The Office of Experiential Learning & Community Engagement (ELCE) at the University of Rhode Island

Thank you for your interest in supervising and mentoring a student intern. Your participation provides students the opportunity for both personal and professional growth. Our student 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 working with the University of Rhode Island (URI) students and our office. This guide will outline the basic fundamentals involved in designing an internship program, and illustrate the benefits of investing in an experiential learning program for your organization. In addition, visit our website, which provides numerous resources to support our collaboration: [http://web.uri.edu/experience/]
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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. Developing a post-secondary internship program is an impactful strategy for investing in your organization’s future successes. Internship programs provide the answers to some challenging issues including increasing labor costs, gaining fresh perspectives, and even discovering future colleagues and leaders.

What is my best option for working with a student?

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:

**Internships** are work-related learning opportunities that provide students with hands-on practical experience in an occupational field. Internships are typically a semester long, can be paid or unpaid, and may carry credit or not.

**Externships** 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.

A **Capstone** 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.

A **Volunteer** is a student who performs a service willingly and without pay or credit in order to support a cause.

**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.

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

A **Student Employee** is a person who is hired to provide services to an organization on a regular basis in exchange for compensation.

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 3-12 hours per week of service. Unlike an Internship, the focus of a volunteer position is primarily on the service being completed and the individual or issue receiving that service while an internship will have more focus on the learning experience of the student and the benefits to the organization/ employer. Service Learning is a balance between the two with equal focus on learning, service and benefits to recipients and providers. The Feinstein Civic Engagement Program can assist further with volunteer needs.

A closer look at an Intern

Often times an internship is the ideal fit for a student and employer. An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what he or she is learning throughout the experience.

An internship...
- Includes an intentional learning contract that is structured into the experience.
- Promotes academic, career and/or personal development.
- Includes learning objectives, observation, reflection, evaluation and assessment.
- Balances the intern’s learning goals with the organization’s needs.
- Typically lasts three months.
- May be part-time or full-time.
- 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 of the internship.

How do employers benefit from an Internship Program?

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:
- Fill both entry-level and special skill set needs.
- Help with projects and reduce the workload (short-term/part-time hiring).
- 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.
- Act as brand ambassadors in recruiting other students.

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 students’ academic programs.
- Give students 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.
Learning Contract

The learning contract serves as the academic and professional roadmap for the student intern’s semester with your organization. The learning contract clearly identifies the student’s learning objectives and how the student plans to accomplish them, as well as the workplace requirements, intern responsibilities, and hours expected to complete to earn credit. The students submit their learning contracts by the third week in the semester in order to manage time accordingly. We ask our supervisors to take the time to meet with the interns during the first week of the internship to discuss and negotiate this very important requirement. At the conclusion of the internship, the student is responsible for providing tangible evidence to support completion of the goals in the learning contract. *(See end of document for sample learning contracts).*

Providing a Student Intern Orientation to 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.

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 the orientation and training of the internship experience that emphasizes these issues and provides information about the organization.

The sooner your intern understands your organization and how it operates, the sooner he or she can assume assigned responsibilities and contribute to your organization. You can help this process by providing the following kinds of information about your site/organization:

- How did the organization start? Why?
- What is unique about your product(s) or service(s)?
- Who benefits from your product(s) or service(s)?
- What are the organization’s current objectives?
- How may the intern contribute to those objectives?
- Is there any special, relevant jargon that should be made known?
- What are the specific work standards and procedures?
- When will the supervisor be accessible (days, times, duration) to the intern?
- How should they process requests?
- How do the mail and telephone systems work?
- What are the approved forms for correspondence?
- By what safety regulations must they abide?
- What periodic forms or reports need to be completed?
- Are there security or confidentiality issues of which the intern should be aware?
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 achieve 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 standards of quality 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?

It is important that employers realize that school and classes must remain a top priority for interns. The internship position should enhance their learning experience. At the same time, 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.

Choosing the right length and type of Internship

Internships should fit the needs of the organization or department and the needs of the student. Many varied types of programs exist to benefit both employers and students:

**Project-Related Interns:** Project-related interns may be brought on to lead or assist with specific short-term projects. For example, an intern may be hired to help develop a new product launch marketing campaign. When designing a project-related internship, the timeframe, as well as objectives, must be clearly defined. There should be a set end-date, with defined accomplishments that must be met. However, to avoid project-related internships from turning into part-time or temporary work, it is important that the employer allow the intern to explore other aspects of the company and provide feedback to aid in the personal development of the student. It also is important for interns to complete their projects within the established timeframe, allowing them to experience ownership throughout their involvement.

**Summer Interns:** Interns’ summer schedules are likely more flexible when it comes to working with employers in and out of state. However, it may be more difficult to recruit interns during the school year due to their existing educational commitments. Summer internships often last three months or less. It is important to retain an intern long enough to create mutual value for the employer and intern.

**Multi-year or Semester Interns:** Multi-year or semester-length internships often require more flexibility in working around students’ class schedules and activities. However, these longer-term internships provide ample time for the student and the business to learn from one another, accomplish goals, and create projects.
<table>
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<tr>
<td></td>
<td>Sep-Dec</td>
<td>Jan-May</td>
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<td>32 hrs/wk</td>
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**Providing Compensation and/or Benefits**

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. There are six criteria for determining trainee status (as determined by the U.S. Department of Labor):

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training, which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

**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.
Other Forms of Benefits

Whether paid or unpaid, offering benefits may provide incentives for talented students to accept one internship position over another or increase the interns’ commitment during the experience.

- Opportunity for academic credit from the University
- Scholarships
- Housing assistance for those who relocate
- Social activities
- 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)
- Medical and/or dental benefits
- Tuition reimbursement
- Vacation time

In many ways, hiring an intern is similar to hiring an employee. The following information will guide you in making the right hiring decisions for your organization and its needs.

Writing an Internship Posting Description

Currently, URI’s job/internship posting website has over 3,000 postings. 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. *(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 kind of intern. 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. Students appreciate knowing the expectations upfront.

**Essential components of an effective internship description**

- Explain the organization’s goals and mission
- Outline the intern’s responsibilities and potential tasks/projects
  - Describe skills that will be developed during the internship
- 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 through the University Database

URI Career Services provides RhodyNet, a software system that allows employers to post free job/internship opportunities as well as career/job fair information and registration, on-campus interview schedule request and management and a University student/alumni search function. RhodyNet will allow you to market your openings to URI students interested in pursuing an internship, seven days a week, 24 hours a day. Students will then have the ability to view the internship responsibilities and apply directly to you via the contact information you provided. In order to attract the best candidate for the internship, be descriptive and detailed in the responsibility section. All employers can now post their own positions easily by logging in through the Career Services homepage.

- Go to [http://career.uri.edu](http://career.uri.edu) and click on the Employer part of the RhodyNet login oval in the upper left corner of the page.
- To create an account for your organization, select "Click here to Register" (under the login boxes). To register, complete contact information and follow the instructions to create an account.
- Once registered, click the "Jobs" link and select “new job” to post the position. Note: Be sure to complete all mandatory fields (indicated with an *).
- After a quick approval from Career Services, your position will be live on the site. You can also view and register for job fairs under the Career Events tab and add a job under the "Jobs" tab.
- It is our goal to recruit and refer students to the internship opportunities listed on RhodyNet. However, due to the elective nature of the program (internships are not mandatory), the ELCE cannot guarantee students for any particular semester.

Activities beyond work tasks

There are many ways to make the internship both memorable and engaging for both the student and employer, which translates into more than including interns in meetings and having them become members of project teams.

**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.

**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.
Evaluating Your Intern

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
- Ask questions
- 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

Mid Term and Final Evaluation

Supervisors are asked to evaluate interns at the 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.
Experiential Coordinator Contacts

If you are interested in discussing experiential learning partnerships, determining the right fit for your organization’s needs and developing a posting description, please contact an experiential coordinator for assistance.

College of Arts and Sciences
Tammy Leso 401-874-2973 tleso@uri.edu

College of Business
Lynne Finnegang 401-874-4043 ltfinnegan@uri.edu
Includes: Accounting, Entrepreneurship, Finance, Global Business, Management, Marketing, and Supply Chain majors.

College of Engineering
Annie Jones 401-874-2186 jonesa@egr.uri.edu
Includes: Bio Medical, Chemical, Civil, Computer, Electrical, Industrial & Mechanical, and Ocean engineering majors.

College of the Environmental and Life Sciences
Brianne Neptin 401-874-7829 bneptin@uri.edu
Includes: Animal Science, Aquaculture and Fisheries Technology, Biological Sciences, Environmental Sciences, Geology and Geological Oceanography, Marine Affairs and Marine Biology, Medical Lab Science and Biotechnology Manufacturing, Microbiology, Nutrition and Dietetics, and Wildlife Conservations majors.

College of Human Sciences and Services
Diana Marshall 401-874-5944 dmarshall@uri.edu

College of Nursing
Mary Barlas 401-874-5315 mbarlas@mail.uri.edu

College of Pharmacy
Brett Feret 401-874-2320 bferet@uri.edu
Kathy Fisher 401-874-5418 kfisher@uri.edu

Office of Career Services and Employer Relations
http://career.uri.edu 401-874-2311 career@etal.uri.edu

Volunteers – Feinstein Civic Engagement Program
Sarah Miller 401-874-7422 sgmiller@uri.edu
Career Services & Employer Relations – Post a job and register for events

1. NEW USER REGISTRATION: Go to [http://career.uri.edu](http://career.uri.edu) and look for the RhodyNet symbol on the left hand side and click on Employers. If you are not a current user, click on Click here to Register! Search for your Organization. Click on Can’t Find Your Organization if your company is not listed. Complete all sections. Required * fields are marked with an asterisk. To select multiple categories in any field, hold down the Ctrl key when you click. Click on the Register button. To post a job follow the steps in Create a New Job.

NOTE: Once you have registered and if you posted a job, both your account and job will be in “pending” status. An administrator will review both your account and job. If your registration is approved, you will receive an email notification. If you do not receive your email notification within 48 hours, please contact our office at (401) 874-2311.

2. UPDATE EMPLOYER PROFILE: Click on Edit. Make changes and click on SAVE to complete the changes.

3. CREATE A NEW JOB: Click on My Jobs/New Jobs. Enter job information. Fields with an * are required information. Fill out as much information as possible to make the job posting complete. In the field, “Application Instructions,” enter the procedure through which a potential employee may apply for this position. Click on SAVE to update this information. The job will go into “pending” status. An administrator will review both your account and job within 24/48 hours.

4. CHANGE CURRENT JOBS: There are several sections (Position Information, Contact Information and Posting Information) that you may update. To make changes to any sections, click on the Edit link and make your changes. Once completed, click on SAVE for each section. You can re-post an old job by opening the job profile and clicking on Copy Job under the page functions on the left side of the screen.

5. PLACEMENTS/REFERALS: Choose My Jobs and next to each job you will find the Activity column. R is for Referrals — Click the R to view students that have applied. P is for Placements — Click the P to view or create job Placements when you hire a student (You will do this by searching for the student’s name at the bottom of the Placements page).

6. REGISTER FOR AN EVENT: Hover over the Career Events menu. Click on the Search submenu. You will see a list of all current “live” Career Events (Career Fairs, Accounting Night etc.) To view details or register, click on the Career Event’s name. Fill out your profile and select the appropriate fees (if any).

NOTE: Once you register for an event, you will be able to immediately print the invoice (click on the gray Invoice button). Also, you will be emailed by our office to confirm your registration to the event.

7. REGISTER FOR ON-CAMPUS INTERVIEWS: Hover over the Schedules menu. Click on New Schedule Request.
Step 1. Select your schedule type and preferred interview date.
Step 2. Select or add the job that you want to interview for and select the documents that you want from students.
Step 3. Review your information and submit your request. An administrator will call you.

8. FAQ’S
When will my job post to students? Your job is initially put into a holding bin for 24-48 hours. Once your job has been accepted by our office, we will change the status to Active and it will post on the Post Date listed. Students will then be able to view and apply directly to your job.

When will my job expire to students? Initially the job is active for four weeks, the default setting. You may edit this date if you want your job posted online for a longer or shorter period of time.

How do I close a job before the Expiration date? Click on you job to view the details. At the top of the job you will see Close Job. Click on that link to close your job. The status will change to “Closed By Employer” and it will no longer be available to students. (Don’t forget to create a placement if you hired one of our students!)
SAMPLE: PUBLIC RELATIONS INTERNSHIP DESCRIPTION

FM GLOBAL
HTTP://WWW.FMGLOBAL.COM

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.

At FM Global, 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, FM Global is a $4.6 billion organization that insures more than one out of every three FORTUNE 1000 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, FM Global’s 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. At FM Global, 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 FM Global’s 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

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 2012 and part-time (12-15 hours per week) during fall 2012.
To apply to this position, click the following link: _________
SAMPLE:  MARKETING INTERNSHIP DESCRIPTION

AMICA MUTUAL INSURANCE ORGANIZATION
WWW.AMICA.COM/CAREERS

STUDENT INTERN-MARKETING DEPARTMENT
Internship Description: Amica Insurance has more than a century of experience as a personal lines insurance carrier. Consistently ranked highest in customer satisfaction by its policyholders, Amica 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 Amica’s 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.
Please apply by visiting our website at www.amica.com/careers and select View Job Listings.
All applicants must submit a cover letter

Qualifications: Please see job description. • Hours Per Week: 37.5 • Wage/ Salary: hourly
Application Instructions: Please apply by visiting our website at www.amica.com/careers and select View Job Listings.
SAMPLE: COMMUNICATIONS / EDITORIAL INTERNSHIP DESCRIPTION

GATEHOUSE MEDIA NEW ENGLAND
WWW.GATEHOUSEMEDIA.COM

EDITORIAL INTERNSHIPS

Internship Description: GateHouse Media / Wicked Local is a local multi-media news organization serving communities throughout Eastern Massachusetts. From more than 160 hyper-local websites (wickedlocal.com), to magazines and specialty products, to 100 plus weekly and daily newspapers, GateHouse Media offers advertising solutions to both large and small organizationes.

Internship opportunities exist at our locations throughout eastern Massachusetts in all areas of our organization. The internships offered at GHM NE provide 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 at GateHouse Media New England is required to fill out an evaluation.

If you need more information please e-mail your questions to: wickedlocaljobs@wickedlocal.com. You will need to provide a resume and cover letter which outlines your goals for an internship. See our video online at www.gatehousemediane.com or visit www.gatehousemedia.com to learn more about GateHouse Media New England and its value in communities throughout Massachusetts.

To apply, submit cover letter stating goals for internship and resume to: wickedlocaljobs@wickedlocal.com.

Qualifications: Journalism, English, Communication or Media Major in a Bachelor's Degree Program • Hours Per Week: 8+, Flexible • Wage/ Salary: Unpaid  An Equal Opportunity Employer

Application Instructions: To apply, submit cover letter stating goals for internship and resume to: wickedlocaljobs@wickedlocal.com.
SAMPLE: *PSYCHOLOGY INTERNSHIP DESCRIPTION*

PERSPECTIVES CORPORATION
WWW.PERSPECTIVESCORPORATION.COM

BEHAVIOR SPECIALIST

**Internship Description:** At Perspectives, 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-Sep •

**Wage/ Salary:** competitive

**Application Instructions:** Visit our website at www.perspectivescorporation.com to apply online!
1130 Ten Rod Rd North Kingstown, RI
401.294.3990 • apage@perspectivescorporation.com
SAMPLE LEARNING CONTRACT: 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: Friday, September 23rd
- 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 CONTRACT: 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.

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.
SAMPLE LEARNING CONTRACT: 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 24th and end on April 26
SAMPLE LEARNING CONTRACT: 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 all 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: March 3, 2011, End date: TBA
SAMPLE LEARNING CONTRACT: 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 12, 2011, End Date: November 28, 2011
- **Hours are flexible with regard to holidays or mandatory school functions