What is an Internship?

An internship is a structured learning experience in a work setting that enhances a student’s understanding of their career field of choice. A majority of internships are offered in the summer when the majority of students are available. However, depending on the arrangement they can take place throughout the year. Internship programs can be developed at private corporations, government offices and nonprofit organizations. Therefore, Internships can be paid or unpaid positions. More detail on compensation to follow.

What is Cooperative Education?

Cooperative Education positions are paid positions that require students to work either full-time to return to school, or part-time while attending classes. Cooperative Education was originally intended for work/learning experience in technical and engineering disciplines to transition students from education directly into their professions. Programs have broadened in scope, timing and variety of disciplines. Many employers offer summer Co-ops and recruit sophomores and juniors to maximize the time for talent development and to build a pipeline of strong candidates to offer full-time positions prior to graduation.

“Internship” is the most commonly used term to describe these opportunities and will be used from here on out.

How do Students Benefit from Internships?

Internships are very important in a student’s career development. Through these assignments, students can:

- Build key competencies for their profession and organization.
- Determine if this is an appropriate career path and/or organizational culture.
- Find out how to prepare for a career in a specific field.
- Develop a network of professional contacts for future opportunities and references.
- Learn about the workplace skills they need to develop and build a strong resume.
- Find out what to expect when they transition into a full-time job.

How Many Hours do Students Work?

During the academic year, usually 10-20 hours each week. During the summer, full-time hours.

What is Appropriate Compensation?

- Develop specific projects or assignments that allow the student to gain work experience related to their academic studies. Authentic tasks and projects that contribute to real organizational challenges are the most desirable and meaningful experiences and beneficial. Most compensation is hourly, and varies depending on the field of study or year in college. The National Association of Colleges and Employers publishes a compensation data report for interns: http://www.naceweb.org/surveys/internship-co-op.aspx
- It can vary depending on demand and nature of the career field, academic requirements and the job-related tasks involved.
- For-profit employers should offer paid internships. Consult the U.S. Department of Labor’s Wage and Hour Division for information under the Fair Labor Standards Act and review Test for Unpaid Interns.
- Career Services provides guidance for competitive wages for UA students, and appropriate academic units.

How do you Set Up an internship Program with the University of Arizona?

For more information, contact Career Services at (520) 621-2372 or via email jan1@email.arizona.edu
Benefits to Organizations

Discover Motivated Students Early

- Internships bring talented students to contribute to the organization through their work, ideas and new energy. They provide additional support and enhance your workforce, helping you to accomplish the goals and mission of the organization.
- Allows you to show them the advantages of working for your organization.
- Gives organization access to a qualified and talented pool of candidates that you can groom for your organization and its culture.

Pre-Screen Potential Candidates

- Internship programs provide effective, low-risk evaluation and training ground for prospective full-time employees. An organization’s investment is nominal and during the internship you can evaluate the intern’s skills, work ethic, and assimilation into the culture.
- You have an opportunity to hire a pre-screened employee who fits your needs and is already familiar with the needs of the organization for full-time employment.
- With every meaningful internship, you increase your organization’s reputation on the University of Arizona’s campus. Students returning from a positive experience will tell their friends and classmates, effectively promoting your organization as a great place to work.

Influence the Education of Future Professionals

- You will have the opportunity to positively influence the education of new professionals in your field and transform them into excellent future employees.
- Suggesting elective courses to your student employees and discussing curricula with faculty will help produce a more competent graduate and professional.

How to Get Started

Assess Your Needs and Resources

- Can you provide a meaningful work/learning opportunity?
- Is this an ongoing opportunity or a special project of limited duration?
- Are you prepared and able to invest in training the student?
- Is there a staff person to supervise and mentor the student?
- Do you have adequate office space and equipment for the student to work effectively?

Plan a Challenging Work Experience

- Students may perform some routine office work, but this should not be more than 20% of the experiences.
- Develop specific projects or assignment that allow the student to gain work experience related to their academic studies. Authentic tasks and projects that contribute to real organizational challenges are the most desirable and meaningful experiences and are most beneficial for the employer and student.
Important Information to Consider

Academic Credit for Internships

We are frequently asked “How do I arrange academic credit for an internship?” Simply put... you don’t.

Arranging for academic credit is solely the student’s responsibility. If you’d like to require the acquisition of credit as a necessary condition of the position, or if you are willing to complete the steps needed for the student to receive credit, mention that in your position description.

Here is what’s needed for the requirements for academic credit:

1. Provide a written, detailed description of the position and the duties.
2. Meet with the student’s advisor/professor to discuss the nature of the position.
3. Be prepared for the advisor/professor to visit the work site to meet with you and/or the student.
4. You may be asked to write an evaluation of the student’s performance at the conclusion of the program.

Non-Discrimination Policy

Employment professionals will maintain equal employment opportunity (EEO) compliance and follow affirmative action principles in recruiting activities in a manner that includes:

1. Recruiting, interviewing and hiring individuals without regard to race, color, religion, national origin, age, gender, sexual orientation, or disability, and providing reasonable accommodations upon request.
2. Reviewing selection criteria for adverse impact based upon the student’s race, color, religion, national origin, age, sexual orientation, or disability.
3. Avoiding use of inquiries that are considered unacceptable by EEO standards during the recruiting process.
4. Developing sensitivity to, and awareness of, cultural differences and the diversity of the work force.
5. Informing campus constituencies of special activities which have been developed to achieve the employer’s affirmative action goals.
6. Investigating complaints forwarded by the Career Services office regarding EEO non-compliance and seeking resolution of such complaints.

Legal Issues

In setting up an internship or cooperative education experience, do not overlook any potential legal concerns, The Fair Labor Standards Act requires employers to pay at least minimum wage to employees. For organizations offering an unpaid position or stipend, it becomes important to meet with your legal counsel to make sure that your arrangements meet the requirements of the law. In addition, you should meet with your legal counsel to discuss any potential liability issues.

Role of Career Services - Establish Relationships with Organizations

- UA Career Services acts as a central point of contact for employers, students and departments.
- We establish relationships and provide outreach to large corporations, government agencies, non-profit organizations, educational institutions, and small businesses at a national and local basis continuously.
- The office encourages, guides, and facilitates organizations interested in providing career-related experiences to UA students.
Create a Job Description

No one likes to do menial work like filing and faxing and neither do interns. Although those tasks are a necessary component to anyone’s position, an intern should spend no more than 20% of his or her time on such tasks – since the emphasis is on learning. The intern job description should represent a near mirror image of an entry-level position in your organization. The mirror image could be thought of as a younger image of yourself.

Authenticity, another principle of good practice, states that the experience must have real world context and/or be useful and meaningful to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it or in response to a real situation.

As you create the internship description, keep in mind the following:

- Provide substantial background on your organization and the department or area to be served.
- Take the time to review the university’s list of majors and core courses within the majors to discover what type of student would be most appropriate for the position.
- Clearly define the goals and objectives of the internship and the path to reach the goal.
- Develop work assignments that are progressively challenging & complement student’s academic program.
- Provide variety in the tasks.
- Separate qualifications that are critical from those that are preferred.
- Anticipate common questions.

Sample Tasks:

- Write handbooks or manuals
- Design marketing and promotional materials
- Web programming (HTML, PHP, JAVAScript)
- Create lesson plans
- Assist with grant-writing
- AutoCAD to create field drawings
- Perform software/hardware modifications
- Conduct studies and surveys
- Programming using C, C++, C#, .net
- Create charts and graphs
- Compile competitive analysis
- Circuit design (ADC, DAC, EEPROMS)
- Prepare reports
- Assist with client presentations
- Experience in SolidWorks
- Analyzes data and prepares reports
- Youth camp counselor
- Theatre set design
- Software installations, software setup, configuration
- Field sampling
- Logistics Management
- Server and client system hardware builds

Now it’s your turn!
Create a Job Description by completing the worksheet below.

Name of Organization ____________________________________________________________

Address _______________________________________________________________________

City ___________________________________ State __________ ZIP _________________

Web/URL ______________________________________________________________________

Contact(s): Telephone/Email
                                                                                     

1. When does my organization want to host interns?

   □ Fall (Aug-Dec)   □ Spring (Jan-May)   □ On-going
   □ Winter (Dec-Jan) □ Summer (June-Aug)

2. What are the major products/services/departments that need support by interns?

3. What majors/disciplines would be most appropriate? Are those majors offered at the college(s) that I am recruiting from?

4. What kinds of projects/roles/responsibilities might each major/discipline have in your organization?

5. What are some of the important skills, attitudes, and information an intern should expect to learn in your organization?

6. What kinds of courses, skills, and experiences would be most helpful for an intern to have prior to working with your organization?

7. How will learning take place in the internship such as through orientation, professional development, and mentoring?

8. What is the application process and timeline?

9. Compensation
Welcome the Intern

Preparation & Planning

There are many actions that you can take prior to the arrival of interns that will help ensure a great experience. The first step in preparing for you interns’ arrival is to provide communication. Interns, especially if this is their first experience, are very nervous about beginning work. Use the following tips to create a smooth arrival and transition:

- Send the intern any background information or paper work that can help the student begin to familiarize him/herself with your organization and the project that he or she will be working on.
- Send the student directions and a parking pass (if necessary). Don’t forget to tell the student about any construction or nuances of getting to work.
- Let the student know what time to arrive and where to find his or her supervisor upon arrival.
- Discuss dress code.
- Give the student an agenda for the first day and what to expect for the first week.
- If there are more than one intern, share with the students who is coming from what schools and what area they will each be working in.

No coach would take their team into a match without a game plan, and overseeing an internship program is no different. The first step in preparing to host an intern is to map out your weekly game plan. Create a weekly calendar of major themes or topics that you would like to cover with the intern. Be sure to include who is responsible for covering the topic with the intern. Finally provide a checklist for the intern to make sure each item was covered and that the intern has mastered the topic before moving on.

Now it’s Your Turn!

Create an Internship Program Calendar by completing the worksheet on the following page.
Fill in the Worksheet with your own Activities and Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Orientation</td>
<td>Orientation</td>
<td>Intern Group</td>
<td>Weekly Reflection</td>
</tr>
<tr>
<td>2</td>
<td>Discuss Major Projects</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Mid-point Evaluation</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Weekly Reflection</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1-1 with Supervisor</td>
<td>1-1 with Supervisor</td>
<td>Final Evaluation</td>
<td>Final Presentation</td>
<td>Celebration</td>
</tr>
</tbody>
</table>
Orientation & Training

To build a truly quality experience for a student intern, it is vital that orientation and training occur throughout the experience. During the first few weeks of employment, the creation of a baseline, or foundation of information and knowledge should be established. Helping the student understand how he or she fits into the big picture from the get-go will help the student make the connection down the line as he or she proceeds through projects.

Once the baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner’s application of the context and skills requirements of her/his work.

Some examples and tips for on-going orientation and training include:

- Setting weekly one-on-one meetings with the intern supervisor.
- Creation of and periodic monitoring of learning objectives.
- Discovering new projects that offer increased challenge and involvement for the intern.
- Introducing the intern to staff in other departments, including an orientation of other departments.
- Take tours of various departments and production areas of the organization.
- Attend trade fairs or conferences with the intern.
- Establish brown bag lunch sessions for interns.
- Include the intern in regular staff training and development sessions.

The initial orientation that you provide for your interns should look very similar to the regular new staff orientation. Remember not to take any information for granted or assume an understanding by the intern. Use the checklist on the following page to make sure you are covering adequate information.

Now it’s Your Turn!

Help the student with the Orientation Checklist by completing the worksheet with the intern.
Orientation Checklist

☐ Explain the Mission of the Organization
  o How did the organization start? Why?
  o What is unique about your product or service?
  o Who benefits from your product or service?
  o What are the organization’s current objectives? How may the intern contribute to those objectives?

☐ Explain the Organization Structure
  o Who reports to whom? Who, specifically, is the intern’s supervisor?
  o What is the intern’s department responsible for?
  o How are decisions made?
  o Which personnel can answer different kinds of questions?

☐ Outline Organizational Rules, Policies, Decorum & Expectations
  o Is there special industry jargon?
  o What are the specific work standards and procedures?
  o What access to the supervisor (days, times, and duration) does the intern have?
  o How do the email and telephone systems work?
  o What are the approved methods of correspondence?
  o By what safety regulations must they abide?
  o Is there a procedure for signing off completed work?
  o What periodic reports need to be completed?
  o Are there security or confidentiality issues the intern should be aware of?
  o What is acceptable with regard to dress and appearance?
  o How should they maintain the premises and their work areas?

☐ Define the Intern’s Responsibilities
  o What is the intern’s role?
  o What projects will be assigned to him or her?
  o What resources are available to the intern?
  o What training is necessary?
  o How does the organization want the intern to deal with clients or vendors?
  o What tasks can be completed without supervisory approval?
  o Do other employees understand the intern’s role?

☐ Monitor the Intern’s Adjustment and Understanding of What is Expected
  o Make yourself visibly available to the intern.
  o Assign someone who can periodically “check-in” with the intern.
  o Provide feedback and constructive criticism.
  o Force the intern to ask questions.
Goal Setting

For the full value of the experience to be accessible to both the learner and the learning facilitator, and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate.

Now it’s Your Turn!

Help the Student develop Learning Objectives by completing the worksheet with the intern.
Learning Objective Worksheet (for Students)

You might be wondering what a learning objective is. A learning objective is a brief, clear and concise statement of what a person will be able to perform at the end of an instructional period. In this case, it will be at the end of your internship.

On your application you identified skills that you wish to take away from your intern experience. The purpose of this worksheet is to take those skills, transform them into goals, then from these goals create learning objectives.

The first portion of this worksheet is to form goals based on the skills you stated on the application. The second portion will be done in collaboration with your supervisor. Together you will create learning objectives based on the goals you have set.

**Goal Setting**

This part of the worksheet is intended to help you clearly define what you wish to take away from the internship and make it a goal. This will help you and your employer understand what you need to make this a successful internship experience.

For example, if you wish to develop skills in professionalism. Then make it a statement such as this: “I want to learn how to act in a professional setting and feel comfortable in these types of settings.”

Below, write you skill and then state that as a goal you want to achieve.

Skill ____________________________________________________________________________
Goal ____________________________________________________________________________
________________________________________________________________________________

Skill ____________________________________________________________________________
Goal ____________________________________________________________________________
________________________________________________________________________________

Skill ____________________________________________________________________________
Goal ____________________________________________________________________________
________________________________________________________________________________

Skill ____________________________________________________________________________
Goal ____________________________________________________________________________
________________________________________________________________________________
Writing Learning Objectives

To write an affective learning objective it should focus on your internship, your goals, and be measurable. It should also explain expectations for behavior, performance, or understanding.

The actual structure of the objective is as follows. First, you select a verb for performing the task. Second, you select a condition in which the task must be performed, then select a standard to which the task must live up to. Here’s an example:

- Acquire the knowledge and skills that I need to act appropriately in professional situations.

Here are a few measurable action words that might help when forming these objectives.

- Prioritize
- Prioritize
- Analyze
- Create
- Discuss
- Construct
- Articulate
- Describe
- Apply
- Assess
- Evaluate
- Identify
- Develop
- Define
- List

Now, take some time with your supervisor and create four learning objectives using the goals you created and list them below:

Learning Objective #1:
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Learning Objective #2:
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Learning Objective #3:
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Learning Objective #4:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
STUDENT
(For Student)
Name: ________________________________________________________________
Address: __________________________________________________________________________
City: ___________________________________________________________________________ State: ___________ Zip: ______________________
Phone: ___________________________ Email: ________________________________
College: __________________________________________________________________________
-Optional-
Major(s): ___________________________ Minor ___________________________ Class Standing: ___________

ORGANIZATION
Organization: ___________________________________________ Supervisor: ____________________________
Address: __________________________________________________________
City: ___________________________________________________________________________ State: ___________ Zip: ______________________
Phone: ___________________________ Email: ________________________________
Web Address: ________________________________

POSITION
Student’s Job Title: ___________________________ Compensation: __________________________ hour/week/month
Location of Assignment: ________________________________________________________________
Description of Assignment: __________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Start Date: ___________________________ End Date: ____________________________ (include month/date/year)
Faculty Supervisor: ________________________________________________________________

Department: ________________________________________________________________

Phone: ____________________ Email: ____________________________________________

Credit(s): ____________________

-Mandatory-

Major(s): ____________________ Minor: ____________________

Student's responsibilities to organization & advisor/faculty. (Supplemental readings, logs, reports, paper, due dates, etc.)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Organization's responsibilities to advisor/faculty and student (Conditions, vision, support, & evaluation)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Student: ________________________________________________________________

Site Supervisor: ____________________________________________________________
Advisory/Faculty Supervisor: ____________________________________________

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