### EMPLOYER INTERNSHIP PLAYBOOK

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Florida Atlantic University (FAU) serves a student body of 30,000 undergraduate and graduate students within ten distinguished colleges that offer more than 180 degree programs. Florida Atlantic University ranks as the most racially, ethnically and culturally diverse institution in Florida’s State University System. With six campuses spread across multiple counties, there are plenty of Owls in the South Florida region!

INTERNSHIP PROGRAM BENEFITS FOR EMPLOYERS

Internship programs provide employers with a proven and inexpensive recruiting tool and the opportunity to get a jump start in training future employees. Evaluating prospective employees while they are working for the organization can reduce significant costs in finding new talent. Additionally, students are often engaged with current technology and innovative processes and can apply that insight and expertise in their internships.

Interns:

- Are a cost effective recruiting mechanism. Students that intern with an organization and accept full-time positions with that organization are retained at a higher rate. According to the National Association of Colleges & Employers’ at the one-year mark, hires that served an internship with the organization outpace their inexperienced counterparts (78.5 % versus 67.5%).

- Expand the diversity of your organization
- Often have cutting-edge skill sets developed through their coursework
- Provide opportunities for full-time staff to focus on more senior level projects
- Enhance your visibility on FAU’s campuses
- Provide supervisory experience for junior employees
- Allow your organization to contribute to the professional development of future leaders
- Raise your image in the community as supporting educational opportunities for students

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INTERNERSHIP PROGRAM BENEFITS FOR STUDENTS

Students are able to gain a substantial amount of valuable experience when they are able to apply what they are learning in the classroom in practical ways. This practice allows them to refine skills gained through academic coursework as well as develop new areas through exposure to professionals and the organization in which they work.

Interns will:

• **Learn and contribute** to an organization
• Apply what they learn in class to their internship activities as well as take their skills **developed** on-site back to the classroom
• **Explore** both technical as well as soft skill development
• Learn from and network with **industry professionals**

• Gain transcript notation and possible credit towards degree completion if registered for a course
• Explore and verify major and career **aspirations**
• Potentially secure additional internship or full-time employment opportunities

According to the National Association of Colleges and Employers (NACE):

“An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill 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.”

Internships have various titles ranging by industry, organization, and/or geographical location. While there are various types of internships, all share one common denominator: the intern strives to meet certain preset and supervisor-approved learning goals. These learning goals must be formally reflected upon and evaluated by both the intern and the internship supervisor before, during, and after the experience.

CRITERIA FOR AN EXPERIENCE TO BE DEFINED AS AN INTERNSHIP

To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

1. The experience must be an extension of the classroom and apply the knowledge gained through academic coursework. It must not be simply to advance the operations of the employer or replace the work of a regular employee.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

If these criteria are followed, it is the opinion of NACE that the experience can be considered a legitimate internship.

HOW DO INTERNSHIPS DIFFER FROM OTHER JOBS?

Interns should be refining their professional skill set through projects, mentoring, and shadowing opportunities within the organization. All students participating in an FAU Career Center managed internship or co-op program will develop learning objectives that they will strive to achieve during their internship. These learning objectives are discussed and designed along with the intern’s supervisor. This process ensures they are within the scope of the internship and that there is a reasonable assumption that they are achievable before the end of the experience.
WHAT INTERNSHIPS ARE

**Yes**

- Includes developing intentional learning objective 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
- Balances the intern’s learning goals with the organization’s needs
- Often spans three to six months, although shorter experiences are also welcome
- Involves industry related and soft skill development
- May be carefully monitored and evaluated for academic credit
- Provides adequate supervision in a reasonably safe environment with the necessary tools to perform the learning goals agreed upon for the duration of the internship

**No**

- Free help
- Meant to replace an employee
- More than 20% busy work (errands, filing, etc.)
- Part-time work focused on repeatable tasks
- Shadowing professionals with no structure or guidelines
- Volunteering where no learning is occurring
INTERNSHIP TASKS AND ARRANGEMENTS

Sample internship tasks include:

- Developing Content
  - Handbooks
  - Manuals
  - Lesson Plans
  - Presentations
  - Posters
  - Marketing Materials
- Financial Activities
  - Auditing Accounts
  - Creating Reports
- Administering Activities
  - Laboratory Tests
  - Hardware/Software Modifications
  - Surveys/Studies
  - Research
  - Presentations
- On-line Activities
  - Social Media
  - Website Edits

View the Sample Position Descriptions in the Appendix of this document for more detailed examples.

With many technological resources available, internship formats are now expanding beyond the typical 9 a.m. to 5 p.m. workweek. Internships may include in-person supervision or virtual supervision.

In-Person
An in-person internship format has the student interning at the organization’s physical location. The intern is provided with resources at the organization to complete assigned tasks such as dedicated office space, technology, company e-mail account, etc. Supervision meetings are held in-person between the student and the supervisor. During these meetings it is expected that progress towards project work will be discussed as well as feedback on overall performance and professionalism.

Virtual
There has been a rise of virtual internship experiences. A virtual intern may or may not be provided with the technology needed in order to complete assigned tasks (such as a computer, software packages, phone, etc.). For virtual internships to be successful, it is essential that the supervisor and the intern communicate regularly. Additionally, it is strongly recommended that supervisors and interns meet (either in-person at a public location or virtually) once a week to ensure proper feedback and mentorship. As with the in-person internships, during supervision meetings, it is expected that progress towards project work will be discussed as well as feedback on overall performance and professionalism.
Developing a new internship program with your organization can seem daunting. The FAU Career Center is here to assist you throughout the process, from creating your position description to final evaluations.

STEP 1: ASSESSING YOUR ORGANIZATIONAL NEEDS FOR AN INTERN

The relationship between an intern and the organization brings value to all parties. If you are contemplating creating a new freestanding internship or expanding your current internship activities into a more developed internship program, these questions may help you frame the opportunity:

What does your organization hope to gain from hiring an intern?

- Does your industry have a peak season when additional resources would be helpful?
- Is your organization looking to fulfill a need on a specific project? How does this project benefit the organization and develop the student?
- Will this internship encompass one major project, or entail a variety of small projects?
- What are the tools and workspace necessary to provide to the student?
- What talents, academic background, and experience do you want in an intern? It is recommended that you decide on qualifications early on to help you select the best candidate.
- Are you able to hire international students?
- Will the intern be compensated (paid hourly or stipend)? Or will the position be un-paid? The FAU Career Center highly encourages employers to provide compensation to FAU students and finds that employers that do will have a much more robust applicant pool. If the position is unpaid, please pay close attention to the “Unpaid Internships – Are they Legal?” section later in this document.
- What would be the capstone of the experience for the student (such as a presentation to senior leaders)?
- Who will supervise the intern? What training and oversight will the internship supervisor have pertaining to managing a student intern?
- How many interns are you looking to hire? Are the interns working in the same or different departments?
- If you have multiple interns, how can you establish camaraderie among them and help them share the knowledge that they are learning as a result of their internship?
- If you have multiple interns with multiple supervisors, is there a main point of contact that can administer an internship program on behalf of the organization?
- What information will you provide to the student during the interview and on-boarding process? What documentation/awareness will be important for the student to have to successfully become a part of the organization’s culture? The more successful internship programs are the ones that have a structure and timeline in place prior to the internship assignment beginning.
- How will you monitor the progress of the internship in addition to the regular meetings between the supervisor and intern? Will there be a check-in at the end of the first week to ensure that the student and supervisor expectations are in alignment? Will there be a formal evaluation mid-way through the experience?
- How will you monitor the success of your interns (exit interviews, intern evaluations, internship and/or full-time offers, etc.)? What does success look like to you? What stakeholders will want to see these outcomes?
STEP 2: CREATING YOUR POSITION DESCRIPTION

Writing Learning Objectives

What do you hope the intern will learn from the experience of working within your organization? Identifying the learning objectives for your internship experience will help you develop your position description. Moreover, using and referencing the learning objectives throughout the internship experience will help you and your intern keep focused on your organizational goals. Both the intern and the supervisor should be in agreement about the outcomes for this experiential opportunity.

The FAU Career Center can help construct internship learning objectives. A typical learning objective should have three parts:

1. **An intended outcome or skill.**
   How will the intern grow as a result of this experience? Which skills (soft skills or technical skills) will the intern develop? What values will the intern learn from your organization? See the Career Readiness Competencies on page 10 for ideas on key areas of development for FAU interns.

2. **A specific project, task, activity, or responsibility.**
   How will the intern reach the intended outcome or skill level? What specific actions will lead to those developed skills?

3. **Evidence or project result.**
   How will you determine the success of the intern? What criteria will you use to evaluate the intern? What will indicate the successful completion of the project or internship?

Here are some examples of learning objectives for an internship, highlighting the three main parts:

- By creating quotes and invoices (project/task), the intern will improve upon their **critical thinking skills** (intended outcome), as evidenced by producing thorough and accurate reports on a weekly basis (evidence/result).

- The intern will **develop communication skills** (intended outcome) by managing the several social media accounts on a daily basis (project/task), resulting in an increase in online followers and social media presence (evidence/result).
The National Association of Colleges and Employers (NACE) promotes eight career readiness competencies identified by employers as most often sought in future employees. Interns registering for an FAU Career Center managed internship or co-op program, along with their supervisors, will identify a learning outcome tied to each one of the NACE Career Readiness Competencies. Below are the eight career readiness competencies that pertain to a student’s development of key soft skills.

**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.

**DIGITAL TECHNOLOGY**
Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.

**GLOBAL INTERCULTURAL FLUENCY**
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

**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, and time workload management, and understand 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.

Interns will submit one learning outcome for each of these competencies, along with some additional information, in their mid-term evaluation as part of the curriculum for the Internship courses at the FAU Career Center.
COMPENSATION LEVELS

How much should my organization pay an intern?

Compensation will vary by major, progress towards degree completion, and technical acumen. The FAU Career Center has salary resources that can further refine average compensation based on industry, region, and other metrics.\(^3\)

2018 NATIONAL AVERAGE

$18.73/HR

2019 FL MIN. WAGE

$8.46/HR

2018 AVG. PAID FAU INTERN

$13/HR

You may consider other compensation offers, such as a stipend, tuition reimbursement, mileage reimbursement, etc. However, keep in mind that a competitive compensation attracts a strong applicant pool. We encourage you to contact the FAU Career Center to obtain salary information related to your opportunity.

UNPAID INTERNSHIPS, ARE THEY LEGAL?

If you are planning on hiring a student into an unpaid internship, the FAU Career Center strongly encourages you to review the United States Department of Labor’s Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act4 and ensure that your organization is in compliance with that act. What follows below is an excerpt from this act:

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

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 educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under 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 its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad.

STEP 3:
RECRUITING AN INTERN AT FAU

The first step in promoting your internship opportunity at FAU is to post it in the FAU Career Center managed job and internship portal called Handshake. It is recommended that your internship description contain the following aspects:

- A clear title that refrains from company specific acronyms
- Start date and end date (if the end date is negotiable you can indicate TBD - To Be Determined)
- Hours per week
- Compensation (if the salary has a range, you can enter a range)

(If you would like an internship specialist to review the opportunity prior to posting it, please email the position description to intern@fau.edu. We can also post the internship on your behalf.)
USING HANDSHAKE

Handshake is available to all currently enrolled degree-seeking FAU students and registered alumni. It allows employers to:

- Post for full-time and part-time jobs, as well as co-op & internship opportunities.
- View student résumés and profiles.
- Set up on-campus interviews with students.
- Stay informed on FAU Career Center events.

As a new employer wanting to post an internship opportunity, the process involves two steps. First you will create an account in the system. Once your account is approved, you will have access to post your positions. Here is how you can get connected to FAU on Handshake:

1. Go to http://www.fau.edu/career/employers/

2. Click on the Handshake icon and follow directions to “Sign up for an Account”

3. Be sure to read and agree to the following which can be found on our website:
   - Employer/Graduate Admission Recruitment Standards & Policies
   - Third Party Employer Agreement (if applicable)
   - Internship/Co-op Program Agreement (please see the Resource Section of this handbook for a copy of this document)

If you need any assistance in the internship posting process, please email intern@fau.edu or call 561-297-3533.
## POSTING FIELDS

**BASICS**

<table>
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<tr>
<th>Field</th>
<th>Example</th>
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<tr>
<td><em>Job Title</em></td>
<td>Social Media Intern</td>
</tr>
<tr>
<td>Company Division</td>
<td>Marketing Department</td>
</tr>
<tr>
<td>Where should students submit their application?</td>
<td>Apply in Handshake</td>
</tr>
<tr>
<td>Display your contact information to students?</td>
<td>Name only</td>
</tr>
<tr>
<td>Job Type:</td>
<td>Internship</td>
</tr>
<tr>
<td>Employment Type and Duration:</td>
<td>Part-time Temporary/Seasonal</td>
</tr>
<tr>
<td>Start &amp; End Date:</td>
<td>January 2018 – May 2018</td>
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**DETAILS**

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<tr>
<th>Field</th>
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<tr>
<td>Description:</td>
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</tr>
<tr>
<td>Job Function:</td>
<td></td>
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<tr>
<td>How many students do you expect to hire for this position?</td>
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<tr>
<td>Approximate Salary:</td>
<td>Paid, $12.00 per hour</td>
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<td>Job Location:</td>
<td>Boca Raton, FL</td>
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<tr>
<td>Required Documents:</td>
<td>Resume</td>
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</table>

**PREFERENCES**

The following items allow for you to screen which students can see your postings. For example, if you select “Screen Majors: Yes” only the Majors selected will be able to access your job posting. This will exclude all ineligible students. For the broadest reach, the FAU Career Center recommends to refrain from screening your internship posting and allow all students to view it.

<table>
<thead>
<tr>
<th>Field</th>
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<tr>
<td>Graduation date range &amp; School years:</td>
<td>May 2019 - May 2020 Junior, Senior</td>
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<tr>
<td>Minimum GPA:</td>
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</tr>
<tr>
<td>Major Categories:</td>
<td>Communication Studies</td>
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STEP 4: SELECTING AND HIRING AN INTERN

Once you have identified the student(s) that you would like to hire, we recommend that you extend the offer(s) in a timely manner. It is customary to provide students with a deadline whereby they will need to respond (one to three weeks is typically an acceptable time frame).

Often a conversation between the organization and the future intern will occur in which the intern verbally accepts the internship offer. It is recommended that the organization follows up with a letter confirming the internship offer and providing key onboarding information to ensure that everyone is clear on the next steps. The FAU Career Center recommends including the following aspects in your internship offer letter to students:

- Title of the Internship
- Department in which the intern will be working
- Start date
- Rate of compensation
- Days and hours scheduled to work per week
- Supervisor’s name and title
- Onboarding procedures, such as Human Resources paperwork and the steps/timeline for completion
- Primary point of contact (and contact information) for any questions prior to beginning the internship

STEP 5: REPORT THE HIRE

Upon the student’s acceptance of the internship, please reach out to an Internship Specialist via intern@fau.edu or 561-297-3533 to report the hire. Then, a member of the internship team will reach out to the student to invite him or her to register for either a zero credit or a credit bearing course in order to receive transcript notation and support in developing his or her career readiness skills. The FAU Career Center manages two programs: the Professional Internship Program and Co-op courses on behalf of select colleges.
STEP 6: ORIENTING AND TRAINING AN INTERN

Whether you are hiring one or twenty interns, it is strongly recommended that you **develop an onboarding process** that can be standardized across the organization as well as replicated by multiple employees.

**Key areas to cover include:**

- Organization’s vision, mission, and structure *(staff organization chart)*
- Security/confidentiality areas of importance
- Company/industry language that will prove helpful in completing tasks and understanding the organization’s culture
- Tour of the facility and staff introductions
- **Expectation** of work hours, breaks, and lunches
- Logistics – parking, company email, work station, shared office equipment procedures, break room, etc.

- **Professionalism** – dress code, attendance, punctuality, calling out sick/emergencies
- Position expectations, project overview, goals, and areas requiring supervisor approval
- Supervision schedule, meeting times, and the supervisor’s preferred method of communication regarding questions etc. (email, stop in)

In the event that the intern’s primary supervisor is unavailable, a **secondary point of contact** should be identified so the intern always feels supported during the experience and has a resource should questions arise.
STEP 7: SUPERVISING AND EVALUATING AN INTERN

Additionally, if you are in the process of developing a new internship program, or are revisiting an existing program to identify areas of refinement, we recommend that you review the NACE guide of the 15 Best Practices for Internship Programs:

15 BEST PRACTICES FOR INTERNSHIP PROGRAMS

Best Practice #1: Provide interns with real work assignments. *
Providing interns with real work is number one to ensuring your program’s success. Interns should be doing work related to their major, that is challenging, that is recognized by the organization as valuable, and that fills the entire work term.

You can guarantee that hiring managers provide real work assignments by checking job descriptions, emphasizing the importance of real work assignments during a manager/mentor orientation session, and communicating with interns frequently throughout the work term to determine how they perceive what they are doing.

*Note: The best practices presented here assume the organization’s goal is to convert interns to full-time hires and is therefore paying its interns. Unpaid internships present a number of problems for organizations focused on intern conversion, not the least of which is legal issues that arise if the unpaid intern is given real work assignments.

Best Practice #2: Hold orientations for all involved.
It’s important that everyone is “on the same page,” so to speak. Make this happen by holding an orientation session for managers and mentors as well as a session for students. Orientations ensure that everyone starts with the same expectations and role definitions. This is time well spent—the effort you put into these sessions will pay off throughout the program.
Best Practice #3:
Provide interns with a handbook and/or website.
Whether in paper booklet format, or presented as a special section on your website, a handbook serves as a guide for students, answering frequently asked questions and communicating the “rules” in a warm and welcoming way.

A separate intern website serves many of the purposes of the handbook, but has the advantage of being easy to change. You can use your website as a communication tool, with announcements from the college relations staff or even articles of interest written by the interns themselves.

Best Practice #4:
Provide housing and relocation assistance.
Few employers can afford to provide fully paid housing for interns, but you’ll find that you get a lot of appreciation if you offer any kind of assistance toward housing expenses. If that’s not possible, provide assistance in locating affordable housing: For those relocating to the job site, the prospect of finding affordable, short-term housing can be daunting. Easy availability of affordable housing will make your opportunity more attractive to students, broadening your pool of candidates.

If you can pay for all or some of your interns’ housing, be sure to design (and stick to) a clear policy detailing who is eligible. This will eliminate any perceptions of unequal treatment. In addition, be aware that employer-paid or employer-subsidized housing is considered a taxable benefit. Check with your internal tax department on exceptions to this.

You will also want to consider the issue of relocation, which is separate although related to housing. Many organizations pay some or all of their interns’ relocation expenses to and/or from the job site.

Best Practice #5:
Offer scholarships.
Pairing a scholarship with your internship is a great way to recruit for your internship program—and this is especially true if you are having difficulty attracting a particular type of student or students with a specific skill set to your program. Attaching a scholarship can increase your pool of candidates with the desired qualifications.
Best Practice #6: Offer flex-time and/or other unusual work arrangements.
Students mention flex-time as one of their most-desired features in a job. (A flexible time schedule during their internship eases their transition to the workplace.)

If you think about how students spend the day on campus (varied schedule each day, with varied activities such as work, class, social time), you can understand that 8 a.m. to 5 p.m. Monday through Friday is a bit of an adjustment for them. A flexible schedule can make them feel less chained in by an unchanging routine.

Other work arrangements that have been found successful with students include keeping them on as part-time, remote employees after they go back to school (depending on the type of work they do for you and whether they have a willing manager), and having them come back and work over school breaks for a couple of weeks. These are excellent ways to keep communications open and build a stronger bond.

Best Practice #7: Have an intern manager.
Having a dedicated manager for your intern program is the best way to ensure that it runs smoothly and stays focused on your criteria for success. Unfortunately, the size and resources available to most internship programs mean that this isn’t always possible. If your program isn’t big enough to warrant a dedicated full-time staff member, an excellent short-term solution is to hire a graduate student (look for a student working toward an advanced HR degree) to be your intern, and put this college relations intern in charge of the daily operation of the internship program. This gives the interns a “go-to” person, and gives you and your staff a break from the many daily tasks involved in running a program of any size. For this to work, you have to plan the program structure in advance (don’t expect your intern to do it), and be very accessible to your college relations intern manager.

Best Practice #8: Encourage team involvement.
Involve your college recruiting teams—whether they are “volunteers” who participate in college recruiting, staff members dedicated to college recruiting, or some combination of both—in your intern program. They can sponsor social or professional development events, and help to orient the interns to your company culture. In my experience, college team members served as cooks at intern picnics, hosts at speaker events, and drivers for social outings such as ball games.
Best Practice #9:
Invite career center staff and faculty to visit interns on site.
Although some programs—especially those that are very structured on the university side—make visits by career center staff and faculty a regular practice, most do not. In general, career center staff and faculty members have relatively few opportunities to visit employer work sites to see firsthand the types of experiences that their students are getting. By inviting them to your site, you will build a better working relationship with these groups, which can lead to more student referrals, enhanced campus visibility, and increased flexibility on their parts when your business needs dictate it.

Best Practice #10:
Hold new-hire panels.
New-hire panels are one of the best ways to showcase an organization to interns as a great place to work. These are panels of five or six people who were hired as new grads within the last three years. They act as panelists in a meeting of interns, giving a brief summary of their background and then answering questions from the intern audience. Your interns get insight about your organization from your new hires—people who they perceive are like themselves and who they consequently view as credible sources of information.

In these meetings, I’ve found that the interns consistently bring up the same topics: Why did you choose this employer over others? What was your first year like? How is being a full-time employee here different from being an intern? Do you recommend getting a graduate degree? In the same field, or an M.B.A.? Is it better to go straight to graduate school after the bachelor’s or better to work a while?

It’s also fairly consistent that the new hires will offer other types of advice to your interns, such as how to handle finances those first couple of years out of school. (Their typical advice: Don’t run right out and buy a new car, and, Start contributing the maximum to your savings plan as soon as you are allowed.)

College relations staff should attend these sessions, but should remain unobtrusive, staying in the back of the room so as not to stifle the conversation. By being there, you stay aware of what is on the minds of your target group, and you can answer any detailed questions that may come up, such as those related to benefits.
Best Practice #11:
Bring in speakers from your company’s executive ranks.
One of the greatest advantages to students in having internships is the access they get to accomplished professionals in their field. Consequently, speakers from the executive ranks are very popular with students – it’s a great career development and role modeling experience for interns. Having a CEO speak is especially impressive. Best scenario: Your CEO speaker is personable, willing to answer questions, and willing and able to spend a little informal time with the students after speaking – your interns will be quite impressed.

For you, having your executives speak to interns is another way to “sell” your organization to the interns, and get your executives invested in (and supporting) your program.

Best Practice #12:
Offer training/encourage outside classes.
Providing students with access to in-house training – both in work-skills-related areas, such as a computer language, and in general skills areas, such as time management – is a tangible way to show students you are interested in their development.

You may also want to consider providing interns with information about nearby community colleges: Many students will be interested in attending during their work term to take care of some electives and/or get a little ahead with the hours they need to graduate. If you have the budget, you may also want to consider paying the tuition for courses they take while working for you, but, as is the case with housing, any assistance you can provide – even if it’s just providing them with information about local schools – will earn you points with students.
Best Practice #13: Conduct focus groups/surveys.
Conducting focus groups and feedback surveys with the representatives of your target group is a great way to see your organization as the students see it. Focus groups in particular can yield information about what your competitors are doing that students find appealing.

Best Practice #14: Showcase intern work through presentations/expo.
Students work very hard at completing their work and are generally proud of their accomplishments. Setting up a venue for them to do presentations (formal presentations or in a fair-type setting such as an expo) not only allows them to demonstrate their achievements, but also showcases the internship program to all employees.

Best Practice #15: Conduct exit interviews.
Whether face-to-face or over the telephone, a real-time exit interview done by a member of the college relations team is an excellent way to gather feedback on the student’s experience and to assess their interest in coming back. Having the students fill out an exit survey and bring it to the interview gives some structure to the conversation.
The employer agrees:

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

2. To treat the internship as extension of a student’s learning experience and coordinate the assigned duties so that work is closely related to each student’s specific academic degree program and/or career goals.
   - Clerical responsibilities must not exceed 20% of the intern assignments.

3. To certify that the Internship/Co-op position is not a permanent position that provides employee benefits or guaranteed employment upon graduation. The position has a defined and agreed upon start and end date, average hours per week and/or total number of hours to be completed.

4. For paid Internship/Co-op positions, to pay students a rate determined at the time of the offer.

5. To explain in detail, to the selected intern, their role, responsibilities, and expectations including specific tasks and projects.

6. To conduct regular supervisory and/or mentor meetings with the intern.
7. To conduct an orientation of your organization with the intern(s), including philosophy, industry of operation, competitors/other providers, company policies, and work safety policies.

8. If a student is registered for an Internship or Co-op course, to submit required paperwork and evaluations necessary for registration and grading purposes.

9. To abide by the FAU Career Center’s Employer Recruitment Standards and Policies.

10. To understand and agree not to discriminate on the basis of race, gender, age, religion, national origin, and sexual preference, physical and mental disabilities. The employer hereby agrees to adhere to all aspects of this anti-discriminatory policy. In addition, employer agrees to abide by the Equal Employment Opportunity Commission (EEOC) Laws and Regulations.

11. To adhere to U.S Department of Labor and Hour Division’s Fact Sheet #71 Internship Programs Under the Fair Labor Standards Act.

12. Criteria for an Experience to Be Defined as an Internship: To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

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

FAU Internship Program Agreement Addendum

1.a Employers hiring an FAU intern agree to adhere to all COVID-19 CDC guidelines pertaining to the health and safety of employees.


If you have any questions about this agreement please contact the FAU Career Center at intern@fau.edu or 561-297-3533.
SAMPLE INTERNSHIP POSITION DESCRIPTIONS

SAMPLE INTERNSHIP DESCRIPTION #1

Job Title: Accounting Intern
Organization Name: XYZ Company
Number of Openings: 1
Hours per Week: 15-20
Paid or Unpaid: Paid

Wage/Salary: $15/hour
Start Date: 1/9/19
Expiration Date: 2/6/19
Job Location City: Boca Raton
Job Location State: FL

Job Description
- To collect and analyze financial and non-financial information.
- To conduct research using subscription database services and the Internet.
- To create reports to be used by the attorneys and accountants within the Division.
- To assist the attorneys and accountants with projects on an as needed basis.
- To perform other duties and special projects as needed.

Qualifications
- A student at an accredited university or college majoring in Accounting.
- Students will have completed at least one semester of intermediate accounting.
- Proficient with Microsoft software applications and use of the Internet.
- Able to organize and meet deadlines.
- A willingness to work both as a team member and independently.

Where should students submit their application?
Apply in Handshake.
SAMPLE INTERNSHIP DESCRIPTION #2

Job Title: IT Intern
Organization Name: XYZ Company
Number of Openings: 1
Hours per Week: 15
Paid or Unpaid: Paid

Wage/Salary: $12-$17/hour
Start Date: 1/9/19
Expiration Date: 2/6/19
Job Location City: Miami
Job Location State: FL

Job Description
· Build and manage web scrapers, crawlers, and routines for harvesting data from the web and 3rd party APIs.
· Gather and process raw data at scale (including writing scripts, web scraping, calling APIs, write SQL queries, etc..).
· Build and manage large database.
· Work with analyst and sales force.
· Purchase data.

Qualifications
· Ability to design web crawler.
· Ability to build large data base.
· Ability to create intuitive, clean user interfaces.
· Ability to work efficiently with non-technical teams.

Where should students submit their application?
Apply in Handshake.
SAMPLE INTERNSHIP DESCRIPTION #3

**Job Title:**
Public Relations Intern

**Organization Name:**
XYZ Company

**Number of Openings:**
2

**Hours per Week:**
15-20

**Paid or Unpaid:**
Paid

**Wage/Salary:**
$15/hour

**Start Date:**
1/9/19

**Expiration Date:**
2/6/19

**Job Location City:**
Boca Raton

**Job Location State:**
FL

**Job Description**
Company is looking for an intern interested in learning all aspects of the public relations field. The intern who fills this position should expect to learn the field from top to bottom, and will complete this program ready to enter any fast-paced firm with excellent skills. It’s essential that applicants to this position have excellent communication skills, demonstrate creativity, and understand the importance of attending to even the smallest details.

**Learning Outcomes**
- Navigate through a fast-paced work environment.
- Know the operations of a successful business.
- Make business decisions and meet goals set out.
- Navigate through a professional work place with the skills needed to succeed.
- Negotiate and execute business decisions.
- Apply academic knowledge in a professional setting.
- Develop professionally relevant competencies and relationships in a work environment.
- Gain exposure to a chosen field and an understanding of business etiquette.
- Observe and begin to understand an organizational culture.
- Evaluate one’s own performance in light of one’s expressed goals and learning outcomes.
- Compare and contrast one’s self-perception to the professional perception of the supervisor.
- Clarify one’s calling through reflection on the internship experience.
- Critically evaluate the internship experience as an exemplar for the field.

**Qualifications**
Students applying for this internship must have strong communication skills and should be majoring in Public Relations, Communications, Marketing or Journalism. Applicants should also have strong writing skills, as well as a solid understanding of social media. Knowledge in Microsoft Office applications is a plus.

**Where should students submit their application?**
Apply through external system applicant tracking system at www.hireabccompany.com.
PROFESSIONAL INTERNSHIP (IDS 3949)

This **0-4 credit course** offers students the opportunity to gain “real-world” exposure and supervised experience related to their major, specific field of study or career interests. The 0 credit option is tuition-free. The Professional Internship course is offered on a semester basis; fall, spring, or summer. Students can participate multiple times with one employer or different employers. Students receive a transcript notation for the experience. The course is graded Satisfactory/Unsatisfactory and is open to both undergraduate and graduate students.

**Student Requirements:**
- Must have completed **one semester** at FAU
- Course requires a mid-term and final evaluation
- Must work the minimum number of hours according to the amount of credits they are enrolled for:
  - 0-1 credits – 60 hours
  - 2 credit – 90 hours
  - 3 credits – 135 hours
  - 4 credits – 180 hours

**Employer Requirements:**
- Internship must be approved by the **FAU Career Center**
- Employer must agree to the **FAU Career Center Internship Agreement** (see the Resources section of this document)
- Work with the student to develop learning outcomes for the internship experience
- Complete a final evaluation of the student’s performance at the end of the semester
- Promote the student’s technical and soft skill development

CO-OP COURSES

Can be taken for **1-4 credits** and, as with the **Professional Internship Course**, offer students the opportunity to gain “real-world” exposure and supervised experience related to their major, specific field of study or career interests.

These courses vary by major and college – not all students have a co-op course as part of their curriculum. Depending on their major, students may participate in a co-op course multiple times. If the co-op course is not an option, students are encouraged to enroll in the Professional Internship Course. Students receive a transcription notation along with the credits awarded for the course. The course is graded Satisfactory/Unsatisfactory.

**Student Requirements:**
- Student must have at least **30** undergraduate or **9** graduate credits completed
- Must have a **2.7** undergraduate, or **3.0** graduate GPA
- **Full-time**: At least 35 hours a week for 10-13 consecutive weeks. Offered fall, spring, and summer
- **Part-time**: At least 15 hours a week for 10-13 consecutive weeks. Offered fall, spring, and summer
- Course requires a mid-term and final evaluation

**Employer Requirements:**
- Internship must be approved by the **FAU Career Center**
- Employer must agree to the **FAU Career Center Internship Agreement** (see the Resources section of this document)
- Work with the student to develop learning outcomes for the internship experience
- Complete a final evaluation of the student’s performance at the end of the semester
- Promote the student’s technical and soft skill development
What is proper work authorization for an international student?

That depends on the student’s status. International students in the United States can attend a university in any one of a number of immigration statuses:

1. Students using “dependent” visas (for example, dependents of spouses or parents who are in the United States in a work-authorized visa status, such as H-1B, E-1/E-2/E-3, L-1, O-1). In general, students attending school using a dependent visa are ineligible to work, unless the work is voluntary under the six-factor test.

2. Students in **F-1 status** (which is a typical “student” status for students enrolled in an academic program). F-1 students are not permitted to engage in employment without the requisite authorization. For F-1 students, the work authorization options are:

   - **On-Campus Employment**: F-1 students maintaining their status may work on campus for up to 20 hours per week while school is in session and full time during school vacations, as long as they intend to register for the following term. The work must be on campus, or at an off-campus location educationally affiliated with the school. No U.S. Citizen and Immigration Services (CIS) authorization is required for this employment.

   - **Curricular Practical Training (CPT)**: F-1 students can be approved by a school’s designated school official (DSO) to work for a specific off-campus employer for a specific time period as CPT. In order to qualify for CPT, the work must be an integral part of the established curriculum in the student’s course of study. CPT can be approved either for part-time (20 hours or less per week) or full-time employment (for example, in a cooperative situation). DSO approval, and notation of that approval to the student’s SEVIS record and Form I-20, are required prior to beginning CPT.

   - **Optional Practical Training (OPT)**: OPT is another common way for F-1 students to work as employees or trainees. OPT allows the student to work for any employer in a job related to the student’s degree program. Most students in F-1 status are eligible for a total of 12 months of OPT, which can be used during the degree program or can be used to work after graduation. OPT can be part time while school is in session, or full time during breaks. OPT used during the degree program is subtracted from OPT time available after the degree is completed.
- **Economic Hardship**: An F-1 student who has maintained F-1 status for an academic year and is in good academic standing may apply for off-campus employment based on "economic hardship." Economic hardship refers to financial problems caused by unforeseen circumstances beyond the student’s control. The student must apply to CIS for authorization to work based on economic hardship.

- **Designated International Organizations**: Certain organizations are permitted to hire F-1 students for work experience (United Nations, IMF, World Bank, and so forth).

3. **Students in J-1 status** (for “exchange visitors” engaged in designated programs at a U.S. university). For J-1 students, the options are:

- **On-Campus Employment**: J-1 students may engage in part-time employment on campus for no more than 20 hours per week while school is in session and full time during breaks and holidays. The employment must be authorized in writing by the university foreign student adviser before it begins and can be for no longer than 12-month increments at a time.

- **Employment Related to Scholarships, Assistantships, and Fellowships**: This employment requires written approval by the university DSO in advance of commencement of employment. If the J-1 program is sponsored by an agency other than the school, then the student will need to obtain from that agency written authorization for employment. The J-1 student can work no more than 20 hours per week while school is in session and full time during breaks.

- **Unforeseen Economic Circumstances**: A J-1 student may be authorized for off-campus employment when necessary because of serious, urgent, and unforeseen economic circumstances that have arisen since acquiring J-1 student status. This type of J-1 student employment is subject to the 20 hour per week maximum while school is in session.

- **Employment Pursuant to Academic Training for J-1 Students and Post-Docs**: Most J-1 students are eligible for academic training during or after completing their education in the United States (18 months for most J-1 students; up to 36 months for post-doctoral research). This is similar to F-1 optional practical training; however, unlike F-1 students, the J-1 students engaging in academic training do not require formal employment authorization from the CIS.

The **FAU Career Center** works closely with the **International Services** office to ensure compliance with all federal regulations. The FAU Career Center can be a resource throughout the process of hiring international students as interns.
The following resources were reprinted with permission of the National Association of Colleges and Employers, copyright holder.


2. Career Readiness Defined
   www.naceweb.org/knowledge/career-readiness-competencies.aspx

3. 15 Best Practices for Internship Programs

   www.naceweb.org/advocacy/position-statements/united-states-internships.aspx