FLORIDA INTERNATIONAL UNIVERSITY

EMPLOYER INTERNSHIP MANUAL 2025 - 2026

FIU | Career and Talent Development

TABLE OF CONTENTS

OVERVIEW

Our Mission 3
About Florida International (FIU) 4

RESOURCES FOR EMPLOYERS

List of resources 5

BEFORE THE INTERNSHIP

What is an internship? 5
What are the benefits of an internship? 5
What types of internships are there? 5
How long does it take to create an internship program? 6
How do I create a successful internship program? 7
How do I recruit FIU students? 9
Requirements for internship posts in Handshake 10
Recruiting international students 10
Additional resources 12

DURING THE INTERNSHIP

Help students set personal goals 13
Create a learning agreement 13
NACE career readiness competencies 13
Orientation process 13
Supervise the intern 14
Regular meetings with the intern 14
Provide opportunities to network and build relationships 14

AFTER THE INTERNSHIP

How do I conclude the internship? 15
Evaluation 15
Reporting internships to FIU 15

APPENDICES

Appendix A - Internal Needs Assessment 16
Appendix B - Sample Learning Goals Agreement 17
Appendix C - Sample Student Intern Information Form 20
Appendix D - Sample Internship Evaluation by Supervisor 22
Appendix E - Sample Internship Evaluation by Student 24
Appendix F - Career and Talent Development Internship Policies and Procedures 26
Appendix G - NACE Career Readiness Competencies 28
Appendix H - Virtual/Remote Internship Guidelines 29

OVERVIEW

Florida International University

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

Division of Student Success Operations and Integrated Planning

Student Success Operations and Integrated Planning enhance and promote student success through data-driven strategies, fostering innovation and improving academic support.

Career and Talent Development Department

Career and Talent Development (CTD) at FIU is committed to developing and delivering innovative career readiness programs for students and alumni, while engaging employers and stakeholders to foster mutually beneficial relationships that address the needs of an ever changing and diverse workforce.

About Florida International University (FIU):

FIU is Miami's public research university. Offering bachelor's, master's and doctoral degrees, both on campus and fully online. FIU is worlds ahead in its service to the academic and local community.

Designated a Preeminent State Research University, FIU emphasizes research as a major component in the university's mission. The Robert Stempel School of Public Health and Social Work and the Knight Foundation School of Computing and Information Sciences' Discovery Lab, are just two of many colleges, schools and setting new standards through research initiatives.

For more than 50 years, FIU has positioned itself as one of South Florida's anchor institutions by solving some of the greatest challenges of our time. We are dedicated to enriching the lives of the local and global community. With a student body of more than 54,000, we are among the largest universities in the nation and have collectively graduated more than 330,000 alumni, 165,000 of whom live and work in South Florida.

RESOURCES FOR EMPLOYERS

Before the Internship

What is an internship?
An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and they give employers the opportunity to guide and evaluate talent (National Association of Colleges and Employers - NACE).

At FIU's Career and Talent Development Department, we are available to assist you with developing a successful internship program. Our staff can help create a positive internship experience for both you and our students.

What are the benefits of an internship?
Internships were rated by employers as one of the most effective recruiting methods for hiring new college graduates according to the National Association of Colleges and Employers (NACE). Bringing on an intern for a semester or a summer can offer a variety of benefits for both your business and the student. It's a great way for your team to get a new member with fresh ideas and perspectives since typically an intern is still in school or a recent graduate. In addition, you and your more experienced employees can share your expertise while helping the intern to gain work experience.

In today's job market, internships have rapidly become an expectation for many entry-level positions. The payoff for students is invaluable. It is also a great way for employers to screen and work with potential entry-level employees prior to making a full-time commitment. There is reduced turnover and training among entry-level employees who were former interns. Finally, hiring an FIU intern into a full-time position is an ideal situation for both the organization and the student. Everybody wins!

Tangible benefits include:

- Year-round source of highly motivated pre-professionals.
- Interns can assist with special events and/or short-term projects.
- Interns may offer fresh ideas and new perspectives.
- Mentoring an intern provides your staff members with the opportunity to develop supervisory skills.
- An intern can be evaluated and trained for possible future employment.
- Providing internships can be a cost-effective solution for short-term projects.
- An employer's visibility on campus is increased when promoting internships. It is a great way to brand your company on campus!

What types of internships are there?

Credit/Non-Credit
One option to explore is whether the student can receive academic credit for their internship experience. The student is responsible for contacting their academic department/advisor to determine whether the internship is eligible for credit. This is a great advantage to students who are trying to find ways to fit an internship into their already busy schedule, and it helps to balance the fact that the

internship/s you offer may be unpaid. The requirements vary according to the student's department of study, so make sure they gather this information before they accept an opportunity.

Paid/Unpaid

Each internship experience is unique, and often, the choice to pay or not to pay is determined by industry, company size, and other factors. Some organizations will offer to pay a salary as well as airfare and/or housing, while others will provide a "one-time" stipend at the end of the experience. The important thing to remember is that while an internship may not be paid, it is still one of, if not the best way for college students to gain real-world experience.
(*Cannot exceed 20 hours per week as per the Department of Labor*)

Micro-Internships

Micro-internships are short-term, paid, professional assignments that are like those given to new hires or interns. These projects enable "career launchers" to demonstrate skills, explore career paths, and build their networks as they seek a full-time role. Unlike traditional internships, micro-internships can take place year-round, typically range from five to 40 hours of work. Micro-internships are used by companies ranging from those in the Fortune 100 to emerging startups. More details can be found here: http://info.parkerdewey.com/fiu

Remote/Virtual

These internship programs allow participants to gain work experience in a remote setting. As the internship is solely completed online, candidates are not physically present at the job site.

Length of Internship

Typically, the length of an internship is *one semester*. However, the length of an internship can vary based on your needs, whether the internship is being offered on a for-credit or not-for-credit basis, and/or the discipline. The important thing for you to remember when you begin thinking about recruiting an intern is that the search and application process for students should happen the semester before the semester they intend to start their internship. So, for example, if students are looking for summer internships, they are advised to begin that process during the spring semester. (*For specific details, please contact the Career and Talent Development Department.)*

Hours per Week

There are a variety of internship options available to students, allowing them to cater their experience to their own schedule. Part-time internships typically require students to be present 15-25 hours a week. Part-time internships tend to be advantageous for students who are already working a part-time job or who are enrolled as full-time students. Employers understand that student interns have busy and non-traditional schedules, so they are very flexible in terms of adjusting internship schedules during the week of mid-terms, finals, or vacations/holidays.

How long does it take to create an internship program?

Creating an internship program at your organization can range from several weeks to several months. This is based on several factors, including:

- The needs of the organization
- The size of the organization

- The number of interns needed
- Whether the internship is for-credit or not-for-credit
- Whether the intern's hours will count toward licensing requirements (for specific disciplines/degrees)

With a bit of pre-planning, the internship will be more successful for you and the intern. Make the internship count for your agency and the intern by assigning the intern meaningful projects.

How do I create a successful internship program?
Ideally, a successful internship program should meet the organization's needs while providing students with relevant career experiences. An internship is a supervised work experience in which a student has intentional learning goals and reflects actively on what is being learned throughout the experience. Learning activities common to internships include goal setting, observation, reflection, evaluation, and assessment. A brief outline of some of the things you may wish to consider as you begin establishing your program is outlined below.

Determine organization's needs and capacity.
Researching the organization's needs beforehand can save substantial time in making adjustments after you have already begun the internship program. You should consider the following:

- What department or work area would benefit from an intern's assistance?
- What kind of projects or tasks can you foresee interns undertaking?
- What learning opportunities can your organization provide the student?
- Who will be able to mentor the student by providing evaluation of the student's performance while bridging practical experience to what is being learned in the classroom?
- What is the best time of year to hire interns?
- How long should your internship last?
- Do you have enough workspace available to support the desired number of interns?
- What does your organization hope to achieve from an internship program?
- What are the desired outcomes for your organization and the student?

Obtain employee buy-in.
The most successful internship programs are those that have obtained the buy-in of employees at all levels. Interns are most successful when they are seen as a welcome addition to the staff.

Research the students and FIU.
Just as students are expected to research a company when they apply, employers should research the students and the university prior to recruiting at FIU. Some key questions to ask include:

- What is this generation of college students like?
- What are the preferred methods of communication?
- What are common benefits and challenges of hiring college students?
- What majors are available at FIU? (http://fiu.edu/academics/degree-programs/)

Set internship goals and create a position description.
Employers are expected to provide work experiences that are both challenging and educational. Setting internship goals and creating a position description will ensure that all parties involved are clear of the expectations for the intern.

When setting goals, ask yourself:

- What will the intern be responsible for? Have a clear job description outlining the intern's duties.
- Who will be the student's supervisor? This person should have the time, knowledge, and positivity to mentor the student.
- What qualifications are required of the intern? (e.g., Communication skills, computer skills, etc.)

Use the following as a guide of what to include in the job posting:

- A proper internship title
- A description of the organization and work environment
- A clear description for the position, general responsibilities and learning objectives
- The necessary knowledge, skills, and abilities needed to be successful in the position
- The minimum education and experience requirements
- Duration of the internship
- Compensation/incentive information
- The number of hours an intern is expected to work per week

Identify internship supervisor/mentor.

Depending on the organization's size, you may have some flexibility in selecting a mentor and/or supervisor. The mentor will be there to answer questions and orient the intern and should have a willingness to share. The mentor should be willing to train or teach and should possess knowledge of the project and the organization.

The success of the internship is grounded in planning and having an on-site person to mentor and supervise them. The mentor may be the same person as the supervisor. The supervisor will manage the intern daily and will monitor and evaluate the intern's tasks and responsibilities.

A mentor should possess the following qualities:

- Patience
- Good interpersonal skills
- Credibility
- Interest in being a role model for the intern
- Knowledge of the project on which the intern will work
- Interest in helping the intern grow professionally

Understand legalities and determine internship compensation.

All employers are encouraged to compensate interns through hourly wages, stipends, and/or assistance with travel, parking, etc. Compensation varies across industries. Keep in mind that paid interns make ideal workers who are hungry to learn, eager to make a good impression, and willing to perform a multitude of tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment because it often produces future, long-term employees.

Internship programs must meet the requirements of the U.S. Department of Labor – Fair Labor Standards Act's definition of an internship, which designates*:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.
5. The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

*https://www.dol.gov/whd/regs/compliance/whdfs71.htm:

In addition to the U.S. Department of Labor's guidelines, FIU's Career and Talent Development Department also follows the standards established by the National Association of Colleges and Employers (NACE). All of the following criteria must be met*:

- The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a defined beginning and end as well as a job description with desired qualifications.
- There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

*https://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/

How do I recruit FIU students?

Contact the Career and Talent Development Department at Florida International University to recruit. Begin recruitment early (three to four months before you need the intern) to ensure you get plenty of good, qualified applicants. It is important to have a fully developed internship program prior to posting the position and commencing the recruitment process to optimize your efforts. If you have any questions on best

practices or would like to schedule a meeting to discuss the recruiting process in greater detail, please contact our Employer Engagement team at 305-348-2423.

Registering and posting internships with FIU's Career and Talent Development Department

Career and Talent Development is currently using Handshake, a powerful, modern platform that enables employers to search for and manage relationships with top talent at FIU. This service is available at no cost to you.

- Do you already have an account in Handshake? Be sure to add Florida International University
- Don't have a Handshake account? Register at https://fiu.joinhandshake.com/ (Account approval may take up to 48 hours)

Requirements for posting internships in Handshake:

Include in the body/description of the post:

- Detailed internship description
- Four to five clear and detailed student learning outcomes
- Duration of the internship that includes the start and end dates
- Hours per week the student is expected to work
- Clear job description
- Clear job title
- Who will mentor the intern
- Note:
  - Spring (January-April) and Fall (September-December) internships should not exceed 30 hours per week
  - Summer (May-August) internships can be full-time (40 hours per week)

Recruitment Event Participation

- Career fairs
- Internship fair
- On-campus interviewing
- Information sessions/ meet-and-greets
- Establishing campus partnerships
- Co-presented workshops

To set up a recruitment plan for any semester, contact career@fiu.edu.

Recruiting international students

The most common type of visa employers will see on college campuses when recruiting international undergraduate or graduate students for either full-time or internship positions is the F-1 visa.

- "An F-1 visa is granted to a person coming to the United States to attend a college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. The visa holder plans to return home after completing studies. This is the most common non-immigrant visa for an international student attending undergraduate and graduate school. Students are granted

F-1 status until the completion of the academic program and 12 months of post-program practical training. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Anything outside of study, including employment, is an exception to the visa." (2014)

- Employers may need to seek legal advice regarding the hiring of international student interns from their organization's legal team.
- Visit the U.S. Citizenship and Immigration Services website: https://www.uscis.gov/

Identifying and selecting an intern

Ethical and legal standards for hiring students: The Career and Talent Development Department does not place students in internships but provides resources for employers to identify and select quality FIU students and alumni.

FIU Career and Talent Development Department accords equal opportunity to all placement registrants without regard to race, color, national origin, religion, age, gender, disability, pregnancy, sexual orientation, gender identity, military status, or veteran status.

Employers visiting FIU for on-campus recruiting are likewise expected to conform to Equal Employment Opportunity regulations and related legislation in their recruitment and hiring practices.

Screen applicants: Look at the candidate's qualifications. Do they match your needs? Does the intern seem motivated to work with you? Will the intern fit with your organization's culture? One difference you will notice in evaluating intern candidates is that candidates will not have the same level of work experience that full-time position candidates will have listed on their resumes. Students may instead list relevant coursework or academic projects they have completed as well as skills or experience gained through extracurricular or community activities. With careful consideration, you will select an intern who best fits your agency.

Interview: Schedule telephone, virtual, or personal interviews with the top candidates. You may wish to contact the Career and Talent Development Department at FIU to inquire about the option of interviewing students on campus. The interview process for intern candidates will be like that of potential new employees. One or more individuals from your organization may be involved with the interview process. Asking about relevant coursework or academic projects during the interview will allow the intern candidate to connect these types of experiences to the job description and demonstrate why they should be a top choice.

Make an offer: Define the start and end dates and compensation. There are legal issues to consider when hiring an intern. If considering an international student, you will want to know the legal issues involved. Conditional or final offers should be submitted in writing.

Internship housing

If you are interested in offering internships to students from other states and universities, FIU Housing now offers short-term intern housing during the summer at the Modesto A. Maidique Campus. Prices and availability are subject to change. Learn more about Housing and Residential Life Guest Housing at https://housing.fiu.edu/conferences-meetings/.

Additional resources

- NACE 15 Best Practices for Internship Programs
- A Faculty Guide to Ethical and Legal Standards in Student Employment
- Department of Labor
- National, member organizations can offer excellent assistance. The following organizations, and their regional and/or statewide affiliates, should be consulted:

National Society for Experiential Education (NSEE)
856-423-3427
www.nsee.org

National Association of Colleges and Employers (NACE)
800-544-5272
www.naceweb.org

During the Internship

Help students set personal goals:
Setting internship goals should be a collaborative process resulting in outcomes that meet the needs of the intern and the employer. It is important to assist the student in clarifying what they will be expected to learn during the internship as well as skills they will be attaining. Take time to establish learning objectives that will describe day-to-day activities and that will assist in meeting specific learning goals, while supporting the needs of the organization. Remember, the internship experience should be an extension of what they are learning in the classroom.

- Describe challenging but realistic tasks or projects students can accomplish within a three-month period.
- Work with your intern to establish specific learning objectives and identify outcomes or expected products.
- Show how this work relates to the overall efforts of the department or organization.

Create a learning agreement
Setting internship goals should be a collaborative process resulting in outcomes that meet the needs of the intern and the site supervisor. Create a learning contract to clarify what you hope for your intern to learn and the skills you want to help them develop . Also, discuss potential learning goals with your intern and establish a working plan describing the day-to-day activities that will help your intern reach learning goals, while supporting the needs of the organization. *See **Appendix B** for Sample Learning Goals Agreement.*

NACE Career Readiness Competencies
In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified eight competencies associated with career readiness for the new college graduate. The Career Readiness Competencies should be taken into consideration when developing your learning agreements. *See **Appendix H** for NACE Career Readiness Competencies.*

Orientation process
Becoming oriented with a new setting is often difficult and stressful when starting any new job. Therefore, the intern needs to become acclimated to the office environment in various ways:

- Give the intern a tour of the office.
- Provide training plan to the intern.
- Introduce the intern to the other staff members.
- Collaborate with the intern to develop a schedule, as they may have to work around class schedules or another job. The supervisor will discuss the schedule, meeting times for the intern and supervisor, and potential projects the intern may be working on.
- The site-supervisor should tell the intern how and when feedback will be provided throughout the internship.
- The intern should be provided with all material concerning pay schedules (if applicable), procedures 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 the intern knows how to use the copier, fax machine, email system, etc.)

- The intern should be given a stable workspace and should not be constantly moved around the office. Desk sharing between individuals on alternate days is often an acceptable practice for internships.

Supervise the intern

One person should be assigned to supervise/mentor the intern. This person will act as a mentor to the student and will not only have the time to dedicate to the intern's development, but also the willingness and enthusiasm to guide them through this crucial experience. The supervisor/mentor should:

- **Communicate**. Give the intern constructive feedback.
- **Be prepared**. Have tasks ready. When an intern successfully completes one project, give another task that may use the same skills on a larger scale or adds a new skill.
- **Include the intern**. Make the intern feel like they are a part of the group. Take the intern to meetings and/or lunches.
- **Be sensitive**. Remember that being the new person or the least experienced person can be intimidating. Interns do not always possess the everyday knowledge experienced professionals take for granted such as office etiquette and appropriate dress.
- **Be interested**. Listen to the intern's ideas. The intern wants to contribute to the organization.

Conduct regular meetings with intern

The supervisor/mentor should set regular meetings with the intern to review the learning objectives and progress and address any issues or concerns. These regularly scheduled meetings should be in addition to any informal feedback throughout the internship. Students expect clear direction regarding expectations and frequent feedback concerning their work. In their academic environment, clear direction and periodic feedback is the way of life.

During the meetings, the intern can do the following:

- Report on the status of a project
- Ask questions
- Learn how their work is contributing to the organization
- Participate in an evaluation of strengths and/or weaknesses
- Discuss areas needing growth and development
- Get a sense of what kind of work lies ahead

Provide opportunities to network and build relationships

It is important for the site-supervisor to provide opportunities for the intern to meet other staff members and key constituents of the organization. Assist the intern in scheduling 15-20 minutes with these individuals to conduct informational interviews where the intern can learn about others' roles and responsibilities. In addition, the intern should be included in meetings, luncheons, or other special events.

After the Internship

How do I conclude the internship?

Evaluation

- **The Intern:** At the end of the internship, the employer should revisit the learning agreement with the intern. A formal evaluation is likely to be required, especially if the student is receiving academic credit. However, evaluation processes differ according to the academic discipline. These evaluations will be helpful later if you decide to interview a former intern for full-time work or to help promote the success of your internship program. Please see the sample evaluation form below.

- **Organization's Internship Program:** You may consider performing an exit interview to assess your organization's internship program. Intern feedback can be valuable to the success of future internship opportunities within your organization. Students talk to students, so maintaining a positive image is a good predictor of future recruitment success.

- **Internship Presentation:** Provide an opportunity for the intern to present to the company staff and leadership. The presentation can include information on what was learned during the internship, opportunities, challenges encountered, solutions created, etc.

- **Internship evaluation forms:** Appendices D and E

Reporting Internships to Florida International University

Once the intern has completed their internship, be sure to reach out to the Career and Talent Development Department to report your internship. FIU tracks internship experiences, which helps the university grow and opens future internship opportunities for the next generation of Panthers. Please help us in this pursuit!

Appendix A:

Internal Needs Assessment Form

1. What are the ongoing projects that need additional assistance?
2. What special or extra projects need to be developed or updated?
3. What is the workload, and how can we ease the workload of our department/organization?
4. How many interns can we support?
5. What will be the intern's title?
6. To whom will the intern report? (List name and title) If the intern will have a mentor different from the supervisor, who will that be? (List name and title of mentor)
7. Will the intern work in several different areas or departments or be assigned solely to one person?
8. What will be the primary projects or responsibilities of the intern you select?
9. What other activities will the intern do?
10. Will there be daily tasks the intern will be assigned to do?
11. How much general support work will the intern do?
12. What are the desired skills and qualifications?
13. Is there a specific major/minor that you require? Is there any specific coursework that is essential for the internship?
14. What are the desired start and end dates? Are there desired times (semesters) when your agency needs an intern more? If so, what are they? **Note:** Interns usually are available for an entire semester (i.e., Fall, Spring, Winter break, or Summer)
15. How many hours per week should the intern work?
16. Are there specific hours or shifts required for your intern?
17. Can you pay an intern or provide some type of monetary compensation? If so, how much?
18. Where will you locate an intern?
19. Is there any other information needed to consider an intern?

Appendix B:
Sample Learning Goals Agreement

Learning Goals Agreement

Setting internship goals should be a collaborative process resulting in outcomes that meet the needs of the intern and the site supervisor. Use this guide to clarify what you hope to learn and the skills you would like to develop. Additionally, discuss potential learning goals with your site supervisor and establish a working plan describing the day-to-day activities that will help you reach your learning goals, while supporting the needs of the organization.

1. **What do you hope to achieve by participating in this internship?**

2. **What specific knowledge and skills would you like to gain from this internship?**

3. **How will this internship relate to your academic experience?**

4. **What criteria will you use to evaluate your progress at your internship?**

Intern's Signature _____ Date_____

Site Supervisor

Signature _____ Date _____

TIPS FOR DRAFTING A LEARNING GOALS AGREEMENT

Your learning goals agreement outlines what you intend to learn and accomplish during your internship. It represents an agreement between you and your site supervisor built on mutual intentions and expectations for the internship, both educational and work-related. It also outlines specific strategies for achieving your goals and how your progress will be evaluated. Utilize SMART goals to create the intern's goals (Specific, Measurable, Achievable, Relevant, and Timely).

LEARNING OBJECTIVES:

Internship goals or learning objectives describe what you intend to learn through your internship. Be specific. Are you looking to improve or develop skills or expand knowledge of a particular field? Are you interested in testing a career interest, trying to decide what you want to major in, or clarifying the direction of your remaining college years?

STRATEGIES:

Describe the specific process for how you will achieve your goals. Will you undergo training? How many hours? Will you be working on a specific project? Will you attend related conferences or meetings? Do you plan to interview professionals or experts about careers they have chosen? Have you thought about visiting another organization to get a better perspective? More than one strategy can be used to meet each objective.

EVALUATION METHODS:

Describe how your progress regarding each objective will be measured. How will you know and show others that you have achieved your learning objectives? Will you compile records of your activities throughout the internship (e.g., reports or other written materials you have prepared for the organization, notes on training sessions, staff meetings, or conferences)? Will you ask your supervisor or other people at your internship site to observe you at work and give you feedback and suggestions?

LEARNING GOALS

Learning Objectives (What I intend to learn)	**Strategies** (Specific processes for achieving my objectives)	**Evaluation Methods** (How my progress will be measured)

Appendix C:
Sample Student Intern Information Form

Student Information:

Name_____ ID#_____

Phone_____ Email_____

Major(s)_____Minor(s)_____

Term: Fall___ Spring___ Summer___ Year: 20____

Internship Site Information:

Name of Organization_____

Address _____

Site Supervisor Name _____

Site Supervisor Job Title _____

Phone_____Email_____Website_____

Additional Details:

Is this a paid internship? Yes ____ No____ If yes, please list compensation amount _____

How many hours per week will you work? _____

How did you hear about this internship? _____

Brief Description of Duties and Responsibilities:

Intern

Signature _____ **Date**_____

Site Supervisor

Signature _____ **Date** _____

Appendix D:
Sample Internship Evaluation by Supervisor

The Career and Talent Development Department at FIU appreciates your willingness to participate in our Internship Program. Your feedback and support are greatly appreciated and will remain confidential. Please complete and return this form to the Career and Talent Development Department at your earliest convenience.

General Information:

Intern's Name: _____

Supervisor's Name: _____

Supervisor's Title: _____

Agency/Organization Name: _____

Internship Information:

Start date: End date: Hours per Week:

Please select the column that best describes the intern's performance during his/her internship:

	Excellent	Very Good	Average	Below Average	Comments
Attendance Attends work regularly and on time					
Production Produces the expected volume of work					
Thoroughness and Accuracy Attentive to detail and gets the job done right					

Initiative Takes initiative on project assignments and offers effective					
solutions for improving operations					
Written Communication Writes with clarity and uses critical thinking skills					
Interpersonal Communication Articulates ideas and concerns clearly; maintains effective two-way communication with staff, peers, and supervisor					

In reviewing the intern's Learning Goals proposal, do you believe that the intern has successfully achieved those goals? Please explain.

What suggestions would you offer the intern to enhance his/her career development and future job success?

E: Sample Internship Evaluation by Student

General Information:

Intern's Name: _____

Supervisor's Name: _____

Supervisor's Title: _____

Agency/Organization Name: _____

Internship Information:

Start date: End date: Hours Per Week:

Please rate the following statements:	**Strongly Agree**	**Somewhat Agree**	**Disagree**	**Strongly Disagree**	**Not Applicable**
I was encouraged to provide feedback and input					
I was treated in a professional manner					
Work assignments and tasks were challenging and stimulating					
I was able to develop positive relationships and a network for future use					
I gained skills and knowledge that will be helpful in the future					
I was able to apply concepts I learned in class in the work environment					
I believe I can get a good reference from someone in this organization					
I feel better prepared to enter the work world as a result of my internship					

How has this internship helped you achieve your learning goals?

Did the internship meet your expectations? Why or why not?

Would you recommend this internship to another FIU student? Why or why not?

Would you be willing to participate in a FIU internship student panel or other program for FIU students?

F: Career and Talent Development Department, Internship Policies and Procedures

Employers who recruit interns with Florida International University must agree to follow the Career and Talent Development Department guidelines as follows:

- Register with Handshake and provide a comprehensive job description of each internship position desired to be filled by FIU students or alumni.
- Internship positions must provide clear learning outcomes, internship objectives, and a defined start and end date.
- Employer supervision must be provided on-site, and students must be provided with training and mentorship.
- Full-time internship positions are required to provide compensation regardless of academic semester.
- Students will not be held financially responsible for training, materials, and/or other items required to perform the job as required by the internship.
- Internship employers are responsible for the ethical and legal conduct of their employees throughout the internship experience.
- Re-disclosure of candidate information is strictly prohibited without the candidate's written consent.
- Internship programs must adhere to FIU's Compliance standard; 2505.010 Career and Talent Development Internship Opportunities Policy and Procedure
- Internship programs must meet the requirements of the U.S. Department of Labor – Fair Labor Standards Act's definition of an internship, which designates:
    - The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
    - The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
    - The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.
    - The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.
    - The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.
    - The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
    - The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

- In addition to the U.S. Department of Labor's guidelines, the Career and Talent Development Department also follows the standards established by the National Association of Colleges and Employers (NACE):
    - The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be to advance the employer's operations or be the work that a regular employee would routinely perform.
    - The skills or knowledge learned must be transferable to other employment settings.
    - The experience has a defined beginning and end as well as a job description with desired qualifications.
    - There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
    - There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
    - There is routine feedback by the experienced supervisor.
    - There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

H: NACE Career Readiness Competencies

8

CAREER READINESS COMPETENCIES

NACE, the ***National Association of Colleges and Employers***, defines career readiness as the foundation for students to demonstrate requisite core competencies that broadly prepare the college-educated for success in the workplace and lifelong career management

CAREER & SELF DEVELOPMENT

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

COMMUNICATION

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

CRITICAL THINKING

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

EQUALITY & INCLUSION

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

LEADERSHIP

Recognize and capitalize on personal and team strengths to achieve organizational goals.

PROFESSIONALISM

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

TEAMWORK

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

TECHNOLOGY

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

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Please note once editing is complete, this page will be a screen reader friendly PDF.

H: Virtual/Remote Internship Guidelines

To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the **National Association of Colleges and Employers** **NACE** definition and criteria, **Department of Labor** criteria, and **FIU's Career and Talent Development** Policies, the following components will be considered prior to final approval:

1. ***Company legitimacy:*** The organization must be an established, legitimate business or non-profit, as evidenced by considerations such as a physical location, website, history of offering paid employment, listed telephone number, tax ID number, etc. (No companies with no physical office location)

2. ***Site visit***: The organization must agree to a site visit from a representative of the college, if requested.

3. ***Thorough onboarding and orientation****:* In order for the intern to get oriented and established in their new working environment, supervisors should plan for the intern's first day on the job to be focused on orientation and training. This should consist of meeting other staff members, learning about the organization, reviewing organization-wide communication standards and workplace expectations (including taking required legal breaks, lunches, and system of tracking hours), and reviewing the student's defined learning goals. If this orientation will not be completed in-person, a synchronous meeting platform should be used for orientation in addition to electronic written documentation. This will provide the intern the chance to ask clarifying questions, as this may be their first professional work environment and is likely their first virtually based position.

4. ***Communication****:* The organization's internship site mentor must provide the student with regular supervision, mentoring, and feedback as outlined in #5 and #6 (**NACE Standards**). In a virtual internship, this will include:
   A. Use of a company intranet or virtual workspace on a server, or an online project management or document-sharing tool, such as Office 365, Google Docs, or a similar program. This will allow the supervisor to go online and monitor the work assigned. The work is stored in the "cloud," not on a single PC, so it is always available to those who need it.
   B. A regularly scheduled email report in which the student provides information to the internship site mentor and the academic advisor, such as hours worked, challenges or problems encountered, progress toward learning objectives, and any questions they may have.
   C. A weekly virtual meeting on Teams, Zoom, Gmail video chat, or a similar technology. This meeting will be used to provide more personalized feedback to the student and to correct any issues.

5. ***Pre-arranged schedules:*** Although a key feature of remote internships is the flexibility of the work schedule, supervisors and interns should agree upon a definitive time allotment per week and per day for internship activities. **Shift caps** (defining the amount of accrued time allotted for any given task) are strongly recommended to avoid unreasonable work demands on the student and any conflict with reported internship hours. If a defined work schedule and/or shift cap is not established, disputes may result as to how long tasks took the student to perform.

5. ***Reimbursement of expenses:*** Students engaged in virtual internships should not incur any personal expenses as a result of the internship's "remote" status. Any such costs, including the purchase of software and hardware for the purposes of the internship, should be covered by the internship host site, or alternative arrangements should be provided to the student prior to starting the internship.

6. ***Posting internship in Handshake*:** The internship description and communication from employer should clearly state:
   A. Description of intern responsibilities with clear expectations and deliverables
   B. The type of training provided and how training will be provided
   C. Supervision/mentoring provided, including the communication plan with preferred methods of communication:
      - Number of hours the intern will be working on projects per week
      - Number of direct supervision/mentoring hours the intern will be provided per week
      - Methods of communication: email, phone conferences, Teams, Slack, Google Hangouts, etc.
      - Schedule/process for checking in with supervisor regarding progress reports (i.e., daily, weekly, etc.)
      - Four to five learning outcomes
      - Regular meetings, with a potential for in-person meetings or office visits
        - Clear commitment of time and technology/tools required of intern
        - Opportunities to present work and/or collaborate with other employees

If you have questions, please contact the Employer Relations team at career@fiu.edu or by calling 305-348-2423.