

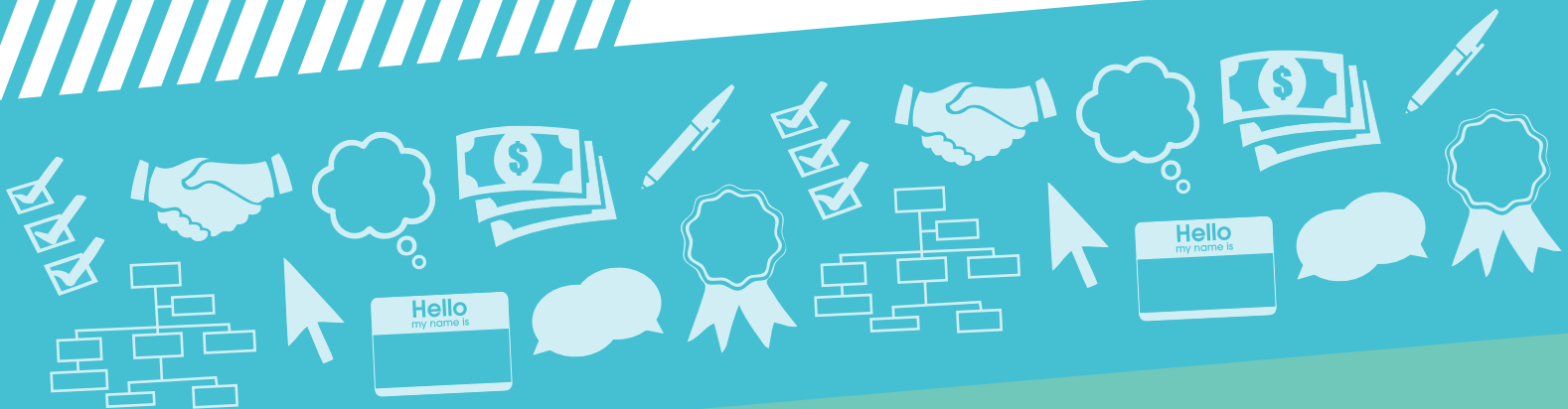
FLORIDA STATE UNIVERSITY

CAREER CENTER

EMPLOYER

INTERNSHIP

GUIDE



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Embedded Career Liaisons

Now embedded in various academic units, career liaisons work to increase student engagement in experiential learning opportunities, deliver employability-skills workshops and events, and link students to local, state, and regional internship employers. In addition, they collaborate closely with unit faculty and academic advisors while making the most of student affairs partnerships.

WHAT IS AN INTERNSHIP?



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

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

Internships have various titles ranging by industry, organization, and/or geographical location.

While there are various types of internships, all share one common denominator: **the intern strives to meet certain preset and supervisor-approved learning goals.** These learning goals must be formally reflected upon and evaluated by both the intern and the internship supervisor before, during, and after the experience.

Types of internships:

Apprenticeship

Interns try out a job or profession, usually with an experienced professional in the field to act as a mentor. Apprenticeships are a type of on-the-job training which may lead to certification. Many skilled laborers learn their trade by doing an apprenticeship.

Clinical

Interns gain hands-on experience directly tied to an area of study. Clinicals can take the form of nursing students participating in a hospital-based experience or child development and education students contributing to day care or classroom activities.

Cooperative Education (Co-op)

Interns partake in paid professional work experiences tied very closely to their academic work. More extensive than internships, co-ops usually span two or more semesters of work. Interns will receive ongoing advising on how the co-op is meeting their academic and career goals.

Fellowship

Interns receive tuition or aid as they pursue a course of study or research. Fellowships are usually created by educational institutions, corporations, or foundations to assist individuals for a period of time, usually between six months and a year.

Field Work

Interns explore and apply content learned in the classroom to a specified field experience outside the academic setting, which can range from neighborhoods and schools to anthropological dig sites and laboratory settings.



Practicum

Interns develop competencies and apply previously studied theory and content. Interns may design and develop a project in which they apply knowledge and develop skills, such as a doctoral student preparing the components of an online course.

Research Assistant

Interns assist professors or researchers in the development and implementation of experiments. Interns often perform complex laboratory tasks with supervision and help gather materials and data for various projects and reports.

Service Learning

Interns address identified community need areas through organized service. Learning is combined with classroom instruction, and interns gain a sense of civic responsibility, engagement, and reflection.

Student Teaching

Interns demonstrate their professional competencies, knowledge, and skills needed to qualify for professional certification to help students in PK-12 settings.

Volunteer

Interns work, usually in service of some kind, and build relationships that benefit both themselves and their community or an organization. The work is typically unpaid.

Internship Formats

While many internships take place within the structure of a typical work week (Monday through Friday, 9 a.m. to 5 p.m.), internship providers are becoming more flexible in how internships may be performed.

Internship settings can include:

In-Person

The traditional internship format, in-person work occurs on the job site and during normal business hours. Intern resources mirror those of full-time professional employees, such as a dedicated office space, technology access, and business-wide involvement.

Virtual

Virtual experiences have allowed internships to transcend the confines of geography. Although not physically present at the sponsor site, interns gain valuable knowledge and skills. A successful virtual internship program hinges on regular communication with a supervisor who will train interns, assign meaningful work assignments, and schedule regular check-ins to monitor progress.

Project-Based

This format focuses an internship around a core project with specific goals and a set timeline. Interns complete the internship either in-person or virtually and accomplish meaningful tasks. Internship supervisors are provided with tangible, valuable solutions.



How Do Internships Differ From Other Jobs?

Internships must include specific learning goals.

Inside the classroom, students build knowledge from lectures, assigned reading, and exams. Through internships, interns learn by applying classroom-taught principles directly to job assignments.

To be truly defined as an internship, the experience must be:

- 1. Related to the intern's intended career field or relevant to the intern's coursework.**
- 2. Facilitated by an internship supervisor who provides regular and constructive guidance, evaluation, and feedback.**
- 3. Targeted toward a learning goal, which the intern engages in and reflects upon throughout the course of the internship.**

Interns should have the opportunity to develop as professionals and learn about industry standards and leadership paths through projects, mentorship, and shadowing. Interns should progressively take on more responsibility and gain insight into all operational aspects of the organization.

A well-rounded internship program can be exceptionally rewarding to an organization. Not only will an organization have the chance to have some of the best talent to help further company goals and initiatives, but it also will provide a space for hiring personnel to cultivate, recruit, hire, and retain fantastic future employees.

Internships should not be confused with these forms of employment:

Part-Time/Seasonal Employment

Employees are trained in one function, contribute something very specific to the organization, and often perform repeatable tasks. Employees will join the organization with specific qualifications and tasks rather than being extensively trained or professionally developed. They are paid at or above state minimum wage requirements and governed by the federal Fair Labor Standards Act (FLSA).

Shadowing

Participants observe a career field or company by spending time with professionals currently working in their career field of interest. Job shadowing typically lasts one day.

Volunteer Work

Individuals voluntarily serve their community or an organization, either formally or informally, with a specific set of tasks or projects. Very little training is required, and the experience may be ongoing or short-term.

HOSTING AN INTERN



What will employers gain from an internship program? *Experience's* survey of employers with long-standing formal internship programs indicated:

1. 54% view their internship program as a pipeline for full-time hires
2. 31% view their internship program as an extra resource to help complete critical projects

The National Association of Colleges & Employers
2014 Internship and Co-op Survey reports:

**“The conversion rate for interns
rose this year to 51.2 percent.**

**Employers made full-time offers to
64.8 percent of their interns.”**

Benefits of hosting an intern:

Interns provide

- Fresh ideas and perspectives on problems facing the organization
- Assistance with projects or tasks that need completing
- Potential insight on new approaches in marketing, communication, and technology such as trending forms of social media

Internship programs provide

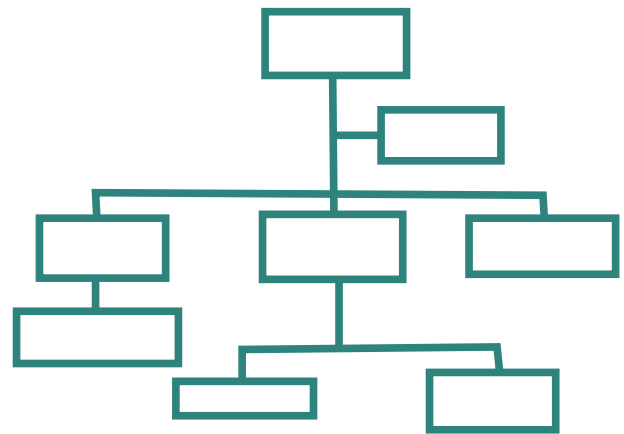
- Increased brand visibility and product knowledge for your organization at FSU
- A low-risk training ground for future full-time professionals within your organization
- Supervision and management experience for your entry-level employees
- The opportunity to show interns the benefits of working within your industry



DEVELOPING AN INTERNSHIP PROGRAM

Assess Your Organizational Need for an Intern

1. Evaluate how an internship with your organization can provide an enriching learning experience for interns and contribute to furthering organizational goals.
2. Assess your organization's ability to invest time and resources in developing an intern. Some things to consider include (but are not limited to):
 - **Training** – Who is responsible for planning and executing your internship onboarding process? Who is responsible for conducting exit interviews at the conclusion of the internship?
 - **Professional Development** – How will you facilitate the internship learning process? Who will set up job shadows or informational interviews in departments outside of your intern's assigned team?
 - **Supervision** – Who is going to assign tasks and projects? Monitor progress? Provide evaluation and feedback?
 - **Mentorship** – Who is the intern's "go-to" person in the organization to ask questions ranging from company culture, best practices, and available resources to recommendations on overcoming roadblocks?
3. Identify and develop challenging projects and assignments that will provide interns with work experience related to their academic studies.
 - Is there a peak season in your industry when you always need extra hands?
 - Is there a meaningful project that has lingered on your to-do list?
 - Do you have a great idea for something new that you would like help bringing to life?



Develop an Effective Position Description

Although similar to full-time or part-time job descriptions, internship position descriptions should also disclose the learning outcomes an intern will gain. When interns perceive value in the internship and understand the professional development opportunities available, your target applicant pool will grow.

Once you have assessed the organizational need, you should work with your human resources department to finalize the position description and ensure it meets your company brand standards prior to advertising.

A detailed job description can help boost the number of views your posting receives and the number of applicants you attract.

Ten Tips for an Effective Position Description

1. Keep it concise.
2. Use adjectives that accurately describe your company environment and culture (team-oriented, fast-paced, etc.).
3. Include information about your organization, such as history, mission statement, and size.
4. List qualifications, including skills, experiences, and interests you are seeking.
5. Provide dates of employment.
6. Provide a sample work schedule and number of hours required for each week.
7. Provide a description of the compensation package. The compensation package is not limited to just monetary items. This can include professional development opportunities, certification, uniforms, etc.
8. List application procedures.
9. Try to use language that objectively and professionally describes the position.
10. Convey the organization's mission, vision, and values.



Posting Internship Positions in SeminoleLink

1. Visit <http://career.fsu.edu/SeminoleLink>.
2. Click on the "Employer Login" button.
3. Click on the "Register and Post a Job" tab.
4. Fill in the organization's information and click "Next."
5. Fill in the position information and click "Submit."
6. You will receive an email once the position has been posted.

The Florida State University
CAREER CENTER

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CAREER SERVICES
software by syn

Sign in | Forgot my password | ProfessioNole & Er

Log In

Please enter your username and password.

Username
(your email address)

Password

Go ▶ | Reset | [Forgot Password](#)

NACElink
CAREER SERVICES MANAGER

SeminoleLink Job Posting Fields

Job Title: The title of the position
Job Description: Detail what kind of work the intern will be doing. Detail what knowledge or skills the intern needs.
Job Function: What does your company make/do/sell? What work is the intern responsible for completing?
Desired Start Date: Date the internship will start
Duration: Length of the internship (typically 10 weeks)
Approximate Hours Per Week: How many hours per week will the internship be?
Travel Percentage: Is travel or moving cost covered with the position?
Salary Level: Is this a paid or unpaid internship?
Location: Where is the internship located?
Degree Level: What level of education are you seeking?
Requirements: What type of requirements are you seeking in your position?
Qualifications: What other qualities are you looking for in an intern? What other skills, abilities, or knowledge sets are you looking for?
Desired Majors: Specify specific majors or "open to all majors."
GPA: Minimum acceptable grade point average
Class Level: Desired class year levels
Work Authorization: Does the student have to be authorized to work in the United States?
Contact Information: Would you like to display your contact information to students?
Application Instructions: What are the steps for applying to your internship?
Requested Additional Documents: System will ask students to submit a resume. If you require additional application materials, please specify.
Posting Date: Date the position will begin accepting applications
Expiration Date: What date will the application close?

Job Title: Tax Consultant Student Intern
Job Description: This role will find you providing quality, responsive services and work products to ensure client satisfaction and achieve team goals. Through your understanding of tax concepts, you will collaborate with the engagement and client management teams to prepare effective approaches to client tax situations. You will also analyze tax information to assist in the development of recommendations and implementation plans for complex engagements and decision-making areas. The ideal candidate will be a student pursuing an accounting, finance, or economics degree who is willing to work part-time or full time, Monday through Friday, 8 a.m. to 5 p.m., in one of our designated office locations. We offer a casual environment with a flexible schedule and the opportunity to grow professionally with one of the fastest growing tax practices in the United States.
Job Function: Analyze tax information to assist in the development of recommendations and implementation plans for complex engagements and decision-making areas.
Desired Start Date: May 11, 2015
Duration: 10 weeks
Approximate Hours Per Week: 20 - 40 hours per week
Travel Percentage: No travel is included.
Salary Level: \$18.00 per hour and mentorship by a taxation professional
Location: Tampa, FL
Degree Level: Bachelor, master, or doctorate
Requirements: 3.0 GPA or higher, leadership experience, 9 or more credit hours of Taxation
Qualifications: Tax experience, effective communication, leadership, and time management skills, strong technical ability to meet our business objectives, and the ability to work on a team
Desired Majors: Accounting, finance, and economics
GPA: 3.0
Class Level: Junior, senior, or graduate student
Work Authorization: Authorized to work in the United States
Contact Information: Yes
Application Instructions: Follow www.taxguys.com/tax/intern to apply online, as well as in SeminoleLink. Please be available for a Skype interview the week of February 25th.
Requested Additional Documents: Cover letter and list of three references
Posting Date: January 9, 2015
Expiration Date: February 25, 2015

Position Information

Please provide information about your position.

Copy Existing:

You may select a previous listing from which you'd like to copy data. If you have no previous positions no selections will appear. Please review and edit your job title when copying a job

Show Archived

Position Type*:

Please select all that apply.

- Co-op
- College of Business Internship
- College of Social Work Experience
- Externship
- Fellowship
- FSU Mock (Practice) Interview Program
- Full Time
- Internship
- On-Campus Non Work Study
- Part Time
- Temporary
- Volunteer
- Work Study



Title*:

Job Description*:

Check Spelling

Job Function*:

If none of the choices apply to your position, please select Miscellaneous/Other.

- Agriculture/Natural Resources/En
- Arts /Design /Planning
- Communication
- Computer Science /Statistics
- Consulting

Requisition #:

You may enter any internal tracking number or text to help you identify this position.

Making an Internship Offer



Making an internship offer is similar to making a permanent, full-time offer. Candidates are often considering, applying to, and interviewing for many other internships. When you feel you have found an ideal candidate, we recommend you make an offer as soon as a decision has been made.

Once the applicant has accepted the offer, set a work schedule, agree on compensation, and complete all appropriate paperwork. When extending an offer, make sure to give a deadline for a final decision, typically one to three weeks. It is helpful to discuss compensation and scheduling expectations with interns prior to or as part of extending the offer so that interns can effectively evaluate their options. Once the internship offer has been accepted, be sure to remove your internship posting from all outlets.

Pre-Orientation

1. Set up the work area for the intern, including phone, computer, Internet access, voicemail, etc.
2. Prepare all forms that need to be signed, such as HR forms, internship forms, etc.



SETTING SMART LEARNING GOALS

Developing Learning Goals

Develop learning goals with your intern to identify outcomes and desired experiences. Learning goals should be SMART (specific, measurable, attainable, realistic, and time-bound). Learning goals focus on specific areas for growth and can help interns maximize time spent in an experiential learning engagement. Interns should consider their career field of choice and the critical knowledge and skills they would like to obtain from this experiential learning opportunity. To ensure time is spent productively, collaborate with the intern in creating these goals.

Learning goals may relate to one or more categories, including but not limited to:

- **Job Skills (“Hard Skills”)** – Concrete skills the intern hopes to obtain or build, such as learning to follow or perform appropriate procedures, utilize special equipment/technology, and execute specific methods or job-related tasks.
- **Personal/Professional Skills (“Soft Skills”)** – Less tangible skills and competencies the intern hopes to cultivate, such as self-confidence, working effectively with others, professional etiquette, networking, time management, organization, and decision-making.
- **Career Knowledge** – New information regarding the company, industry, occupation, or job duties.

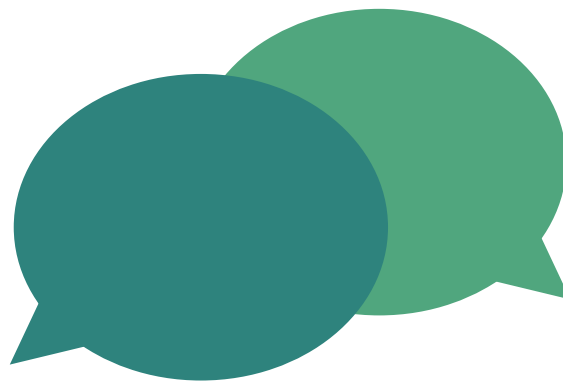
For each learning goal, it may be helpful to have the intern answer the following three questions:

- What do you want to accomplish by participating in this experience?
- How might you accomplish it? (What specific steps will you take? What activities will you do? How will you acquire the knowledge? Under what conditions will the learning occur?)
- How you will measure your success? (What evidence will you have to demonstrate that learning has taken place? What criteria will be used to evaluate your evidence? Who will do the evaluation?)



Sample Learning Goals

Objective Type	Vague	Specific
Job Skills	I will learn how to troubleshoot for my company.	By December 15th, I will be able to troubleshoot word processing software, such as Microsoft Word, over the telephone with less than a 3% error rate.
Job Skills	I will evaluate the effectiveness of my company's advertising.	By March 15th, I will develop, duplicate, distribute, pick up, evaluate, and report on a customer survey relating to my company's advertising.
Job Skills	I would like to know more about the chemical make-up of common drugs used in the hospital.	By mid-term, I will list 40 common medications I observe being used by referring to patients' charts. Then I will research their chemical composition and record this data on my list.
Personal/Professional Skills	I want to learn how to deal with irritable customers.	I will develop four different cheerful conversation techniques and briefly describe each in a notebook. I will record customer reactions to these techniques and report by May 28th.
Career Knowledge	I want to better understand the printing industry.	By the end of the term, I will have interviewed someone who has been in the printing industry at least 4 years and ask them about typical career paths, job duties, professional associations, and ways to advance one's career in this industry.
Job Skills	I want to help some children learn a new skill.	By mid-term, I will have taught a group of 10 children ball-throwing athletic skills. The children will demonstrate their skills by achieving at least a minimum score, which I will determine as a proficiency level.



Creating an Individual Action Plan (IAP)

As you work with the intern to create SMART goals for the experiential learning opportunity, it may be helpful to create an Individual Action Plan, like the sample shown below, to help clarify, refine, and manage implementation of goals throughout the experience. You can refer to this plan in supervisory meetings to ensure the intern is on-track, revise goals if needed, and evaluate progress/completion.

Individual Action Plan: Suzie Student

Goals

1. Create and deliver a presentation of a SWOT analysis of a potential client by the end of the term.

2. Develop at least three professional industry relationships by the term half-way point.

3. Learn how to create, analyze, and report a customer experience survey by the end of term.

Action	Resources Needed	Purpose	Goal #	Priority	Due Date
Review organization SWOT analysis	<ul style="list-style-type: none"> • Supervisor • Office Manual • Previous SWOT presentations 	To become familiar with organization's expectations of SWOT analysis	1	2	Week 1
Read 3 previous SWOT analysis reports for existing or former clients	<ul style="list-style-type: none"> • Supervisor • Electronic records 	To increase knowledge of how SWOT analysis is applied to real clients	1	3	Week 2
Observe at least 3 client contact meetings with existing client(s)	<ul style="list-style-type: none"> • Supervisor • Administrative assistant • Office Manual (Appendix E: Expectations of Employee Behavior) 	To learn more about existing clients and gain supervised experience interpersonally interacting with industry professionals	1, 2	5	Week 6
Connect with organization staff members as appropriate on LinkedIn	<ul style="list-style-type: none"> • LinkedIn • Computer • Staff 	To develop a professional network and provide a method to maintain relationships	2	6	Week 6
Have 30 minute or lunch meetings with each individual staff member	<ul style="list-style-type: none"> • Staff 	To build professional relationships with staff members and increase interpersonal communication skills	2	1	Week 1
Participate in survey administration training by Customer Service Team Lead performing customer experience survey	<ul style="list-style-type: none"> • Team Lead • Computer • Survey Technology • MS Excel 	To become familiar with organization's survey software; To gain knowledge of question design; To learn process of analyzing survey results	2, 3	4	Week 4
Co-present customer experience survey with Customer Service Team Lead at quarter review meeting	<ul style="list-style-type: none"> • PowerPoint • MS Excel • Survey • Team Lead 	To gain experience presenting data and answering questions in front of a large group	3	3	Week 12

ORIENTING AND TRAINING AN INTERN

Orientation

Intern orientation should be held on or before the first day of work. The following items are suggested for inclusion.

Describe the Organization's History

1. Where did it begin and what do we do?
2. How does the intern contribute?

Explain the Organizational Structure

1. Give the intern a copy of the organizational chart and explain.
2. Who does the intern report to and who can the intern rely on for guidance?
3. Provide the intern with personnel resources – who can answer which questions.

Outline Organizational Rules, Policies, Decorum, and Expectations

1. Is there special industry jargon the intern needs to know?
2. What are the specific work standards and procedures, including dress and desk appearance?
3. How much access to the internship supervisor does the intern have, and how should the intern contact the supervisor?

4. How do the mail, telephone, and email systems work?
5. By what safety regulations must the intern abide?
6. Is there a procedure for signing off completed work?
7. What periodic forms or reports need to be completed?
8. What local, state, and/or federal guidelines or laws apply to the intern's work?
9. Are there security or confidentiality issues the intern should be aware of?

Revisit the Intern's Responsibilities and Learning Outcomes

1. Which projects will be assigned to the intern?
2. What resources are available to the intern?
3. How does the organization want the intern to deal with clients and vendors?
4. What tasks can be completed without approval of the internship supervisor?



SUPERVISING YOUR INTERN

Interns will look to their supervisors for guidance in navigating their transition to the professional world. Meet with the intern regularly; these meetings should serve as check-ins on the intern's work, as well as time for feedback on the intern's experience and performance.

A supervisor should:

- Provide leadership and motivation
- Maintain open communication
- Delegate tasks as it relates to the intern's professional development
- Provide industry and job-specific training
- Provide mid-semester and final evaluations

Make sure to reinforce positive attitudes, and encourage the intern to keep a portfolio of work throughout the experience. This will help the intern reflect when the internship has been completed and will provide a sense of accomplishment and professional growth. When providing an evaluation to the intern, be sure to include feedback on the intern's timeliness and ability to take and follow direction. Mention areas that need growth and development, as well as areas in which the intern excelled.

Evaluating the intern:

Intern evaluations will help the internship supervisor improve the internship program by determining what works and what does not.

A intern completing an internship may be evaluated at the following intervals:

- **The first evaluation** should be done soon after the starting date, usually at the end of the first week. The purpose of this meeting is to make sure everyone's initial expectations are being met.
- **The second evaluation** should come about mid-way through the internship. This is a good chance to assess progress made towards assigned goals and determine which resources are necessary to complete assignments.
- **A final evaluation** should occur during the last week of the intern's commitment. This gives the employer the opportunity to measure the intern's impact on the organization, determine if the company's needs were met, and comment on the intern's strengths and areas of improvement. The intern can also reflect on the experience and assess how he or she has benefited.



Internship Compensation

What hourly rate should you pay?

Interns are typically paid more than minimum wage workers. According to the National Association for Colleges and Employers, \$16.35 is the national average wage for interns at the bachelor's level. The table below illustrates the progressive wage rates for interns.

Degree and Year of Study	Average Intern Hourly Wage Rates	Average Co-op Hourly Wage Rates
Bachelor's degree, freshman	\$15.05	\$15.17
Bachelor's degree, sophomore	\$16.10	\$16.74
Bachelor's degree, junior	\$17.19	\$17.93
Bachelor's degree, senior	\$17.94	\$19.24
Master's degree, first year	\$22.21	\$23.46
Master's degree, second year	\$23.06	\$26.82

Are Unpaid Interns Legal?

Fair Labor Standards Act (FLSA) Test for Unpaid Interns

All site sponsors are strongly encouraged to explicitly follow rules and regulations pertaining to local and federal labor laws when determining remuneration options. Florida State University encourages all site sponsors to review the U.S. Department of Labor Wage and Hourly Division Fact Sheet #71 — Internship Programs under the Fair Labor Standards Act, found at:

<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>

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 "business associates," which makes it untenable for schools to continue working with them. Internship site sponsors need to be aware that 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 in a document published by the Department of Health and Human Services at:

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveridentities/businessassociates.html>

Health Insurance

Florida State University requires that students carry medical insurance or student accident insurance. The individual student shall provide documentation of his or her insurance as requested by the internship site sponsor.



Source: 2014 Internship & Co-op Survey, National Association of Colleges and Employers

- Internship & Co-op Survey Results – <http://www.naceweb.org/s04022014/hourly-wages-interns-co-ops.aspx#sthash.tONlJmDc.dpuf>
- State of Florida Minimum Wage – <http://floridajob.org/minimumwage>

RECOGNIZING YOUR INTERN THROUGH THE FSU CAREER CENTER

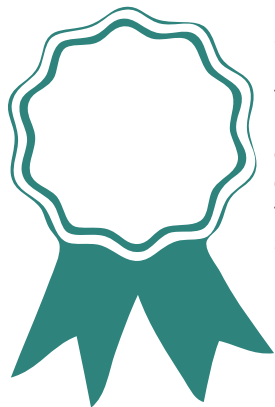
The Career Center offers Florida State University students two ways to earn formal institutional recognition for completing a career-related internship: the **Experiential Certificate Program** and the **Experiential Recognition Program**. Both programs facilitate students' professional development and growth through goal-setting, reflection, and self-evaluation.

Throughout the semester, the student intern and the internship supervisor complete the following exercises:

1. The student intern sets a minimum of three **learning goals** for the semester, which require approval from the internship supervisor.
2. The student intern submits a **mid-term reflection** halfway through the internship evaluating learning goal progress.
3. The student intern completes a **self-evaluation** at the conclusion of the internship assessing learning goal completion. The internship supervisor completes the same final evaluation of the intern's performance and learning goal completion.

Time-relevant articles will be emailed to both the student intern and the internship supervisor throughout the experience. These articles are meant to facilitate conversation between students and their sponsors about specific professional development topics.

At the conclusion of the semester, both the intern and the employer will receive recognition certificates from The Career Center.



Students must enroll in a recognition program during the semester that runs concurrently with their internship experience. They must enroll prior to the end of course drop/add for that semester, typically the first two weeks of the academic semester.



For additional information, please visit:

- **Experiential Certificate Program (ECP)**
Formal Career Center Recognition
<http://www.career.fsu.edu/ecp>
- **Experiential Recognition Program (ERP)**
Transcript Notation
<http://www.career.fsu.edu/erp>

Academic Credit

Florida State University supports the fact that academic credit is not the same as compensation. FSU recognizes that stipulations and guidelines impacting financial compensation policies and preventing students from being paid for their work if they are receiving college credit are discriminatory. They often preclude participation from low-income students. FSU reminds internship site sponsors that academic credit is granted for what students learn; remuneration is for what students provide to the internship site sponsor. The two are neither mutually exclusive nor conflicting. If the student is pursuing University academic credit for an internship, there are University academic requirements, such as registration and degree requirements, that must be met. The onus is on the student to pursue academic credit through his or her academic department.

REFERENCES

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