



EMPLOYER GUIDE TO
UNDERGRADUATE & GRADUATE

INTERNSHIPS & CO-OPS

UConn

CENTER FOR
CAREER DEVELOPMENT

EMPLOYER GUIDE TO UNDERGRADUATE & GRADUATE INTERNSHIPS & CO-OPS

| | |
|--|----|
| <u>INTRODUCTION & EMPLOYER BENEFITS</u> | 2 |
| <u>DEVELOPING A PROGRAM</u> | |
| <u>Definitions & Checklist</u> | 4 |
| <u>A Part-Time Job vs. An Internship or Co-op</u> | 5 |
| <u>Goals</u> | 6 |
| <u>Quality Internship & Co-op Experiences</u> | 7 |
| <u>Recruiting</u> | 7 |
| <u>Academic Credit</u> | 8 |
| <u>SUPPORTING INTERNSHIP & CO-OP STUDENTS</u> | |
| <u>Establishing a Learning Agreement</u> | 10 |
| <u>Student Orientation & Training</u> | 10 |
| <u>Supervision & Mentoring</u> | 11 |
| <u>LEGAL CONSIDERATIONS</u> | 12 |
| <u>CONSIDERATIONS REGARDING UNPAID INTERNSHIPS</u> | 13 |
| <u>WRITING A STRONG INTERNSHIP OR CO-OP POSTING</u> | 14 |
| <u>SAMPLE INTERNSHIP POSTING</u> | 15 |
| <u>SAMPLE LEARNING AGREEMENT</u> | 16 |
| <u>ADDITIONAL RESOURCES</u> | 17 |

INTRODUCTION & EMPLOYER BENEFITS

The University of Connecticut (UConn) supports experiential learning opportunities that offer clear supervision, work related to their career interests, and introduce students to networking, mentoring, and career-related activities. Employers offering a quality internship program will find a strong candidate pool, as well as University support.

Given UConn's size and scope, internships are handled by a number of faculty and staff at multiple campuses. Employers may elect to work with various University resources, and find that the Center for Career Development (CCD) at the Storrs campus has valuable assets. The CCD also maintains an online recruiting system, HuskyCareerLink, where employers may post opportunities as well as arrange for on-campus interviews. Students from all academic programs, at both the undergraduate and graduate levels, and at all campuses are granted access to this database. To gain access to this robust system, we encourage you to connect with the CCD's Corporate Partner Relations team by calling 860-486-3013, or emailing recruiting@uconn.edu.

HOW DO EMPLOYERS BENEFIT FROM OFFERING AN INTERNSHIP & CO-OP EXPERIENCE?

One of the most significant advantages to providing internships and co-ops is the opportunity to select and develop your future talent. You have the opportunity to evaluate and screen potential employees prior to making a full-time position offer, which may lead to financial savings and possible employee retention. In fact, employers have reported converting more than half of eligible interns into full-time hires. If hired into a permanent position, previous interns assimilate faster to their new roles and have shorter learning-curves than external hires. However, the CCD acknowledges that not all employers recruit full-time staff from their intern pool.

BENEFITS TO HAVING AN INTERN

INTERNS CAN:

- Provide freedom for professional staff to pursue creative or more advanced projects;
- Assist an organization in applying the latest strategies and techniques in the field;
- Maintain connections with colleges and increase visibility on campuses;
- Promote community involvement (this may also serve as an excellent public relations tool);
- Recruit other students and generate enthusiasm;
- Create awareness of the field to future hires.

Each individual company may experience additional benefits that specifically pertain to it. The CCD has created this guide to assist employers in navigating the internship and co-op process, from the students' first day to their last.

DEVELOPING A PROGRAM

DEFINITIONS & CHECKLIST

BOTH INTERNSHIPS & CO-OPS are work/learning experiences that provide a hands-on way for students to confirm their choice of major and/or career while gaining practical work experience. Both types of experiences include professional development and opportunities for learning.

INTERNSHIPS:

part-time, paid or unpaid positions, open to undergraduate and graduate students, which may last one semester or longer, and may be for academic credit, during which students also take classes.

CO-OPS:

full-time, paid positions, open to undergraduate students, which last approximately 6 months, over the course of a semester, during which students do not typically take classes.

Prior to hiring, every employer must determine how the internship or co-op students will fit within the organization's goals and culture. As organizations vary in age, industry, culture, and product, so too will internship and co-op activities.

Questions that may determine what kind of Internship & Co-op program will work best for you include:

CHECKLIST

- What does your organization hope to gain from the program?
- What are the logistics of the internship or co-op: timeframe, location, and hours?
- Has your organization thought about insurance liabilities when hiring internship or co-op students?
- Is your organization seeking to fulfill a need on a specific project? Will the internship(s) or co-op(s) encompass one major project, or entail a variety of small projects?
- Will the intern be paid or unpaid, and is the company aware of the Fair Labor Standards Act and other legal statutes and how these relate to unpaid internships?
- What talents, academic background, and experience do you want in an internship or co-op student? Decide on qualifications early in the process to help you recruit and select the best candidate.
- Who will be primarily responsible for the orientation and supervision of the internship and co-op students? Will that person be a mentor, supervisor, or both?
- How many internship or co-op students does the company need? If there will be several students, will they work in a team or have the opportunity to connect and share their experiences?
- How often will the supervisor meet with the student(s) to create goals and discuss opportunities for learning? Learning opportunities should be a benefit to the student and go beyond their daily duties.
- If an internship, will the supervisor be willing to work with the student's academic advisor/internship coordinator to facilitate the student earning academic credit? (Please note that academic credit is awarded by the University.)

In order to have a successful intern or co-op student, it is essential to develop a program with clear expectations and objectives. Several issues to be considered and addressed when creating a program are listed on the following pages.

A PART-TIME JOB VS. AN INTERNSHIP OR CO-OP

A crucial part of an internship or co-op student'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 they do not yet possess. While part-time jobs can contribute to an individual's personal and professional growth, they do not generally contribute to their academic growth. Here are some distinctions:

DIFFERENCES BETWEEN A PART-TIME JOB, INTERNSHIP, AND CO-OP

| | PART-TIME JOB | INTERNSHIP | CO-OP |
|--------------|---|---|---|
| PURPOSE | Completed primarily for monetary purposes | Completed for several possible reasons, which may include gaining experience, academic credit, and/or compensation | Completed for experience and compensation |
| LEARNING | 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/internship coordinator (if for academic credit) | Learning reflects the goals of the student and the outcomes expected by the employer |
| TYPE OF WORK | Work is assigned which needs to be completed; may or may not be directly related to an academic pursuit | Involves projects or ongoing work that is purposeful and of a professional nature, often related to an academic pursuit | Completes assigned work and projects that are purposeful and of a professional nature |
| SUPERVISOR | 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 | 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 the employee will stay through their graduation or until terminated, depending on the position | A set period of time, either a semester, year or summer; can be extended if the role continues to evolve | Lasts approximately 6 months; can be extended one additional cycle |
| HOURS | May range anywhere from 3 – 20+ hours per week, depending on employer need and student availability | May be 8-15 hours per week during the semester; up to 40 hours per week during the summer | May range depending on employer need and student availability Minimum: 35 hours per week Maximum: 50 hours per week |
| ELIGIBILITY | Undergraduate & graduate students | Undergraduate & graduate students | Undergraduate students |

GOALS *What are the goals that both you and the intern or co-op student hope to fulfill?*

Having a program that has a specific description allows each employer to clearly state the expectations of the intern or co-op student. This effort will increase the number of qualified applications for the position being offered. The goals and expectations for the experience must be clearly outlined for the company, employer, and student, often through a learning agreement and expectations documents.

The attainment and demonstration of the following items are key components which help prepare an intern for a successful transition into the workplace, and help define the development of the internship program, as defined by National Association of Colleges and Employers (NACE). NACE is the primary professional association for both educators and employers. Consider utilizing these competencies in making goals for your program and intern or co-op student(s).

- **CRITICAL THINKING/PROBLEM SOLVING:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **ORAL/WRITTEN COMMUNICATIONS:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **TEAMWORK/COLLABORATION:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **INFORMATION TECHNOLOGY APPLICATION:** Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.
- **LEADERSHIP:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **PROFESSIONALISM/WORK ETHIC:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, time workload management, and understanding the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **CAREER MANAGEMENT:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Plan on integrating these core competencies into tasks, seminars, projects, and other learning opportunities for the internship or co-op students' continued education and development.

QUALITY INTERNSHIP & CO-OP EXPERIENCES

Employers should, to the best of their abilities, ensure that students have quality internship and co-op experiences. When developing a program at your organization, be sure to safeguard against the following potential pitfalls:

- It is reasonable that roles may shift at any organization. It can be uncomfortable for a student when their supervisor leaves the company in the midst of their internship or co-op experience. Ensure that there is a secondary supervisor available to serve during such instances, illnesses, or emergencies.
- While it may take time to compile a complete portfolio of projects for an internship or co-op student, it is imperative that the student engage in related activities from the start. The CCD recommends creating a structured environment for students during their first few weeks with an organization. This will allow their comfort level to increase and will ensure that they feel valuable from their first day.
- Internship or co-op students may, at times, engage in administrative tasks. Students should not be serving as personal assistants or engaging in activities, such as getting coffee for a team, on a regular basis. Students are seeking experiential learning opportunities to gain greater insight into organizations and industries; such activities may not provide the context students are seeking and are not appropriate to assign students on a regular basis.
- It is reasonable that it may take time to build trust in a new employee, including internship or co-op students. We encourage employers to be strategic when assigning tasks and show students that their quality work helps build trust and autonomy.

RECRUITING

When should internship or co-op recruitment begin?

Once an employer has outlined the internship or co-op goals for their company, it is time to begin recruiting for the position(s). Many companies begin the search about three to six months before the internship or co-op start date. For example, when an employer begins looking for summer interns in the late fall and takes applications through early spring, they have about five to six months to search for an ideal candidate. Starting the search early gives students more time to apply, allows the employer more time to make a decision, and also provides the employer with a potentially wider variety of applicants.

What are successful ways of searching for and recruiting new interns?

As any company would do when advertising a new product, it is essential to market and advertise for an open position. The more advertising and promoting that is done for the position being offered, the greater the variety and number of applicant résumés the company may receive.

Employers may search for internship or co-op students by attending events throughout the academic year; such as career fairs and hosting workshops on campus. A career fair is a recruitment event that provides a venue for students and employers to network about employment opportunities. The employer can have a more personal experience with potential candidates and learn more about their character by speaking with them face-to-face.

WHERE TO START

The Center for Career Development offers an online recruiting program, HuskyCareerLink, through which undergraduate and graduate students can post their résumés and apply to positions that employers have posted. Employers may begin interviewing potential candidates at any point. Some employers interview on-site while others take advantage of the CCD's On-Campus Interview program, which allows employers to interview students at the CCD at no cost. For more information about on-campus interviewing, please feel free to contact the CCD Corporate Partner Relations team at 860-486-6156 or recruiting@uconn.edu.

ACADEMIC CREDIT

CO-OPS

Co-op at UConn is not part of a credit bearing course, yet by participating through the CCD, the student is able to retain full-time status with the University. If a student wishes to earn credit/take classes while participating in the co-op, they may elect to enroll in one or two courses (in-person or online) upon arrangement with the UConn CCD co-op advisor. Should a student elect to take a class that conflicts with their co-op schedule, written permission from their supervisor must be shown to the CCD co-op advisor during registration.

INTERNSHIPS

There are over 70 undergraduate courses throughout the University of Connecticut system which allow students to earn academic credit for their internships. Each academic department has its own policies for eligibility. It is the student's responsibility to determine which department's course is best suited for their internship. The organization may be asked for additional information or clarification regarding the intern's role and responsibilities to demonstrate how the internship meets credit eligibility. Please also note that graduate students may not have the option to pursue academic credit due to departmental curriculum rules.

Per the Department of Labor legal guidelines, Employers may not mandate that a student earn academic credit while interning (earning credit is not a form of compensation). More information can be found on pages 12 and 13 this guide, wherein legal considerations are addressed.

If an employer would like to collaborate with an academic department to create a seamless referral system or to offer opportunities just for UConn students, the hiring organization can find course contacts [here](#). Employers should feel free to contact the CCD for suggestions regarding partnerships with academic departments.

**SUPPORTING
INTERNSHIP & CO-OP
STUDENTS**

ESTABLISHING A LEARNING AGREEMENT

What is a learning agreement?

A learning agreement is a formal document that outlines, in writing, expectations between the employer and the intern. This agreement serves as the academic and professional roadmap for the intern's time with your organization, helping to clearly identify the learning objectives associated with their experience and how the intern plans to accomplish them. Many employers find this agreement helpful, whether or not a student earns academic credit for the internship, as it allows for employers to strategically connect with students and ensure their goals are met. When a student is interning for academic credit, a learning agreement is often a course requirement.

What is the importance of establishing a learning agreement?

Developing a learning agreement will ensure that the employer and the intern have clear expectations. The student is involved in completing the learning agreement with the supervisor so that the experience is mutually beneficial and contributes to overall accountability.

Please see page 16 for a sample learning agreement.

STUDENT ORIENTATION & TRAINING

Warmly welcome and introduce your internship and co-op students throughout your organization, just as you would welcome a new full-time employee. Not only are internship and co-op students new to your organization, in many cases, they may be new to the field or the professional world.

Students will likely be unfamiliar with the activities, environment, and objectives of your organization. Though they may have worked to support their education, these experiences might not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the market-driven culture of most businesses. These issues should be candidly addressed during the students' training and orientation.

Expectations can vary, depending upon the size of your organization, but in general we suggest reviewing the following items during orientation and training:

- Tour of organization and facilities (where applicable)
- History of organization
- Department descriptions (where applicable)
- Workspace; sharing between individuals on alternate days is often an acceptable practice
- Overall responsibilities, including schedule and meeting times for the internship or co-op student and supervisor
- Potential projects and how feedback will be provided regarding projects
- Introduction in staff meetings (where applicable)
- Acceptable and unacceptable behavior, including dress code/attire
- Instructions on how to use technology in the office (do not assume that they know how to use the copier, fax machine, email system, etc.)
- Hours and procedures for calling out when ill, requesting time off, and consequences of absenteeism
- Safety regulations and requirements
- All material concerning pay schedule (where applicable)

SUPERVISION & MENTORING

What are the benefits of providing mentoring and supervising?

An organized and planned internship or co-op training program and a dedicated supervisor are critical to the program's success for both the student and your company.

*What role does the **mentor** play in the internship or co-op students' work?*

Mentors are readily available to answer questions related to personal professional growth, to share their knowledge, and to support the internship or co-op student in developing a professional network in the field. Mentors may be found organically or as part of a structured program. In either scenario, consider providing guidelines, resources, and expectations to all involved, as this may help to ensure no boundaries are blurred.

In addition to a supervisor, a mentor may assist in the transition to the new learning environment. Mentors are often professionals within the department whose approachability and interpersonal skills provide internship or co-op students with frequent and valuable advice regarding the work context, the organization's culture, and ways to overcome problems and challenges. If there are UConn alumni in the organization, they may be a good mentoring option.

*What role does the **supervisor** have in the internship or co-op students' work?*

Identify a supervisor for your internship or co-op student(s) who will familiarize them with the organization, provide assignments and feedback, and serve as a "contact" person for questions. The supervisor may also be a mentor, though having another person in the role is ideal. An internship or co-op supervisor's responsibilities should include:

- Taking part in the internship or co-op students' applications, screenings, and interview process, as well as mid and final evaluations;
- Conducting an internship and co-op student orientation and training session;
- Developing learning goals, in cooperation with the student(s) and academic instructor(s) when applicable;
- Meeting with student(s) weekly or bi-weekly, to evaluate performance, whether key needs and goals are being met, and to assess the program's success;
- Being attentive to the students' learning styles, while also educating them about department, organization and industry norms, as this is critical to their development.

LEGAL CONSIDERATIONS

PAYING INTERNSHIP & CO-OP STUDENTS

Quality internship experiences can be paid or unpaid, though all organizations are encouraged to offer a base hourly wage. If an intern is to receive a stipend (a fixed sum of money paid periodically to defray expenses) the stipend amount and date of pay should be stated in the position description and written into a contract of agreement upon hire. A co-op student should be viewed as an employee, as they are working full-time and are always offered a wage.

WORKERS' COMPENSATION

Workers' compensation is provided to replace wages and medical care programs for an employee whose injuries or illnesses are work-related. For more information, review guidelines posted by the U.S. Department of Labor's Office of Workers' Compensation.

UNEMPLOYMENT COMPENSATION

Typically, internship and co-op students are not eligible to receive unemployment compensation as they are hired for an end-date position. Note: The Department of Labor's Unemployment Insurance (UI) programs provide unemployment benefits to eligible workers who become unemployed through no fault of their own and meet certain other eligibility requirements.

SEXUAL HARASSMENT POLICY

The sexual harassment policy follows the same guidelines as the policy provided for permanent employees, regardless of the student's compensation package. The policy and steps for reporting an incident should be shared with the intern during the orientation and explained in the company's employee manual. When an intern is receiving credit, the University may ask for a written copy of the employer's sexual harassment policy. Please note that many states have passed individual laws ensuring that harassment policies are extended to all employees, including interns. Review your state's policy to guarantee all laws are being adhered to.

INTERNATIONAL STUDENTS

Does your company allow non-U.S. citizens to participate in internships or co-ops? The company must determine if it can hire international students who have different residency or visa credentials. Consult with your human resources and/or legal departments to learn if there are specific hiring criteria for international students.

TIME OFF

Awarding interns paid time off is a company-specific decision. Most interns will not accrue paid sick or vacation time; if an intern is working with your organization for more than one semester, this may be a benefit to consider offering. Co-op students should be treated as full-time staff and awarded the corresponding benefits. During training or during a student's first few days on the job, be sure to share information regarding expectations during academic breaks (Spring Break, Winter Break, etc.), and the inclement weather policy.

INDEPENDENT CONTRACTORS & INTERNS

Interns cannot be referred to as "independent contractors," as interns need onsite supervision and an independent contractor does not.

CONSIDERATIONS REGARDING UNPAID INTERNSHIPS

When hiring unpaid interns, employers must keep in mind the legal ramifications.

Unpaid internships in the U.S. are subject to scrutiny by the Department of Labor and the Courts. When offering an unpaid internship, employers are to review the guidelines in the U.S. Department of Labor, Fair Labor Standards Act (FLSA) or the 2nd Appeals Court (applicable to CT, NY, and VT), to ensure liability compliance. Regardless of the employer, it is imperative that the intern is the primary beneficiary of the role. For additional information regarding these guidelines and how employers may be impacted, or to have an internship description reviewed before recruiting, contact a CCD staff member at internships@uconn.edu or 860-486-3013.

Non-profits, government agencies, and educational institutions are exempt from the FLSA, though all organizations are encouraged to offer a base hourly wage to the intern.

WHEN CAN THE INTERNSHIP BE UNPAID?

As found in Fact Sheet #71: Courts have used the “**primary beneficiary test**” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to **examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship.** Courts have identified the following **seven factors** as part of the test:

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

A recent University directive requires the CCD to obtain a signed non-discrimination statement from each employer who recruits on the UConn campus. More information is shared via the CCD’s online recruiting system, HuskyCareerLink.

NON-DISCRIMINATION POLICY

In accordance with the provisions of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and the Federal and State laws and executive orders pertaining to civil rights, the University of Connecticut Center for Career Development prohibits discrimination in education, employment, and in the provision of services on account of race, ethnicity, religion, sex, age, marital status, national origin, ancestry, sexual orientation, disabled veteran status, physical or mental disability, and other specifically covered disabilities. University policy also prohibits discrimination in employment based on criminal record that is not related to the position being sought, and complies with all state and federal civil rights statutes, whether or not specifically cited within this statement. The Center for Career Development assumes that prospective employers utilizing the services of the CCD, including attendance at career fairs and participation in on-campus recruiting activities, acknowledge the principle of equal opportunity for all students and alumni. It is expected also that their employment policies comply with the letter and the spirit of the law affording equal employment opportunity.

On behalf of the Center for Career Development, we look forward to working with you in the future! If you have any questions or concerns regarding our programs, services, or events, please do not hesitate to contact the Corporate Partner Relations team at 860-486-3013 or recruiting@uconn.edu.

WRITING A STRONG INTERNSHIP OR CO-OP POSTING

Now that all preparations have been addressed, it is time to write a position description. To ensure all categories are fully completed, consider utilizing the next two pages when writing a description for your internship or co-op opening.

INDICATE THE FOLLOWING INFORMATION WHEN DRAFTING AN INTERNSHIP OR CO-OP POSTING:

| | |
|---|--|
| FULL ORGANIZATION INFORMATION | <ul style="list-style-type: none"> • Contact information for general questions (name, title, telephone number, email) • Location - clarify if a satellite office/branch v. headquarters • Organization's website and company profile • The organization's purpose and population being served • Include information on the department hosting the internship or co-op • Mention points not clearly or easily found on the website |
| ROLES AND RESPONSIBILITIES/ DUTIES/ POSITION TITLE | <ul style="list-style-type: none"> • Outline a general overview of the internship or co-op • Identify what tasks and projects internship or co-op student will complete that is directly related to the organization • Indicate the department where the student will work • Include hours, work schedule if known, location, etc. <p>NOTE: Internship responsibilities are not to include more than 25% clerical or similar level work</p> <p>NOTE: Student would not report, directly or indirectly, to a family member</p> <p>NOTE: Virtual internships must be paid in order to post in HuskyCareerLink</p> <p>NOTE: Campus ambassador or similar promotional positions are not considered internships</p> |
| EXPERIENCE AND QUALIFICATIONS | <ul style="list-style-type: none"> • Required & preferred items: GPA, skills, academic status, major, transportation available, etc. |
| APPLICATION SPECIFICS | <ul style="list-style-type: none"> • Provide contact information for application elements • Outline what is needed for a complete application (résumé, cover letter, writing sample, references, etc.) • Identify the application submission dates and process • Note experience duration (weeks), start/end dates and average hours per week • Identify compensation (hourly wage, stipend, etc.), if not offering a wage, review pages 12 and 13 of this guide, wherein legal considerations are addressed |
| LEARNING OPPORTUNITIES <i>These educational elements distinguish the role between a part-time job and an internship/co-op, and are not connected to assigned tasks.</i> | <p>Select examples include:</p> <ul style="list-style-type: none"> • Organize time(s) to meet fellow students and/or company staff, and discuss topics of interest in the organization, industry, professionalism, etc. • Suggest readings related to the industry, with a time set up to discuss it with supervisor, mentor, intern coordinator, etc. • Design "Lunch and Learn" seminars: guest speakers from industry or company • Present on the findings or the internship experience to members of the organization and/or other students, regarding a specific project. • Provide opportunities to sit in on meetings or decision-making events unrelated to the direct tasks at hand • Participate in online or in-person communities with fellow students |

SAMPLE INTERNSHIP POSTING

MARKETING INTERN

POSITION SUMMARY: Under the general direction of the Associate Marketing Coordinator at XYZ Company. The intern will independently coordinate and provide program support, utilizing social media for promotion/research and blog content.

COMPANY PROFILE: Well-established environmental engineering firm that has been in business for over 30 years. We are a positive, friendly, small staff of 12 looking for someone who wants to be part of a strong team.

DESCRIPTION: Seeking an intern majoring in Marketing, Business Administration, or Communication. The ideal candidate who fills this position will serve as an important component in promoting our business. It's essential that applicants to this position have exceptional written and oral communication skills, demonstrate creativity, and understand the importance of organizational skills. The ideal candidate will also have a passion for social impact and environmental issues.

RESPONSIBILITIES:

- Schedule and coordinate speaking engagements, appearances, photo shoots, and other special events
- Write press releases and other materials
- Benchmark comparable organizations and brainstorm social media promotions
- Write content for newsletters and blogs
- Compile contact lists for events
- Greet guests and clients

REQUIREMENTS: Students applying for this internship must have:

- Familiarity in a number of software applications (such as: InDesign, Excel, Photoshop, Microsoft Word)
- Familiarity in a number of social media tools (such as: Facebook, Twitter, Instagram, Pinterest)
- Strong oral and written communications and skills, and effective interpersonal skills
- Experience with video editing
- Must be able to work a flexible schedule to include some evenings and weekends
- Students should have a GPA of 2.75 or higher

LEARNING EXPERIENCES: Interns will participate in three structured learning experiences: attending all bi-weekly company strategy meetings, reading two texts and discussing content during meetings with alumni mentor, and attending one statewide conference with leadership team (all expenses covered).

MAJORS: Marketing, Business Administration, or Communication; Juniors, Seniors, or Graduate Students are welcome to apply.

APPLICATION INSTRUCTIONS: Provide cover letter, résumé, and writing sample to: career@xyzcorp.com. Position will remain open until filled.

INTERNSHIP DATES: 8/22 – 12/14, potential for full-time

SAMPLE LEARNING AGREEMENT

NAME: Student Name

INTERNSHIP OR CO-OP DATES: Month/Year to Month/Year

INTERNSHIP OR CO-OP POSITION: Position Title

INTERNSHIP OR CO-OP SITE: Organization's Name

DIRECTIONS: Complete all three columns for each section and discuss with your supervisor when you start. Review this agreement with your supervisor half-way through and at the end point of your experience.

| WHAT ARE YOUR LEARNING GOALS? | HOW WILL YOU WORK TOWARD MEETING YOUR GOALS? | HOW WILL YOU PROVE YOU HAVE MET YOUR GOALS? |
|--|---|--|
| TRANSFERABLE SKILL OBJECTIVES: List transferable skills you hope to gain through your experience. These can be soft skills, personal skills, or specific professional skills. | | |
| Skill objectives, ex: writing, computer, public speaking, etc. | Activities to support learning or enhancing the identified skill set in the first column | Anticipated manner of evaluation, could involve your supervisor's participation |
| EXAMPLE: Improve my technological skills, Microsoft Excel, and other computer programs used by my internship team | EXAMPLE: Participate in office trainings, set meeting times with my mentor to learn Excel tricks and formulas | EXAMPLE: Will regularly use at least three new Excel formulas and can easily navigate specific programs for my job |
| PERSONAL DEVELOPMENT OBJECTIVES: Think about goals that will further your personal growth. These could be work-related or academic, but should related to your professional aspirations. | | |
| Goal to help personally, but in the context of work | Techniques to achieve the objective in the timeframe | Set a method of demonstrating competence |
| EXAMPLE: Become more comfortable working with confrontational clients | EXAMPLE: Seek resources regarding conflict resolution, and practice techniques through role plays with a supervisor | EXAMPLE: Be able to successfully address client problems without having to forward them to supervisors |
| CAREER DEVELOPMENT OBJECTIVES: It is important to learn more about the field you are potentially interested in pursuing. Think about what you need to improve to be successful in that field in the future. | | |
| Career related ideas beyond tasks in the position | Specific ideas and steps that support the idea/objective | Ways to verify that the ideas and steps are occurring |
| EXAMPLE: Keep track of current important business issues every day | EXAMPLE: Read the Wall Street Journal, or other news source, each day and synthesize topics or articles for myself | EXAMPLE: Discuss regularly with classmates, co-workers or other professionals while incorporating own thoughts |

ADDITIONAL RESOURCES

National member organizations can offer excellent assistance. The following organizations, and their regional and/or statewide affiliates, should be consulted.

CONNECTICUT COOPERATIVE EDUCATION AND INTERNSHIP ASSOCIATION (CCEIA)

CCEIA includes employers, two-year, and four-year colleges and universities with active experiential learning programs including cooperative education and internships. This is a Connecticut-specific resource supporting employers throughout the state.

Web: www.cceia.net/home

COOPERATIVE EDUCATION AND INTERNSHIP ASSOCIATION (CEIA)

CEIA remains the leader in providing professional development and resources to practitioners in the fields of cooperative education and internship program management.

Phone: 513-793-2342

Web: www.ceiainc.org

NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS (NACE)

NACE is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

Phone: 800-544-5272

Web: www.naceweb.org

NEW ENGLAND ASSOCIATION FOR COOPERATIVE EDUCATION AND FIELD EXPERIENCE (NEACEFE)

NEACEFE is an association which promotes the development and expansion of experiential education programs within New England high schools, colleges, and universities and the employers of their students.

Phone: 617-373-2433

Web: www.neacefe.org

WORLD ASSOCIATION FOR COOPERATIVE & WORLD- INTEGRATED EDUCATION (WACE)

WACE's vision is to be the premier international organization linking the world's leading higher education institutions, employers and public authorities, all of whom share a profound commitment to preparing new generations for a lifetime of learning and professional success in today's global and diverse workplace.

Web: www.waceinc.org

UConn Corporate Advisory Council

AETNA, INC.

ALTRIA GROUP DISTRIBUTION
COMPANY

BARTLETT TREE EXPERTS

CIGNA

ENTERPRISE HOLDINGS INC.

THE HANOVER INSURANCE GROUP

THE HARTFORD FINANCIAL
SERVICES GROUP, INC.

INDEED.COM

LIBERTY MUTUAL

MASSMUTUAL FINANCIAL GROUP

STANLEY BLACK & DECKER

SYNCHRONY FINANCIAL

TARGET

TRAVELERS

UNITED TECHNOLOGIES
CORPORATION

UNITEDHEALTH GROUP

WEBSTER BANK

For more information on our Corporate Advisory Council or recruiting at UConn
contact Lisa McGuire, Lisa.McGuire@uconn.edu.