Guide to creating an effective internship program
Dear Employer Partners,

Welcome to Virginia Tech! Thank you for your interest in recruiting our students for *internships/field studies. Early identification of talent is vital to building a productive team, and a well designed internship program can give an organization a way to identify talent. Internships are beneficial to both students and organizations: they give students the chance to apply their classroom work in a “real world” setting; and they provide organizations the opportunity to establish brand awareness on campus and the possibility of creating a pipeline into full-time hires.

The university motto is Ut Prosim (That I May Serve), and Virginia Tech takes a hands-on, engaging approach to education by preparing scholars to be leaders in their fields and communities. We are proud of our students and our university, and we look forward to helping you recruit and interact with our students.

Whether you are preparing to hire your first intern or you already have an established program, we hope this guide will provide helpful information and tools to foster success for both your interns and your organization.

Please feel welcome to contact us with any questions, suggestions, or concerns. We are sincerely appreciative of the great opportunities you provide to our students!

Virginia Tech Employer Relations Team,

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Blacksburg VA 24061
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*Internship and field study are used interchangeably throughout this publication.
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Employer Partners

We are delighted you are considering bringing a talented Virginia Tech student into your workplace as an intern. The following information is provided to stimulate your thinking about the possibilities and answer questions you may have about internships.

The Employer Relations staff is available to answer any questions you have about internships. You will find some specific Virginia Tech resources at the end of this document to guide you in the right direction.

Virginia Tech students are widely recognized for demonstrating excellent, discipline-specific education and skills in the workplace. Our faculty partners strive to combine their students’ knowledge with appropriate experiences and learning opportunities in real world settings. These efforts increase our students’ and graduates’ workforce readiness. Go Hokies!

What is an internship?

“An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.”


- Ranges from 10-12 weeks, but a typical experience usually lasts from three to six months
- May or may not be a one-time experience
- Part-time or full-time
- Paid or unpaid
- May or may not be for academic credit
- Contains a “learning agenda”
- Includes learning objectives, observation, assessment, reflection and evaluation
- Balances the intern’s learning goals and the specific work an organization needs done
- Promotes academic, career, and/or personal development

(Adapted from materials published by the National Society for Experiential Education)
Steps to Beginning an Internship Program

Designing an internship program that meets your needs.

As varied as organizations are in age, size, industry and product, so too are their internship activities. How do you know what kind of program will work best for you? Designing an internship program to meet your needs is as easy as these steps.

Step 1: Set goals

- What does your organization hope to achieve from the program?
- Are you a small organization searching for additional help on a project?
- Is your organization growing quickly and having difficulty finding motivated new employees?
- Are you a nonprofit that doesn’t have a lot of money to pay, but can provide an interesting and rewarding experience?
- Is your organization searching out new employees with management potential?

A careful discussion with management can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations. As many staffing professionals know, in order for a program to be successful, it will require the commitment of management.

Step 2: Write a plan

Carefully plan and write out your internship program goals. Managers, mentors, interns, and university career centers will read what you write about the internship. Draft a job description that clearly explains the job’s duties.

Do you want someone for a specific project? How about giving the intern a taste of everything your company does?

Structure the internship ahead of time so that you can be sure to meet your goals and not find yourself floundering partway through.

Things to Think About.

- Will the intern be paid? If so, how much? Wages vary widely from field to field; be sure your wages are competitive.
- Where will you put the intern? Do you have adequate workspace for them? Will you help make parking arrangements, living arrangements, etc.?
- What sort of academic background and experience do you want in an intern? Decide on standards for quality beforehand — it will help you narrow down the choices and find the best candidates.
- Who will have the primary responsibility for the intern? Will that person be a mentor or a supervisor?
- What will the intern be doing? Be as specific as possible. Interns need structure so they don’t become lost, confused, or bored.
- Do you want to plan a program for the interns beyond the work you give them? Will there be special training programs, performance reviews, lunches with executives, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they are likely to tell their friends—word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students. These are just some questions to consider. Your organization’s approach will depend on your specific resources and needs.
• A very important part of your plan should be the assignment of a mentor or supervisor — that is, someone from the intern’s department who will be in charge of the intern. This person doesn’t have to be a teacher per se, but should be selected because he or she likes to educate or train/guide, and has the experience and resources to do it. If the person you select has never mentored an intern before, give him or her some basic training in mentoring.

Step 3: Recruit an Intern(s)

- Call our Employer Relations area to learn about the opportunities available to you:
  - Jim Henderson, Associate Director, Employer Relations/Development
  540-231-8079
- Post your jobs on Handshake.
- Come to campus for a visit. Let us know you are visiting and we will arrange appointments for you.
- Attend a career fair or two.
- Participate in our on-campus interviewing program.
- Conduct an after-hours event so students can learn more about your organization and available opportunities.
- Get involved as a Career and Professional Development partner.

Learn the legal implications of hiring interns. Just like other employees, interns are subject to legal protections and regulations. Protect yourself and your intern by knowing the laws. What work can and can’t you assign? This is especially important if your company employs international students who need special qualifications to work in the United States. Consult your corporate lawyer or the Virginia Tech Cranwell International Center to avoid possible issues.

Step 4: Manage the Intern(s)

Once you’ve hired an intern you put him or her to work, right? With an intern, you’ll be making an important first impression. The first days of the internship program are often its defining days. As the supervisor or mentor, you will review the job description, discuss student assignments, and set up regular meetings to give feedback and assistance.

When you assign an intern his or her first tasks you are signaling what will be expected in the future. If you give them very little to do, it sends a message that this job will be easy. The organization of your internship program will be the single most important influence on an intern’s impression of your organization, and thus the chances that he or she will come back. So how do you “plan for success”?

Establish learning objectives. Students who are pursuing a “for credit” internship will need to establish the scope of their work at the beginning of the internship experience. Their objectives will be related to their academic course of study and general skills required to become successful in a work environment. These objectives should also blend with the goals you have set for your internship program. (Note: Check out some Virginia Tech Learning Objectives at this site: http://www.career.vt.edu/experience/ceip/ceip-job-requirements.html)

Orient your intern to the new workplace. This might take the form of a conventional orientation program to discuss employee safety and expectations or it may be a walk around the office and a conversation, depending on the size of your company. Even though your intern may not be a permanent employee, he or she will be spending a great deal of time in your workplace.

Give interns an overview of your organization; some companies give talks or hand out information about the company’s history, vision, and services. Explain who does what and what the intern’s duties will be. Introduce the intern to co-workers and give him or her a complete tour of the facility. Making your intern at home in the office is your first step to bringing him or her back. (Note: See the Orientation Checklist beginning on page 9 for more information).

Give your intern the resources he or she needs to do the job. That may sound obvious, but you’d be surprised how many companies locate their interns in an out-of-the-way room or transfer them from desk to desk. That sends a potent message you don’t want to send: “Interns aren’t important; we don’t want you here.” Give the intern a desk and show him or her where to get needed supplies including phone and computer access.
Keep an eye on the intern. Make sure you know what’s happening with his or her daily tasks. Watch for signs that the intern is confused or bored. As often as silence means that an intern is busy, it also could mean that he or she is confused and shy about telling you so. It’s easy to be less forthcoming with issues in a workplace full of strangers.

**let’s talk . . .**

See whether the intern is trying to do anything that requires someone else’s input. Make sure that work is taking precedence over web browsing or texting friends. Paying attention early on helps you head off problems and bad habits.

Give your intern lots of feedback! Especially if your intern has never done this type of work before. Your intern will want to know if his or her work is measuring up to your expectations. No matter what the level of experience, an intern needs you, as the more experienced worker, to let him or her know if the work is officially “okay.”

Regularly examine what your intern has produced and make suggestions. Well-constructed feedback will be better received and will help your intern grow professionally.

**Informal Feedback.** Informal feedback is sometimes not perceived by the student as “feedback.” Informal feedback can be verbal comments or a light-hearted nudge. When using informal feedback, be clear with your intent. The more direct, the more likely the student is to perceive this to be an area of focus. Positive feedback should be given freely. Areas of growth should be presented in a private setting where the student will not be embarrassed. Feedback should be given as often as possible to encourage the student to continue developing.

**Formal Feedback.** Formal feedback should be prepared and delivered in a private meeting with the intern to discuss the student’s strengths and areas for growth. It should be designed so the manager achieves his/her desired objective. Students should have clear objectives of what areas of growth need to be addressed. Use specific examples of student behavior whenever possible so students have clear ideas of what areas need improvement.

**evaluate . . .**

**Step Five: Evaluate the Intern’s Progress**

Remember those goals and learning objectives you outlined before? A few weeks after the internship begins, it’s time to see how well you and your intern are meeting those goals.

Evaluation processes differ. Yours might be as formal as written evaluations every three weeks or as informal as occasional lunches you have with the intern and the intern’s supervisor. Some companies have the intern evaluate the experience and the company. Again, your structure is largely up to your corporate culture and needs. As an added bonus, these evaluations will be handy later if you decide to interview a former intern for full-time work, or to publicize how successful your program has been.

See the forms on pages 16-17.

**Step Six: Evaluate the Internship Program**

Maintaining the program’s value will require hard evidence that your organization is getting a return on its investment. Some organizations use a process of formal exit interviews. These interviews will determine if interns are leaving the company with a meaningful experience. The exit interview also provides valuable feedback to managers for program planning in the following year.

In addition to qualitative measures, a number of quantitative measures should be adopted. Common measures can be the number of interns that become full-time employees, repeat requests for interns from managers, and growing numbers of intern applicants. To successfully measure your own program outcome, you should return to the stated program goals and address those outcomes.
Ten Concerns of Interns

1. Give us real work!
   It can’t be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn’t otherwise, right? If you’ve brought on an intern as a recruitment tool, how will you be able to assess his or her abilities? It just makes sense to utilize your interns.

2. Do what you say, and say what you do!
   Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell interns they will be researching a project, and they spend 90% of their time doing “grunt work,” then bad feelings will develop. Honesty doesn’t cost you anything, and it will make the interns feel that much more respected.

3. We like feedback!
   Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.

4. We want to be included too!
   Is there a staff meeting they can attend? Can they quietly tag along to that next project meeting or office luncheon? Include them in the daily life of your workplace. After all, if you help them gain a broader perspective, it will help everyone involved.

5. Please explain.
   When you assign work, make sure you give a detailed explanation. While the work may seem obvious to you, it may not be as clear to someone who has never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

6. I want a mentor!
   Make sure that interns have a mentor or supervisor to provide guidance. Provide someone who truly likes to teach, and the experience supervising others will be even better.

7. A minute of your time, please.
   The best mentor in the world is useless if he or she can’t, or won’t spend the necessary time working and talking with the student. As newcomers, interns may not speak up if they’re feeling ignored, so the burden of making sure they’re okay is on the mentor. Mentors should schedule regular times to meet with the intern.

8. Be prepared!
   That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work. Brief your staff of the student’s impending arrival, and help the intern get started on a positive note.

9. Um…I need a chair.
   It is amazing how many employers hire interns and don’t think about the fact that they will need a desk, chair, phone, and a computer in order to do the task assigned. It isn’t fun or efficient to move an intern from desk to desk. If you want to get a job done, you need to supply the intern with the tools they need.

10. Show us the money (as best you can).
    While internships differ, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking and/or transportation, or develop some other creative way to assist them.

Note: Some academic departments require unpaid internships and field studies for academic credit.
Explain the Organization Structure

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

Outline Organizational Rules, Policies, Decorum, and Expectations

- Is there special industry jargon?
- What are the specific work standards and procedures?
- What access to the supervisor (days, times, and duration) does the intern have?
- How should he or she process requests?
- How do the mail, computer, and telephone systems work?
- What are the approved forms for correspondence?
- By what safety regulations must he or she abide?
- Is there a procedure for signing off completed work?
- What periodic forms or reports need to be completed?
- What local, state, and/or federal guidelines or laws apply to his or her work?
- Are there security or confidentiality issues of which the intern should be aware?
- What is the dress code?
- How should he or she maintain the premises and his or her work area?

Define the Intern’s Responsibilities

- What is the intern’s role?
- What projects will be assigned to him or her?
- What resources are available to the intern?

Monitor the Intern’s Adjustment

- Make yourself visibly available to the intern.
- Schedule supervisor & intern meetings to provide input, guidance, feedback, and an opportunity to answer questions.

Orientation Checklist

Department of Labor Criteria for Unpaid Internships

The Department of Labor has developed a six-factor test for determining whether workers are to be considered “trainees” (e.g., unpaid interns) or “employees” (hourly or salaried interns) that must be paid at least minimum wage under the Fair Labor Standard Act (FLSA). In order to list a job with Career and Professional Development as an unpaid internship the following criteria must be met:

- The internship, even though it includes actual operation of the employer’s facilities, is similar to training that would be given in a vocational school.
- The internship experience is for the benefit of the student.
- The intern does not displace regular employees, but works under the close observation of a regular employee.
- The employer provides the training and derives no immediate advantage from the activities of the intern. Occasionally, the operations may actually be impeded.
- The intern is not necessarily entitled to a job at the conclusion of the internship.
- The employer and the intern understand that the intern is not entitled to wages for the time in the internship.

For additional information regarding compliance provisions of the FLSA, please visit:

- United States Department of Labor: Wage and Hour Division
- United States Department of Labor: Fair Labor Standards Act Advisor

For additional information regarding compliance provisions of the FLSA, please visit:

- United States Department of Labor: Wage and Hour Division
- United States Department of Labor: Fair Labor Standards Act Advisor
Developing Work Activities & Measurable Learning Objectives for Academic/Credit Bearing Internships

A large part of producing effective position descriptions involves the development of challenging work assignments that complement students’ academic programs. One way to do this is to design a preliminary list of work activities that will fit the needs of your department.

A detailed description of typical tasks will help the college to promote your internship, and help you to screen the right candidates for the position. Later, when the interns you select join your team, you will have a chance to review the work activities and modify them according to the interns’ knowledge and personal work/learning goals.

As part of the educational process, internship work activities should focus on projects specifically related to the academic major and the degree the interns expect to receive. Students who perform menial tasks will quickly become demoralized and will learn nothing about applying their classroom knowledge and prior experience to a business environment. While many students work (or have worked) at part-time jobs to finance their education, an internship does not fall into this category of a job. The internship is actually part of their academic program and should offer every opportunity to link classroom learning to workplace experience.

Undergraduate students expect and appreciate clear direction regarding what is expected of them and want frequent feedback concerning what and how they have done. Remember, in their academic environment, clear direction and periodic feedback is the way of life. It is also very important that interns perceive their work is making useful contributions to the sponsoring organization.

A particular concern at the undergraduate level is that work assignments provide interns with a variety of tasks while accommodating the needs of the organization. Of course, some of the interns’ responsibilities will involve repetition, because all work involves some repeated activity. The program should be designed to maximize the scope of the students’ organizational experience.

Developing challenging work assignments relative to the students’ abilities should be a major focus. The internship position description should incorporate the needs of your organization as well as the abilities and academic goals of the students you employ.

Key Points
- Describe challenging but realistic tasks students can accomplish within a three-month period.
- Work with students to establish specific learning objectives to meet academic requirements.
- Identify outcomes or expected products.
- Be willing to incorporate the students’ particular strengths.
- Show how this work relates to the overall efforts of the department or organization.
Supervising the Intern

As an intern supervisor, you will use all of these skills for an effective supervisory relationship:

- Leadership
- Motivating
- Delegating
- Communication
- Developing and training
- Evaluating

Additionally, the students will look to you as a mentor who will assist in their transition from the classroom to the work environment. We suggest that you meet with your interns regularly to provide feedback concerning their performance. During these meetings, the intern can:

- Report on the status of a project.
- Ask questions.
- Learn how their work is contributing to the organization.
- Participate in an evaluation of their strengths.
- Discuss areas needing growth and development.
- Get a sense of what kind of work lies ahead.

At the same time you will have an opportunity to coach, counsel, and reinforce positive attitude and performance. If the students are enrolled in an internship for credit at Virginia Tech, you should anticipate that you will have some interaction with the internship coordinator. The internship coordinator will help you find a solution if difficulties occur with an intern’s performance.

You should also get in touch with the internship coordinator if the internship conditions must be altered – such as a change in supervisors, delays in availability of data needed by the students to complete an assignment, a strike by unionized employees, transfer or termination of the employee involved in the interns’ work, or other unanticipated changes.

Encourage your interns to keep a portfolio of work accomplished during the experience. Let them know which items are confidential/proprietary and should not be included. This will help fulfill their academic requirements and provide them with a sense of accomplishment. In addition, it will give you a basis to discuss their professional growth. Specific work documents to include in a portfolio might be:

- Job descriptions
- Legislation
- Proposals
- Manuals
- Citations & awards
- Contracts
- Program outlines
- Charts/graphs
- Performance appraisals
- Company newsletters
- Correspondence
- Press releases
- Certificates
- Financial reports
- References
- Survey reports
- Cost analyses
- Marketing plans
- Displays and exhibits
- Research reports

In addition to spontaneous and informal meetings, you can use the sample evaluation form provided in this manual to evaluate the intern’s performance. You should consider the quality and timeliness of the work produced to date, ability to take and follow direction, work habits, and areas needing growth and development. This will serve as a reference point for the intern’s subsequent performance.

Summary

- Maintain an open channel of communication with formal and informal meetings.
- Keep the interns busy and directed toward their learning objectives. Students rarely complain of overwork, but they do complain if they are not challenged.
- Provide opportunities for increasing responsibility.
- Encourage professionalism by assisting the interns in developing human relations skills, decision-making abilities, and managing office politics.
- Remember that you are a role model.
Internship Development and Consultation Resources

Career and Professional Development
Smith Career Center
870 Washington Street, SW
Blacksburg, Virginia 24061
www.career.vt.edu
540-231-6776

For information regarding international students:
Cranwell International Center
540-231-6527

Professional Organizations
National organizations can offer assistance. The following organizations, and their regional and/or statewide affiliates, can be consulted.

National Association of Colleges and Employers (NACE)
62 Highland Avenue
Bethlehem, PA 18017
Phone: 800-544-5272
Fax: 610-868-0208
Web: www.naceweb.org

National Society for Experiential Education (NSEE)
19 Mantua Road
Mt. Royal, NJ 08096
Phone: 856-423-3427
Fax: 856-423-3420
Web: www.nsee.org

Cooperative Education and Internship Association (CEIA)
P. O. Box 42506
Cincinnati, OH 45242
Phone: 513-793-CEIA (2342) Fax: 513-793-0463
Web: www.ceiainc.org
Cooperative Education and Internship Program (CEIP)

Cooperative education has a long history in the United States as an educational experience in technical fields. At Virginia Tech the history of cooperative education can be traced back to 1952. At that time Virginia Polytechnic Institute and State University joined with the then 40 other schools that had validated the importance of hands on experience in technical fields.

Today at Virginia Tech and nationally, cooperative education is taking on new importance in helping young people make the school-to-work transition. Each year, close to 50,000 employers hire students through college cooperative education programs.

These employers include multi-national corporations, small businesses, government agencies, and non-profit organizations. Employers have found co-ops and interns invaluable for meeting short-term employment needs and building a cost effective, productive system of recruiting future graduates. Like credit bearing internships, cooperative education involves a partnership between the academic institution and the employer to insure that the education of the student is the primary motive. Co-ops are generally both paid and full time.

Work-related experience has become one of the gold standards in the workplace. We know from our graduates who report employment and graduate school results in the post-graduation survey they would have liked to have more guided learning experiences in their background before leaving Virginia Tech.

Essential Characteristics of the Cooperative Education & Internship Program

- Formal recognition by the school as an educational experience integrating classroom and progressive work experiences, with a constructive academic relationship between the teaching faculty and co-op faculty or administrators.
- Structure for multiple work experiences in formalized sequence coordinated with student’s academic program.
- Work experiences which include both an appropriate learning environment and productive work related to career or academic goals.
- Formal recognition of the co-op/internship experience on student records (notation on transcript).
- Official school enrollment during employment (CEP-4048 designates a full-time program which students enroll as full-time).
- Pre-employment preparation for students, as well as ongoing advising.
- Specified minimum work periods equivalent in length to an academic term. Alternating programs, students work approximately 40 hours per week during the term.
- Work monitored by the school (learning objectives) and supervised by the employers.
- Evaluations by the student and the employer, with guided reflection by the student (reflection meetings with a co-op/internship advisor).
Student Participation
Career and Professional Development welcomes your participation in the Cooperative Education & Internship Program, and encourages employers to hire students, and have them enroll either as an intern or co-op. Simply have the students you hire contact Career and Professional Development and indicate their desire to enroll in the CEIP program. Students will then:

• Attend an Orientation to the Cooperative Education & Internship Program that includes a session on business etiquette and preparation for the workplace.
• Meet with a co-op/internship advisor in Career and Professional Development to discuss his/her position, establish his/her work/schedule, and receive his/her co-op/internship program folder.
• Obtain academic department approval on his/her work/school schedule and Cranwell International Center if applicable.

Requirements

Terminology

Internship
Internship usually refers to a one-term work assignment, most often in the summer, but not always. Internships can be full or part-time, paid or unpaid, depending on the employer and the career field.

NOTE: If an employer hires a student as an intern (one term only) through the Cooperative Education & Internship Program, the internship must be a full-time position related to the student’s academic or career goals. It may occur during the summer, fall or spring.

Cooperative Education (co-op)
Cooperative Education (co-op) is a structured educational experience integrating classroom studies with learning through productive work experiences in a field related to a student’s academic or career goals.

A co-op provides progressive experiences (multiple work terms) in integrating theory and practice. Co-op is a partnership among students, educational institutions, and employers, with special responsibilities for each party.

Cooperative Education and Internship Program
Career and Professional Development at Virginia Tech
Smith Career Center
cpd@vt.edu
https://career.vt.edu/experience/ceip.html
540-231-6241

Jim Henderson
Associate Director for Employer Relations/Development

Liz Wilson
Assistant Director, Cooperative Education & Internship Program
APPENDIX 1 – “HOLD HARMLESS” AGREEMENTS (sample)

STATEMENT OF PRINCIPLES REGARDING RELEASE AND INDEMNITY AGREEMENTS

Approved by the Board of the Cooperative Education and Internship Association (CEIA) - Jan. 2003

The Cooperative Education and Internship Association (CEIA) encourages the following for their members with regard to requests by site sponsors for institutional Indemnity and Student Release Agreements.

Background
In recent years, site sponsors have grown concerned about the liability they may encounter by hosting student co-ops or interns. Because of this growing concern, some site sponsors have sought to have colleges/universities sign agreements, which would require the student intern to release the site sponsor from liability and require the educational institution to indemnify the site sponsor from liability, while hosting a student co-op/intern.

These agreements, sometimes referred to as Hold Harmless Agreements, not only preclude a claim against the site sponsor by the participating student, but also require the college/university to pay any expenses, damages, or claims arising out of the internship arrangement such as claims made by the student co-op/intern (or a person injured by the student co-op/intern) against the site sponsor. In extreme cases these agreements have stated the college/university will cover the site sponsor even when the claim has arisen as a result of site sponsor negligence. Appropriately, colleges/universities have balked at signing such agreements. Indeed, colleges/universities should avoid signing these types of agreements that are unfair and one-sided.

Conduct of Parties
Members of CEIA should conduct themselves in a professional manner in all dealings with the represented parties in a work-integrated learning experience such as a co-op or internship.

As a principle of fundamental fairness, we urge all parties to bear responsibility for their own actions, including negligence, should that occur.

To avoid jeopardizing a potential co-op/internship experience, site sponsors should keep the appropriate college/university co-op/internship personnel informed of available opportunities. They should also, in a timely manner, inform the appropriate college/university personnel of their intentions to host a student co-op/intern. Colleges/universities must have sufficient time to consider approval of work-integrated learning experiences that have been arranged with, or without, the assistance of personnel and/or resources of the college/university.

The college/university and the site sponsor should provide access to appropriate work/learning experiences in safe environments, where the students will have adequate supervision and the necessary tools and equipment to perform the work required. The students’ work will be rewarded with agreed upon compensation, if any, and agreed upon academic rewards.

The student must be aware of the fact that each chosen career field has established a set of general standards that speak to the professional conduct of people engaged in work within that occupation. It is the student’s responsibility to fully understand, and abide by, those professional standards of conduct, as well as those established by their site sponsor, and any standards established by their college or university.

The site sponsor and college/university should carry appropriate insurance, including policies mandated by federal, state, and local law. These include, but are not necessarily limited to general liability, professional liability, and worker’s compensation insurance.

In allocating the risk of loss as between participating entities, a core question each party should ask is, “Who is receiving the greatest benefit from this co-op or internship?” Each should also ask, “Who is in the best position to control and insure against possible risks?”

All agreements should delineate the rights and responsibilities of the parties involved.
APPENDIX 2 – PARTNERSHIP UNDERSTANDING (sample)

Guidelines
A sample memo of understanding between the college/university and the site sponsor follows. It focuses not on risk allocation, but agreement on responsibilities. This document must be reviewed, and modified as necessary, by attorneys and/or human resources from the respective parties, prior to the implementation of the work-integrated learning experience.

PARTNERSHIP UNDERSTANDING

I. Purpose
This Internship experience is a partnership between the employer, the university, and the student. This “Partnership Understanding” outlines the responsibilities of each party.

II. Employer Responsibilities
• Provide student with work offer letter and clearly defined job description.
• Provide Career and Professional Development with contact information of student’s direct supervisor.
• Provide orientation/training to intern students.
• Provide intern students with a safe and supervised work environment.
• Assignment of an intern supervisor who will be available to provide training & feedback on performance and who will complete and discuss performance evaluation directly with intern prior to the end of the student’s work term.

III. Supervisor Responsibilities
• Collaborate with students in development of learning objectives. Provide opportunities for intern students to achieve desired learning objectives.
• Establish regular meeting conversation to provide direction and feedback to students. Agree to a mid-term conversation with the university staff to provide feedback on students/program.
• Provide challenging work assignments which provide an educational experience and are compatible with career goals.
• Allow for a progression toward increased work responsibilities.
• Advise Career and Professional Development of ANY problems, concerns, or performance issues which may arise and report any potential changes in students’ employment PRIOR to the occurrence.
• Complete an evaluation of students at the end of the students’ work.

IV. University Responsibilities
• Prepare students for workforce entry through professionalism and etiquette training.
• Create coursework that will facilitate students’ educational development.
• Review all assignments.
• Monitor students’ progress during their internship and remain available to both students and employers should any problems or concerns arise.
• Review employer evaluations.

V. Student Responsibilities
• Fulfill expectations and duties assigned by employer.
• Maintain professional manner at work.
• Maintain contact with internship advisor at the university. Notify the internship advisor or university staff of any problems which may arise.
• Complete all assignments by published deadlines.

I have read and understand the expectations & responsibilities as a participant with the Cooperative Education and Internship Program at [university name], as stated above.

Site Sponsor Representative: ___________________________________________ Date: ________________

College Representative: ___________________________________________ Date: ________________

Student Intern: ___________________________________________ Date: ________________
Appendix 3 — HIPAA Regulations and Interns

The Health Insurance Portability and Accountability Act (HIPAA) has certain regulations which went into effect around April 15, 2003. Some site sponsors view educational institutions as a “business associate,” which makes it untenable for schools to continue working with them.

Site sponsors need to be aware of the following:
Student interns and clinical placements are part of a covered entity’s “workforce” as defined in 45 CFR 160.103. Neither they nor the college can be a “business associate” of a site, because they are not engaged in performing, or assisting the site in performing, any of the “business associate” functions listed in the CFR section cited above. This is explained very helpfully in a document published by the Department of Health and Human Services:

http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/businessassociates.html
Appendix 4 - Learning Objective Summary (sample)

Take a critical look at each of the learning objectives you established at the beginning of the work term and the related action plans. Assess whether you accomplished each objective. If so, how? If not, why? (i.e. Were there barriers? Unforeseen deterrents? Change in job description? Other priorities?) Also, use the following scale to rate your accomplishment of each learning objective. Place a number in the box next to the learning objective summary.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>achieved objective</td>
</tr>
<tr>
<td>4</td>
<td>worked toward, but did not fully achieve objective</td>
</tr>
<tr>
<td>3</td>
<td>but did not achieve objective</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

1.____________________________________________________________________________________
   □ Assessment – How did you accomplish? If not, why not? ____________________________________________
                ___________________________________________________________________________________
                ___________________________________________________________________________________

2.____________________________________________________________________________________
   □ Assessment – How did you accomplish? If not, why not? ____________________________________________
                ___________________________________________________________________________________
                ___________________________________________________________________________________

3.____________________________________________________________________________________
   □ Assessment – How did you accomplish? If not, why not? ____________________________________________
                ___________________________________________________________________________________
                ___________________________________________________________________________________

4.____________________________________________________________________________________
   □ Assessment – How did you accomplish? If not, why not? ____________________________________________
                ___________________________________________________________________________________
                ___________________________________________________________________________________

5.____________________________________________________________________________________
   □ Assessment – How did you accomplish? If not, why not? ____________________________________________
                ___________________________________________________________________________________
                ___________________________________________________________________________________

What else did you learn from this experience? __________________________________________________________
                    ___________________________________________________________________________________
                    ___________________________________________________________________________________
                    ___________________________________________________________________________________

What is your overall assessment of this work experience in terms of what you learned? ________________
                    ___________________________________________________________________________________
                    ___________________________________________________________________________________
                    ___________________________________________________________________________________
Appendix 5 - Employer Evaluation (sample)

Student Name ____________________________     Supervisor Name ________________________________

Work Term [ fall, spring or summer + year] _______          Work Location [ city, state ]      _____________

Attitude toward work
- Outstanding interest
- Very interested
- Average interest
- Somewhat indifferent
- Not interested

Verbal Communication
- Excellent
- Very good
- Average
- Below average
- Very poor

Initiative
- Self-starter
- Acts voluntarily in most matters
- Acts voluntarily in routine matters
- Frequently told what to do
- Always told what to do

Quality of Work
- Excellent
- Very good
- Average
- Below average
- Very poor

Judgment
- Exceptionally mature
- Above average in making decisions
- Usually makes the right decision
- Often uses poor judgment
- Consistently uses poor judgment

Productivity
- Highly productive
- Above Average in productivity
- Expected amount of productivity
- Less than expected
- Low productivity

Written communication
- Excellent
- Very good
- Average
- Below average
- Very poor

Dependability
- completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful or careless
- unreliable

Interpersonal Skills
- Always works well with others
- Often works well with others
- Usually works well with others
- Sometimes antagonizes others
- Frequently quarrelsome

Attendance:    Regular      Irregular Punctuality:    Regular      Irregular

Overall Performance: Outstanding □ Very good □ Average □ Marginal □ Unsatisfactory □

Describe the student’s areas of strength:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Describe the student’s areas that need improvement:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Comment on the student’s ability to attain company learning objectives: _______________________________________________________________________

__________________________________________________________________________________________
__________________________________________________________________________________________

This report has been discussed with the student:   Yes □     No □

Supervisor e-mail address: _______________________________________________________________________

Supervisor Signature: ________________________________________   Date:  ____________________________

Student Signature: ___________________________________________  Date:  ____________________________
Appendix 6 - Student Self-Evaluation (sample)

Company address    City, State Zip    Phone: xxx-xxx-xxxx  Fax: xxx-xxx-xxx  company website

Student Name ______________________________    Supervisor Name_________________________

Work Term [ fall, spring or summer + year] _____ Work Location [ city, state ] _________________

Supervision
1. Was assistance from your supervisor available to you?
   Frequently □  Seldom □  Never □  If needed □

2. Was adequate explanation given to you concerning the behavior that was expected of you as an intern?
   Yes □  No □  Sometimes □

3. Was adequate explanation given to you concerning your assigned tasks?
   Yes □  No □  Sometimes □

4. How often did your supervisor discuss your job performance with you?
   Weekly □  Monthly □  Once or twice □  Never □

Professional Development
1. How often did you feel the work you performed was of professional value?
   Always □  Frequently □  Sometimes □  Seldom □  Never □

2. Do you feel your internship experience was of value to your employer?    Yes □  No □

3. Were you prepared academically for this intern assignment?    Yes □  No □

4. Did your work assignments meet your expectations?    Yes □  No □

5. Would you consider this company for permanent employment?    Yes □  No □

6. What is your overall evaluation of this experience in relationship to your career goals?
   Excellent □  Good □  Fair □  Poor □

Summary -- Describe your principal responsibilities and assignments during this work term.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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to make this manual possible.

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