

— ON-CAMPUS EMPLOYER GUIDE TO —  
— UNDERGRADUATE & GRADUATE —

# INTERNSHIPS & CO-OPS

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**UConn**

CENTER FOR  
CAREER DEVELOPMENT

# ON-CAMPUS EMPLOYER GUIDE TO UNDERGRADUATE & GRADUATE INTERNSHIPS & CO-OPS

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# INTRODUCTION

Internships and co-ops have become essential pieces of students' educational experiences, as they provide excellent preparation for the professional world while students are still enrolled in undergraduate and graduate programs. Increasing the number of internships and experiential learning opportunities available to students has become a goal of the University. Offering an on-campus internship or co-op provides a tangible way to contribute to a student's growth, learning, and development. It is also important to consider the impact these positions will have on the campus community.

The Center for Career Development (CCD) is committed to supporting UConn departments in offering quality internships and co-ops to our students. This includes providing insight on developing a new program, supporting departments from the initial interviewing process, and more. Departments have sought guidance from the CCD in advertising their internship or co-op experience, navigating the hiring process, and ensuring that positions are of high-quality. CCD staff also facilitates Internship & Co-op Council Meetings, which bring together academic and University department internship staff to discuss internship and co-op trends and updates. Please know that the CCD staff can serve as an asset to you at any time during the year.

For questions or to connect with a CCD staff member, please email [internships@uconn.edu](mailto:internships@uconn.edu) or call 860-486-3013.

## CENTER FOR CAREER DEVELOPMENT MISSION STATEMENT

The Center for Career Development at the University of Connecticut is dedicated to excellence through offering the highest levels of service to our students across all schools, colleges, campuses, and disciplines. We support the intellectual growth of our students by providing programs and experiences that promote self-awareness and engagement as they identify a course of study and pursue opportunities to become contributing members of the state, national, and world communities. Through partnership with employers, alumni, faculty, and staff, we connect students to quality career development resources, internships, experiential learning, and post-graduate opportunities.

**DEVELOPING  
AN INTERNSHIP OR  
CO-OP PROGRAM**

# DEFINITIONS

There are varied types of experiential learning experiences offered to students beyond internships and co-ops, including practicum, research assistantships, clinical work, field work, and service learning opportunities. Differentiating between an internship and any other type of experiential learning is necessary in order to craft the right opportunity for your department and the student. Take the following definitions into consideration when developing or proposing an internship or co-op:

## INTERNSHIP

Internships are short-term structured work and learning experiences. Quality internships feature objectives or goals established by the student, employer, and/or an academic department overseeing the experience. Internships also include intentional learning opportunities, structured time for reflection, and/or training unconnected to daily tasks. Internships may occur at any point, both during an academic year or summer term.

## CO-OP

UConn co-ops are paid, full-time work opportunities lasting approximately six months, which occur while a student is still registered at the University. Although working full-time and not necessarily earning academic credit, participants retain their full-time UConn student status. Official enrollment in the Center for Career Development's Co-op Program allows students to opt out of campus housing and meal plans without penalty, and full tuition is waived in place of a smaller continuing education fee. Co-op program students are eligible to list the co-op on their official University transcript and may take up to six credits while participating.

## RESEARCH ASSISTANT

Research Assistant positions provide students an opportunity to participate in a variety of supervised research activities by working with faculty members and, oftentimes, doctoral students. Students expand their research skills to prepare for future research or graduate school. These positions may be affiliated with a University course or serve as part of a faculty member's independent research project. More information may be found at [ugradresearch.uconn.edu](http://ugradresearch.uconn.edu) and [uconn.edu/research](http://uconn.edu/research).

## CLINICAL

Clinical experience is a short-term volunteer or employment experience most typically found in the medical field. Some examples of clinical experience include working in a hospital, nursing home, research laboratory, or clinic. Though clinical work is valuable in certain fields, it differs from internships, field study, and research assistant positions due to its focus and length of time on assignment.

## FIELD WORK

Field work is research done in a non-library, non-laboratory setting. Field work enables students to examine the way the theories and the practical experiences of a particular discipline interact. It provides opportunities for observation and participation which are not ordinarily available in coursework.

## SERVICE LEARNING

"Service learning is a teaching and learning strategy that integrates meaningful community engagement or service with instruction and reflection in order to enrich the learning experience, teach civic responsibility, and strengthen communities." (The Carnegie Foundation & UConn Office of Public Engagement). Service learning is always connected to a course and the hours may be less than an internship. More information may be found at [sl.engagement.uconn.edu](http://sl.engagement.uconn.edu).

## PRACTICUM

A practicum is generally built into a course of study. These may be seen in education, nursing, and counselor education programs. Practicums involve short-term experiences in a related area of study, utilizing knowledge gained through academic coursework.

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

A crucial part of an internship or co-op student's experience is contributing to the organization through meaningful work, such as career-related tasks that encourage and allow the student to learn professionalism and obtain skills they do not yet possess. While part-time jobs can contribute to an individual's personal and professional growth, they do not generally contribute to their academic growth. Here are some distinctions:

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

	PART-TIME JOB	INTERNSHIP	CO-OP
PURPOSE	Completed primarily for monetary purposes	Completed for several possible reasons, which may include gaining experience, academic credit, and/or compensation	Completed for experience and compensation
LEARNING	Tasks of job must be learned in order for the work to be adequately completed	Learning reflects the goals of the student, the outcomes expected by the employer, and the requirements of a faculty member/internship coordinator (if for academic credit)	Learning reflects the goals of the student and the outcomes expected by the employer
TYPE OF WORK	Work is assigned which needs to be completed; may or may not be directly related to an academic pursuit	Involves projects or ongoing work that is purposeful and of a professional nature, often related to an academic pursuit	Completes assigned work and projects that are purposeful and of a professional nature
SUPERVISOR	Supervisor serves as an authority figure to whom the employee reports	Supervisor serves as the main point of contact for assignments and projects; supervisor is also expected to ensure that mentoring occurs, either by doing it him/herself, or by arranging for another appropriate member of the organization to take on the role	Supervisor serves as the main point of contact for assignments and projects; supervisor is also expected to ensure that mentoring occurs, either by doing it him/herself, or by arranging for another appropriate member of the organization to take on the role
DURATION	It is anticipated that the employee will stay through their graduation or until terminated, depending on the position	A set period of time, either a semester, year or summer; can be extended if the role continues to evolve	Lasts approximately 6 months; can be extended one additional cycle
HOURS	May range anywhere from 3 – 20+ hours per week, depending on employer need and student availability	May be 8-15 hours per week during the semester; up to 40 hours per week during the summer	May range depending on employer need and student availability Minimum: 35 hours per week Maximum: 50 hours per week
ELIGIBILITY	Undergraduate & graduate students	Undergraduate & graduate students	Undergraduate students

# ACADEMIC VS. NON-ACADEMIC INTERNSHIPS

Academic internships and non-academic/independent internships are similar, but not entirely the same. Academic internships are connected to an academic department, which determines if the content of the internship meets its criteria for course credit. Independent or non-academic internships do not have to be approved by an academic department. A benefit of having an internship that may also be eligible for course credit is the marketability of the position.

## ARRANGING FOR CREDIT

Students can arrange for credit in one of two ways.

1. If the internship host establishes an agreement with an academic department when drafting the position description, the internship can be advertised as credit-bearing with the specific academic department.
2. The other alternative is that the internship site makes it clear that it supports student earning credit, but the student has to locate an academic department on his/her own that will support the internship.

It is essential that departments not mandate students earn academic credit, and note that credit does not equal compensation.

### ACADEMIC INTERNSHIPS

Academic internships have specific guidelines and requirements that vary by major. An on-campus work/learning arrangement is overseen by both a designated member of the hiring department and a faculty or staff member awarding course credit. Typically, an academic internship exchanges a pre-determined number of work hours for course credit. In one model, students accrue one credit for every 42 work hours, three credit hours for 126 work hours and so forth, up to a possible 15 credits over a 12-15 week period. For a three-credit internship, students often work 10-12 hours per week for the course of a semester, approximately 12-14 weeks.

An integral component of the experience that distinguishes it from other types of work, is one or more forms of structured and deliberate reflection contained within learning agendas or objectives, as well as intentional learning opportunities for the student, arranged by the employer, that are separate from daily tasks.

Internships for academic credit completed during the school year are included in the students' full-time tuition for the semester. Tuition and fees are associated for part-time students and those completing summer academic internships.

### NON-ACADEMIC INTERNSHIPS

Non-credit internships are completed independently by students who wish to supplement their formal education and gain practical work experience. These opportunities may be paid or unpaid. Depending on departmental policies regarding payment, work-study funds may be used for UConn on-campus internships. Personal reflection and structured supervisory meetings are strongly encouraged to make the experience more meaningful.

# FACTORS & QUESTIONS TO CONSIDER

To develop your position(s) & program, consider and address the following factors and questions:

*What are the goals that both the supervisor and the internship or the co-op student hope to fulfill?*

The goals and expectations for the position must be clearly outlined for both your department and the student. These topics should be discussed when reviewing the Learning Agreement (see page 11 of this guide) at the beginning of the internship or co-op experience to ensure that both the student and the supervisor understand one another's roles and responsibilities. Providing a specific description of the position when advertising the role allows the employer to clearly state what is expected of the intern or co-op student. This effort could increase the number of qualified applications for the position being offered.

*Will the student be required to have completed certain coursework to be eligible for an internship or co-op?*

Some University departments will require previous coursework in a related industry, while others might accept students with no prior academic background in that field. Some departments may consider students at any point in their academic career, whereas other may elect to hire only juniors, seniors, or graduate students.

*How many interns or co-op students will the department be selecting?*

The number of intern or co-op students selected will depend on the size of your department and office, as well as its goals and objectives. Students tend to respond well when there is more than one intern, and there are group projects. As co-op students are full-time, most departments would have just one or two per semester.

*Establishing an email account and/or telephone number.*

Arranging for telephone access or number, email account, and computer account access ahead of the student's arrival will facilitate the on-boarding process, as the student will feel more connected to the organization.

*How many staff members work in the office? Are there other student employees?*

These considerations are necessary to anticipate and ensure an adequate amount of work, a designated workspace, and a feeling of belonging. Another item to consider is how the intern or co-op student will mix with the part-time student employees to ensure that no one student or other staff members are treating another student differently. Co-workers have an important role in facilitating professional development by making students feel comfortable in the office and providing advice when needed. Establish this expectation.

*Working with academic departments to facilitate or support your intern receiving credit.*

Each academic department has different regulations on what is considered an internship and what is not. If you have a certain major in mind that you would like your student to potentially receive credit from, please refer to the Earn Credit for your Internship page of the Center for Career Development's website to procure the necessary contact information. Reach out to the CCD internship staff for suggestions and ideas on how to approach the situation and for examples of what other departments do. The CCD also facilitates 1- and 0-credit internship courses.

*Can a co-op student earn academic credit?*

Undergraduate students who register for an official, designated co-op through the Center for Career Development may be allowed to take up to six credits. Courses may not interfere with the work environment or work hours. The credits students earn may or may not be related to the co-op itself. Some academic departments will allow internship credits for a co-op.

*What kind of support does the Center for Career Development offer to internship and co-op sites?*

The CCD can support internship and co-op sites in a variety of ways, from advertising your internship or co-op opening to supporting your department through the hiring process. For example, CCD staff may be available to provide professional development trainings to your internship or co-op students. CCD staff is also available to assist with internship or co-op position development, helping to ensure that experiences are quality positions for both students and their supervisors.

*When should the selection process begin?*

Once the supervisor has outlined the internship goals, it is time to begin recruiting for the position. It is recommended to begin the search about three to six months before the start date. It is suggested to advertise in February for summer and fall internships and October for spring internships. Starting the search early gives students more time to make a decision and also provides the department with a potentially wider variety of applicants.

*What are successful ways to search and recruit new interns and co-op students?*

Advertising and promoting will potentially lead to a good variety and number of applicants and résumés received. It is suggested that you request a résumé in order to see what the students have done in the past and what skills they possess. Attending the Internship & Co-op Career Fair is an excellent opportunity for recruitment as it provides a venue for students and departments to network. The department representative can have a more personal experience with potential candidates by speaking with them face-to-face. In addition, consider attending the Reverse Career Fair and Involvement Fair to connect with students and their organizations.

*How does the CCD support departments in preparing to interview students?*

The Center for Career Development has excellent resources and samples of interview strategies and questions. Different types of questions will allow you to assess whether or not students' skills and achievements will be beneficial to the available position. For example, by asking behavioral interview questions you may be able to predict future performance by learning about past behavior. Contact Center for Career Development staff at [internships@uconn.edu](mailto:internships@uconn.edu) or 860-486-3013 to discuss your interviewing needs and request sample questions.

## ADVERTISE THE POSITION

Being on campus, there are a variety of different ways to advertise the position:

- Hiring department's website and/or newsletter;
- The Student Employment website, [www.studentjobs.uconn.edu](http://www.studentjobs.uconn.edu) (required for all paid positions);
- The Center for Career Development's online job management system, [www.huskycareerlink.uconn.edu](http://www.huskycareerlink.uconn.edu);
- Hosting presentations throughout the academic year to advertise open positions;
- Annual Internship & Co-op Career Fair, hosted by the Center for Career Development each February;
- Daily Campus;
- Academic advisors and faculty;
- Clubs and student organizations.

For information on how to post your internship on [interncoop.uconn.edu](http://interncoop.uconn.edu) or to attend the Internship & Co-op Career Fair, contact the Center for Career Development at 860-486-3013 or via email at [internships@uconn.edu](mailto:internships@uconn.edu). Fair registration begins in November each year, and space will be provided on an as available basis.

# WRITING A STRONG INTERNSHIP OR CO-OP POSTING

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

<b>FULL ORGANIZATION INFORMATION</b>	<ul style="list-style-type: none"> <li>• Contact information for general questions (name, title, telephone number, email)</li> <li>• Location - clarify specific location, including which campus</li> <li>• Department's website and brief profile, including the purpose and population being served</li> <li>• Mention points not clearly or easily found on the website</li> </ul>
<b>ROLES AND RESPONSIBILITIES/DUTIES/POSITION TITLE</b>	<ul style="list-style-type: none"> <li>• Outline a general overview of the internship or co-op</li> <li>• Identify what tasks and projects internship or co-op student will complete that is directly related to the organization</li> <li>• Indicate the department where the student will work</li> <li>• Include hours, work schedule if known, location, etc.</li> </ul> <p>NOTE: Internship responsibilities are not to include more than 25% clerical or similar level work</p> <p>NOTE: Student would not report, directly or indirectly, to a family member</p> <p>NOTE: Virtual internships must be paid in order to post in HuskyCareerLink</p>
<b>EXPERIENCE AND QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Required &amp; preferred items: GPA, skills, academic status, major, transportation available, etc.</li> </ul>
<b>APPLICATION SPECIFICS</b>	<ul style="list-style-type: none"> <li>• Provide contact information for application elements</li> <li>• Outline what is needed for a complete application (résumé, cover letter, writing sample, references, etc.)</li> <li>• Identify the application submission dates and process</li> <li>• Note experience duration (weeks), start/end dates and average hours per week</li> <li>• Identify compensation (hourly wage, stipend, etc.)</li> </ul>
<b>LEARNING OPPORTUNITIES</b> <i>Quality experiences also include opportunities for learning provided to the intern or co-op student by the organization.</i>	<ul style="list-style-type: none"> <li>• These educational elements distinguish the role between a part-time job and an internship/co-op, and are not connected to assigned tasks</li> <li>• Select examples include:             <ul style="list-style-type: none"> <li>• Organize time(s) to meet fellow students and/or department staff, and discuss topics of interest in the organization, industry, professionalism, etc.</li> <li>• Suggest readings related to the industry, with time set up to discuss it with supervisor, mentor, etc.</li> <li>• Attending events and discussing event-specific experience with supervisor or mentor</li> <li>• Present on the findings or the internship experience to members of the organization and/or other students, regarding a specific project</li> <li>• Provide opportunity to sit in on meetings or decision making events unrelated to the direct tasks at hand</li> <li>• Participate in professional development trainings provided by CCD staff</li> </ul> </li> </ul>

**SUPPORTING  
INTERNSHIP & CO-OP  
STUDENTS**

# LEARNING AGREEMENT

## *What is a learning agreement?*

The host site has certain objectives it wants the intern or co-op student to meet; the student also has certain expectations when completing this internship or co-op experience. Therefore, when the internship or co-op begins, a Learning Agreement is created by the supervisor and the student together in order to ensure that the experience will be valuable to all. A Learning Agreement typically has four parts: a Contact Sheet, Goals and Objectives, Rights and Responsibilities, and room for both the student and supervisor's signatures. There is a detailed outline of what is to be included in a Learning Agreement in the Appendix. When a student is receiving academic credit, the faculty/internship coordinator may also have a Learning Agreement the employer will need to use and sign.

## *How is a Learning Agreement used?*

The supervisor will have written documentation of the work that the student will be responsible for doing. The student is involved in creating the Learning Agreement with the supervisor because this experience is to be mutually beneficial. The Goals/Objectives form often provides a good basis for supervisor/supervisee discussions, evaluations, and clarification conversations.

## ELEMENTS OF A LEARNING AGREEMENT:

**CONTACT SHEET:** Form that includes full contact information for the supervisor and student, salary (if applicable), credit (if applicable), work hours, and start/end date.

**GOALS/OBJECTIVES:** Key elements the supervisor would like students to learn and accomplish, as well as what they hope to gain by having the position. The job or project description, including the type of instruction or assistance that will be provided could be included in this page. Outlining the evaluation process—offering a clear description of how and when the student's work will be evaluated—is part of this section as well.

**RIGHTS AND RESPONSIBILITIES:** Overview of key policies at the site, as well as what the student needs to do to be prepared and held accountable.

**AGREEMENT:** The supervisor and intern or co-op student agree to the terms outlined in the document and establish dates for periodic review of the signed agreement. The CCD recommends incorporating this agreement into the Rights and Responsibilities section.

# SUMMARY OF KEY POINTS

## UNIVERSITY DEPARTMENTS & OFFICES AS EMPLOYERS

- Recognize that an internship or co-op experience is different than a part-time job.
- Consider how interns and co-op students can help the department with projects and goals.
- Ensure that work has an educational component.
- Define length of internship and ideal intern/co-op student skills, education, and preferred experience level.
- Notify the Center for Career Development of opportunity; utilize HuskyCareerLink and CCD website in hiring efforts.
- Register all paid positions with the Office of Student Financial Aid Services - Student Employment.
- Establish relationships with academic departments. Determine if the student is earning academic credit, and if so, that the student has made appropriate arrangements with the supporting academic department.
- Train staff in supporting strong mentoring and supervisory roles.
- Develop a student training and orientation program.
- Incorporate a Learning Agreement and establish time to review the document regularly.
- Confirm that all co-op students have registered their experience with the Center for Career Development.

## ORIENTATION PROCESS

*Notify members of your department that you have chosen your intern or co-op student. Send the student an email with instructions and a welcome message prior to their first day.*

### ***There are various ways to help the intern or co-op student become acclimated to your environment:***

- Collaborate with the intern or co-op student to develop a reasonable work schedule recognizing each party's commitments.
- Discuss the schedule, including meeting times for the student and supervisor, and potential projects.
- Establish the feedback process at the beginning of the experience in the Learning Agreement and continue throughout it by having regularly scheduled meetings.
- Provide all material concerning pay schedule (if applicable), procedure for calling out when ill, requesting time off, consequences of absenteeism, and overall expectations for attire and behavior.
- Provide a tour of the office on the intern or co-op student's first day.
- Introduce the intern or co-op student to the other staff members, including full-time staff, part-time staff, student workers and volunteers, and explain how they will be integrated with other staff.
- Teach the student how to use the technology in the office (do not assume that they know how to use the copier, fax machine, email system or intranet, can answer the phone professionally, etc.).
- Provide a designated workspace so the student is not constantly moved around the office. Desk sharing between individuals on alternate days is an acceptable practice for interns or co-op students.

Congratulations! At this point, you have likely hired intern and/or co-op students. To ensure that the experience is fruitful for both the student(s) and your department, be sure to spend time developing and tailoring your program. This includes facilitating student training, ensuring mentoring is taking place, and supporting students through quality supervision.

# TRAINING, SUPERVISING, AND MENTORING

## *What are the benefits of providing training, supervising, and mentoring?*

An organized and planned experiential learning training program and a dedicated supervisor are crucial to the program's success. Arranging for a mentor can ease the student's transition and is valuable for enhancing the student's learning process. If possible, a mentor and supervisor should be two different people; however, having a supervisor who also serves as a mentor is more helpful than a standard supervisor/supervisee relationship.

## *What type of training should be given?*

- The orientation and training process will vary depending on the department and the student's prior experience.
- This orientation should be planned ahead of time. Set aside training time to make sure the student is well acclimated to the position.
- Reviewing an employee manual or similar document is essential for a smooth transition. If one does not exist, consider creating one for this purpose.
- Intern and co-op students shine when asked to do things they are passionate about. Spend time gauging their interests in different aspects of your department, and train them in those areas for the best results.
- Just like any other form of learning, training is most effective when you know your audience. Discussing their prior experience in advance will help you correctly allocate your training time and resources while avoiding redundancy and poor assumptions.

## *What role does the mentor have in the intern's work?*

Mentors often involve their students in projects they are working on, keeping them up-to-date on new developments, and sharing their previous experiences with the student. The mentor is someone for the student to look up to, relate to, and ultimately learn from. Mentors will look out for the intern's professional well-being; they may or may not be the intern's supervisor. A graduate student may be an ideal person for this role as well. Mentors are readily available to answer questions related to personal professional growth, to share their knowledge, and to support the internship or co-op student in developing a professional network in the field.

## *What role does the supervisor play in the intern's work?*

It is necessary that the intern or co-op student have good supervision. A supervisor is most successful when there is vested interest in participating in this role; therefore, it is important to find an individual who is concerned about the student's progress. The supervisor will assign work to the student and have regularly scheduled meetings to ensure that everything is running smoothly. The supervisor should delegate specific tasks and responsibilities to the intern because they do not automatically or intuitively know what needs to be completed—unlike full-time or permanent employees.

Ideally, the supervisor creates an environment where the intern or co-op student is comfortable seeking advice for projects and professional development. Within reason, pair them with other working professionals in other functional areas to educate them on the overall goals of the workplace. Knowing the student's style is a fundamental component for the completion of a successful internship or co-op. The supervisor needs to take notice of how the student works best and try to maximize those experiences for peak productivity. On the other hand, if the supervisor notices that the intern or co-op student is excelling in one area and requires assistance in another, the supervisor will offer suggestions and reinforcement to the student and help with the situation.

Though it is important for the supervisor to give students freedom to try their projects on their own, it is also necessary to be in the general vicinity if students have any questions or problems that they do not know how to address. Another important element to consider is the student's personality. Sometimes the supervisor has to take a stronger or lighter approach than expected, based on the student's response to a problem or situation.

In order for an intern or co-op student to know what to do when an issue arises, it is better to teach them than to have the supervisor do it him/herself. Although the end result must meet the supervisor's satisfaction, the purpose of the experiential learning opportunity is to allow the student to learn from hands-on experience. Provide clear direction and let them figure it out on their own, to reach the desired conclusion. When there is mutual trust and respect, the student is likely to thrive.

# LEGAL CONSIDERATIONS

When hiring interns, employers must keep legal implications in mind. We have provided some sample questions to consider before hiring an intern or co-op student.

*Not-for-profit organizations and educational institutions of any type may have unpaid interns, if they meet all the criteria for an intern who is not in an employment relationship.*

## *When can an internship be unpaid?*

Unpaid internships in the U.S. are subject to scrutiny by the Department of Labor and the Courts. When offering an unpaid internship, employers are to review the guidelines in the US Department of Labor, Fair Labor Standards Act (FLSA) or The U.S. Court of Appeals for the Second Circuit (applicable to CT, NY, and VT), to ensure liability compliance. Regardless of the employer, it is imperative that the intern is the primary beneficiary of the role. All organizations are encouraged to offer a base hourly wage to the intern, but it is understandable that not all departments are able to do so.

## *Does the department have to provide workers' compensation?*

If it is an unpaid internship, no. If it is a paid internship or co-op, follow all University rules and regulations. In addition, consult with the Office of Student Financial Aid Services - Student Employment for specifics.

## *What is the discrimination and harassment policy, and how do interns report an incident?*

Regardless of compensation type, the sexual harassment and discrimination policy follows the same guidelines as those provided for permanent employees. In order to create a safe environment, the policy and steps for reporting an incident are to be shared with the student during the orientation and explained in writing, typically as part of a department's manual. The University offers training for all student employees. It is recommended that interns and co-op students attend trainings offered by the University.

## *What is the policy for international students?*

International students have specific rules and guidelines about work eligibility; some may work for pay while others may be prohibited from participating. These guidelines are based on the students' visas. For more information, please direct your students to International & Student Scholar Services.

The U.S. Court of Appeals for the Second Circuit specifies that the following factors should be considered when establishing an unpaid internship:

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

## COMPENSATION

Each host site has specific resources, which may or may not include wages. Your department may not be in a position to pay much, but any amount can help. There are several ways that your department can compensate your students:

**WAGES:** Although wages may vary from department to department, paying your student ultimately comes down to what the department can afford, keeping minimum wage in mind as a base point. Center for Career Development staff can also offer some guidelines, based on industry standards. Be sure to remember that a co-op student is the equivalent of a full-time employee and must be paid. Work study may also serve as a funding source; contact the Office of Student Financial Aid Services - Student Employment directly for guidance.

**STIPEND:** If an intern is to receive a stipend, which is a fixed sum of money paid periodically to defray expenses, the stipend amount and date of pay should be stated in the position description and written into an agreement upon hire.

**PAID AND CREDIT:** Depending on the academic department's policies, a student may be able to receive both academic credit and pay. If your department has established a relationship with an academic department, this information can be discussed. Otherwise, this conversation will take place between the student and the academic department awarding the credit.

Earning credit is not equivalent to receiving financial compensation; it costs students to earn credits. In addition, the hiring department does not make the decision regarding credit worthiness; that decision is made by an academic department.

### *What are the steps that need to be taken to pay the student?*

For payments made at regular intervals or on a pay period, the employer should check with the Office of Student Financial Aid Services - Student Employment to learn about the process which must be followed.

### *Can the University department offer an internship or co-op for credit?*

Yes and no. A University department may be open to working with a student who wants to earn credit for the experience, but that department does not actually award the credit. A student may earn credit if the student's academic department determines the internship or co-op academically suitable. It is up to the student to make those arrangements before accepting the position. Keeping that in mind, University departments may also make contact directly with academic departments to discuss how a particular experiential learning opportunity may be suited for a major. If the University department knows ahead of time which academic departments support the experience, that information can be included in the job description and will provide a more cohesive background about the position. If a student has questions about earning credit, please direct them to the Center for Career Development.

**On behalf of the Center for Career Development, we look forward to working with you in the future! If you have any questions or concerns regarding our programs, services, or events, please do not hesitate to contact the CCD staff at 860-486-3013 or [internships@uconn.edu](mailto:internships@uconn.edu).**

# SAMPLE EXPECTATIONS DOCUMENT FOR COOPERATIVE EDUCATION

Students and supervisors are to discuss the following questions at the first meeting, at a mid-point and review at final evaluation. Students submit responses to these prompts, in writing, to [careercoop@uconn.edu](mailto:careercoop@uconn.edu).

**SUPERVISOR:** \_\_\_\_\_

- Description of co-op assignments (What projects will the student be doing?)
- Supervisor goals (What does the supervisor want the student to accomplish?)
- Supervisor expectations (What does the supervisor expect from the student?)
- Indicate how the student will be a part of the organization.
- State how the supervisor will mentor the student, offering support and assistance as needed, in addition to introducing the student to others in the department who will offer mentoring and advice.

**STUDENT:** \_\_\_\_\_

- Student goals (What does the student hope to accomplish during the co-op assignment?)
- Student expectations (What does the student expect will have occurred upon the assignment's completion? What does the student expect from his/her supervisor and/or the site?)
- State how the student will demonstrate a commitment to learning.

**SUPERVISOR NAME, EMAIL AND PHONE NUMBER:** \_\_\_\_\_

\_\_\_\_\_

**STUDENT NAME:** \_\_\_\_\_

**SIGNATURES:** \_\_\_\_\_

Student

\_\_\_\_\_

Supervisor

Complete and review together in the first week of the co-op. Type up responses, sign, and make a copy for the supervisor, the co-op student, and the CCD. Return to the CCD via email ([careercoop@uconn.edu](mailto:careercoop@uconn.edu)) by the end of the second week in the role.

# SAMPLE LEARNING AGREEMENT

**NAME:** Student Name

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

**INTERNSHIP OR CO-OP POSITION:** Position Title

**INTERNSHIP OR CO-OP SITE:** Organization's Name

**DIRECTIONS:** Students complete all three columns for each section with their supervisor at the start of the internship or co-op experience. Student/supervisor review half-way through the experience and adjust as needed.

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

# UConn Internship & Co-op Council

Facilitated by Center for Career Development staff, this Council brings together faculty and staff from various offices and departments, both Storrs-based and from Regional Campuses. Meeting 2-3 times per year, the Council discusses current internship- and co-op-related news, events, and goals. A sense of comradery allows the group to discuss challenges and successes; topics include: CCD news, legal updates, campus-wide initiatives, and more. For more information, please email [internships@uconn.edu](mailto:internships@uconn.edu).