the course of the internship. It is also important that interns have access to adequate office space (unless working remotely) and the proper equipment (phone, computer, company car, etc.) needed to complete their daily tasks. Please do not ask interns to use their personal phones or other devices to conduct business.

Internship Hours – Student interns are required to keep track of the hours they spend doing internship-related work. Your intern will need to complete 45 hours at the internship site for every 1 credit hour they wish to earn (2 credit hours = 90 hours; 3 credit hours = 135 hours). These hours must be completed by the end of the semester/session. A simple spreadsheet maintained by the student is adequate for record-keeping; clocking in is not necessary unless company policy requires it (or if the intern is being paid).

Internship Evaluations – Intern Supervisors will receive 2 requests for student evaluation, both of which will be sent through Handshake. The mid-point evaluation will be sent just before the mid-session/mid-semester date. The final evaluation will be sent approximately one week before the end of the session/semester. Both evaluations will be completed online; no signatures or paper copies are required.

Questions? If you have any questions or concerns at any point during this internship, please reach out to Career Services at 573-875-7425 or careerservices@ccis.edu.

INTRODUCTION

More and more, students are looking to connect their classes with practical work experiences in their field. In addition, employers are seeing the benefit of utilizing short-term, low-cost assistance in their organization that not only provides immediate help, but also trains the next-generation of professionals in their field.

What Is an Internship?

An internship is any carefully monitored temporary work or service experience in which a student has intentional learning goals that actively reflect upon what they are learning throughout the experience.

Characteristics include:

- Duration of anywhere from one month to two years, but a typical experience usually lasts between three to six months
- Generally a one-time experience
- May be part-time or full-time, paid or non-paid (with certain exceptions; see page 3, Legal Issues)
- Internships may be part of an educational program which is carefully monitored and evaluated for academic credit or internships can be part of a learning plan developed individually (unassociated with academic credit)
- An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional learning agenda is structured into the experience
- Learning activities common to most internships include learning objectives, observation, reflection, evaluation and assessment
- An effort is made to establish a reasonable balance between the intern's learning goals and the specific work an organization would like completed
- Internships promote academic, career and/or personal development

How Do Internships Benefit Employers?

- Year-round source of highly motivated pre-professionals
- Students bring new perspectives to old problems
- Visibility of your organization is increased on campus
- Quality candidates for temporary or seasonal positions and projects
- Flexible, cost-effective work force that doesn't require a long-term employer commitment
- Proven, cost-effective way to recruit and evaluate potential employees
- Your community image is enhanced as you contribute expertise to the educational enterprise

GETTING STARTED

Designing an internship program that meets your needs

As varied as organizations are in age, size, industry and product, so too are their internship activities. How do you know what kind of program will work best for you? Designing an internship program to meet your needs can be completed in five easy steps.

Step 1: Set goals

- What does your organization hope to gain from having an intern?
- Do you have a need for help with specific projects, general day-to-day activities, or are you ready to train in your next generation of talent?
- A careful discussion with staff can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations.
- As many staffing professionals may know, in order for a program to be successful, it will require the commitment of the entire organization.

Step 2: Write a plan

Carefully plan and write out your internship program and goals. Managers, mentors, interns and career centers are all going to be reading what you write about the internship. Draft a [job description](#) which explains the job's duties. Do you want someone for a specific project? What about general support around the workplace? How about rotating the intern to experience everything your company does? Structure the internship ahead of time so that you can be sure to meet your goals and not find yourself floundering partway through.

Things to think about:

- **Will you pay the intern?** Recent guidelines from the Federal Government are encouraging many private companies to offer compensation for an internship. If you are going to offer pay, decide on an hourly wage. Even if you are going to pay with a stipend, it is advised that the amount equals minimum wage for the number of hours worked. Wages vary widely from field to field, so be sure yours are competitive or offer competitive incentives. If you are not sure of an appropriate wage, check www.payscale.com to get a feel for what's typical. If you cannot pay a wage, are there other forms of compensation you can offer students? This could include admission to a conference, memberships to local or nationwide professional organizations, etc.
- **Where will the intern work?** Do you have adequate workspace and equipment for them?
- **What sort of academic background and experience are you looking for in an intern?** Decide on standards for quality beforehand — it'll help you narrow down the choices and find the best candidates. However, be realistic and recognize that you are dealing primarily with undergraduates with limited experience.
- **Who will have primary responsibility for the intern?** Will that person be a mentor or merely a supervisor?
- **What will the intern be doing?** Be as specific as possible. Interns, like others in the process of learning, need structure so they don't become lost, confused or bored.
- **Do you want to plan a program beyond the work you give your interns?** Will there be special training programs, performance reviews, lunches with staff, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they're likely to tell their friends — word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students in the future.

A very important part of your plan should be the assignment of a mentor or supervisor — that is, someone from the intern's department who will be overseeing the student. This person doesn't have to be a teacher per se, but should be selected because they like to teach or train and have the resources to do it. If the person you select has never mentored an intern before, provide them with some basic training in mentoring.

Step 3: Recruiting interns

How will you find those ideal candidates to fill your internship positions? ***The number-one tip from those who have established programs is to get out there early!*** This cannot be overemphasized to organizations that want the very best interns. Develop a job description (see [Appendix A](#)) and begin searching three to four months before you need a student to begin. Starting early has other advantages: the longer you accept applications, the better your chance of finding the best person for the job. The sooner you get one, the longer you have to form a good working relationship with them.

The Grossnickle Career Services Center at Columbia College makes posting internships easy. Employers can simply email an internship description to careerservices@ccis.edu for promotion on-campus through our numerous televisions, bulletin boards, as well as [Handshake](#), an online job posting system for CC students and alumni. Career Services staff will also send the information to faculty members in relevant academic areas.

Remember, choose your interns just as carefully as you'd choose permanent employees. After all, they might be permanent employees someday. You're making an investment; time and money will go into this person. This

is where the interview will come in handy: Is the intern truly motivated, or do they simply want a job? Will the intern fit into your organization's culture? Does the intern have the level of experience you need? With careful consideration of whom to hire, you can avoid some of the most common pitfalls of internships.

Step 4: Manage the intern(s)

Once you've hired a worker, you have them work, right? That's true for interns as well as regular employees, but with an intern, you'll be making an important first impression. The beginning days of an internship are often its defining days. When you give them their first tasks, you're signaling what can be expected in the future. If you give them nothing or very little to do, it sends a message that this job will be easy — and boring. Interns don't want that and of course, neither do employers. The organization of your internship program will probably be the single most important influence on an intern's impression of your company, and thus the chances that they come back. So how do you plan for success? Consider the goals of your program. The nature of the program and the activities that you choose to undertake should directly relate to your program goals.

First things first: Orient your intern to their new workplace. This might take the form of a conventional orientation program or merely a walk around the office, depending on the size of your company. After all, even though they may not be permanent employees, they'll be spending a great deal of time in your workplace. Give interns an overview of your organization; some companies give talks or hand out information about the company's history, vision and services. Explain who does what and what the intern's duties will be. Introduce them to co-workers and give them a complete tour of the facility. Making your intern at home in the office is your first step to bringing them back. Learn more in the “Orientating and Training the Intern” section.

Give your intern the resources they need to do the job. That may sound obvious, but you'd be surprised how many companies stick their interns out in the hallway or transfer them from desk to desk. That sends a potent message you don't want to send: interns aren't important; we don't value you here. Give the intern a desk, point out the supply room, and introduce them to the tech support people. If you intimidate your interns into silence, you could miss out on valuable contributions to your projects or warnings about impending problems.

Keep an eye on the intern. This doesn't mean watch their every move, but do make sure you know what's happening with their daily tasks. Watch for signs that the intern is confused or bored. As often as silence means that an intern is busy, it also could mean that they are confused and shy about telling you so. It's easy to be shy in a workplace full of older strangers who all know each other. See whether the intern is trying to do anything that requires someone else's input. Make sure that work is taking precedence over web browsing. Paying attention from the beginning helps you head off problems and bad habits early on.

Give them lots of feedback! Especially if your interns have never done this kind of work before, they'll want to know if their work is measuring up to your expectations. Regardless of their level of experience, they need you, as a more experienced worker, to let them know if their efforts are up to par. Often using an evaluation at the mid and end points of the internship provide a timely way to go over the intern's strengths and weaknesses.

LEGAL ISSUES

Do you have to pay interns?

The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000.00, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns. While there are still companies that offer unpaid internships, the trend is for organizations to offer an hourly wage, stipend, or other forms of compensation which can help attract top candidates.

For additional information on the ethics and legal requirements for paid/unpaid interns, please refer to Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act: <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

Workers' and Unemployment Compensation

Interns generally are not entitled to unemployment compensation after completing an internship. There are several reasons for the student's ineligibility.

- First, eligibility is based upon a person's availability for work. Most often after an internship, the student returns to school and is considered unavailable for work.
- Second, if there was an understanding between the employer and the student at the outset of the internship that the length of the position was for a limited duration without promise of full-time work, the student would not be eligible for unemployment compensation.
- Finally, most state laws exempt students who work for employers as part of an education-related work program. The school merely needs to certify that the student's work experience is part of an experiential learning program that combines academic instruction with work experience.

Resources for more information:

- For more information on these and other legal issues related to hiring, see NACEWeb at www.naceweb.org.
- General Information on Internship Practices: <http://www.ceiainc.org/>
- Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act: <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

International Students

Each academic year, Columbia hosts a number of students who come to the city from throughout the world. These students tend to be ambitious and excited to work off-campus. Employers can reap a number of benefits from bringing these students on as interns by taking advantage of the student's multilingualism, ability to span cultures, new ideas, and their drive and dedication to make a positive impact. The most common types of visas employers will see at colleges when recruiting international undergraduate or graduate students for either full-time or internship positions are the F-1 and J-1 visas.

Important things to note about hiring international students as interns:

- Once an international student has been in the US for 9 months, they are eligible to work off-campus through the CPT (Curricular Practical Training) program. This applies to both undergraduate and graduate students.
- International students can work up to 20 hours a week during the academic year, past 20 hours/week when school is not in session (including winter and spring breaks).
- The student's work needs to be somehow tied into his or her planned field of study.
- There is no cost and minimal, if any extra paperwork required from an employer. The majority of the paperwork and processes are the responsibility of the student and Columbia College.
- The international student must receive the appropriate work authorization *prior* to employment. Otherwise they are treated like any other hired student.
- Since international students have to pass stringent English tests and take advanced class work in their fields, typically their language ability is very strong.

ORIENTING AND TRAINING INTERNS

Many students are unfamiliar with the activities, environment and objectives of business and industry. Even though your interns may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making orientation of business. It is this orientation and training dimension of the internship experience that emphasizes the partnership role of the sponsoring organization. The sooner your student interns understand what your organization does and how it operates, the sooner they can assume assigned responsibilities and become productive. You can help this process along by providing the following kinds of information about your site:

Prior to the First Day

- Set up an organized work area for the intern
- Set up phone, voicemail, PC, email, and internet access and/or other resources necessary for them to accomplish the tasks you have stipulated in the internship position description
- Outline work expectations for the duration of the internship
- Prepare forms to be signed, including a confidentiality agreement, if necessary

Personnel Structure

- Company organization
- Special industry jargon
- Specific work standards and procedures
- Reporting relationships
- Access to the supervisor (days, times, and duration)
- Tasks that can be completed without supervisory approval
- Work processing requests and timeliness
- Mail and telephone systems
- Approved forms of correspondence
- Safety regulations
- Procedure for signing off completed work
- Periodic forms or reports to be completed
- Security and confidentiality issues, if relevant
- Acceptable dress and appearance (many students will be very nervous about this)
- Maintaining the premises and work station
- Productive interactions with others at the work site
- Personnel who can answer different kinds of questions
- How the organization wants the intern to deal with clients, customers, and vendors

You can communicate this information in several ways:

- Take your interns on a tour of the facilities and introduce them to the other employees
- Give your interns company materials to read such as newsletters, annual reports, an organization chart, or memos from the CEO
- Encourage your interns to spend break and lunchtimes where employees gather
- Schedule regular one-on-one meetings with them
- Give the interns opportunities to observe (or participate in) professional meetings
- Allow the interns to interview company personnel
- Encourage the interns to walk around and observe others at work

The success of an internship depends on the partnership between representatives of the organization, the college, 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 interns by providing direction and feedback. If a problem occurs, you counsel the students and contact the college when necessary.

KEY POINTS

- Develop a thorough orientation and training plan to be implemented when the interns begin work, so they will learn quickly and become productive members of your team
- Invest supervisory time to establish an important bond

DEVELOPING WORK ACTIVITIES AND MEASURABLE LEARNING OBJECTIVES

A large part of producing effective position descriptions involves the development of challenging work assignments that complement students' academic programs. One way to do this is to design a preliminary list of work activities that will fit the needs of your company. A detailed description of typical tasks will help the college to promote your internship or field experience and to screen the right candidates for the position. Later, when the interns 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.

As part of the educational process, internship work activities should focus on projects specifically related to the academic major and the degree the interns expect to receive. Students who perform menial tasks will become quickly demoralized and will learn nothing about applying their expertise to a business environment. While many students work (or have worked) at part-time jobs to finance their education, an internship does not fall into the category of a "job." It is actually part of their academic program and should offer every opportunity to link classroom learning to workplace experience.

Undergraduate students expect and appreciate clear direction regarding what is expected of them and frequent feedback concerning what and how they have done. (In their academic environment, clear direction and periodic feedback is the way of life.) It is also most important that the interns perceive their work as making a useful contribution to the sponsoring organization.

A particular concern at the undergraduate level is that the work assignments provide the interns with a variety of tasks, while accommodating the needs of the organization. Of course, some of the interns' responsibilities will involve repetition, because all work involves some repeated activity. We are suggesting, however, the program be designed to maximize the scope of the students' organizational experience. Sample tasks that undergraduate students have provided for their sponsoring organizations include the following:

- Writing or editing handbooks or manuals
- Designing posters, charts, graphs
- Generating financial forecast and cost recovery reports
- Implementing software/hardware modifications
- Conducting studies and surveys
- Developing PowerPoint presentations
- Researching potential demographics, marketing/software tools or background information

Developing challenging work assignments relative to the students' abilities is a major part of the position description. Your final internship, or field experience, description will incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.

KEY POINTS

- Describe challenging, but realistic tasks students can accomplish within a three-month period
- Typically, no more than 30% of intern tasks should be routine work
- Identify outcomes or expected products
- Be willing to incorporate the students' particular strengths
- Show how this work relates to the overall efforts of the department or organization

SUPERVISING THE INTERN

As an intern supervisor, you use all the skills necessary in any effective supervisory relationship:

- Providing leadership
- Motivating and delegating
- Communicating
- Developing and training
- Evaluating

Additionally, the students will look to you as a mentor who will assist their transition from the classroom to the work environment. Since the internship is an extension of the learning process, you will need to provide opportunities to bridge the two experiences. We suggest you meet with your interns regularly to provide feedback concerning their performance so the students know where they stand. You should consider the quality and timeliness of the work produced to date, ability to take and follow direction, work habits, and areas needing growth and development. This information will also provide data for the final evaluation and serve as a reference point for the students' subsequent performance.

KEY POINTS

- Maintain an open channel of communication with formal and informal meetings
- Keep the interns busy and directed towards their learning objectives - students rarely complain of overwork, but they do complain if they are not challenged
- Provide opportunities for increasing responsibility
- Encourage professionalism by assisting the interns in developing human relations skills, decision-making abilities and proper management of office politics
- Remember that you are a role model
- Develop connections

In the event a problem arises with the intern, the supervisor should contact Columbia College Career Services at 573-875-4564 or 573-875-7425. From there, the Internship Coordinator can communicate with the student's faculty sponsor (if academic credit is being pursued by the student).

ACADEMIC CREDIT

Many students will choose to receive academic credit for their internship, while others will not. What does this mean for the student? The students who do choose to earn credit will have a number of academic responsibilities. The guidelines will vary from student to student, but in general, students will need to complete the following to receive credit:

- Develop a [learning contract](#)
- Complete a predetermined number of hours (though they can work past the number if needed). *For each hour of credit a student hopes to receive, a student needs to work 45 hours on task.* Typically students earn 3 hours of credit, though they might have options for more.
- Students need to complete these hours within an academic session. There is some room for flexibility in terms of start and end dates, so if an employer's dates do not match up with the academic session, it can often be worked out.
- Stay in touch with their faculty sponsor (a professor who has agreed to oversee the learning component of the internship)
- Complete a self-evaluation at the mid and end point
- Submit a final project

Supervisors will be asked to complete midpoint and endpoint evaluations for their student that will be provided to the supervisor either online or by the student. These evaluations are best completed along with the student and can be used as a time to go over the intern's performance. The completed evaluations will be visible by the faculty sponsor and the Internship Program.

EVALUATIONS

Many internship programs require that the supervisor evaluate the intern's work performance and subsequently provide evaluation forms for the supervisor to complete at the mid-point and end of the work period. If the student is pursuing credit, these evaluations may be used in part to determine the student's final grade.

It is important for the intern to get honest feedback on their performance. Please give the evaluations careful consideration. Remember, the internship is a learning experience as well as a working experience. The intern needs to know their strong points, as well as where they need improvement. If an organization already has an evaluation or performance review in place, supervisors can utilize that. If not, we suggest you use the Site Supervisor Evaluations that will be emailed to you during the session/semester. You can also find a hard copy in [Appendix C](#).

THE LEARNING CONTRACT

Students who wish to receive academic credit will be required to submit a learning contract. This document serves as a blueprint for how the student plans to connect their academics with the professional experience. Learning contracts need to be approved by the student's faculty sponsor and their site supervisor. By developing this, the student, supervisor, and faculty all gain a clearer understanding of the work to be accomplished and what goals the student wants to achieve during this experience.

The learning objectives are a written plan of what the intern intends to learn and accomplish during the internship. By reviewing together the intern's goals and objectives, the supervisor and intern can determine the feasibility of such goals, whether modifications need to be made, and how these goals can be accomplished through work assignments and activities on the job.

It is recommended that the learning contract be reviewed and approved at the beginning of the internship. This will assure there is a common understanding and agreement of the expectations, goals, work assignments, expected learning, and evaluation criteria between the employer and the intern. [Appendix B](#) is an example of a positive learning contract that outlines the goals of the student and connects them to the organization and their academics.

Position Title: Click here to enter text.

Organization: Click here to enter text.

Address: Click here to enter text.

City: Click here to enter text. **St.** Click here to enter text. **Zip** Click here to enter text.

Supervisor’s Name: Click here to enter text.

Title: Click here to enter text.

Phone: Click here to enter text. **Email:** Click here to enter text.

Website: Click here to enter text.

Majors Desired (find degrees available here: www.ccis.edu/academics/):
Click here to enter text.

Master’s Degree students eligible? Y N

Time Preference: Part-time (8 – 20) Full-time (20+)

Schedule: Mon Tues Wed Thu Fri Sat Sun

Start - End Date: Click here to enter text. **To** Click here to enter text.

Compensation*: Paid Unpaid

Description of Compensation: Click here to enter text.

Job/Project Description (use separate sheet if necessary):

Click here to enter text.

Experience/Skills Desired:

Click here to enter text.

Application materials needed:

Cover Letter Resume References

Other? Click here to enter text.

Application Deadline: Click here to enter text.

*If your organization is a for-profit business and you will not be providing compensation we recommend that you familiarize yourself with the Fair Labor Standards Act specifically as it relates to Internships
www.dol.gov/whd/regs/compliance/whdfs71.pdf

Forms and Templates Appendix | B. Learning Contract Example

A learning contract is an agreement between the student, the faculty sponsor, and the site supervisor to understand that there are specific educational objectives involved in an internship. Additionally, it offers a clear guideline on how the student will be academically evaluated for the internship. Use a separate page if necessary.

Student Name: Isabel Flowers

Faculty Sponsor Name: Dr. Ford-Brown

Site: Real Time Marketing

Site Supervisor Name: Ian Nadir

<p>Learning Objective:</p> <p>How to manage an effective promotional piece for a client.</p>	<p>Strategies to achieve this objective:</p> <ol style="list-style-type: none"> 1) Be assigned a lead account manager with a current client 2) Work to generate new ideas and present these ideas to the manager 3) Where appropriate, sit in with client meetings
<p>Learning Objective:</p> <p>Learn how to effectively research marketing new outreach activities</p>	<p>Strategies to achieve this objective:</p> <ol style="list-style-type: none"> 1) Develop and deliver a presentation detailing successful social marketing media strategies and new technologies that may become influential in the upcoming year 2) Put information into a manual that can be distributed to all team members
<p>Learning Objective:</p> <p>To learn how to write effectively for the firm</p>	<p>Strategies to achieve this objective:</p> <ol style="list-style-type: none"> 1) Develop one press release for client to be distributed to local media 2) Research online media outlets for promotion 3) Generate new content to go on Real Time's website, specifically in their Blog area 4) Write tweets, Facebook posts, and other social media content
<p>Communication method between student and faculty sponsor and schedule:</p> <p>The student and faculty sponsor will stay in touch once every two weeks via email. Journal entries will be posted every other week and contain examples of work completed with the first being due May 17th, 2012. Questions and concerns can be transmitted via phone or email as needed</p>	<p>Expected evaluation methods: <i>Including periodic and final assignments</i></p> <p><i>Learning Journal:</i> The student will use email and create multiple entries for their learning journal. The entries will vary in length, but typically between 1—2 pages long.</p> <p><i>Culminating project:</i> At the end of the internship, I will develop a portfolio. The portfolio will contain examples of the work I completed over the course of the internship, along with notes on the process I went through to create the pieces. This will be presented to Dr. Ford Brown and potentially other members of the dept.</p>
<p>Approvals:</p>	<p>Student: _____</p> <p>Faculty Sponsor: _____</p> <p>Site Supervisor: _____</p>



**Forms and Templates Appendix C
Intern Performance Evaluation**

Intern's Name: _____
Dates Covered: _____
Site Supervisor's Name: _____ **Employer:** _____

Intern Site Supervisor: please review the student's progress by placing the appropriate number in the corresponding category below. Please evaluate in comparison to other interns or entry level employees. If desired, make additional comments on a separate sheet.

Return to: Career Services, Columbia College careerservices@ccis.edu | 573-876-4462 (fax)

5 excellent 4 above average 3 satisfactory 2 improvement needed 1 unsatisfactory NA not applicable

Evaluation	Rating	Comments/Examples (optional)
Quality of work		
Quantity of work		
Oral expression		
Written expression		
Problem-solving ability		
Ability to work with others		
Ability to use resources		
Completion of assignments		
Acceptance of responsibility		
Acceptance of constructive comments		
Ability to take direction		
Professional Behavior		
Able to handle ethical dilemmas and maintain high ethical standards		
Work attitudes (i.e., initiative, enthusiasm)		
Suitability for a career in this field		
Progress toward learning goals		
Overall Rating		

Describe work performed (use additional paper if necessary):

Special abilities the student demonstrated for this field (use additional paper if necessary):

Employer Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____



title ix protections during your internship

Columbia College students who participate in an internship (*paid or unpaid*) are covered by Title IX even when the alleged discrimination or harassment occurs at their internship location. Therefore, you are afforded rights under Title IX so long as your internship is contributing to your education.

what is title ix?

Title IX of the Educational Amendments of 1972 prohibits Columbia College from discriminating on the basis of sex and gender in educational programs and activities, including employment and admissions. Specifically, Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Sexual harassment, sexual assault, and sexual violence (*i.e., sexual misconduct*) are forms of sex discrimination and our educational community has the responsibility to promptly and equitably respond to reports of sexual misconduct in order to eliminate harassment, prevent its recurrence, and eliminate its effects.

what is sexual misconduct?

This is a broad term that collectively refers to a number of forms of discrimination based on sex and gender:

sexual harassment | sexual discrimination | sexual violence | sexual exploitation
non-consensual sexual intercourse | dating violence | domestic violence | stalking

examples of sexual misconduct in the workplace could include (but are not limited to) the following:

- Pressure for a dating, romantic or intimate relationship;
- Unwelcome touching, kissing, hugging, rubbing or massaging;
- Sexual innuendos, jokes, humor or gestures;
- Sending sexually explicit digital messages.

If you are unsure if something you are experiencing could constitute sexual misconduct, please visit www.ccis.edu/titleix for additional examples.

reports or concerns should be made to the following:

Title IX Coordinator
Columbia College of Missouri
(573) 875.7898 | TitleIXCoordinator@ccis.edu

Online or Anonymous Reports
https://cc-advocate.symplicity.com/public_report/

additional information may be found online at the following:

www.ccis.edu/titleix | www.mointernnetwork.org | www.knowyourix.org

* full title IX and sexual misconduct policy and related complaint resolution procedures may be found at ccis.edu/policies

Should a concerning situation occur, your privacy will be protected to the best of the College's ability and the College will look to resolve the issue either with the internship site or by providing an alternative for you so as not to have a negative impact on your educational experience.

Bringing forward a complaint to the Title IX Office or your Internship Coordinator does not necessarily mean an investigation will occur or that you will be required to report such concerns to law enforcement. The following options are available:

administrative response [*private*]

The Title IX Office can help you understand the process of seeking administrative action according to college policies as well as provide options, resources, and assistance with any interim protective measures deemed to be necessary.

Title IX Office | (573) 875.7898 | TitleIXCoordinator@ccis.edu

legal options

To pursue criminal charges, contact your local law enforcement. Should you need assistance in notifying your local law enforcement, please contact the Title IX Office or call 911 in an emergency.

support [*confidential*]

Professionals who are available to assist with emotional and/or physical healing as well as discuss options for reporting in a confidential manner. In addition to on-campus and local community resources, the following resources are available regardless of location:

Crisis Text Line | Text HELLO to 741-741 | www.crisistextline.org
RAINN National Hotline | (800) 656.HOPE | www.rainn.org
Military Safe Helpline | (877) 995.5247 | www.safehelpline.org

if you are in immediate danger, please call 911