Thank you for your interest in supervising and mentoring an intern. Your participation provides interns the opportunity for both personal and professional growth. Interns and volunteers have been commended for their diligence, work ethic, and professionalism. We are confident that you will find them a welcomed addition to your staff. Please take a moment to review this guide and learn more about expectations for working with interns. Representatives from experiential and career offices in every Rhode Island institution of higher education have come together to create this guide which will outline the basic fundamentals involved in designing an internship program, and illustrate the benefits of investing in an experiential learning program.
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Creating a Mutually Beneficial Relationship

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

What is the Best Experiential Option for Your Organization?

Experiential learning provides students with direct experience through which they can use analytical skills and reflection to apply new ideas gained from the experience to their classroom learning. Experiential learning includes internships, service learning, and various practicum opportunities. Determine what the best fit for the organization is by considering the following definitions:

- **Volunteer** is a person who performs a service willingly, without pay or credit in order to support a cause, usually through a non-profit organization.

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

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

- **Capstone/Project Based Learning** course is the culmination of learning in the major. A student generally works on a single large project—such as a thesis paper or large research project—for the entire semester.

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

- **Internships** are defined by the National Association of Colleges and Employers (NACE) as: “a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.” In addition, an internship is a semester (fall, spring, summer) in duration, may or may not carry credit, may be paid or unpaid based on the Department of Labor criteria (See Page 11 for DOL Requirements).

A **Student Employee** is a person who is hired to provide services to an organization on a regular basis in exchange for compensation, not for academic credit. (See Page 11)

A closer look at a Volunteer

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

A closer look at an Intern

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

A typical internship:

• Includes developing intentional learning 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.
• Includes learning objectives, observation, reflection, and evaluation.
• Balances the intern's learning goals with the organization's needs.
• Typically lasts three months. May be part-time or full-time.
• Involves industry related and soft 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.
• Includes a designated and insured office space.

An Internship is not:

• Unpaid or unsupervised labor.
• Meant to replace an employee.
• More than 20% busy work (filing, covering phone, errands).

Be sure to check with your corresponding institution for specific guidelines.

How Do Employers Benefit from an Internship Program?

It is important to note that students should be the primary beneficiaries of internships, meaning that they are expecting a meaningful learning experience. One of the more significant advantages to providing internships is the opportunity to select and develop your future talent. You have the opportunity to evaluate and screen potential employees prior to making a full-time position offer, which leads to financial savings. Employers have reported converting more than half of eligible interns into full-time hires. If hired in a permanent position, previous interns assimilate faster to their new roles and have shorter learning curves than external hires. Interns can:

• Provide freedom for professional staff to pursue creative or more advanced projects.
• Increase staff retention rate.
• Assist an organization in application of the latest strategies and techniques in the field.
• Maintain connections with colleges and increase visibility on campus.
• Promote community involvement - excellent public relations tool.
• Recruit other students and generate enthusiasm.
• Creates awareness of the field for future hires.
• Giving to the community by teaching the prospective work force.
• Allows staff to learn about mentoring as a professional development point.
Finding the Right Intern for Your Organization

High School: The benefit of incorporating High School students into your organization is so they can develop new skills. These skills will allow them to discover what areas they excel in, and they could potentially remain with the organization through college. This experience can also increase the students desire to graduate and pursue higher education in the future.

Undergraduate: An undergraduate intern could be beneficial for your organization because of their experience in and out of the classroom. They have an opportunity to apply things they’ve learned in their Undergraduate curriculums into the workplace. Many freshmen and sophomores seek out internships to explore careers in their field they may be interested, and juniors and seniors are looking to develop their professional career skills. They will gain more work experience which could result in full-time employment.

Graduate: Since these students have already received an undergraduate degree, as a graduate student intern they are advancing their professional career development while also determining their career niche. These students want even more work experience to advance their skills and also potentially transition into full-time employees.

Career Changer/Adult Learner: Adult learners who are transitioning to a new industry and hoping to expand their professional network and incorporate their professional skills into your organization.

International: These are typically undergraduate or graduate students. There is no excessive paperwork needed to hire an international intern. International students do not need a green card to intern nor an Employment Authorization Document/EAD. Federal regulations permit eligible F-1 or J-1 visa students maintaining valid status to intern in their major field of study with permission from the Office of International Students & Scholars. The application process for International interns includes:

1. The student’s academic advisor or Dean/Chairman of the department must endorse/sign the Curricular Practical Training Form (F-1) or Academic Training Certification Form (J-1).
2. The student must submit an original job offer letter, on company letterhead, that includes the following information (no faxes or e-mails will be accepted):
   a. Name of company
   b. Location of the internship (curricular practical training/CPT or academic training/AT)
   c. Salary information (optional)
   d. Number of hours per week (not to exceed 20 hours during while school is in session)
   e. Beginning and ending dates of the training
3. Student must submit all of the above documents for approval to the Office of International Students and Scholars (OISS) before commencing an internship period.
Writing an Internship Posting Description

Employers are competing to gain a student’s interest and stand out among the rest. When writing your posting, treat the description as an opportunity to showcase the internship. If you want to attract the best candidate, be sure your description is as honest and accurate as possible, including the full scope of the job and responsibilities. (See end of document for sample posting descriptions).

Questions to consider before writing the position description:

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

Writing an internship description is essential to recruiting the right individual. Write the description in clear, everyday language that will help the student understand the position and your organization culture. If the opportunity offers a broad exposure to many elements in your organization, be sure to state that in the description. Interns need to know accurate expectations upfront.

The essential components of an effective internship description include:

• Explain the organization’s goals and mission
• Outline the intern’s responsibilities and potential tasks/projects
  • Describe skills that will be developed
• Illustrate the necessary qualifications
  • Skills (computer, analytical, design, communications, etc.)
  • Education level (year, GPA, etc.)
  • Majors
• Clarify the duration of the internship
  • Hours required per week
  • Flexibility with schedule or specific hours
  • Type: summer, semester, etc.
• Note if it’s paid or unpaid
• Specify how to apply - provide contact information
Posting Your Internship Online

Many campus career centers have databases that allow employers to post job/internship opportunities for free. You can visit their sites for instruction in addition to posting on bridge.jobs. Keep in mind that the timing of your post is crucial and should take into consideration the academic calendar of your corresponding institution (see Page 29 for career center websites).

**Bridge.jobs:** Bridge is a program that focuses on connecting employers and students in Rhode Island.

Bridge is a program of the Rhode Island Student Loan Authority (RISLA) and RISLA’s College Planning Center of Rhode Island. RISLA has joined up with Association of Independent Colleges and Universities of Rhode Island (AICURI), the Rhode Island Board of Governors for Higher Education (RIBGHE) and the Greater Providence Chamber of Commerce to bring together academia, business and community.

The goal of Bridge is to connect Rhode Island employers with talented students looking to gain valuable professional experience. Applying knowledge and skills acquired in college to a professional setting is a vital component of a student’s college education. Individuals who gain relevant internship experience are better prepared for full-time employment after graduation and bring with them exposure to cutting edge practices and technology, new insights and philosophies, flexibility and a thirst for knowledge. The Bridge website allows employers to post paid or unpaid internships online and directly reach out to a vast and talented pool of individuals.

If you have any questions about this program or if you need any assistance, please feel free to contact:

Adrian van Alphen
Director Employer Relations and Internship Development
RI Student Loan Authority 560 Jefferson Blvd Warwick, RI 02886
E-mail: avanalphen@risla.com
Office Phone: 401-468-1796
Fax: 401-468-2106

What happens after you post?

- It is not unusual to not get applicants.
- You may have to consider your timing, wording, and target audience.
- You can get in touch with your corresponding campus Career Center for assistance.
The Role of the Career Center

The Career Center is well-equipped to provide assistance in the internship process. Your Career Center can help you with any of the following:

- Framing job postings to attract potential interns
- Provide guidance on what to expect from an intern
- Provide guidance on supervision and mentoring to support student intern growth
- Determining if the planned internship provides a meaningful learning experience
- Evaluation and assessment of the internship experience
- Integrating your feedback into future internship procedures

The Career Center will not:

- Provide you with a “match” for your internship position.
  - While we do assist students with their internship search, the search is guided by their interests and pursued by the student.
- Provide you with an employee.
  - The student is coming to you to learn an industry in which they may want to work; The Career Center does not provide the student training for your industry.

Making an Internship Offer

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

Upon the acceptance of the offer, remove your internship from all places where it is posted (e.g., college/university websites) to prevent further applications.

How Do Student Interns Benefit from an Internship Program?

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

- Ensure the assignment of challenging projects and tasks.
- Provide projects that complement academic programs and/or career interests.
- Give broad exposure to the organization (remember: this is a chance for them to personally develop and explore career possibilities).
- Provide adequate, reliable, and regular supervision and mentoring.
- Ensure interns are keeping pace and accomplishing goals.
- Orientation.
- Create a professional network.
- Industry relevance.
- Real life experience.
- Enable the intern to establish a professional network.
Learning Goals

At the start of the internship it is recommended that the supervisor and intern create a list of learning goals the intern hopes to complete. The learning goals serve as the academic and professional roadmap for the intern’s semester with your organization. This activity helps to clearly identify the intern’s learning objectives and how the intern plans to accomplish them. Creating these goals is also an opportune time to discuss workplace requirements, intern responsibilities, and hours expected to complete (to earn credit). We ask our supervisors to take the time to meet with the interns during the first week of the internship to discuss and negotiate learning goals. (See end of document for sample learning goals).

Providing an Intern Orientation to your Organization

Familiarize your intern with the company, work site, and culture of your organization.

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

If affiliated with a school: Many students are unfamiliar with the activities, environment and objectives of your organization. Even though your interns may have worked part-time to support their education, these experiences may not have exposed them to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making nature of business. It is during the orientation and training that these issues and information about the organization are addressed.

The sooner your intern understands your organization and how it operates, the sooner he or she can assume assigned responsibilities and contribute. Expectations can vary based on the size of your organization, but in general, be sure to review:

• Hours
• Dress code
• Overall responsibilities
• How to cope with absenteeism
• Safety regulations and requirements
• Lunch hour policy
• Absenteeism policy
• Cell phone/social media policies
• How you prefer to be reached/communication preferences (e.g., email, phone)
Designing Your Internship Program

Prior to hiring an intern, an employer must understand how interns will fit within the company’s goals and culture. Since organizations vary in age, size, industry, and product, so too will internship activities.

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

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

Learn about prospective Interns: Whether a high school student, college student or adult learner, they want to develop skills. The best way to know what skills an intern is hoping to gain is to interview.

It is important that employers realize that school and classes must remain a top priority for interns if they are a current student. The internship position should enhance their learning experience. Understand that for most interns this is a new experience and they may need support in balancing their schoolwork and internship. Agreeing on a set number of hours interns will work each week and offering flex-time for freedom to plan their schedules on a weekly basis are two ways to support balance.

Required hours/credit may vary by school but most interns typically complete 10-20 hours per week. The student intern should meet with an academic or internship advisor for further direction.

Role of an Internship Supervisor

It’s going to be important to identify a supervisor for your intern(s) who will familiarize them with the organization, provide assignments and serve as a “contact” person for questions. It’s recommended that the intern supervisor be an expert in the type of work the intern(s) will be performing to provide the appropriate guidance for the intern’s assignments. An intern supervisor’s responsibilities will include:

- Taking part in an intern’s application, screening, and interview process
- Conducting intern orientation
- Developing learning goals
- Meeting with an intern regularly to evaluate performance and if needs/goals are being met; and assessing the internship program’s success
- Working closely with the corresponding college (refer to Page 29)

Role of an Internship Mentor: In addition to the supervisor, a mentor may assist with transition into this new learning environment. This is done by answering general questions related to personal and professional growth, and sharing career knowledge leading to networking in the field.
The Stages of an Internship


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

Rate of progress through the stages is affected by many factors, including the number of hours spent at the agency; previous internships or field experiences; your personality; the personal issues and levels of support you bring into the experience; the style of supervision and the nature of the work. The more you understand as a supervisor, the better the learning experience for the intern.

Anticipation

• Beginning of internship
• Anxiety- "What if"… Interaction with many people
• Level Task accomplishment low
• Definition of specific goals with consideration of skills needed to complete established goals
• Assumptions- need to examine and critique
• Development of good relationships with supervisor, co-workers, etc.

Exploration

• Building on progress
• Adjusting expectations
• Increasing capabilities
• Building supervisory relationships
• Encountering challenges

Competence

• Morale high- trust in yourself
• Transition into “professional” from “apprentice”
• Good platform to demand more from self and assignment- increase work load, responsibility

Culmination

• May face a variety of feelings at this stage
• Pride in accomplishments, sadness in leaving
• Need to address emotions, find avenue to express them
Paying an Intern

- Wages for most internship opportunities are usually determined before the intern is hired and are not typically negotiated.
- Consider paying consistent wages to all interns within each department.
- Students in technical fields are generally paid more than nontechnical fields.
- Pay for interns often varies by location, type of industry, size of organization, etc.
- An internship needs to adhere to a W-2 NOT a 1099.

Unpaid as Defined by the Department of Labor

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

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

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

(See Common Legal Questions about Interns; Pages 27-28)

Other Forms of Benefits

Offering benefits may provide incentives for talented students to accept one internship position over another or increase the interns’ commitment during the experience.

- Transportation assistance
- Scholarships
- Housing assistance for those who relocate
- Professional Development Networking Events
- Time worked as an intern can accumulate and apply toward benefits if turned into a full-time employee after graduation
- Paid holidays (if already receiving compensation)
- Tuition reimbursement
Insurance Considerations

Employers, interns, parents and colleges/universities should be aware of insurance considerations:

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

The Affordable Care Act (ACA), the Employer Mandate and Internships/Co-Ops:

• The employer mandate: Full-time employees (30+ hours) must be offered health insurance by the employer (if the employer has 50+ employees)
• It doesn’t apply to unpaid internships
• It can apply to paid internships
• Employer of 50+ employees would have to offer insurance if:
  • The student works 30+ hours per week AND
  • The student works more than 6 months (otherwise they are a “seasonal” or temporary employee)
• If the employer has to offer insurance:
  • They only have to offer the insurance
  • They will not be penalized if the student does not take their insurance package, BECAUSE
  • Most students are required to hold insurance (either through their parent(s) or through the institution and these plans almost always qualify as ACA compliant.

Loan Forgiveness for Internships

Rhode Island Student Loan Authority (RISLA) has launched a rewards program to encourage students to pursue internships. This program will help reduce student loan indebtedness and help offset the fee that some students may incur to obtain credit for internships. Loan forgiveness will be awarded to qualifying borrowers on any non-federal loan held by RISLA. In order to receive loan forgiveness, the student must complete an internship through an institution of higher education. Eligible internships are only those for which the student is earning a minimum of three credit hours. To be eligible the student must attend a RI institution of higher education, or be a RI resident and they must have a non-federal loan with RISLA. Internship requirements include:

• Internship must be after May 1, 2013
• Internship must be located in Rhode Island or out-of-state
• Paid or Unpaid
• Internship must be 3-credits and on transcript, validated by an institution of higher education
• Student graduates from their degree/certificate program

To apply: Download the application form from www.risla.com/rewards-for-college-interns
Retaining Talent in the State of Rhode Island

There are many ways to make the internship both memorable and engaging for both the intern and employer. Here are some examples of ways to enrich an internship experience:

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

Participation in Volunteer/Community Service days: A great way to show interns the values of your organization and to provide time for them to talk to other employees and interns is to include them in any community service or volunteer days your organization has planned. Not only will they get to meet more employees and participate in a good cause, they will be able to see your company’s dedication to service – an important value among the millennial generation.

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

Common Internship Forms

Each school has learning agreement forms they may ask you to complete.

RI Work Immersion Program

The Governor’s Workforce Board operates the Work Immersion Program for students attending Rhode Island colleges and universities. The program provides a 50% wage subsidy to RI businesses that provide a qualifying paid internship. Qualifying internships are those that either provide credit or are endorsed by the intern’s college or university as a “meaningful learning experience.”

All internships must be aligned with the students major/career goals. The internship must pay no less than minimum wage and no more than $20.00 per hour and must be at least 45 hours up to a maximum of 400 hours in duration for no longer than 20 weeks in duration.

Once a student has completed 400 hours of interning (combined), a business is no longer eligible to receive the subsidy from her or his internship. Businesses that hire the interns after completion of an approved internship may earn an additional 25% wage reimbursement.

For more information on how to apply for the Work Immersion Program, visit www.gwb.ri.gov/internships or contact us at (401) 462-8860.
Mid Term and Final Evaluation

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

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

- Report on a project's status
- Learn how their work is contributing to the organization
- Participate in evaluating their strengths
- Discuss areas needing growth and development
- Get insight about what work lies ahead

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

Conclusion

Thank you for your interest in supervising and mentoring an intern. Your participation provides interns the opportunity for both personal and professional growth. Interns and volunteers have been commended for their diligence, work ethic, and professionalism. We are confident that you will find them a welcomed addition to your staff. Representatives from experiential and career offices in every Rhode Island institution of higher education have come together to create this guide which will outline the basic fundamentals involved in designing an internship program, and illustrate the benefits of investing in an experiential learning program.


Sample Internship Descriptions & Learning Contracts
CORPORATE PUBLIC RELATIONS COMPANY

PUBLIC RELATIONS INTERN

**Internship Description:** Are you the next PR Superstar? If so, you’re going to need the skills and relevant work experience to get your foot in the door of your first public relations job.

We take great price in nurturing the up-and-coming public relations stars of tomorrow. Through our hands-on, year-round corporate public relations internship program, students compete for a unique opportunity to work alongside an award-winning public relations team that develops innovative global programs to help support the organization’s organization growth, client retention and profitability.

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

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

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

**Qualifications:** Only the best and brightest need apply.

To be considered for the public relations Summer/Fall or Winter/Spring internship, you must:

- Maintain an overall GPA of 3.0 or higher;
- Major in public relations, communications, English, journalism or marketing;
- Plan to pursue a career in public relations; and
- Be a junior or senior in college.

Applicants are responsible for transportation to and from the internship experience.

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

**Hours Per Week:** 40

**Wage/ Salary:** paid

**Application Instructions:** The chosen candidate can expect to work full-time during summer 2015 and part-time (12-15 hours per week) during fall 2015.
SAMPLE: MARKETING INTERNSHIP DESCRIPTION

INSURANCE COMPANY

STUDENT INTERN-MARKETING DEPARTMENT

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

Our office located in Lincoln, RI, is seeking an intern for our Marketing Department. This is a paid internship, and the working hours are 37.50 hours per week during the summer months. The selected candidate will be responsible for assisting and supporting the Marketing Department with a variety of social media and marketing initiatives.

Job Functions and Responsibilities:

Social media focus includes:
- Assist with social media engagement by helping manage social channels.
- Drafting and editing copy for social channels.
- Monitoring social media web analytics on a weekly basis (e.g. page views, twitter followers), and provide reports of growth and other activity.

Marketing/advertising focus includes:
- Engaging with marketing teams on a regular basis to brainstorm ideas for new and innovative marketing and social media campaigns.
- Assist with gathering data for marketing reports and supporting a variety of marketing and advertising programs.

General responsibilities include, but are not limited to:
- Researching industry-specific sites (blogs, forums, etc) for product reviews, customer comments, and other relevant marketing information.
- Maintaining marketing program files.

Job Requirements:
- Must have excellent written and verbal communication skills.
- Knowledge and experience with Facebook, Twitter, YouTube and other social media platforms.
- Strong attention to detail and organizational skills.
- Property and casualty insurance knowledge a plus.
- Our internship is designed for individuals who are currently enrolled at an accredited college/university and who will be continuing their undergraduate studies in the fall. Candidates should be seeking a Bachelor’s degree in Marketing, Public Relations, Communications or Journalism.
- All applicants must submit a cover letter.
- Transportation to and from the internship environment.

Qualifications: Please see job description.

Hours Per Week: 37.5

Wage/ Salary: hourly
SAMPLE: COMMUNICATIONS/EDITORIAL INTERNSHIP DESCRIPTION

MULTI-MEDIA NEWS ORGANIZATION

EDITING INTERNSHIPS

Internship Description

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

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

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

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

Qualifications: Journalism, English, Communication or Media Major in a Bachelor’s Degree Program, Transportation

Hours Per Week: 8+, Flexible

Wage/ Salary: Unpaid An Equal Opportunity Employer
SAMPLE: PSYCHOLOGY INTERNSHIP DESCRIPTION

YOUTH AND FAMILY SERVICES CORPORATION

BEHAVIOR SPECIALIST

Internship Description
We believe that every child has the right - and should have the opportunity - for full inclusion in life. In 1997, we established a Youth and Family Services Program to help children with disabilities learn the skills they need to become active, participating members of the larger community.

To support a child’s development, we create individualized programs that are family-centered, recognizing that parents or guardians are a critical part of the implementation team. We bring together an interdisciplinary team that supports and works with families to find positive ways to deal with the many challenges posed by a child’s disabilities. Depending upon what services and expertise are needed, this support team can be comprised of an administrator, treatment consultant, clinical supervisor, treatment coordinator, and behavioral specialist.

Our Youth and Family Services Program is designed for eligible children ages 3-21 with Special Health Care Needs or who are at risk for chronic physical, developmental or behavioral conditions.

Our Home-Based Therapeutic Services include:
Behavior Management
Social & Daily Living Skills
Community Integration
Parenting Skills Training

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

Hours Per Week: 20

Wage/Salary: competitive
SAMPLE: ENGINEERING INTERNSHIP DESCRIPTION

TECHNICAL CAREER EDUCATION

TEST ENGINEERING INTERN

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

Qualifications
- Pursuit of a mechanical, industrial or electrical engineering bachelor’s degree at least a junior in standing
- Self-directed and motivated
- Technical Report Writing skills
- Proficient in Microsoft Office

Preferred Skills and Abilities
- Familiar with Labview
- Familiar with National Instruments products
- Knowledge of physical and electrical measuring methods Working Conditions and Physical Demands Mixed Environment of office, laboratory and manufacturing. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Must be able to lift up to 20lbs daily and 40lbs on occasion.
- 10-15 hours per week availability, $17/hour
- Transportation to and from internship experience

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

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

Internship Description
Students and recent graduates of Rhode Island colleges will join our team and participate in a variety of research, design, and fabrication projects. In addition to this, interns will propose their own project, to be completed over the course of the internship, with our resources, guidance, and collaboration. Interns will exercise their skills and gain hands-on experience, as well as expand their knowledge through interdisciplinary collaboration.

WHAT YOU MIGHT WORK ON:
• Product and furniture design and fabrication
• Architectural design
• Installation design and fabrication*
• Physical computing
• Web, UI/UX design and development
• Software development
• Business development and strategy
• Digital fabrication research
• Social programming such as workshops and events

*We have received a substantial grant to build 2 ‘Urban Chapels’ in Newport this year. Interns interested in this project will have a chance to contribute heavily to these outdoor public art project’s design, fabrication, and installation.

Qualification/Requirements
• Currently enrolled at, or a recent graduate of a Rhode Island institution of higher learning.
• Living in or near Providence, Rhode Island for the summer
• Interested in design across disciplines.
• Self-motivated, independent, collaborative, reliable and responsible
• Interested in learning and helping others learn

How to Apply
Send the following items to info@employer.com
1. Statement of intent
2. Resume
3. Work Samples
   • Applicants who do not provide all three items will not be considered.
   • Please do not upload resume through school job, email it to us.
   • Please be sure to include a cover letter/statement of intent that is specific to studio.
   • The deadline to apply is April 6th. Final decisions will be made by May 15th.
SAMPLE LEARNING GOALS: LEGAL

POLICE INTERN

Professional Objectives

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

Activities/Resources:
• Read filed police reports
• On-the-job training, experiences, projects, and activities
• Involve myself in discussions of current offenses on campus
• Attend meetings within the department
• Observe the professional officers in the department
• Read police handbook outside of internship hours so I can participate in discussions

Evidence:
• Include a reference guide of the terminology and coded abbreviations that I have learned throughout this internship.

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

Activities/Resources:
• Observe the professional officers in the department; Seek professional mentor
• Conduct discussions with the officers in the department
• Read manuals and professional publications on each of the processes
• Attend training sessions
• Read filed police reports

Evidence:
• Include an annotated bibliography of material I have reviewed
• Include a mock scenario (case), developed mock diagrams and a descriptive narrative on how the scene was cleared
• Include a step-by-step visual guide on how to take fingerprints using myself as an example

Details

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

Internship Evaluation Methods (how your supervisor will evaluate your performance):
• Constant contact with my supervisor throughout the day
• Communication via e-mail and telephone calls
• Completion of university provided evaluation forms
• Reviews from other officers that I shadow throughout the day

Internship work days/hours:
• Start date: September 10 End Date, December 3
• Monday, Wednesday, Friday from 12:00pm to 5:00pm
• Days and times are subject to change weekly, but the hours will amount to about 9 hours per week
SAMPLE LEARNING GOALS: SCIENCE

MYSTIC AQUARIUM FISH & INVERTEBRATE HUSBANDRY (COLD WATER AQUARIST INTERN)

Professional Objectives

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

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

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

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

Activities and Resources:
- Maintain the filtration devices used to keep the exhibit clean.
- Inspection of the exhibit, by checking the water temperature, chiller temperature, UV light, and protein skimmer to be properly functioning.
- Routinely cleaning the algae along the glass as well as fingerprints, debris and other material that hinders the aesthetic appeal of the tank.

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

Details

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

Internship Evaluation Methods (how your supervisor will evaluate your performance):
- Constant contact with my supervisor throughout the day
- Communication via e-mail and telephone calls
- Completion of university provided evaluation forms

Internship work days/hours:
- Start date: Tuesday, September 8th
- Tues, Wed, Thursday: 9:00 am to 4:00 pm
- Days and times are subject to change weekly, but hours will total 200 total.
TEST PAGE

Sample Learning Goals: Writing

Package Copy Editorial Intern

Professional Objectives with Activities/Resources, and Evidence

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

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

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

Objective: Create a mock copy document

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

Evidence:
- Include in my portfolio a mock copy document (because I am legally unable to disclose actual projects)
- Compile a list of Brands that I worked with

Internship Details

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

Internship Evaluation Methods: The supervisor will ask the writing team to evaluate the intern based on their experience.

According to the supervisor, an intern must...
- Have good attendance
- Communicate regularly with the writing team
- Complete tasks assigned by writers
- Stay busy and be proactive about finding projects to work on

Internship work days/hours:
- In office work on Tuesdays and Thursdays from 8am to 5:15pm
- Check email frequently
- Start on January 24 and end on April 26
SAMPLE LEARNING GOALS: BUSINESS

SERVICE AND TRAINING MANAGER

PROFESSIONAL OBJECTIVES

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

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

Evidence:
- Include data that highlights lower turnover in Quarter 4.
- Include original forms and procedures.

Objective 2: Create a more efficient system of training to provide a consistent, comprehensive New Employee Orientation to all associates in an engaging manner.

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

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

DETAILS

Duties include:
- Interviewing and hiring new associates
- Training new and existing employees on best practices
- Give coaching and feedback to all associates regarding performance
- Meet Customer Experience Survey requirements (currently #3 in the district)
- Managing Old Navy Card Goals (Currently #9 in the district)

Evaluation methods:
- Daily communication with Store Manager
- Weekly meetings for evaluation and feedback
- Quarterly performance reviews

Expected workdays:
- Sunday 12-9pm
- Monday 8-5
- Tuesday 1-10pm
- Thursday 1-10pm
- Saturday 9-6
  (Changes weekly, but always 5 9-hour shifts per week)

Start date: January 23
End date: May 2
SAMPLE LEARNING GOALS: COMMUNICATIONS

PUBLIC RELATIONS INTERN

Professional Objectives

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

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

**Evidence:** Include a sample media hit in my portfolio.

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

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

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

Details

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

**Evaluation methods:**
- Correspondence with supervisor/account executives via email and in person
- Record hours worked on eSilent Partner per account
- Completion of university provided evaluation forms

**Expected Workdays:**
- Complete 10 hours per week for 10 weeks, totaling 100 hours for the semester
- Mondays and Wednesdays from 12pm-pm
- **Start Date:** September 10  **End Date:** November 28
- **Hours are flexible with regard to holidays or mandatory school functions**
Common Legal Questions about Interns *

Q. What is the nature of the relationship between interns and employers?
A. Under state and federal law, an intern may be viewed either as a “trainee” or an “employee”, depending on the relationship between the intern and the employer (see criteria below). If an intern performs work like other employees, and is supervised and directed like other employees—the intern may be viewed by the courts as an employee, regardless of whether or not the individual is paid. Interns who are deemed to be employees, are entitled to the same protections as other employees. However, interns who are deemed to be trainees are not considered to be employees, and are, therefore, not entitled to the same protections as employees. This is so regardless of whether the intern is paid or unpaid.

Q. Does the law require an organization to pay interns?
A. Interns who function primarily as employees must be paid; however, interns who function primarily as trainees (see criteria below) are not employees and, therefore, may be unpaid. However, employers must be aware of and ensure compliance with the Fair Labor Standards Act and the Rhode Island Minimum Wage Law, before classifying interns as unpaid “trainee[s].” If an intern is considered an “employee” for purposes of the FLSA or the RIMWL, then the employer must pay its interns at least the Rhode Island minimum wage.

“Employee” is defined by the Fair Labor Standards Act as “any individual employed by an employer.” Under the FLSA, to “employ” means “to suffer or permit to work.” Since this definition is somewhat circular, the Department of Labor’s Wage and Hour Division developed a six-factor test for determining whether workers are to be considered “trainees” or “employees” under the FLSA. The following is based on this test:

<table>
<thead>
<tr>
<th>Test</th>
<th>Trainee (Not paid)</th>
<th>Intern (Paid employee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Training</td>
<td>The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.</td>
<td>The training approximates that which would be given to any new employee.</td>
</tr>
<tr>
<td>Who benefits</td>
<td>The trainee.</td>
<td>The employer.</td>
</tr>
<tr>
<td>Need for the Work</td>
<td>The trainees do not displace regular employees, but work under close observation</td>
<td>Work given to the intern would be done by other employees in their absence or by others hired to do it.</td>
</tr>
<tr>
<td>Impact of Work on Employer</td>
<td>The employer that provides the training derives no immediate advantage from the activities of the trainees and on occasion the employer’s operations may actually be impeded.</td>
<td>The employer’s position is advantaged due to contribution of the intern’s work.</td>
</tr>
<tr>
<td>Prospect of hire</td>
<td>The trainee is usually not offered a job at the completion of the training period.</td>
<td>The intern may be considered for full-time employment following the work assignment.</td>
</tr>
<tr>
<td>Prior understanding</td>
<td>The employer and the trainee understand that the trainees are not entitled to wages for the time spent in training.</td>
<td>The intern understands they will be compensated for their work.</td>
</tr>
</tbody>
</table>

*NOTE: For more information on the FLSA and interns, see the U.S. Department of Labor Wage and Hour Division Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act.
Q. Can interns be classified as independent contractors or volunteers?
A. When an employer hires an intern, the employer exercises control over “the result to be accomplished and means and manner by which the result is achieved.” If the employer exercises too much control, the worker is deemed to be an employee, not an independent contractor. Because of this (although there are some other considerations), the courts are apt to consider the intern an employee, not an independent contractor. Classifying interns as “volunteers” is equally problematic. The United States Department of Labor regulations define a “volunteer” as an individual who provides services to a public agency for civic, charitable, or humanitarian reasons without promise or expectation of compensation for services rendered. Because of the nature of internships, most interns’ work assignments will not fit that definition.

Q. Are interns considered employees for purposes of state and federal discrimination laws such as sexual harassment, ADA, race, and religion?
A. Interns who meet the definition of an employee will be considered employees for purposes of Rhode Island and federal discrimination laws. Therefore, covered employers should assume that their interns are employees and comply with applicable discrimination statutes, such as Title VII, the Americans With Disabilities Act, the Age Discrimination in Employment Act, and the Rhode Island State Fair Employment Practices Act. That said, interns who are not deemed to be employees, might nonetheless be protected by state and federal discrimination laws under other legal theories.

Q. Is an intern entitled to unemployment compensation?
Interns are generally not entitled to unemployment compensation after completion of an internship as the work experience is a temporary assignment which is not covered under Rhode Island unemployment compensation law.

Q. Are interns covered under workers’ compensation?
If an intern, who is paid a wage, is injured while on an employer’s premises, his or her sole recovery would be under Rhode Island’s workers’ compensation statute. Absent such coverage, an intern can seek compensation under general tort remedies.

Q. May interns be required to sign nondisclosure agreements?
Because interns are generally provided with unlimited access to an employer’s business, it is not unusual for a company to require interns to sign a nondisclosure agreement upon the commencement of the work assignment. Employers are generally advised to have interns sign such agreements to protect their organizations’ interests, including the confidentiality of documents and information mandated by law. Because most interns have limited, if any, experience in the work force prior to the internship, the impact of the nondisclosure agreement may escape them. Therefore, it is recommended that employers carefully explain the impact and legal ramifications of the nondisclosure agreement to the intern at the time it is provided.

*These statements are presented as guidelines and should not be taken as professional, legal opinions. Acknowledgments go to Benedictine University for their helpful guideline.
Get in Touch with RI’s College Career Centers

Brown University
www.brown.edu/campus-life/support/careerlab/

Bryant University
http://career.bryant.edu/

Community College of Rhode Island
http://ccri.edu/cooped/

Johnson & Wales University
http://jwu.edu/providence/careers

New England Institute of Technology
www.neit.edu/Career-Services/Overview

Providence College
www.providence.edu/CAREER-EDUCATION-CENTER/Pages/default.aspx

Rhode Island College
http://ric.edu/careerdevelopment

Rhode Island School of Design
www.risdcareers.com/

Roger Williams University
http://rwu.edu/campus-life/career-community/career-center

Salve Regina University
www.salve.edu/office-service/career-development

University of Rhode Island
http://web.uri.edu/career/