

i Employer Internship Guide for On-Campus Internships





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Introduction



Introduction

Internships are work/learning experiences that may be linked to an academic department or completed independently. Both alternatives provide a hands-on way for students to confirm choice of major and/or career while gaining practical work experience. The internship is usually the length of an academic semester or takes place during the summer, may be part-time or full-time, for credit or not for credit, and paid or unpaid.

Internships have become essential pieces of the educational experience as they provide excellent preparation for the professional world while students are still in college. Increasing the number of internships and experiential learning opportunities has become a goal of the University, as stated in the current Academic Plan. It is also important to consider the impact these positions will have on the campus community. Offering an on-campus internship provides an easy way to nurture and contribute to a student's growth, learning, and development.

Mission

The Center for Career Development (CCD) at the University of Connecticut is dedicated to excellence through offering the highest levels of service to our students, across all schools, colleges, campuses, and disciplines. We support the intellectual growth of our students by providing programs and experiences that promote self-awareness and engagement as they identify a course of study and pursue opportunities to become contributing members of the state, national, and world communities. Through partnership with employers, alumni, faculty, and staff, we connect students to quality career development resources, internships, experiential learning, and post-graduate opportunities.

As part of the Center for Career Development, the Internship Resources Team is a centralized source of information and contacts for faculty and staff, employers, and students. As on-campus internships and internship classes have become part of the UConn experience, we are offering this document to guide faculty and staff through the process. In addition, on-campus internship opportunities can be easily integrated into HuskyCareerLink, the Center for Career Development's online job management system, to promote experiential learning.

The Internship Resources Team is more than willing to answer any questions you may have about on- or off-campus internships. Please contact us by email: internships@uconn.edu, or telephone: (860) 486-3013, regarding programs and possibilities.

Experiential Learning

There are varied types of experiential learning experiences in addition to internships, including practicum, research study, clinical work, field study, and volunteer work. Differentiating between an internship and any other type of experiential learning is necessary. Take these definitions into consideration when developing or approving an internship position.

Internship

An internship is a work/learning arrangement that is distinguished from other types of work by the involvement of one or more forms of structured and deliberate reflection. Internships are structured within learning agendas or objectives, which are established by the student, employer, and/or academic department. Internships also include intentional learning opportunities or training unconnected to daily tasks.

Research Assistant Positions

Research assistant positions provide students an opportunity to participate in a variety of supervised research activities by working with professors and PhD students. Students expand their research skills to prepare for future research or graduate school. These positions may be affiliated with a University course or serve as part of a professor's independent research project.

Clinical

Clinical experience is the short-term volunteer experience or employment most typically found in the medical field. Some examples of clinical experience include working in a hospital, nursing home, research lab, or clinic. Though clinical work is valuable in certain fields, it differs from internships, field study, and research assistant positions due to its focus and length of time on assignment.

Field Work/Service Learning

Field work is research done in the real world as opposed to a library. Field work enables students to examine the way the theories and the practical experiences of a particular discipline interact. It provides opportunities for observation and participation which are not ordinarily available in class work. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection in order to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning is always connected to a class and the hours may be much less than an internship.

These are just a few types of experiential learning. For more information on how to distinguish between experiential learning categories, please contact the Internship Resources Team using the information at the bottom of the page.

A Part-Time Job vs. an Internship

A crucial part of an intern's experience is contributing to the organization through meaningful work, such as career-related tasks that encourage and allow the student to learn professionalism and obtain skills he/she does not yet possess. Reflection is also a major component of an internship—the student can demonstrate effective learning through journals and conversation. Some of the main differences between a part-time job and an internship include:

Part-Time Job	Internship
Completed primarily for monetary purposes.	Completed for several possible reasons, which may include gaining experience, academic credit, and/or compensation.
Tasks of job must be learned in order for the work to be adequately completed.	Learning reflects the goals of the student, the outcomes expected by the employer, and the requirements of a faculty member (if for credit).
Work is assigned that needs to be completed, not necessarily professional in nature.	Involves projects or ongoing work that is purposeful and of a professional nature.
Supervisor serves as an authority figure to whom the employee reports.	Supervisor serves as the main point of contact for assignments and projects. Supervisor is also expected to ensure that mentoring occurs, either by doing it him/herself or by arranging for another valued member of the organization to take on the role.
Duration: it is anticipated that employees will stay through their graduation or until terminated, depending on the position.	Duration: a set period of time, either a semester, year, or summer.
Hours can range anywhere from 3-35 hours per week, depending on employer need and student availability.	Hours: about 10-15 hours per week during the semester; up to 40 hours per week during the summer.

It is vital to differentiate between a part-time job and an internship when creating or approving a position. Jobs, although important because of the transferable skills they allow the students to acquire, are done primarily for the student's monetary gain and to fill a position within the place of the employment. Internships, however, are undertaken for the student to develop a better understanding of his/her field of interest and may at times actually impede the organization's work.

Academic vs. Non-Academic

Academic internships and non-academic or independent internships are similar but not exactly the same. The main difference is that academic internships are connected to an academic department which determines if the content of the internship meets its criteria for course credit. Independent or non-academic internships do not have to be approved by an academic department. A benefit of having an internship that may also be eligible for course credit is the marketability of the position.

Students can arrange for credit in one of two ways. If the internship host establishes an agreement with an academic department when it is drafting the job description, the internships can be advertised as credit-bearing with the specific academic department. The other alternative is that the internship site makes it clear that it supports student earning credit, but the student has to find an academic department that will support the internship on his/her own.

Academic Internships

Academic internships have specific guidelines and requirements that vary by major. This work/learning arrangement is overseen by both a designated member of the hiring department and a faculty or staff member awarding credit. Typically, an academic internship exchanges a pre-determined number of work hours for course credit. In one model, students accrue one credit for every 45 work hours, three credit hours for 135 work hours and so forth, up to a possible 12 credits over a 12-15 week period. For a three-credit internship, students often work 10-12 hours per week for the course of a semester, approximately 12-14 weeks. An integral component of the experience that distinguishes it from other types of work is one or more forms of structured and deliberate reflection contained within learning agendas or objectives, as well as intentional learning opportunities that are separate from daily tasks.

Credit internships during the school year are included in the tuition for the semester. Extra tuition and fees are associated for summer academic internships.

Non-Academic Internships

Non-credit internships are completed independently by students who wish to supplement their formal education and gain practical work experience. Personal reflection is strongly encouraged to make the experience more meaningful. These internships may or may not be paid. Paid internships may offer compensation, which is usually a weekly salary, but may also involve a stipend, travel allowance, housing, food, etc.

Unpaid internships are subject to scrutiny by the Department of Labor. For more information refer to the “Legal Ramification” section of this guide on page 13, or on internships.uconn.edu on the faculty/staff/employer page. You can also contact a member of the Internships Resources Team via contact information below.

Checklist of Key Points

University Departments as Employers

- Consider how interns can help the department with projects and goals.
- Remember that an internship is different than a part-time job.
- Ensure that work has an educational component
- Incorporate the Learning Contract.
- Establish relationships with academic departments
- Determine if the student is earning credit, and if so, that the student has made appropriate arrangements with academic department.
- Register all paid positions with student employment and/or HuskyCareerLink.
- Notify the Center for Career Development of opportunity for data collection.

Academic Departments with Internship Courses

- Consider the number of credits student may earn.
- Make policies very clear to students.
- Develop a syllabus.
- Include the Learning Contract.
- Establish relationships with the employer, initially and continued throughout internship.
- Familiarize self with legal aspects and speak to employers as needed.

University Departments:

On-Campus Internships

Developing an On-Campus Internship

Developing an internship program will be beneficial to both your department and the intern if done correctly. In order to have an effective internship, it is important to consider and address several issues listed on the following pages:

Goals

What are the goals that both the supervisor and the intern hope to fulfill?

The goals and expectations for the internship must be clearly outlined for the University department and the student. These topics should be discussed when going over the Learning Contract at the beginning of the internship to ensure that both the intern and the supervisor understand one another's roles and responsibilities. Providing a specific description of the position allows the employer to clearly state what is expected of the intern; this effort could increase the number of qualified applications for the position being offered.

Points to Consider

Though there are many unique factors to be taken into account when developing your internship program, there are some questions that can be universally considered when beginning the process.

Will the student be required to have completed certain coursework to be eligible for an internship?

Some University departments will require previous coursework in a related industry, while others might accept students with no prior academic background in that field. Some departments may offer internships to students at any point in their college career, whereas other may choose to wait until the student is either a junior or a senior.

What is the length of the internship?

The duration of the internship may vary, lasting anywhere from one semester to two years depending on how much time the University department and the intern are able to commit to the process. It is most common for an internship to last one semester, though two semesters may be more suitable for on-campus needs.

How many interns will the department be selecting?

The number of interns selected will depend on the size of the University department and office, as well as its goals and objectives. Students tend to respond well when there is more than one intern and there are group projects.

Will the intern have an email account and/or telephone number?

Arranging for telephone access or number, email account, and computer account access will facilitate the internship process, as the intern will feel more connected to the organization. Ideally, set up accounts prior to the intern's first day.

How many staff members work in the office? Are there other student workers?

These considerations are necessary to anticipate and ensure an adequate amount of work, a designated workspace, and a feeling of belonging for the intern.

Another item to consider is how the intern will mix with the part-time student laborers to ensure that no one student or other staff members are treating another student differently.

Co-workers have an important role in facilitating the intern's professional development by making him/her feel comfortable in the office and providing advice when needed. Establish this expectation.

Working with academic departments to allow your intern to receive credit.

Each academic department has different rules and regulations on what is considered an internship and what is not. If you have a certain major in mind that you would like your student to receive credit from, please refer to the majors page on the internship website to procure the necessary contact information.

What kind of support does the Center for Career Development offer to internship sites?

The Center for Career Development will be a resource to supervisors, mentors, and interns. At the end of this section, **University Departments: On Campus Internships**, you will find ways the Center for Career Development can assist you.

What are some professional associations or other national resources for internship employers?

CT Cooperative Education and Internship Association (CCEIA), www.cceia.net

Cooperative Education and Internship Association (CEIA), www.ceiainc.org

National Association of Colleges and Employers (NACE), www.nacweb.org

Recruiting

When should the selection process begin?

Once the supervisor and the University department have outlined the internship goals, it is time to begin recruiting for the position. It is recommended to begin the search about three to six months before the internship start date. It is suggested to advertise in February for summer and fall internships and October for spring internships. Starting the search early gives students more time to make a decision and also provides the department with a potentially wider variety of applicants.

What are successful ways to search and recruit new interns?

Advertising and promoting will potentially lead to a good variety and number of applicants and résumés received. It is suggested that you request a résumé in order to see what the student has done in the past and what skills he/she possesses.

Being on campus, there are a variety of different ways to advertise the position:

Hiring Department's website and/or newsletter;

The Student Employment website,
www.studentjobs.uconn.edu;

The Center for Career Development's online job management system, www.huskycareerlink.edu;

Hosting presentations throughout the academic year to advertise open positions;

Annual Internship/Co-op Career Fair hosted by the Center for Career Development each February;

Daily Campus.

Posting internships on multiple University websites can be beneficial. In addition, attending the Internship/Co-op Career Fair is an excellent opportunity for recruitment because it provides a venue for students and departments to network; the department representative can have a more personal experience with potential candidates by speaking with them face-to-face.

For information on how to post your internship on internships.uconn.edu or to attend the Internship/Co-op Career Fair, contact the Center for Career Development at 860-486-3013 or via email at internships@uconn.edu. Fair registration begins in November each year, and space will be provided on an as available basis.

How does the interviewing process work? What is involved with interviewing?

The Center for Career Development has excellent resources and samples of interview strategies and questions. Different types of questions will allow you to assess whether or not students' skills and achievements will be beneficial to the available position. For example, by asking behavioral interview questions you may be able to predict future performance by learning about past behavior. Contact the Internship Team at 860-486-3013 to talk about your interviewing needs and sample questions.

Establish a Learning Contract

What is a Learning Contract?

The internship site has certain objectives it wants the intern to meet; the intern also has certain expectations when completing this internship. Therefore, when the internship begins, a Learning Contract is created by the supervisor and the intern together in order to ensure that the experience will be valuable to all. A Learning Contract may have up to three parts: a *Contact Sheet*, *Goals and Objectives*, and *Rights and Responsibilities*. There is a detailed outline of what is to be included in a Learning Contract in the Appendix.

When an intern is receiving academic credit, the faculty/internship coordinator may also have a Learning Contract he/she wants the employer to use and sign.

How is a Learning Contract used?

The supervisor will have written documentation of the work that the student will be responsible for doing. The supervisor will let the student know that he/she will be checking up on the intern, not solely to make sure that the work is being completed, but also to make sure that no problems have arisen. The student is involved in creating the Learning Contract with the supervisor because this experience is to be mutually beneficial. The Goals/Objectives form often provides a good basis for supervisor/supervisee discussions, evaluations, and clarification conversations.

Elements of a Learning Contract:

Contact Sheet: Form that includes full contact information for the supervisor and student, salary (if applicable), credit (if applicable), internship hours, and start/end date.

Goals/Objectives: Key elements the supervisor wants the intern to learn and accomplish, as well as what the intern hopes to gain by having the position:

The job or project description, including the type of instruction or assistance that will be provided could be included in this page. Outlining the evaluation process—offering a clear description of how and when the intern's work will be evaluated—is part of this section as well.

Rights and Responsibilities: Overview of key policies at the site as well as what the student needs to do to be prepared and held accountable.

Agreement: The supervisor and intern agree to the terms outlined in the contract and establish dates for periodic review of the signed contract. Incorporate this agreement into the Rights and Responsibilities section.

Orientation Process

Becoming oriented to a new setting can be difficult and stressful when starting any new position. Therefore, the intern needs to become acclimated to the work environment. There are various ways to help the intern do this:

- Provide a tour of the office.
- Introduce the intern to the other staff members, including full-time staff, part-time staff, student workers and volunteers, and explain how the intern will be integrated with other student staff.
- Collaborate with the intern to develop a reasonable work schedule recognizing each party's commitments.
- Discuss the schedule, including meeting times for the intern and supervisor and potential projects.
- Establish the feedback process at the beginning of the internship in the Learning Contract and continue throughout the internship by having regularly scheduled meetings.
- Provide all material concerning pay schedule (if applicable), procedure for calling in sick, and overall expectations for attire and behavior.
- Teach the intern how to use the technology in the office (do not assume that he/she knows how to use the copier, fax machine, email system or intranet, can answer the phone professionally, etc.).
- Provide a designated workspace so he/she is not constantly moved around the office. Desk sharing between individuals on alternate days is an acceptable practice for interns.

Training, Mentoring and Supervising

What are the benefits of providing training, mentoring, and supervising?

An organized and planned intern training program and a dedicated supervisor are crucial to the internship program's success. Arranging for a mentor can ease the intern's transition and is valuable for enhancing the student's learning process. If possible, the intern's mentor and supervisor should be two different people; however, having a supervisor who also serves as a mentor is more helpful than a standard supervisor/supervisee relationship.

What type of training should be given?

The orientation and training process will vary depending on the department and the intern's prior experience. This orientation should be planned ahead of time; set aside training time to make sure the student is well oriented to the position. Reviewing an employee manual or similar document is essential for a smooth transition.

What role does the supervisor play in the intern's work?

It is necessary that the intern have good supervision. A supervisor is most successful when he/she has a vested interest in participating in this role; therefore, it is important to find an individual who is concerned about the student's progress. The supervisor will assign work to the intern and have regularly scheduled meetings to ensure that everything with regard to his/her position is running smoothly. The supervisor should delegate specific tasks and responsibilities to the intern because he/she does not automatically or intuitively know what needs to be completed—unlike full-time or permanent employees.

When possible, the intern will work autonomously, regardless of project type. The supervisor is there to assign tasks and make sure the student is completing the assigned work, not to micromanage. Ideally, the supervisor creates an environment where the intern is comfortable seeking advice for projects and professional development. Within reason, pair interns with other working professionals within the field and in other functional areas to educate them on the overall goals of the workplace.

Knowing the intern's style is a fundamental component for the completion of a successful internship. The supervisor needs to take notice of how the intern works best and try to maximize those experiences so that the intern effectively accomplishes the tasks. On the other hand, if the supervisor notices that the intern is excelling in one area and requires assistance in another, the supervisor will offer suggestions and reinforcement to the intern and help him/her through the situation.

Though it is important for the supervisor to give interns freedom to try their projects on their own, it is also necessary to be in the general vicinity if an intern has any questions or problems that he/she does not know how to address. Another important element to consider is the personality of the intern. For example, if the intern is usually outgoing and talkative, the supervisor must take notice if he/she becomes unexpectedly quiet.

This behavior could signify that the intern has run into trouble and is afraid to ask for help, or it could just mean that he/she is not feeling well that day.

In order for an intern to know what to do when an issue arises, it is better to teach the intern than to have the supervisor do it him/herself. Although the end result must meet the supervisor's satisfaction, the purpose of the internship is to allow the intern to learn from hands-on experience. Provide clear direction and let the intern figure it out on his/her own how to reach the desired conclusion.

What role does the mentor have in the intern's work?

Mentors often involve their students in projects they are working on, keeping them up-to-date on new developments, and sharing their previous experiences with the student. The mentor is someone for the student to look up to, relate to, and ultimately learn from. Mentors will look out for the intern's professional well-being; they may or may not be the intern's supervisor.

Benefits for a University department that offers an internship include:

- Student perspective(s) may offer new ideas to solve problems related to current issues in the department or on campus.
- Assignment of important projects that were previously not able to be considered.
- Support for the University's goal of increasing the number of students involved in internships.
- Opportunities for faculty and staff to mentor students in an out-of-classroom experience.
- Developing an ongoing relationship with an academic department.

Benefits for a student who participates in an on-campus internship include:

- The ability to take advantage of internships in a convenient location without the need for transportation.
- The promise of learning more about different fields in a position that is specifically tailored to University of Connecticut students.
- Career exploration for younger students who have the maturity and desire to learn and are ready for more than a part-time job can offer.
- An intellectually challenging and diverse learning environment outside of the classroom.
- A way to integrate classroom knowledge in a familiar environment.

Legal Ramifications

When hiring interns, employers must keep legal implications in mind. We have provided some sample questions to consider before hiring an intern.

When can the internships be unpaid?

It is acceptable to offer unpaid internships, provided that the employer notes the rules outlined below. Contact the Internship Resources Team for clarification and interpretation assistance.

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

- 1. The internship, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;**
- 2. The internship is for the benefit of the trainees or students;**
- 3. The intern does not displace regular employees, but works under close supervision;**
- 4. The employer who provides the training receives no immediate advantage from the activities of the intern and, on occasion, the employer's operations may even be impeded;**
- 5. The intern is not necessarily entitled to a job at the conclusion of the training period; and**
- 6. The employer and the intern understand that the intern is not entitled to wages for the time spent in internship.**

How much, if anything, does an intern get paid?

The intern must be paid the minimum wage or a higher hourly rate if qualified; the intern will then technically be considered an employee, according to the U.S. DOL. Interns are also not independent contractors.

Students interning on campus may or may not be paid. If another student is paid doing the same work, then the intern must be paid. Work study funds may, at times, be applied to on-campus internships, as long as anyone else doing the same work is also paid.

Does the department have to provide workers' compensation?

If it is an unpaid internship, no. If it is a paid internship, follow all University rules and regulations. In addition, consult with the office of Student Employment for specifics.

What is the sexual harassment policy, and how do interns report an incident?

The sexual harassment policy follows the same guidelines as the policy provided for permanent employees. In order to create a safe environment, the policy and steps for reporting an incident are to be shared with the intern during the orientation and explained in writing, typically as part of a department's manual. The University offers training for all student employees. Interns should attend training as well.

What is the policy for international students?

International students have specific rules and guidelines; some may work for pay while others may be prohibited from participating. These guidelines are based on the students' visas. For more information, please direct your students to Immigration Services and the International Center, located in McMahon Hall, calling (860) 486-3855, or contacting via email, disp@uconn.edu.

Compensation and Receiving Credit

All internships are different and each department has its own specific resources, which may or may not include wages. Your organization may not be in a position to pay much, but any amount can help. There are a couple of ways that your department can compensate your interns.

Wages

Wages vary widely from department to department. Paying your intern ultimately comes down to what the department can afford, keeping minimum wage in mind as a base point. The Internship Resources Team can also offer some guidelines, based on industry standards. Work study may also be an option. Contact Student Employment directly.

Stipend

A stipend is a sum of money allotted on a regular basis, usually for some specific purpose. In the case of hiring an intern on a college campus, the possibility of a stipend has many potential venues. Some examples might be a scholarship that will be directly applied to the intern's tuition, books, housing, or other related expenses.

What are the steps that need to be taken when paying a student intern?

For payments made at regular intervals or on a pay period, the employer should check with Student Employment to learn about the process which must be followed. If the intern is to receive a stipend, the amount will be paid upon completion of the internship. The stipend amount and date of pay should be stated in a written contract or agreement before the intern begins.

Credit

Earning credit is not equivalent to receiving compensation; it costs students to earn credits. In addition, the hiring department does not make the decision regarding credit worthiness; that decision is made by the academic department.

Can the University department offer an internship for credit?

Yes and no. A university department may be open to working with a student who is interning for credit, but that department does not actually award the credit. A student may earn credit if the student's academic department

determines the internship academically suitable. It is up to the student to make those arrangements before accepting an internship. Keeping that in mind, University departments may also make contact directly with academic departments to discuss how a particular internship opportunity may be suited for a major. If the University department knows ahead of time which academic departments support the experience, that information can be included in the job description and will provide a more cohesive background about the position.

If a student has questions about earning credit, please direct him/her to the Center for Career Development.

Paid and Credit

Depending on the academic department's policies, a student may be able to receive both credit and pay. If your department has established a relationship with an academic department, this information can be discussed. Otherwise, this conversation will take place between the student and the academic department awarding the credit. Questions? Contact the Internship Resources Team for clarification.

Working with the Center for Career Development

The Center for Career Development is more than willing to assist you and your department throughout the Internship Program process. The Internship Team holds Internship Council meetings, which brings together academic and University department internship staff. In addition, the ideas below are a few of the many ways that the Center for Career Development can provide support.

Advertising your Internship

The Center for Career Development and the Internship Resources Team can help you write your advertisement and discuss new and innovative ways that you can advertise your position through the resources the University already has in place, such as Student Employment, HuskyCareerLink, and your department's website. By collaborating on the job description you may be able to better express the skills and qualities you are looking for in an intern.

Hiring Process

The Center for Career Development and the Internship Resources Team are also well versed in the different practices involved in the intern hiring process. It is important to develop a hiring process including an application, résumé request, and an interview. For the interviewing process, the Center for Career Development is more than willing to review the interview format as well as different types of questions that will allow you to get a better impression of the student you are interviewing; we have an entire bank of questions readily accessible.

Understanding internships.uconn.edu

The University's internships website, internships.uconn.edu, is a clearinghouse that lists many resources for employers, academic departments, and University departments. For example, the site has a list of definitions and includes information about a student's rights while working in an internship position. There is also a page devoted to faculty and staff.

Professional Development

The Center for Career Development regularly presents Professional Development topics for student staff, including résumé writing, marketing the position/internships, networking, and how to make the most of an internship opportunity. Contact the Center for Career Development through the *presentation request form* on www.career.uconn.edu.

Academic Departments:

Internship Courses

Designing an Internship Course

Certain elements of an internship course are consistent regardless of the major or industry. Here are some suggestions to consider when designing an internship course, in addition to the items outlined in more detail in the Appendix.

Best Practices

Internship Coordinator (IC): Ideally, a designated faculty or staff person within the major is identified to oversee all academic internships. Having one person in this role allows for centralization of information for the students and employers, as well as the Center for Career Development. This individual would ensure that the information about the academic department's internship program and/or class is current and accurate on all University websites.

Consistency within the academic department allows for ideal learning. All faculty/staff involved in an internship course do not have to agree on the exact assignments; however, having some continuity makes for better relationships with both the students and the employer (on and off campus), as all parties will be clear on what to expect and will not have to accommodate unique situations based on individual preferences. The University has designated courses that end with 81 or 91 as internships. Please use one of these course numbers.

Put it in writing. All communication between interns, academic departments, and hiring departments is best done in writing so there is a paper trail if needed. Keep files on each intern participating in the internship course; consider using HuskyCT as a classroom management tool. Know the student's start date before he/she begins, so you can easily track the weeks completed and gauge when paperwork is due (if students have staggered start dates over the summer).

Make contact with the student during the internship. It is recommended that the academic department's faculty/staff representative (IC) hold regularly scheduled meetings as a way of communicating with the students while they complete their internship. These dialogues allow for continued and open communication and ensure that the student is participating in a valuable experience. In-class meetings are encouraged during the academic year. Having interns check in with the IC and meet other interns earning credit create a stronger relationship for all parties. In addition, these face-to-face meetings allow for conversation and learning otherwise not available via email

or other electronic means.

The Council for the Advancement of Standards (CAS) in Higher Education (<http://www.cas.edu/>) was created in 1979 and is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services, including Internship Programs (IP). The ultimate purpose of CAS is to foster and enhance student learning, development, achievement, and to promote good citizenship. For more information, please contact the Internship Team to see the IP Standards.

Learning Contract

A Learning Contract is an agreement between three parties: the academic department, the student, and the employer. This contract has three main parts: the contact sheet, the internship's goals and objectives, and the rights and responsibilities page. Each of the three parts holds valuable information. The contact sheet lists contact information for the supervisor, the academic department, and the intern. The next component, the goals and objectives, outlines the detailed goals of both the intern and supervisor, which are to be discussed before the beginning of the internship to make sure everyone is on the same page. Lastly, the rights and responsibilities page informs both the student intern and the hiring department of their legal rights while participating in the internship. A full description and ideas of what to include in a Learning Contract can be found in the Appendix. Collect the Learning Contract from the student in the first week of the internship.

Credits and Hours Worked

Credits: Depending on industry regulations and departmental policies, academic internships may be worth from one to twelve credits, though most are three to six credits. Each major has its own rules for minimum and maximum credits as well as whether or not the internship

may be repeated. Each academic department also determines if a student needs to have completed certain courses before being eligible to enroll in a credit-bearing internship.

Number of Site Hours: Each academic department will set a minimum and maximum number of hours that the student may work at the internship site. It is suggested that a minimum of 80 hours and eight weeks be used as the baseline for the internship's duration to allow for a project to be completed, include meetings, and offer an opportunity for the student to fully learn about the work culture. A maximum number of hours are also suggested to ensure students are not being exploited. It is often helpful to students and staff to start internships the second week of a semester and have it end no later than the second-to-last week of classes. Summer internships have more flexibility with hours and start/end dates over the 15-week break. NOTE: As a point of information, the Center for Career Development offers its one-credit internship course, UNIV 1991, during Summer Session IV.

Retroactive Credit: Retroactive credit may not be offered. Students earn academic course credit for the term when they intern, due to liability issues for the student and the University.

Syllabus, Grading, and Assignments

Syllabus: Design a syllabus that incorporates assignments, course expectations or learning outcomes, and the Learning Contract. An outline of suggested topics to consider including in the syllabus can be found in the Appendix.

Grading Policies: Each academic department has its own criteria for grading. Many UConn academic internships offer a grading structure of Satisfactory or Unsatisfactory for one credit, and a letter grade for additional credits when the student completes an academic assignment, such as a lengthy research paper. As stated in the “Best Practices” sections, it is helpful to students and employers when these criteria are consistent within the academic department.

Type and Number of Assignments: The type and number of assignments often correspond with the number of credits the student is earning and the grading methodology (S/U or letter grade). The Center for Career Development gives assignments that allow the student to demonstrate his/her writing ability, reflection capacity, and career-related learning.

Relationship with Employer (On and Off Campus)

Affiliation Agreements: An Experiential Education Affiliation Agreement (EEAA) is between the University and the employer. It is an umbrella document and does not pertain to any particular student or internship experience—unlike the Learning Contract—which is more specific. For a sample EEAA, please refer to the Appendix. This document may also be found on internships.uconn.edu under the faculty/staff/employer tab in an editable document format, should you decide to establish a longer-term arrangement with an employer, on or off campus.

Site Visits: If at all possible, the Internship Coordinator or the designated faculty member is encouraged to visit the internship site in person in order to meet the employer and get a feel for the work environment. Having open communication is important to ensure that the student, employer, and Intern Coordinator or faculty member are clear on the internship policies.

Evaluations: It is suggested that the intern review the goals and objectives portion of the Learning Contract halfway through the internship to ensure that he/she is fulfilling the tasks outlined at the beginning of the internship. As a faculty member, this mid-internship evaluation may also allow you to determine if learning outcomes for the course are being met. Though employer feedback may not be a part of the course grade (as the intern course credit is not about the quality of work performed at the site), it may provide insight into the student's experience. A sample evaluation to use as a guide is located in the Appendix.

Professional or Industry Standards and Regulations: Determine the standards and regulations for your field and discuss them with a member of an organization that has these rules. Also, it is best to put this information on your own website and/or internships.uconn.edu. It is possible that there are restrictions regarding compensation, hours, credit, and/or supervision that must be recognized if the internship is to be considered valid.

Compensation: Verify if students may be paid while also receiving course credit; each UConn department has its own policies about this issue. Put information about compensation on your department website's internship page as well as internships.uconn.edu, to provide clarity for students and employers.

Legal Aspects

Refer to page 14 for information about legal ramifications from an employer perspective. This page is for academic departments that have credit-bearing internship courses.

Hold Harmless Agreements

Sometimes outside agencies and businesses ask the University to sign a document called a “Hold Harmless Agreement.” This document states that the University will not hold the company responsible should something happen to the student intern. The University of Connecticut does not sign such forms. The Center for Career Development has an alternative form generated by the Attorney General’s office which is to be used instead; please contact the Internship Team for further direction.

Expectations of Conduct

When students earn academic credit for an internship, they are establishing a relationship with the University. This relationship means that the student is still held to all rules and regulations as if on campus, and any wrongdoing at the internship site may be addressed through the Office of Community Standards. Should there be a situation at the internship site where the student is treated in an unacceptable manner and the University is aware of it, the academic department’s designated Internship Coordinator has an obligation to follow up with the student and the employer to ascertain the situation. If at any time, the academic representative has questions or uncertainty, he/she may contact the Center for Career Development and/or the University’s Attorney General’s office for guidance.

Out of Office Activities

When a student is participating in a credit bearing internship, out of office activities (whether official or not) may impact the student’s eligibility to earn credit. Both formal and informal gatherings which allow for and encourage social networking are supported, as long as students are not exposed to or expected to participate in any activity that involves illegal or illicit behaviors.

Notification

Once a University representative, such as the faculty member or Internship Coordinator, learns of any alleged wrong doing, inappropriate, or illegal behavior, there is an obligation to pursue the matter as well as consider removing the intern from the worksite.

Working with the Center for Career Development

The following list contains a few of the many ways that the Internship Resources Team is to help with your internship course or answer questions about unusual circumstances. Please contact a member at your convenience, using the information at the bottom of the page.

Sign Paperwork

If the student introduces a document needing a signature and you are not comfortable signing it, contact the Internship Team via email, internships@uconn.edu, or phone, (860) 486-3013, for assistance and clarification. Sometimes the Internship staff is able to provide the needed signature or draft a letter on behalf of the University so the student can pursue the opportunity.

Internships.uconn.edu

As a part of our internship clearinghouse, we like to keep our website as up to date as possible. If you notice that there is inaccurate information on your page on our site please let us know. This website is a great resource for students starting their internship search, and it is also an excellent opportunity for all departments to advertise their courses and past site placements.

Career-Related Assignments

As you know, it is important to give assignments that ensure the students are being productive and getting as much out of the experience as possible. If you would like to have assignments that incorporate career-related topics, please contact the Internship Resources Team for ideas.

Appendix:



Syllabus

Course Outcomes

- Clearly state what the student is expected to learn by participating in the course; these outcomes are the same for all students and are not to be confused with the goals and objectives the student creates with his/her supervisor.
- The outcomes are used for grading purposes throughout the internship.

Assignments That Reflect the Learning Outcomes

- Offer a variety of assignments to reflect different skill sets, such as discussions, journals, activity reports, and/or final paper.
- Consider incorporating career-related assignments, such as an informal interview, practice interviews, updated résumé, and creating a LinkedIn account.
- Use HuskyCT to allow for easy discourse while on and off campus.
- Create a tracking system to monitor assignments and notify students of progress.

Evaluations

- Set up an evaluation method for the employer that can be applied to ongoing conversations between the supervisor and the intern.
- Distribute final evaluations for the student to rate the site and for the employer to comment on the intern's performance.

Administrative Elements

- State the number of credits the student may earn, as well as how many hours (minimum and maximum) must be worked to earn such credit.
- Reach out to the internship supervisor to facilitate relationship building and trust, which may set up opportunities for future internships.
- The student must notify the University if his/her status changes.
- The student must notify the University if the employer and/or supervisor changes.

Communication Process

- Meet in person regularly when possible, especially during the academic year.
- Provide a preferred method for conversing with the student and employer.

The Internship Resources Team is willing to share the syllabus for UNIV 1991; please contact us at internships@uconn.edu for a copy.

Educational Experience Affiliation Agreement

UNIVERSITY OF CONNECTICUT *Educational Experience Affiliation Agreement*

This Agreement is between the University of Connecticut (“University”), _____
(academic department), and _____ (“Site”), located at _____
_____.

I. Purpose:

The purpose of this Agreement is to facilitate an educational experience for undergraduate students enrolled at the University of Connecticut to enable them to gain professional experience in an education setting academically oriented for their personal, professional and academic development.

II. Definitions:

- a. “*Agreement*” means this Educational Experience Affiliation Agreement.
- b. “*The Center for Career Development Facilitator*” means an individual selected by the Center for Career Development that serves as a liaison between the two Parties (the University of Connecticut and the Site) whose rights and responsibilities are further defined herein.
- c. “*Educational Experience*” means an educational experience that enables Participating Students to gain personal, professional and academic development in a professional setting.
- d. “*Participating Student*” means a University of Connecticut Student who is participating in an Educational Experience at the Site.
- e. “*Responsibilities of Community Life: The Student Code* (‘The Student Code’)” outlines the expectations of University students of the University community as well as the educational, administrative process for addressing violations of University policy. Students are expected to conduct themselves in a manner that is consistent with the values embraced by the University community and reflected in its various policies, contracts, rules and regulations. The Student Code rests on the principles of individual development, community involvement, and fairness.
- f. “*Site Liaison*” means an individual selected by the Site that serves as a liaison between the two Parties whose rights and responsibilities are further defined herein.
- g. “*University*” means the University of Connecticut

III. Term, Termination, Amendment

- a. This Agreement, as well as succeeding plans of cooperation, shall become effective upon the last date of signing below and shall remain in effect for three years.
- b. Either Party may terminate this Agreement, provided however, that such termination does not become effective until the last day of the current academic semester. Both Parties agree that in the event either Party terminates this Agreement, each Party's respective rights and responsibilities do not cease until the last day of the academic semester in which the notice to terminate was given.
- c. This Agreement may be modified or amended by the execution of a written instrument, signed by both Parties and/or their designees.

IV. Rights and Responsibilities of Each Party

a. The University shall:

- i. Furnish the Site Liaison with the names of the Students chosen by University to participate in the Program (if applicable by designated University department);
- ii. Assign only those Students who have satisfactorily completed those portions of the University curriculum that are prerequisite to the Site's Program (if applicable by designated University department);
- iii. Designate a Center for Career Development Facilitator who will serve as a liaison between the University and the Site;
 1. The Center for Career Development Facilitator will serve to address, mediate and/or respond to any issues or conflicts that arise during the Education Experience, if needed/requested by the site and/or the designated university department representative.
- iv. If applicable, designate a university department representative (often faculty but not always) to serve as advisor to the Student with responsibilities to assist in setting learning objectives, to confer with Site personnel, to monitor the progress of the internship assignment, and to evaluate the academic performance of the Student. Encourage the Student's productive contribution to the overall mission of the Site;
- v. Inform Participating Students of the guidelines and standards for the conduct of its co-op/internship program and to make these guidelines and standards available to the Site.

b. The Site shall:

- i. Designate a Site Liaison who will serve as a liaison between the University and the Site. The Site Liaison shall be responsible for:
 1. Working with the Center for Career Development Facilitator and/or the University representative, to address, mediate and/or respond to any issues or conflicts that arise during the Education Experience;
 2. Communicating the Site Policies / Procedures / Protocols to University prior to the Education Experience;
 3. Informing the University of any changes to this Policy.
- ii. Permit the Center for Career Development Facilitator and/or the University representative to inspect the facilities, services and/or other items provided by the Site for the purposes of the Educational Experience, upon request;

- iii. Furnish the premises, personnel, services and all other items necessary to provide a safe working environment and meet the objectives of the specific Educational Experience;
- iv. Encourage and support the learning aspect of the Student's Educational Experience.
- v. Designate an employee to serve as an Advisor to the Student whose ongoing role will be to help orient the Student to the site and its culture, to assist in the development of learning objectives, to confer regularly with the Student and his/her faculty representative (if applicable), and to monitor progress of the Student;
- vi. Provide adequate supervision for the Student and to assign duties that are career-related, progressive, and challenging;
- vii. Notify the University of any changes in the Student's work status, schedule, or performance;
- viii. Comply with all applicable federal, state and municipal laws, ordinances, rules and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by the University;
- ix. Follow all institutional non-discrimination rules and guidelines, including but not limited to those in regards to marital status, race, gender, sexual orientation, ethnicity, and disability.
- x. To be responsible for the acts and omissions of its employees and agents and must maintain adequate general liability, professional liability, and worker's compensation insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the Site's employees and agents as further outlined below. University students are not deemed to be employees of Site by virtue of this Agreement.

V. Terms of Educational Experience Arrangement.

a. Terms of Education Experience: The specific terms, goals and objectives of each Educational Experience shall be mutually agreed upon in writing by the University and the Site prior to each Participating Student's arrival.

b. Student Dismissal: A Participating Student may be dismissed for two reasons, defined below.

- i. Academic Dismissal:** In the event a Site is dissatisfied with the academic and/or professional performance of a Participating Student, the Site Liaison should inform the Center for Career Development Facilitator and/or the University representative immediately and in writing, per the individual student's learning contract. Academic/professional performance issues are opportunities for student growth and should be treated so, such that the Site Liaison and the Center for Career Development Facilitator and/or the University representative should try to arrive at a resolution that permits the Participating Student to remain in the Educational Experience. However, if a mutually satisfactory resolution cannot be arrived at, the Site may request that the Participating Student be academically dismissed from the Educational Experience, in which event the Center for Career Development Facilitator and/or the University representative will contact the Participating Student and arrange for the termination of their involvement.
- ii. Dismissal for Misconduct:** In the event a Participating Student violates Site Policies/Procedures/ Protocols, University Policies including *the Student Code*, federal, state and/or local law, the Site shall immediately inform the Center for Career Development Facilitator and/or the University representative. If the Site decides to dismiss the Participating Student, it shall immediately inform the Center for Career Development Facilitator and/or the University representative. If the Site decides to not dismiss the Participating Student, the University retains the right to dismiss Participating Student from the program. The University shall have full responsibility for all student disciplinary proceedings and shall conduct these proceedings in accordance with established University policy.

c. **Student Harassment:** In the event a Participating Student feels threatened, harassed or subjected to any form of discrimination, the University shall immediately remove a Participating Student from Site and remove the Site from its list of eligible internships.

d. **Site Records.** Site agrees to retain all records relating to this Agreement. Site agrees to make those records available at all reasonable times for inspection and audit by University during the term of this Agreement and for a period of seven (7) years after the completion of this Agreement. The records shall be provided to the University of Connecticut, Storrs, CT, or another location designated by University upon reasonable notice to Site.

VI. General Contracting Requirements

a. **Notice:** All questions regarding the Educational Experience, its procedures or this Agreement should be referred to the Center for Career Development Facilitator. The Center for Career Development Facilitator will provide additional University Representative contact information, per each specific situation.

i. The Center for Career Development Facilitator is:

ii. The Site Liaison is:

b. **Statutory Authority.** Connecticut General Statute §§ 10a-104, 10a-108, 4a-52a, and 10a-151b provide the University with authority to enter into contracts in the pursuit of its mission.

c. **Governing Law.** This Agreement shall be construed in accordance with and governed by the laws of the State of Connecticut.

d. **Indemnification.** The Site shall indemnify and hold harmless the State of Connecticut, including any agency or official of the State of Connecticut from, and against all costs, claims, damages, or expenses, including reasonable attorney's fees, arising from its negligent acts or omissions in connection with the performance of this Agreement.

e. **Insurance.** The Site agrees to maintain General Liability Insurance in amount not less than \$1,000,000 per incident and at least \$3,000,000 in the aggregate. Site agrees to add the University as an additional insured and to provide the University with a copy of their Insurance Certificate.

f. **Claims.** The Site agrees that the sole and exclusive means for the presentation of any claim against the State of Connecticut or the University of Connecticut arising from this Agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and the Site further agrees not to initiate any legal proceedings in any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.

g. **Force Majeure.** If the performance of obligations under this Agreement are rendered impossible or hazardous or is otherwise prevented or impaired due to illness, accident, Act(s) of God, riots, strikes, labor difficulties, epidemics, earthquakes, and/or any other cause or event, similar or dissimilar, beyond the control of the University, then each party's obligations to the other under this Agreement shall be excused and neither party shall have any liability to the other under or in connection with this Agreement.

University of Connecticut

Site Liaison

By: _____

By: _____

Signature: _____

Signature: _____

Title: _____

Title: _____

Date: _____

Date: _____

Learning Contract

The Learning Contract is between the supervisor and student, as well as the internship coordinator when credit is being earned. It is comprised of three parts: Goals and Objectives, Rights and Responsibilities, and a Contact Sheet. Explanations are provided below, followed by a sample Goals and Objectives sheet that can be easily modified.

Contact Sheet/Agreement

- The Contact Sheet without the agreement signature contains the following information:
 - Employer name, title, address, email, telephone number
 - Intern name, email, telephone number
 - Internship start and end dates
 - Internship hours: daily/weekly schedule, hours per week, total in internship
 - Number of credits the intern will be earning, if applicable
 - Payment terms or other compensation means, if applicable
- Demonstrates how the employer meets the FLSA-DOL rules if unpaid.
- Includes statement indicating that the intern and/or employer must notify the University representative (Internship Coordinator) if there is a change in status.
- Indicates the preferred method of communication with the Internship Coordinator.

Agreement Clause

- Include a statement such as the one below on the Rights and Responsibilities page:
 - The employer agrees to the information stated in the Learning Contract and will adhere to all stated policies. The student agrees to abide by all guidelines set forth in the Learning Contract.
- Signed and dated by all parties

Rights and Responsibilities

The employer and student must review these elements.

Student Rights and Responsibilities

- Pursue a meaningful work experience related to student's major and/or career goals.
- Expect to be treated fairly and with respect by all staff at site.

- Discuss insurance/liability with the employer, including how the intern is protected in case of a legal or medical situation at the internship site.
- Complete tasks as assigned by supervisor or designee
- Treat others with respect at all times.
- Recognize that there are confidential situations and intern may be asked to sign confidentiality clause documents.
- Follow University Code of Conduct if interning for credit.
- Create a Goals and Objective Sheet to define role in internship and review with supervisor on a regular basis.
- If earning credit, stay in contact with the University's Internship Coordinator running the course.

Employer Rights and Responsibilities

- Provide a complete description of intern's responsibilities.
- Offer an orientation to introduce student to work culture.
- Provide information on harassment and discrimination policies.
- Explain office etiquette, behaviors, attire, meals, timeliness, work location, parking, overall facility, and general rules of organization.
- Explain supervisor's communication style.
- Provide a meaningful internship experience for the student.
- Assign no more than 25% clerical, menial, or similar style tasks that are not dependent on one earning a college degree to do them.
- Discuss termination procedures; involve University if student is earning credit.
- Avoid involving student in any situation that has illegal components for the intern (i.e., alcohol related events)
- If the student is earning credit, remain accessible to the University's Internship Coordinator running the course
- Evaluate the intern as needed.

Sample Goals and Objectives Form

All pages are to be completed by both the student and the employer at the beginning of the internship. The intern should discuss the answers to each of the following questions with his/her supervisor in three parts: objectives, means to accomplish objectives, and evaluation. It is important to keep in mind that the internship exists for the student to learn, and all objectives are to revolve around the idea that the intern has a commitment to learning—about self, organization, and industry.

Skill Objectives

- What skills do you want to develop as you are working on your internship? Discuss the skills you want to learn.
- How do you plan on accomplishing this skill development? Describe specific actions, tasks, and work assignments that will allow you to achieve your objectives.
- How will you be evaluated on skill development? Determine how you will communicate to your supervisor and others how your learning will be measured.

Skill Objectives		
<i>Objectives</i>	<i>Means to Accomplish Objectives</i>	<i>Evaluation</i>
State objective(s) in this column.	Identify the methods to achieve the objective(s). Do not necessarily state a project you are going to work on; instead, relate the way you are going to accomplish the objective through such projects.	Determine if the objective is one you are evaluating yourself or if your supervisor will be acknowledging it. State the way you will be evaluated and what exactly is being considered; remember, you are evaluating the objective, not a project or task.

From an employer perspective, the skill objectives may be the most significant to the internship. However, the personal and career objectives can contribute to overall learning and are worth considering.

Personal Growth and Development Objectives

- What do you personally want to achieve through this internship? Discuss what you would like to gain from this position to take with you to your next position.
- How do you plan on accomplishing these personal goals? Describe specific actions, tasks, and work assignments that will allow you to achieve your personal goals.
- How will you be evaluated on your personal growth and development objectives? Determine whether you will be evaluated on your personal growth or if you will only be evaluated on work outcomes and skill objectives.

Personal Growth and Development Objectives		
<i>Objectives</i>	<i>Means to Accomplish Objectives</i>	<i>Evaluation</i>
State some personal ideas you have about what you will gain by participating in this internship.	Determine how you can reach these objectives through responsibilities within the internship. Consider discussing plans with supervisor to see if there is something you can do that has not previously been introduced.	Determine if the objective is one you are evaluating yourself or if your supervisor will be acknowledging it. State the way you will be evaluated and what exactly is being considered; remember, you are evaluating the objective, not a project or task.

Career Development Objectives

- What tasks, assignments, and projects will you be responsible for that will directly impact your major and career aspirations? What does your supervisor want interns to learn/accomplish?
- How will these tasks, assignments, and projects help you to grow professionally and clarify your career goals? Introduce the idea that the projects you will be working on are affiliated with what you are interested in doing in your future. Discuss whether or not there is a specific professional development component with your internship or if your professional development will solely be based on your projects and assignments.
- How will these tasks, assignments, and projects be evaluated? Will you have evaluations done bi-weekly or midway through, or utilize only one final evaluation? How will you measure your success and development throughout the internship?

Career Development Objectives		
<i>Objectives</i>	<i>Means to Accomplish Objectives</i>	<i>Evaluation</i>
Figure out what you want to consider with regards to your career development.	What methods will be used to meet the objectives? Again, consider how you will approach the concept rather than a specific task.	Will you do a self-evaluation, or will the supervisor have some input when deciding if the objective is met? Create a mechanism to evaluate the objective, not the means to reach it.

Please type responses on a separate piece of paper and have all parties sign it.

The student may mail, fax, or email a copy of this document to the University of Connecticut department that his/she is affiliated with, if earning credit.

Sample Evaluations

This evaluation is to be used by the student and employer at the end of the internship. A final reflection paper for the academic department's Internship Coordinator often serves as a vehicle to evaluate whether student learning outcomes are met. A final employer/intern evaluation allows both the student and employer to rate the site and experience. The supervisor will review the evaluation with the student. There should not be any unexpected comments if the supervisor has been having ongoing conversations with the student throughout the internship. If requested by the University Internship Coordinator for a student earning course credit, the evaluation content may be shared with him/her.

Student Evaluation of Site (Did the employer...?)

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>N/A</i>
RATINGS	4	3	2	1	
Establish rapport with intern					
Make self accessible					
Establish rapport with staff					
Encourage learning					
Encourage initiative					
Use intern's time well					
Use the intern's reports/records					
Demonstrate appreciation for intern's work					
Provide constructive criticism					
Expect the intern to work reasonable hours					
Meet the intern's goals					

Overall Experience for Intern: 4 3 2 1 (1 = Poor)

Please answer the following questions:

1. Overall, have your expectations of the internship been met? Please explain.
2. In what areas could the site improve?
3. Would you recommend this employer to other students for a future internship?

Additional Comments:

Employer Evaluation of Intern (Did the intern...?)

Professional Qualities					
	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>N/A</i>
RATINGS	4	3	2	1	
Establish rapport with supervisor					
Establish rapport with staff					
Establish rapport with clients					
Demonstrate oral communication					
Demonstrate written communication					
Engage in learning					
Show initiative					
Manage time well					
Produce accurate reports/records					
Demonstrate adequate knowledge					
Meet goals established by supervisor					
Personal Qualities					
	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>N/A</i>
RATINGS	4	3	2	1	
Show punctuality					
Demonstrate dependability					
Accept constructive criticism					
Demonstrate enthusiasm					
Dress professionally/appropriately					
Meet goals established by intern					

Overall Experience for Intern: 4 3 2 1 (1 = Poor)

Please answer the following questions:

1. Overall, have your expectations of the student been met? Please explain.
2. In what areas could the student improve?
3. If circumstances permitted, would you hire the student for a future position?

Additional Comments:

Suggested Position Posting Criteria

Full Department Name

- Provide contact information for general questions (name, telephone number, email).
- Location - Clarify the location if not part of the main department or office.
- Include department website.

Department's Description

- Explain the organization's purpose and population being served.
- Include information on the department hosting the internship.
- Mention points not clearly or easily found on the website.

Internship Description/Position Title

- Describe the objective/purpose of the internship.
- Clearly state what is included in position.
- Identify compensation (hourly wage, stipend, etc.).

Roles and Responsibilities/Duties

- Outline what tasks and projects the intern will complete.
- Include learning opportunities, such as mentoring and networking activities, that are not part of daily tasks.

Experience and Qualifications

- Clearly state required & preferred items (GPA, basic skills needed, degree needed, majors, etc.).

Important Dates

- Identify the application submission dates.
- Identify the duration (weeks), including start/end dates.
- Include the average number of hours worked per week.

How to Apply

- Provide clear contact information for résumés & cover letters.
- Outline what is needed for a complete application (résumé, cover letter, writing sample, references, etc.).