San José State University
College of Science/Computer Science
CS190I, Internship Project, 01, Fall, 2016

Course and Contact Information

Instructor:	Debra Caires
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Office Hours:	Friday by appointment before and after class, and online via my WebEX Faculty Room
Class Days/Time:	Friday, 1430—1645
Classroom:	Science Building, Room 311
Prerequisites:	Selection by a company and instructor consent are also prerequisites for CS 190I (taken from the computer science webpage, posted fall 2015)

Course Format

Computer Science 190I adopts an online, hybrid, and flipped classroom delivery format. Please bring your computer to every in-class meeting; we will be completing many group hands-on activities.

Course Description

The primary purpose of an internship is to further intellectual, personal, and professional growth. An internship will enable students to relate classroom studies to a specific career field, test skills and interests in that field, and apply theory to a work setting. The academic credit received for an internship is awarded in recognition of the learning value of this experience.

Student Learning Outcomes (SLOs) and Course Learning Outcomes (CLOs) Combined

Learning Objectives

Learning objectives may fall under a number of categories. They may be academic, competency-oriented, skill-oriented, career-exploratory, self-assessing, or workplace oriented in nature. Upon completion of this course students will be able to demonstrate the following student learning outcomes (SLOs) based on the course learning outcomes (CLOs) listed below.

The purpose of an internship is to attain the following learning goals and/or student learning outcomes (CLOs and SLOs); students will demonstrate the following learning outcomes **(SLOs 1, 2, 3, 4, 5, AND 6)** by the end of their internship for full course credit.

CLO 1: Advance from an intellectually curious student to a creator/maker and an industry professional

Measurable Student Learning Outcome (CS190I SLO 1)
At the end of the internship students will be able to discuss and demonstrate how they:
SLO 1.1 applied software, analytic, and creative skills toward the construction of a product/service such as an application, device, end user product, end user service, and/or experimental technique.
SLO 1.2 worked with team members, managers, and clients to design and prototype a product/service that meets user needs and expectations.

CLO 2: Apply verbal and written communication skills to explain technical problem solving techniques and solutions to an increasingly diverse and global audience

Measurable Student Learning Outcome (CS190I SLO 2)
At the end of the internship students will be able to discuss and demonstrate how they:
SLO 2.1 mastered the three areas of writing as defined in the Student Learning Internship Plan (SLIP):
Learning Objective: state what you intend to learn
Activities & Resources: list the way(s) you intend to learn it
Evaluation or Verification: demonstrate what you learned and how it was learned
SLO 2.2 Conduct a professional presentation of project work in a formal setting such as the end of semester Expo.

CLO 3: Collaborate within and across disciplinary boundaries to solve problems

Measurable Student Learning Outcome (CS19OI SLO 3)
At the end of the internship students will be able to discuss and demonstrate how they:
SLO 3.1 successfully completed the Computer Science Department's curriculum requirement (SLIP objectives and goals for course credit).
SLO 3.2 participated in team-based efforts, including both supporting and leadership roles within their internship team and within classroom discussions with their peers.

CLO 4: Practice life-long learning

Measurable Student Learning Outcome (CS190I SLO 4)
At the end of the internship students will be able to discuss and demonstrate how they:
SLO 4.1 mastered new content beyond that required in coursework; these areas will be evaluated in two ways: 1. an intern self-evaluation and 2. an employer (confidential) intern evaluation.
SLO 4.2 became proficient in at least two programming languages beyond those introduced in coursework.

CLO 5: Exercise computational thinking over the entire software life cycle.

Measurable Student Learning Outcomes (CS190I SLO 5)
At the end of the internship students will be able to discuss and demonstrate how they:
SLO 5.1 translated a problem description to a formal representation.

SLO 5.2 implemented, justified, and tested acceptable computational solutions.
SLO 5.3 traced and analyzed difficult problem sets.

CLO 6: Apply mathematical and/or statistical methods to facilitate problem solving.

Measurable Student Learning Outcomes (CS190I SLO 6)
At the end of the internship students will be able to discuss and demonstrate how they:
SLO 6.1 applied college-level mathematical concepts for solving problems.
SLO 6.2 used mathematical techniques in analyzing and improving algorithms.
SLO 6.3 applied complex mathematical/statistical formulas and methods as part of a software solution to a problem.

Required Texts/Readings

Cracking the Coding Interview, 6th Edition: 189 Programming Questions and Solutions 6th Edition
by Gayle Laakmann McDowell

Programming Interviews Exposed: Secrets to Landing Your Next Job
by John Mongan

Additional Readings

Additional readings will be read and discussed in class; these documents are posted on Google Classroom. During our first class meeting you will be given the course code. You will need to sign into your SJSU One account before you can enter the class.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Lecture Schedule for CS190I, fall, 2016

Additional reading will include handouts and use case studies; these documents will be posted on our Google Classroom platform.

Week	Activity	Dates	Lecture and Discussion Topics	Reading (Text and Chapters)
1	Lecture and Workshop	Aug 26	Course Introduction	*Programming Interviews Exposed*, Chap 1 *Cracking the Coding Interview* Chaps 1-4
2	Hybrid	Sept 2	Interviewing and understanding the process.	*Programming Interviews Exposed*, Chap 2 *Cracking the Coding Interview* Chaps 5-12
3	Lecture and Workshop	Sept 9	Leveraging your knowledge, skills, and abilities (KSAs); knowing what skills are transferrable, scalable, and sustainable. Building a professional presence online. **Guest speaker from industry: TBA; product hands-on workshop**	*Programming Interviews Exposed* Chap 3 Cracking the Coding Interview Chaps 13-18
4	Hybrid	Sept 16	Do you know how to negotiate? How do you self assess for promotions and raises? The STAR method (Situation, Tasks, Actions, and Results).	*Programming Interviews Exposed*, Chap 4 *Cracking the Coding Interview* Chaps 19-20
5	Lecture and Workshop	Sept 23	**Guest Speaker from Industry: TBA; hands-on workshop**	*Programming Interviews Exposed*, Chap 5 *How to Write a Case Study Report*
6	Hybrid	Sept 30	Using the STAR method—determine your KSAs based on what you've learned in your program of study; can you transfer these to your internship and your future career?	*Programming Interviews Exposed*, Chap 6
7	Lecture and Workshop	Oct 7	Building your LinkedIn profile, expanding your network, and building your brand. **Guest speaker from industry: TBA; hands-on product workshop**	*Programming Interviews Exposed*, Chap 7 & 8
8	Hybrid	Oct 14	Building your online portfolio; introduction to Git: Part One; version control a primer	*Programming Interviews Exposed*, Chap 9
9	Lecture and Workshop	Oct 21	Building your online portfolio using Git: Part Two; version control a primer continued; **Git hands-on workshop**	*Programming Interviews Exposed*, Chap 10 & 11
10	Hybrid	Oct 28	Negotiating contracts	*Programming Interviews Exposed*, Chap 12
11	Lecture and Workshop	Nov 4	Dissecting the Agile process for building your team and contributing as a member; how to determine your contribution ratio	*Programming Interviews Exposed*, Chap 13
12	Holiday	Nov 11	**Veteran's Day**	
13	Hybrid	Nov 18	Do you understand the hiring, firing, and layoff processes? What is a 1099? What does it mean to be an "at will" employee/contractor?	*Programming Interviews Exposed*, Chap 14-17
14	HOLIDAY	Nov 25	THANKSGIVING	

Week	Activity	Dates	Lecture and Discussion Topics	Reading (Text and Chapters)
15	FINAL Presentation	Dec 2	Final: INTERNSHIP PRESENTATION: PANEL MQH 2nd Floor, 8:00 a.m.-Noon	
16	Hybrid	Dec 9	Finalizing a portfolio	
17	FINAL	Dec 16	Submit final self assessment and employer assessment—during scheduled class time	

Assignment due dates subject to change based on class needs and instructor's discretion

Assignments	Weighted Units	Due Dates	SLOs Covered
Final SLIP and all supporting documents	**10 Units**	**First Draft: Nov 4 Final Copy Due: Dec 9**	**SLOs 1, 2, 3, 4, 5, and 6**
Self-Evaluation/Employer Evaluation	**5 Units**	**Dec 16**	**SLOs 1, 2, 3, 4, and 5**
In-class/lecture/WebEX writing prompts	**5 Units**	**Due throughout the semester**	**SLOs 3, 4, and 5**
Scavenger Hunt	3 Units	**Sept 30**	**SLO 3**
EXPO Presentation: Final Exam—all must be present	10 Units	**Dec 2 9:00 a.m. until 12:00 Noon**	**SLO 1, 2, 3, 4, 5, and 6**
	33 Units Total		

Weighted Units for Grading

Each unit equals a weighted grade. Example: Self Evaluation equals 5 units or if awarded a grade of B it is calculated as 5 (times) 3.0 and equals 15.0; you must earn at least a B (for graduate students) and a C (for undergraduate students) in order to earn the final grade of Credit (CR) in this course.

Online CSU GPA Grade Calculator

Please find a useful GPA Grade calculator by visiting the GPA calulator at CSU Fullerton at http://www.fullerton.edu/aac/AAC_Resources/gpa_calculator.asp. Utilize this tool during the semester so you can calculate your grade and weighted units on a continual basis.

ALL ASSIGNMENTS WILL BE BASED ON YOUR SLIP

Goals for Internship Self Evaluations: **First Draft due Nov 4 and Final Copy Due Dec 9**

INTRODUCTION

For your credit-bearing internship application, you will be creating a **Student Learning Internship Plan (SLIP)** in collaboration with your MANAGER and Internship Director/Instructor; this document serves as part of the **syllabus** for the course and needs to be referred to regularly throughout the internship experience. This document will also aid you later in evaluating your experience (student self evaluation). Your SLIP will outline the academic components of your upcoming internship experience and will both clarify your expectations, as well as your supervisor's and instructor's expectations.

When creating your SLIP, make sure your objectives clearly discuss and outline three components:

1. **Learning Objective**: state what you intend to learn
2. **Activities & Resources**: list the way(s) you intend to learn it
3. **Evaluation or Verification**: demonstrate what you learned and how it was learned

SPECIAL NOTE: for numbers 1-10, include and identify each CLO and SLO in your SLIP, or you will NOT receive credit. Work with your supervisor and instructor early in the semester and plan wisely.

SLIP COMPONENTS AND DIRECTIONS

In a separate document entitled ***Student Learning Internship Plan*** **(SLIP),** clearly articulate your SLIP by addressing the following ten sections (see below). Make sure your SLIP includes your full name, student ID, and signature on the first page, top left. Please organize your SLIP by using each of the section header names and numbers provided. The content of this plan needs to be a collaboration of both you and your manager, and ***must have your offer letter, orientation documentation, time sheet/card, and signed contract attached***. Your grade is dependent on grammar, structure, and DETAIL. Create a document that is clear and concise, or it will be returned for editing and revisions. A delayed SLIP packet could delay your final course grade. Additionally, ALL assignments will be based on your SLIP contents.

1) **Description:** Please provide a brief description of the internship organization as well as outline your duties and responsibilities for your on-site internship experience.
    a. Describe the supervision you will be provided at the internship site. What instruction, assistance, guidance and consultation will you receive? From whom (their name, title, and contact information)? Will you have regularly scheduled supervisory sessions? If so, how many and when?

2) **Preparation:** Describe what you have done academically and personally that has provided a foundation for you to be successful at this internship. Please include specific coursework, projects, previous internships/work, volunteer work, and/or campus involvement.

3) **What You Hope to Gain:** Describe in as much detail as possible what you hope to learn through the internship. Be specific: are you talking about developing skills, expanding your knowledge, testing theories, exploring career interests, discovering your strengths and weaknesses, or some other goals? Are these objectives related to your area of concentration? If yes, how?

4) **Academic Learning Outcomes:** Identify the key academic learning outcomes that you will address in your internship. Describe what you expect to learn. Explain how you will apply learning principles,

theories and concepts learned in your academic coursework to your internship. You may wish to draw from the learning outcomes and theories of your coursework.

   a. How will you determine whether you have met your learning goals? By what criteria will your supervisor assess your performance at the internship site? By what criteria will your adviser assess your performance in the internship?

5) **Benchmarks:** Design performance benchmarks. Describe how you will know how AND when you have effectively achieved your stated academic learning outcomes. Be specific and concrete.
   a. Describe in detail the specific processes by which you will achieve these goals. On-the-job: How will your internship activities enable you to meet your learning objectives? Include projects, research, report writing, conversations, etc., which you will do while working, relating them to what you intend to learn. Off-the-job: How will you supplement the work experience with reading, research and consultation?

6) **Academic Components:** Describe the academic activities you will engage in during the internship experience (process journaling, blogging, field notes, social media, etc.). Each activity should support achieving the learning outcomes and goals you have outlined. As a part of this section, you should provide the reading list or other written materials/resources that you and your Faculty Sponsor have established that will be used to aid in your learning experience provided (including authoritative sources). Also provide a rationale of how the reading list why/how it connects to your internship as well as a timeline/deadline for each of the components.

7) **Intellectual Product:** Describe in detail (including length) the academic work you will produce and submit to your Faculty Sponsor as a part of this internship (research paper, final project, etc.) and how this academic work will assist you in achieving your learning objectives.

8) **Professional Goals:** Provide a list of professional goals you would like to achieve during your internship and explain how you hope the internship experience will help you accomplish them.

9) **Communication:** Identify how often you will be communicating with your Faculty Sponsor (and Internship Supervisor if the internship is remote) during the internship and by what method as well as the structure/content of these interactions. Weekly or bi-weekly is recommended.

10) **Future Impact:** Describe the new learning that you hope to gain through this internship and how it might impact you in the future. Specifically explain how you think this internship experience will complement your remaining studies at SJSU, campus-involvement, and influence your post-SJSU career plans.

SJSU COURSE GRADE DISTRIBUTION:

CS190I

A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F

Internship Learning Objectives

Internship courses allow the student to develop an understanding and working knowledge of actual operations, events, planning, and management within the field of Computer Science. The internship experience is an essential component in a student's course of study designed to facilitate the integration of theoretical, applied and academic subject matter in our field.

Course Assignment Grades are as follows:

4.00 or an A
3.70 or an A-
3.30 or a B+
3.00 or a B
2.70 or a B-
2.30 or a C+
2.00 or a C
1.70 or a C-
1.30 or a D+
1.00 or a D
0.70 or a D-
0.0 or an F equals missing or unacceptable work

All assignments are graded using a standardized rubric.

4.0: The overall communication and presentation show a high level of understanding and perspective. This assignment should be well-conceived and descriptive. The author must have a clear understanding of the audience. The work's purpose and objectives are clearly and convincingly stated. Concise background material clearly sets the context, frames, and introduces the subject. Technical content themes are logically stated and organized and support the overall objective. Data and descriptions are objectively stated and separated from interpretations Content is detailed and suggestive. Conclusions are persuasive and well-supported by the data. The prose is easy to read. Exhibits a defined sense of unity and purpose. Includes topic, paragraph, and sentence transitions, and contains no major and few minor grammatical or technical errors. Graphics, when used, are highly informative, well-designed, and easy to interpret. The document template is used professionally, flawlessly.

> 3.7: Generally means you meet all criteria for an 'A' except presentation and problems with one or two criteria. Audience and purpose may be clear, for instance, but you failed to develop an idea. For example, a proposal that addresses the criteria provided in an RFP (Request For Proposal) but fails to develop a section pertaining to the budget.

3.0: Paper presents content clearly and displays a firm grasp of the material but without as much focus and perspective as an 'A' paper. Successful effort is evident throughout the paper. Slight inconsistencies in identifying audience. The work's purpose and technical objectives may be somewhat ill-defined. Background material sets the context, frames, and introduces the subject. While well-written and adequately detailed, some sections may lack complete development and coherence. Unevenness in presentation and content. No major grammatical errors; some minor grammatical errors but none that disrupt an easy reading of the paper. Graphics are informative, intelligible and support the content of the paper. The document template used may be missing a minor element.

> 3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the paper may possess greater clarity. Audience is clearly identified and the contexts governing the explanation and interpretation of the information are well-detailed. Greater consistency in execution than a 'B'; better paragraph development and coherence among sentences for example.
>
> 2.7: A lack of connection among, for example, audience and purpose. A number of presentation errors affect the meaning of the sentences or structure of the text. A somewhat stronger relationship among the elements of the paper -- audience, purpose, content, style -- than a "C" paper. Still, the paper lacks full development of ideas and demonstrates some problems weaving together a complete understanding of the content with a clearly identified audience, purpose, and context.

2.0: Displays a reasonable grasp of the technical content but little original thought. The purpose of the work is inconsistently presented. The audience cannot be clearly identified. While understandable, the purpose and objective are not presented in relationship to the context set in the opening. Treatment of the topic is general. Lapses exist in coherence, organization, and development. Contains errors in technical content. Technical content marginally supports the conclusion. Some major grammatical errors and frequent minor grammatical errors. The paper is difficult to read and lack flow. Graphics do not support content objectives. The document template used may be missing a major element; a

required section of a proposal for example.

> 2.3: Exceeds the criteria for a 'C' in one or more areas. Perhaps more imagination in thought and explanation. Greater consistency in determining audience, purpose and objective. Fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion. Fewer grammatical and cosmetic errors. An easier read than the 'C' paper.
>
> 1.7: The elements of the paper -- audience, purpose, content, style -- are unclear and appear unrelated. For example, a final report about a weapons controversy may deal with a number of different systems in only a cursory way. No explanations are given about how the topics of the paper lead to one another. Presentation errors suggest no revision.

D (of any variety) or F paper

I will ask you revise 'B'- or BELOW papers until you receive, minimally, a 'B'. You have the choice of whether or not to revise. If you choose not to revise, you will receive the failing grade you have earned and agreed on keeping.

Late Assignment Reminder!

Deadlines are to be met. Barring personal crisis, family emergency, or severe illness (please let me know ahead of time), all late papers will be subject to 10% grade off per working day late. Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of computer malfunctioning, minor illnesses, or springing "behind"). Finally, please refer to the revision policy (below) in considering whether or not you should turn in an "unfinished" formal writing assignment or submit a professional memo (covered in lecture), requesting an extension.

Given the nature of our formal assignments, I will NOT accept late submissions in person; additionally, do not slide documents under my office door, give to my office mates (they are not your instructors for CS190I), or hand-in to the CS office staff (they have been advised not to take late assignments). **For example, if you are submitting your documents late, you will need to mail the document in via mail carrier (FedEX, UPS, USPS, etc.)** to:

SJSU: Computer Science Department

Attn: Debra Caires, Director Internship Program
One Washington Square
208 MacQuarrie Hall
San Jose, CA 95192-0249

All other assignments, if late, will need to be turned in during the re-write submission time and date (no exceptions). You will forfeit your re-write opportunity for increasing your grade. However, you will not be penalized for missing the first submission time slot IF, AND ONLY IF, you submit an Extension Memo, along with a cover sheet, asking for an extension.

Revision Policy

You can revise formal writing assignments during the semester. See the schedule for dates that the revisions are due. DO NOT misplace your original graded document, as you cannot increase the grade (for submission) without it. All revision assignments must also have the original graded rubric included. Note: the Final Poster assignment DOES NOT have a revision component.

Document Hardcopy Submission Guidelines (when applicable):

Due to FERPA guidelines, ALL assignments submitted HARDCOPY (for credit) must be placed in a MANILA FILE FOLDER. Make sure that your documents are:

1) typed—no exceptions,
2) paper clipped (top left corner),
3) document, for grading, in correct order,
4) and the Criterion report is included, IF requested.

Course Policies

Because you may be working with technologies that are unfamiliar to you, this course will require your patience and time to deal with technology. Here are the technologies you should have ready access to for the course:

An E-mail account that lets you attach and receive files - this means that you need to have enough of your storage quota left to handle files for class. Please provide your instructor with both your SJSU student email account and your preferred email account (if different from your SJSU student email account).

Internet Access - you'll need a reliable way to browse the Internet and store web-enabled files. You will also collaborate in the Cloud so please have either a Dropbox or Google Drive account.

Google Chrome, Google Apps, and Google Drive: sign-up for and download both

You will need Microsoft Office (we use Readability and Usability statistics embedded in the program) or similar office software, especially Word and PowerPoint. If you work from home, you should be prepared to transfer files across platforms and versions of software, if necessary. You can download many Microsoft applications for free on San Jose State University's ITS page.

In addition to having access to these technologies, you'll also need a positive attitude towards learning technologies with which you may be unfamiliar. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to use. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

Classroom Protocol

Attendance and participation in this class are very important. In this class, much like a lab, you will do much of the work in collaboration with your peers and in the time provided for class meetings; it can be difficult or impossible to make-up missed work. When working in collaboration with your classmates, a lack of participation will lead to animosity among your peers and, often, a poor end result for the entire team. We will hold some of our class meetings via WebEX online. Please make sure you know how to use your student account.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and any guests that may attend:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.
- In CS190I, I require that you obtain written permission beforehand in order to make audio or video recordings.

University Policies

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs: http://www.sjsu.edu/gup/syllabusinfo/

Internship Programs Under The Fair Labor Standards Act

Background

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

The Test For Unpaid Interns

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

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

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

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

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

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

Displacement and Supervision Issues

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

Job Entitlement

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