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Creating a Mutually Beneficial Relationship

The rise in global competition for a talented and innovative workforce brings opportunities for employers to gain a competitive edge.

What is the Best Experiential Option for your Organization?

Experiential learning gives students a direct experience through which they can use analytical skills and reflections to apply new ideas gained through classroom learning. Experiential learning includes internships, service learning, and various practicum opportunities. Determine the best fit for the organization by considering the following definitions:

A **volunteer** is a person who performs a service willingly, without pay or credit, in order to support a cause.

**Service learning** is a curriculum-based, educational experience emphasizing hands-on learning while addressing real-world concerns. The service experience provides a context for translating discipline-based theories into practice.

**Civil Engagement** offers a broad concept of community involvement and awareness that can include service, advocacy, service learning, volunteerism and political participation, with the goal of helping to develop community-based knowledge, values, and skills.

**Capstone/Project-Based Learning** courses are found within the curriculum of certain academic majors. A student generally works on single large projects—such as a thesis paper or a large research project—for the entire semester.

**Externships** (Job Shadowing) provide an initial exposure to a career for a brief period of time (such as one day a week or a couple hours per week) by enabling students to “shadow” an experienced employee or professional. Externships may include academic credit when connected to a course.

**Internships** are defined by the National Association of Colleges and Employers as “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 give employers the opportunity to guide and evaluate talent.” In addition, an internship is normally a semester (fall, spring, summer) in duration, may or may not carry credit, and may be paid or unpaid, based upon the employer’s compliance with Department of Labor criteria (see page 8 for DOL requirements).

**An Employee** is a person who is hired to provide service to an organization on a regular basis in exchange for compensation, not academic credit. This is appropriate when the experience is not part of the student’s academic program and does not meet the Department of Labor’s requirements for an unpaid internship (See Page 8).

A Closer Look at a Volunteer

A volunteer might be the best fit for your organization if you are looking for one-time assistance at an event or program or if you need 3 to 12 hours per week of service. Unlike an Internship, the focus of a volunteer position is primarily on the service being completed and the individual or issue receiving that service. An internship will
primarily focus on the learning experience of the student and the benefits to the organization/employer are secondary. Service Learning is a balance between two with equal focus on learning, service, and benefits to recipients and providers.


**A Closer Look at an Intern**

Oftentimes an internship is the ideal fit for an individual and employer. An internship is any carefully monitored, meaningful learning experience in which an individual has intentional professional goals and reflects actively on what he or she is accomplishing throughout the experience. Developing an internship program is an excellent strategy for investing in your organization’s future successes, often leading to discovering future colleagues and leaders.

A typical internship

- Includes developing intentional learning goals that are structured into the experience and supervised by a professional with relevant and related background in the field.
- Promotes academic, career and/or personal development.
- Includes learning objectives, observation, reflection, and evaluation.
- Balances the intern’s learning goals with the organization’s needs.
- Typically lasts three months. May be part-time or full-time.
- Involves industry-related and soft skills development.
- May be carefully monitored and evaluated for academic credit.
- Provides adequate supervision in a reasonably safe environment, with necessary tools to perform the learning goals agreed upon for the duration of the internship.

An internship is not

- Free help.
- Meant to replace an employee.
- More than 20% busy work (filing, covering phone, errands).

**How do Employers Benefit from an Internship Program?**

One of the more significant advantages to providing internships 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 leads to financial savings. Employers have reported converting more than half of eligible interns into full-time hires. If hired in a permanent position, previous interns assimilate faster to their new roles and have shorter learning-curves than external hires.

Interns can

- Provide freedom for professional staff to pursue creative or more advanced projects.
- Increase staff retention.
- Assist an organization in applying the latest strategies and techniques in the field.
- Maintain connections with colleges and increase visibility on campus.
- Promote community involvement—excellent public relations tool.
- Recruit other students and generate enthusiasm.
- Create awareness of the field for future hires.
- Give to the community by teaching the prospective workforce.
Finding the Right Intern for your Organization

**High school**: High school students are interested in developing interpersonal and professional skills. These skills will allow the intern to discover what areas he or she excels in and could entice the student to potentially remain with the organization through college. This experience could also increase student’s desire to graduate and pursue higher education in the future.

**Undergraduate**: An undergraduate intern could be beneficial for your organization because of his/her experience in and out of the classroom. Undergraduates have the opportunity to apply what they’ve learned in their curriculum to the workplace. Many students participate in internships to explore career niches and develop their professional skills. Ideally, an internship for a college student is an opportunity to network and enhance industry-related and “soft” skills, leading from education to employment.

**Graduate**: These students have earned an undergraduate degree and are interested in advancing research and professional skills relevant to their career goals.

**Career Changer**: By transitioning to a new industry these individuals are hoping to expand their professional network in this field and incorporate their professional skills into your organization. Career changers often enroll in coursework or degree programs to prepare for their new field, creating the opportunity for a supervised internship.

**International**: These are typically undergraduate or graduate students who are studying in the United States. There is no excessive paperwork needed to hire an International intern, and they do not need a “green card” (permanent residency) to complete an internship. Current federal regulations enable eligible students who maintain an F-1 or J-1 visa status to participate in an off-campus internship within their major field of study with permission from the Designated School Official (DSO) of their college or university. At the University of Hartford, the DSO is located in the International Center. International students bring with them skills and knowledge that has become essential in an emerging global economy—including a knowledge of culture, languages, and international business practices.

An off-campus internship undertaken by an international student is considered to be a form of “Practical Training” by the U.S. Citizenship and Immigration Services. There are two different ways in which a student may receive permission to participate in an off-campus internship, and both require the permission of the Designated School Official. The first is called “Curricular Practical Training,” which requires that the student receive academic credit granted by a professor. The second is called “Optional Pre-Completion Practical Training,” which requires that the DSO verify that the internship experience is directly related to the student’s academic program after the student receives a written offer from the employer. In both cases, the student must have completed one academic year of study (two semesters) before s/he may be considered eligible to participate in the internship.

**Making an Internship Offer**

When you feel you have found the candidate with the appropriate experience, professionalism, and maturity—and who is a good fit for the organization—make an offer. Just as in a permanent, full-time job search, students may be applying and interviewing for internships with multiple organizations. Thus, it is best to make an offer as soon as a decision has been made. At this time, a work schedule should be set, compensation agreed upon, and appropriate paperwork completed for both your employer records and the student’s internship requirements.

Upon the acceptance of the offer, remove your internship posting from all places where it is posted (e.g. college/university websites) to prevent further applications.
How do Student Interns Benefit from an Internship Program?

Students are seeking opportunities that stimulate their interests and provide real-world experiences. A meaningful, purposeful internship program will

- Offer the assignment of challenging projects and tasks.
- Provide projects that complement the student’s academic programs and/or career interests.
- Give broad exposure to the organization (remember: this is a chance for your intern to personally develop and explore career possibilities).
- Provide adequate, reliable, and regular supervision and mentoring.
- Ensure that interns are keeping pace with work requirements and accomplishing goals.
- Provide an orientation.
- Be relevant in the industry.
- Offer real life experience.
- Enable the intern to establish a professional network.

Learning Goals

At the start of the internship, it is recommended that the supervisor and intern create a list of learning goals that the intern hopes to achieve. The goals serve as the academic and professional roadmap for the intern’s time with your organization, helping to clearly identify the learning objectives associated with this experience and how the intern plans to accomplish them. The mutual establishment of goals and outcomes also provides an ideal opportunity to discuss workplace requirements, intern responsibilities, and the required hours that the intern is expected to complete in order to earn academic credit for this experience. We ask our supervisors to take the time to meet with their interns during the first week of each student’s time with the organization to discuss and fine-tune learning goals. (See end of document for sample learning goals).

Providing an Intern Orientation to your Organization

It is very important that interns be warmly welcomed and introduced throughout your organization, just as you would welcome a new full-time employee. Not only are interns new to your organization; in many cases, they are new to the professional world of work.

Students may be largely unfamiliar with the activities, environment, and objectives of your organization. Even though they may have worked part-time 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. It is during the students’ orientation and subsequent training that these issues should be candidly discussed.

The sooner your intern understands your organization and how it operates, the sooner he or she can assume assigned responsibilities and make a significant contribution to your operation. Expectations can vary, depending upon the size of your organization, but in general, be sure to review

- Hours
- Dress code
- Overall responsibilities
- with the consequences of absenteeism
- Safety regulations and requirements
Prior to hiring an intern, an employer must understand how interns will fit within the organization’s goals and culture. Since organizations vary in age, industry, and product, so too will internship activities.

Questions that may determine what kind of program will work best for you:

- What does your organization hope to gain from the program?
- Is your organization seeking to fulfill a need on a specific project? Will the internship(s) encompass one major project, or entail a variety of small projects?
- What are the tools and workspace necessary to provide the student?
- What talents, academic background and experience do you want in an intern? Decide on qualifications early in the process, to help you select the best candidate.
- Who will be primarily responsible for the orientation and supervision of the intern(s)? Will that person be a mentor, supervisor, or both?

Learn about prospective Interns: Whether your intern is a high school student, a college student, or an adult learner, s/he will want to develop skills that will be important later. The best way to know what skills an intern is hoping to gain is to conduct an in-person interview.

It is important that employers realize that school and classes must remain top priority for interns if they are a current student. The internship position should enhance their learning experience. Understand that for most interns, this is a new experience and they may need support in balancing their schoolwork and their internship. Agreeing on a required number of hours interns will work each week--and offering flexibility in actual scheduling--can go a long way toward supporting balance.

Required hours/credit may vary by school, but most interns typically complete 10-20 hours per week if they are going to classes full-time. The student intern should meet with an academic or internship advisor to learn the specific requirements of his or her academic program.

The Stages of an Internship

Some of the concerns and challenges interns face seem to occur in a predictable order. Each stage has its own obstacles and opportunities. There are concerns interns will have at each stage, and to some extent, those concerns must be resolved in order for them to move forward and continue learning and growing. However, the process of resolving concerns is also a learning experience in itself. At each stage, there are important tasks that will help interns address their concerns. If these tasks remain unaccomplished, and the concerns are left unresolved, the intern can become stuck and fail to progress to the next stage of learning.

The rate of progress through the stages is affected by many factors, including the number of hours spent at the internship site, previous internships or field experiences the intern’s personality the personal issues and levels of support that s/he brings into the experience, the style of supervision, and the nature of the work. The more you observe and understand these factors as a supervisor, the better the learning experience will be for the intern.

Anticipation

- Beginning of internship
- Higher levels of Anxiety—“What if...?” ruminations--and interaction with many people
- Lower levels of task completion
- Definition of specific goals and identification of skills needed to complete established goals
- Strong need to examine and critique assumptions
- Development of good relationships with supervisor, co-workers, and clients
Disillusionment
- Gap between expectations for the internship and what is actually occurring
- Sometimes gaps are small, but often they can be large
- “What if...?” from previous stage has become “What’s Wrong?”
- Opportunity for tremendous personal and professional growth by working through problems

Confrontation
- To get past the disillusionment stage, intern must face and study what is happening
- Failure to acknowledge and discuss problems can diminish learning experience and performance
- May need to reevaluate goals—they may be unrealistic, or opportunities may have changed
- As issues raised are resolved, task accomplishment and morale will rise
- Must continue to confront challenges and not get “frozen in the moment”
- Empowerment from knowing allows intern to grapple with problems effectively

Competence
- Morale high—trust in oneself
- Transition from “apprentice” to “professional”
- Good time to demand more from self assignments—increase workload, responsibility

Culmination
- Interns may face a variety of feelings at this stage
- Pride in accomplishments, sadness in leaving
- Need to address emotions, find an avenue to express them

The Role of an Internship Supervisor and Mentor

It’s going to be important to identify a supervisor for your intern(s) who will familiarize them with the organization, provide assignments, and serve as a “contact” person for questions. We recommend that the intern supervisor possess significant experience in the type of work the intern(s) will be performing in order to provide the appropriate guidance for the intern’s assignments. An intern supervisor’s responsibilities should include
- Taking part in an intern’s application, screening, and interview process.
- Conducting an intern orientation.
- Developing learning goals, in cooperation with the intern and his/her academic advisor.
- Meeting with an intern regularly to evaluate performance, whether key needs and goals are being met, and to assess the internship program’s success.

Role of a Mentor

In addition to the supervisor, a mentor may assist in the transition to this new learning environment. Mentors are often professionals within the department whose approachability and interpersonal skills provide interns with frequent and valuable advice regarding the work context, the organization’s culture, and ways to overcome problems and challenges. They are readily available to answer questions related to personal and professional growth, to share their knowledge, and to assist the intern in developing a professional network in the field.
Paying an Intern

- Wages for most internship opportunities are usually determined before the intern is hired and are not typically negotiated.
- Consider paying consistent wages to all interns within the department.
- Students in technical fields are generally paid more than in nontechnical fields.
- Pay for interns often varies by location, type of industry, size of organization, etc.

Unpaid Internships--as Defined by the Department of Labor

If you are deciding between paid and unpaid internships, it is important to know if the U.S. Fair Labor Standards Act applies to your organization.

The U.S. Fair Labor Standards Act restricts an employer’s use of unpaid interns. This act applies to businesses that have two or more employees directly engaged in interstate commerce as well as annual sales of $500,000 or more. Interns who qualify as trainees do not have to be paid. If you find you cannot pay your intern, you must meet these six criteria for determining trainee status (as determined by the U.S Department of Labor):

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

More information regarding FLSA regulations governing unpaid internships may be found in Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act, www.dol.gov/whd/regs/compliance/whdfs71.pdf

Other Forms of Benefits

Offering certain benefits may provide an incentive for talented students to accept one internship position over another or increase the intern’s commitment during the experience. These might include

- Opportunity for academic credit from school
- Scholarships
- Housing assistance for students who relocate
- Professional development or networking events
- Credit toward seniority: time worked as an intern can accumulate and apply toward benefits if intern accepts position as a full-time employee after graduation
- Paid holidays (if already receiving compensation)
- Tuition reimbursement
Insurance Considerations

Employers, interns, parents and educational institutions should be aware of insurance considerations:

- Automobile accident insurance: provided by the intern/parent/guardian.
- Health/life insurance: provided by the intern/parent/guardian.
- Accident/liability insurance: if required, typically provided by the intern/parent/guardian (some organizations may require the school to provide liability insurance.)
- Worker’s compensation: does not apply to interns participating in non-paid internship experiences, but if injured at the internship site, expenses should be covered by intern/parent/guardian personal insurance. (In most states, paid internships require that students be covered by worker’s compensation.)

Writing a Description for an Internship Posting

Gaining students’ interest and establishing a strong “brand” enables employers to attract the right people with the right skills. When writing your posting, treat the description as an opportunity to showcase the internship. (See end of document for sample posting descriptions.)

Questions to consider before writing the posting description

- Why will students want to apply for your opportunity over others in the industry?
- Does your description illustrate how this will be a unique experience?
- Do you fully define the benefits and incentives your organization can provide?

Writing an effective internship description is essential to recruiting the right individual. Write the description in clear, everyday language that will help the student understand the position and your organization’s culture. If the opportunity offers a broad exposure to many elements of your organization’s operations, be sure to state that in the description. Interns appreciate knowing the expectations up-front.

To write a powerful internship description

- Explain the organization’s goals and mission
- Outline the intern’s responsibilities and potential tasks/projects
  - Describe skills that will be developed
- Illustrate the necessary qualifications
  - Skills (computer, analytical, design, communication, etc.)
  - Education level (year, GPA, etc.)
  - Majors or academic concentrations
- Clarify the duration of the internship
  - Hours required per week
  - Flexibility with schedule or specific hours
  - Type: summer, semester, etc.
- Note if it’s paid or unpaid
- Specify how to apply—and provide contact information
At the University of Hartford, we use an online job database system called CareerBridge. Employers may register and post available positions at no charge. CareerBridge is used by both University of Hartford students and alumni seeking full-time and part-time employment, as well as internship opportunities. The system will enable you to establish an employer presence and to list, edit, and remove postings. The link may be found on our website--hartford.edu/career--simply click on Employer Resources, then click on any of the CareerBridge icons and scroll down to ‘Click here to register.’

If you have any questions regarding registering on CareerBridge, please do not hesitate to contact Career Services at 860.768.4287

If you are interested in coordinating an on-campus recruiting event at the University of Hartford, please contact our office at 860.768.4287 or career@hartford.edu

Posting Your Internship Online

Many campus career centers have databases that allow employers to post job/internship opportunities for free. Also, the University of Hartford participates in the InternHere.com initiative, which enables employers throughout New England to post internships for students in our region. The selective use of these sites may yield additional candidates with relevant skills.

If you have any questions about internships--or if you need any assistance, please feel free to contact

Career Services
200 Bloomfield Ave., West Hartford, CT 06117
E-mail: career@hartford.edu
Office Phone: 860.768.4287
Fax: 860.768.5141
Making it Meaningful

There are many ways to make an internship both memorable and engaging for both the intern and employer:

**Social Activities:** Whether it is employees and interns going out to lunch, or employees taking interns to a local baseball game, engaging in these activities provides a great opportunity to get to know one another on a more personal level. They also provide interns a chance to get to know other interns and employees with whom they have not worked. Many employers with successful internship programs state that their social activities are rated by interns as one of the top highlights of their experience.

**Professional Development Activities:** Help your interns to develop their professional skills by allowing them to sit in on meetings and work with employees in other departments for a day. Provide opportunities for interns to attend career development events/ seminars in the community to learn new skills.

**Common Internship Forms**

Each school has learning agreement forms that they may ask you to complete. Typically, learning agreements are signed by the employer, the student, and the student’s internship advisor, representing the school.

**Mid Term and Final Evaluation**

An internship can only be a true learning experience if constructive feedback is provided. An effective evaluation will focus upon the intern’s initial learning objectives identified at the start of the internship. Supervisors should take time to evaluate both the student’s positive accomplishments and areas for improvement.

Interns will look to their mentors and/or supervisors to help them make the transition from the classroom to the workplace. It is recommended that mentors and/or supervisors regularly meet with interns to receive and provide feedback concerning their performance. During these meetings, the student may

- Report on a project’s status
- Learn how their work is contributing to the organization
- Participate in evaluating their strengths
- Discuss areas needing improvement or further development
- Gain insight regarding what work lies ahead

Typically supervisors are asked to evaluate interns at the midpoint and end of the internship. Employers are encouraged to review the internship with the intern before he or she leaves. Evaluations are helpful when determining the intern’s success within the organization for future internships or employment upon graduation.

**Conclusion**

Thank you for your interest in supervising and mentoring an intern. Your participation provides interns the opportunity for both personal and professional growth. Interns and volunteers from the University of Hartford have been commended for their commitment, work ethic, and professionalism. We are confident that you will find
them a welcome addition to your staff. Career Services and faculty representatives came together to create this guide for your use in developing an effective internship program for your organization

Important Sources:


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**SAMPLE:  PUBLIC RELATIONS INTERNSHIP DESCRIPTION**

**CORPORATE PUBLIC RELATIONS COMPANY**

**Public relations intern**

**Internship Description**

Are you the next PR Superstar? If so, you’re going to need the skills and relevant work experience to get your foot in the door of your first public relations job. We take great pride in nurturing the up-and-coming public relations stars of tomorrow. Through our hands-on, year-round corporate public relations internship program, students compete for a unique opportunity to work alongside an award-winning public relations team that develops innovative global programs to help support the organization’s growth, client retention, and profitability.

**Work with a Global Leader**

Established in Rhode Island 175 years ago, we are a $4.6 billion organization that insures more than one out of every three Fortune 1000 organizations and similar-sized organizations in nearly 200 countries. The organization, ranked 766 among Fortune magazine’s largest organizations in America, employs more than 5,100 people in 62 offices worldwide.

**Experience you will gain**

Unlike internships at other organizations, our public relations interns gain meaningful, real-world experience in four key areas that the most astute public relations practitioners demonstrate competency in: research, planning, implementation, and evaluation. You can expect to develop confidence and marketable skills by engaging in or assisting with many of the following activities:

- Preparing news releases, bylined articles, award nominations, fact sheets, executive biographies
- Enhancing the organization’s social media presence, corporate website, corporate Intranet
- Participating in strategy meetings, conference calls, media interviews
- Monitoring earned media coverage using latest research tools
- Publishing the organization’s quarterly media coverage report
- Supporting special events and site tours; and much more!

**Qualifications:** Only the best and brightest need apply to be considered for the public relations Summer/Fall or Winter/Spring internships you must:
- Maintain an overall GPA of 3.0 or higher
- Major in public relations, communication, English, journalism or marketing
- Plan to pursue a career in public relations
- Be a junior or senior in college
- Applicants are responsible for transportation to and from the internship experience

Hours are flexible and depend on the student’s class schedule, course requirement (if applicable) and availability.

- **Hours per week**: 40
- **Wage/Salary**: Paid

**Application Instructions**: The chosen candidates can expect to work full-time during the summer of _____ and part-time (12-15 hours per week) during fall of ______.

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**SAMPLE: MARKETING INTERNSHIP DESCRIPTION**

**INSURANCE COMPANY**

**Student Intern—Marketing Department**

**Internship Description:**
Our company has more than a century of experience as a personal lines insurance carrier. Consistently ranked highest in customer satisfaction by its policyholders, our company is strong, stable, and financially secure.

Our office, located in Lincoln, RI, is seeking an intern for our marketing department. This is a paid internship for 37.5 hours per week during the summer months. The selected candidate will be responsible for assisting and supporting the marketing department with a variety of social media and marketing initiatives.

**Job Functions and Responsibilities:**

*Social Media*
Assist with social media engagement by helping manage social channels.
Draft and edit copy for social channels.
Monitor social media web analytical on a weekly basis (e.g. page views, twitter followers), and provide reports of growth and other activity.

*Marketing/advertising*
Engage with marketing teams on a regular basis to brainstorm ideas for new and innovative marketing and social media campaigns.
Assist with gathering data for marketing reports and support a variety of marketing and advertising programs.

*General responsibilities*
Research industry-specific sites (blogs, forums, etc.) for product reviews, customer comments, and other relevant marketing information.
Maintain marketing program files.

**Job Requirements**: Must have excellent written and verbal communications skills.
Knowledge and experience with Facebook, Twitter, YouTube, and other social media platforms.
Strong attention to detail and good organization skills.
Property and casualty insurance knowledge a plus.

Our internship is designed for individuals who are currently enrolled at an accredited college/university and who will be continuing their undergraduate studies in the fall. Candidates should be seeking a Bachelor’s degree in Marketing, Public Relations, Communications, or Journalism.
All applicants must submit a cover letter.
Transportation to and from the internship environment
Qualifications: Please see job description. • Hours per week: 37.5 • Wage/Salary: hourly

SAMPLE: COMMUNICATIONS/EDITORIAL INTERNSHIP DESCRIPTION

MULTI-MEDIA NEWS ORGANIZATION

Editorial internship

Internship Description
We are a local multi-media news organization serving communities throughout eastern Massachusetts. From more than 160 hyper-local websites, to magazines and specialty products, to 100 plus weekly daily newspapers, we offer advertising solutions to both large and small organizations.

Internship opportunities exist at our locations throughout eastern Massachusetts in all areas of our organization. The internships provide an opportunity to experience a reporter’s role and be part of a news team working both in print and online. The intern is assigned to an editor and, during the course of the internship, works closely with the editor to gather news, conduct interviews, write articles, and take photographs and video. Interns can be expected to have their work published in print and online on a regular basis. The intern’s hours are mutually agreed upon by the intern and his or her supervising editor, and should be between 15 to 20 hours per week for a period of four to 12 or more weeks.

Internships are unpaid. This is a weekly minimum hour’s required of 8 hours for college students, but flexible schedules are available. Internships must be a requirement of the school for academic credits. Before you begin your internship, documentation from the school will be required stating how many credits you will receive, how many hours are you required to work per week, start and end dates of intern, and if your supervisor will be required to fill out an evaluation.

You will need to provide a resume and cover letter that outlines your goals for an internship.

Qualifications: Journalism, English, Communication or Media Major in a Bachelor’s Degree Program, Transportation • Hours per Week: 8+ Flexible • Wage/Salary: Unpaid
An Equal Opportunity Employer

SAMPLE: PSYCHOLOGY INTERNSHIP DESCRIPTION

YOUTH AND FAMILY SERVICES CORPORATION

Behavior specialist

Internship Description:
We believe that every child has the right—and should have the opportunity—to full inclusion in life regardless of disability. In 1977, we established a Youth and Family Services Program to help children with disabilities learn the skills they need to become active, participating members of the larger community.
To support a child’s development, we create individualized programs that are family-centered, recognizing that parents or guardians are a crucial part of the implementation team. We bring together an interdisciplinary team that supports and works with families to find positive ways to deal with the many challenges posed by a child’s disabilities. Depending upon what services and expertise are needed, this support team can be comprised of an administrator, treatment consultant, clinical supervisor, treatment coordinator, and behavioral specialist.

Our Youth and Family Services is designed for eligible children, ages 3-21 with special health care needs or who are at risk for chronic, physical, developmental or behavioral conditions.

Our Home-Based Therapeutic Services include:
Behavioral management
Social and daily living skills
Community integration
Parent skills training

**Qualifications:**
- Must be 19 years old
- Must have an associate’s degree in human services or currently be enrolled in at least 6 semester hours or relevant undergraduate coursework at an accredited college/university
- Must have a favorable criminal background check
- Must have a valid driver’s license and access to an insured vehicle
- Must have a favorable driving record

**Hours per Week:** 20  
**Wages/Salary:** Competitive

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**SAMPLE: ENGINEERING INTERNSHIP DESCRIPTION**

**TECHNICAL CAREER EDUCATION**

**Test engineering intern**

**Internship Description:**
The test engineering intern will be responsible for developing and executing physical and electrical performance testing to have more comprehensive characterization of fluid dispensing equipment. Essential job duties and responsibilities include: developing test plans to effectively evaluate dispense equipment (valve, dispenser, barrel) performances, selecting the test methodology and instrumentation required, set up the test equipment, execute tests, summarize their tests results and conclude in a formal report format. Other duties may be assigned.

**Qualifications:**
- Pursuit of a mechanical, industrial or electrical engineering bachelor’s degree
- At least a junior in standing.
- Self-directed and motivated
- Technical report writing skills
- Proficient in Microsoft Office Preferred Skills and Abilities
- Familiar with LabView
- Familiar with National Instruments products
- Knowledge of physical and electrical measuring methods
Working conditions and physical demands - mixed environment of office, laboratory and manufacturing. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Must be able to lift up to 20 pounds daily and 40 pounds on occasion.

- 10-15 hours per week availability, $17/hour
- Must furnish own transportation to and from internship site

The requirements listed above are representative of the knowledge, skills, and/or abilities required. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

This is a drug-free workplace in an effort to safeguard workplace health, safety, and productivity. Employment is contingent upon passing a post-offer drug screening and background check. We are fully committed to Equal Employment Opportunity and to attracting, retaining, developing and promoting the most qualified employees without regard to their race, gender, gender identity or expression, color, religion, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, or any other characteristic prohibited by state or local law.

SAMPLE LEARNING GOALS: LEGAL

Police Intern

Professional Objectives

Objective: To learn and understand the correct terminology and acronyms used by a police department.

- Activities/Resources: Read filed police reports
- On-the-job training, experiences, projects, and activities
- Get involved in discussion of current offenses on campus
- Attend meetings within the department
- Observe the professional officers in the department
- Read police handbook outside of internship hours in order to fully participate in discussions

Evidence

- Include a reference guide of the terminology and colored abbreviations that have been learned throughout this internship

Objective: To learn how to successfully clear a crime scene and take fingerprints from a perpetrator.

Activities/Resources:

- Observe the professional officers in the department; seek a professional mentor
- Conduct discussions with the officers in the department
- Read manual and professional publications on each of the processes
- Attend training sessions
- Read filed police reports

Evidence

- Include an annotated bibliography of material reviewed
- Include a mock scenario(case): develop mock diagrams and a descriptive narrative on how the scene was cleared
- Include a step-by-step visual guide on how to make fingerprints using self as an example

Details

Duties Include

- Answer and record telephone calls coming into the station
- Ride-along with the officers around the campus
- Attend court meetings and observe the trials
- Organize and file paper work
- Attend meetings and observe the officers at work
- Review police logs and arrests from the previous day
- Attend department meetings to go over policies and review past logs

**Internship Evaluation Methods** (how your supervisor will evaluate your performance)
- Consult with your supervisor throughout the day
- Communicate via e-mail and telephone calls
- Complete university provided evaluation forms
- Review by other officers shadowed throughout the day

**Internship work days/hours**
- Start: September 10; End, December 3
- Monday, Wednesday, Friday from 12 p.m. to 5 p.m.
- Days and times are subject to change weekly, but the hours will amount to about 9 hour per week.

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**SAMPLE LEARNING GOALS: SCIENCE**

**Objective**: To facilitate research on the development of a new exhibit with co-existing species at Mystic Aquarium

**Activities and Resources**
- To research local species of the Long Island Sound including their ideal water qualities, potential predators or prey, possible toxicity and physical traits.
- Research local sponge species as the base of the exhibit, includes scientific and husbandry aspects.
- Develop (and present) a proposal, including photos, cited resources, and an explanation of the species of the exhibit and how it depicts the boulder reef of Long Island Sound.
- Replace existing tank and stock with Long Island Sound species

**Evidence**
- Include a list of citations from scientific journal articles that describe each species’ habitat, physical properties, and chemical properties.
- Include original photos and descriptive captions depicting each selected species.
- Write up a report including information on each individual species, explaining how they co-exist in the Long Island Sound exhibit and in their natural ecosystem.
- Include formal presentation and report of original project as presented to the Department of Fish and Invertebrates at Mystic Aquarium.

**Objective**: To learn proper maintenance of the discovery lab touch tank.

**Activities and Resources**
- Maintain the filtration devices used to keep the exhibit clean.
- Inspect the exhibit by checking the water temperature, chiller temperature, UV light, and protein skimmer to make sure they are properly functioning.
- Routinely clean the algae along the glass as well as fingerprints, debris and other material that hinder the aesthetic appeal of the tank.

**Evidence**
Include a step-by-step manual for interns on how to properly maintain this tank.

**Duties Include**
- Scuba diving in off-site locations to collect species and record population data
- Clean and maintain Discovery Touch Tank
- Attend weekly intern educational meetings
- Participate in weekly staff meetings
- Educate the public visiting the Aquarium
- Research new possibilities for species introduction, new exhibits

**Internship Evaluation Methods (how your supervisor will evaluate your performance)**
- Consult with your supervisor throughout the day
- Communicate via e-mail and telephone calls
- Complete university provided evaluation forms
- Review from other officers shadowed throughout the day

**Internship work days/hours**
- Start date: Tuesday, September 8th
- Tuesday, Wednesday, Thursday: 9 a.m. to 4 p.m.
- Days and times are subject to change weekly, but hours will total 200.

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**SAMPLE LEARNING GOALS: WRITING**

**Package copy editorial intern**

**Professional Objectives with Activities/Resources, and Evidence**

**Objective:** To create a tutorial for the trademark search process

**Activities/Resources:**
- View past TM search spreadsheets
- Save a TM search spreadsheet template
- Save links to databases used for TM searches
- Perform mock TM searches
- Do real TM searches and create spreadsheets
- Ask questions as they arise
- Ask co-workers for feedback

**Evidence:**
- Include tutorial for TM searches, including a template for spreadsheets
- Include in my portfolio copies of TM spreadsheets I have created

**Objective:** Create a mock copy document

**Activities/Resources:**
- Receive tutorial from co-worker
- Read existing copy documents
- Save a copy document template for reference
- Create forward planning documents to set timelines for sue dates
Create copy documents
Ask co-workers to proofread and offer to proofread for them

Evidence:
Include in my portfolio a mock copy document (because I am legally unable to disclose actual projects).
Compile a list of brands on which I worked

Internship Details

Internship Duties (actual job description):
- Brainstorm product names and taglines.
- Organize product names in Excel spreadsheet.
- Perform preliminary trademark searches.
- Create and update copy documents.
- Proofread artwork and instructions.
- Create mood boards and other creative brainstorm thought-starters.

Internship Evaluation Methods:
The supervisor will ask the writing team to evaluate the intern based on their experience. According to the supervisor, an intern must
- Have good attendance
- Communicate regularly with the writing team
- Complete tasks assigned by writers
- Stay busy and proactive about finding projects to work on

Internship work days/hours:
- In-office work on Tuesdays and Thursdays from 8 a.m. to 5:15 p.m.
- Check email frequently
- Start on January 24 and end on April 26

SAMPLE LEARNING GOALS: BUSINESS

Service and Training Manager

PROFESSIONAL OBJECTIVES

Objective 1: To create an improved interviewing and hiring system that will lead to more accurate and relevant interviewing, lower turnover, and a stronger team.

Activities/Resources:
- Evaluate current interviewing forms.
- Alter the forms to be more behaviorally based; create new forms if necessary.
- Determine desired qualities (experience, availability, customer focus, etc) and the importance of each characteristic.
- Determine the most effective way to collect information from the applicant.

Evidence:
- Include data that highlights lower turnover in Quarter 4.
- Include original forms and procedures.
Objective 2: Create a more efficient system of training to provide a consistent, comprehensive New Employee Orientation for all associates in an engaging manner.

Activities/Resources:
- Create a training system that is consistent for each new employee.
- Maintain a fun, engaging environment.
- Create an environment of trust and camaraderie.
- Get feedback from new associates for any alterations needed.

Evidence:
- Include an electronic version of the new training binder.

DETAILS:
Duties include
- Assist in interviewing and hiring new associates
- Help train new and existing employees on all best practices
- Assist Store Manager in coaching and providing feedback to all associates regarding sales performance
- Meet Customer Experience Survey requirement (currently #3 in the district)
- Managing Old Navy Card Goals (currently #9 in the district)

Evaluation methods
- Daily communication with store manager
- Weekly meetings for evaluation and feedback
- Quarterly performance reviews

Expected workdays
Sunday 12-9 p.m.
Monday 8 a.m. -5 p.m.
Tuesday 1-10 p.m.
Thursday 1-10 p.m.
Saturday 9 a.m. -6 p.m.
(Changes weekly, but always five 9-hour shifts per week)
Start: January 23; End: May 2

SAMPLE LEARNING GOALS: COMMUNICATIONS

Public relations intern

Professional Objectives:

Objective: Provide constructive feedback and data to clients regarding the media hits received by their products

Activities/Resources:
- Find product placement in publications, such as magazines, newspapers, or online websites
- “Clip” the article by taking screen shots of the article, or scan articles of print publications
- Edit the document to make it professional and organized
- Send each media hit to be reviewed by account executives
Evidence: Include a sample media hit in my portfolio.

Objective: Create industry-focused media lists to assist in reaching out to media professionals and recruiting additional accounts.

Activities/Resources:
- Review last year’s media list and update any changes to contact information
- Search for new contacts using CisionPoint database
- Send to account executives for final editing

Evidence: Include an Excel spreadsheet of a media list in my portfolio.

Details
Duties include:
- Assist account executives by updating media lists, clipping product placement hits, and reaching out to media professionals.
- Package samples of products to send to bloggers and editors
- Organize product samples to keep track of inventory
- Write product descriptions to include in holiday gift guides
- Update magazine subscriptions

Evaluation methods:
- Complete 10 hours per week for 10 weeks, totaling 100 hours for the semester
- Monday and Wednesday from 12 pm- 5 pm
- Start: September 10; End: November 28
- **Hours are flexible with regard to holidays or mandatory school functions