



UF CAREER CONNECTIONS CENTER
**A GUIDE TO CREATING
MEANINGFUL EXPERIENCES**

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WELCOME

We are delighted you are considering hosting a University of Florida student as part of an experiential learning opportunity. Experiential learning allows students to gain relevant experience and learn from professionals, and simultaneously gives you the opportunity to evaluate talent and impact the future of your field.

Establishing a meaningful learning experience for students requires prior planning, but doing so provides a meaningful learning experience for both you and the student(s). You will want to consider a timeline for your search, what you're looking for in a student, goals for the learning experience, how you will orient the student, as well as evaluation criteria.

Throughout this guide you will find multiple resources to aid you in creating and/or updating learning experiences within your organization. As always, if you need further assistance or have questions, please do not hesitate to contact the UF Career Connections Center.

Thank you for your continued support!

Email HireGators@ufsa.ufl.edu or call 352-392-1601



THE CAREER CONNECTIONS CENTER

The Career Connections Center is the University of Florida's 21st century career center serving more than 54,000 students and alumni across all majors and degrees. The Center is a comprehensive unit providing a diverse range of services to connect job seekers to employers and vice versa.

Students receive individualized career education and connections from certified career coaches throughout each phase of their collegiate experience that enrich their involvement at UF and prepare them for work, citizenship and life.

The Center's goal for industry engagement is to provide a holistic recruiting experience that connects recruiters to the UF community and each other. By engaging with the University through the Career Connections Center, employers have access to a wide network of resources to weave their recruitment brand throughout campus. This collaboration maximizes their exposure to reach their target audiences so they can hire top talent for their organizations.

The Career Connections Center is one of only a few career centers in the country with staff dedicated to proactively developing employer relationships for the purpose of growing employment opportunities for students and alumni.

Services include access to:

- › Dedicated Recruitment Coaches help craft tailored campus-wide recruiting experiences to reach more students
- › Opportunities to host and participate in innovative virtual and in-person programming to reach students
- › Marketing and promotional opportunities to reach The Gator Nation including alumni, faculty and staff



WHY HIRE UF GATORS?

The University of Florida offers a diverse group of well-rounded and accomplished candidates for your recruiting needs including over 56,000 students representing all 50 states and 150 countries and more than 415,000 alumni worldwide. With 16 colleges, few universities in the world can match the academic opportunities UF offers on one campus. UF graduates are equipped with the skills, creativity and knowledge they need to be successful after graduation. That is why U.S. News and World Report ranked UF 6th Best Public University in the nation and Best Colleges ranked the UF Career Connections Center #2 Top College Career Center.



HIGHER TOGETHER, HIRE TOGETHER

The Career Connections Center's goal for industry engagement is to provide a holistic recruiting experience that connects recruiters to the UF community and each other. By engaging with the University through the C3, employers have access to a wide network of resources to weave your recruitment brand throughout campus. This collaboration maximizes your exposure to reach your target audiences so you can hire top talent for your organization.

The Career Connections Center is one of only a few career centers in the country with staff dedicated to proactively developing employer relationships for the purpose of growing employment opportunities for students and alumni.

Services include access to:

- › Certified career coaches dedicated to helping craft tailored campus-wide recruiting experiences
- › Opportunities to host and participate in innovative virtual and in-person programming
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DETERMINING THE BEST EXPERIENTIAL LEARNING OPTION FOR YOUR ORGANIZATION

INTERNSHIPS

Internships often mean temporary, student employment, however, the specific definition from the National Association of Colleges and Employers (NACE) is:

“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**.”

Key Elements of a Meaningful Internship:

- › Defined learning objectives related to the professional goals of the student's academic coursework
- › Balance of intern's learning goals with the organization's program goals
- › Supporting resources, equipment and facilities that align with the learning objectives and goals
- › Extension of the classroom experience
- › Transferable skills or knowledge
- › Defined start and end dates along with associated time requirements
- › Detailed position description with desired qualifications
- › Supervision by a professional with expertise and background in the field of the experience
- › Routine feedback and encouraged reflection by the experienced supervisor
- › A balance between professional and operational tasks. It is recommended that 70% of the intern's responsibilities are professional and 30% of the intern's responsibilities are tasks that are part of daily operational routine.

An Internship is NOT:

- › Unsupervised labor
- › Meant to replace an employee position
- › Predominantly busywork

NACE sets forth criteria to ensure an internship is legitimate. To learn about this and to develop a meaningful internship experience, please visit: WWW.NACEWEB.ORG/ABOUT-US/ADVOCACY/POSITION-STATEMENTS/POSITION-STATEMENT-US-INTERNSHIPS

VIRTUAL INTERNSHIPS

Virtual internships allow similar experiences as in-person internships, but are primarily conducted via online platforms. A key element of a virtual internship is to ensure that it incorporates the same elements of an in-person experience including meaningful work, exposure to company culture and connection with the organization's community.

The following recommendations help to ensure a successful virtual internship:

- › Develop clear and concise goals and projects for a virtual internship
- › Create a toolkit for supervisors to ensure they have the resources needed to build a meaningful internship program
- › Provide interns with appropriate technology to achieve goals
- › Understand the challenges for both supervisors and interns during virtual internships and be flexible with each
- › Create a schedule for interns to maintain a similar experience as an in-person program
- › Encourage regular meetings between interns and supervisors to ensure consistent communication
- › Provide opportunities for interns to connect with each other to foster networking and community building
- › Include interns in organizational activities and staff-wide meetings as much as possible

MICRO INTERNSHIPS

Micro internships are short-term, project-based assignments offered by organizations virtually. Projects can take anywhere from one week to a few months to complete and students are usually paid a fixed fee. Micro internships provide a scalable way for employers to engage with talent and students to get hands-on experience.

The benefits of micro internships for students include:

- › Providing experiential opportunities to enhance professional development and career readiness
- › Exposing students to industry and connecting them to professional networks
- › Expanding access for students who might not have the financial or academic flexibility to relocate for a full-time internship

The benefits of micro internships for employers include:

- › Providing a cost-effective and scalable alternative to traditional internships
- › Providing immediate support for projects
- › Expanding and diversifying the talent pipeline

The C3 also partners with the micro internship platform Parker Dewey, which allows employers to post projects on that platform exclusively for University of Florida students. To post micro internships with Parker Dewey, visit [CAREER.UFL.EDU/RECRUITING/MICRO-INTERNSHIPS](https://career.ufl.edu/recruiting/micro-internships)

COOPERATIVE EDUCATION

Cooperative education is a learning program that integrates classroom instruction with practical work experience as part of the academic program. The co-op experience must be related to a student's academic major or career field interest.

Students who elect to enroll in a co-op learn under a mentor in their field of study. Co-op positions are always paid and are usually based on an alternating semester schedule consisting of more than one work semester (three work semesters are recommended for undergraduate engineering majors and two for graduate students and other majors). Below are the two types of co-op work programs:

- › Alternating: Students alternate between a full-time academic schedule followed by full-time work for a minimum of two to three semesters
- › Parallel: Students carry an academic course load while also employed in an associated job

APPRENTICESHIPS

Apprenticeships are long-term paid programs that couple classroom learning with on-the-job training. Class credit for students is often earned in tandem with the apprenticeships along with the paid work experience.

To learn more about building an apprenticeship, please visit:

- › [Department of Labor](https://www.dhs.gov/department-of-labor)
- › [Apprenticeship.gov](https://www.apprenticeship.gov)



JOB SHADOWING

Job shadowing, also known as externships, provides UF students with the opportunity to observe the day-to-day activities of a professional in a career of interest. It also provides a unique way for organizations to showcase their accomplishments, culture and employment or experiential learning opportunities

Hosting a job shadow day for UF students is a valuable way to introduce talent to your company and proactively engage with The Gator Nation. The benefits of hosting UF students for a job shadowing experience include:

- › Bolstering your recruitment plan and expanding your talent pipeline
- › Enhancing relations with UF
- › Providing opportunities to mentor the next generation of professional Gators

A job shadowing day should focus on specific job functions of different careers or position types rather than the industry as a whole. By focusing on the position types, students who participate gain insights that have the potential to impact their career exploration process. Students who participate in a job shadowing experience should be able to:

- › Identify skills and knowledge necessary to be a successful professional in that job type
- › Examine their level of interest in the career field
- › Understand and explain the observed work environment and the importance of culture fit when conducting a job or internship search
- › Expand their personal network by developing a relationship with a local professional in their field of choice



DEVELOPING YOUR EXPERIENTIAL LEARNING PROGRAM

PAID VERSUS UNPAID

Depending on the type of experience your organization plans to host, compensation and benefits for students engaged in the program should be considered and determined early in program planning process. Unpaid internships are generally legal under federal law; however, certain criteria must be applied when deciding compensation. In 2018 the U.S. Department of Labor updated the Fair Labor Standards Act (FLSA) Fact Sheet #71 to clarify its position regarding unpaid internships to help determine whether students working for “for profit” employers are entitled to minimum wage and overtime under the FLSA.

Employers should consider the “primary beneficiary test” and the seven factors listed below to determine whether student interns should be compensated or not.

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

For more information to determine whether interns and students are entitled to wages, please visit: WWW.DOL.GOV/AGENCIES/WHF/FACT-SHEETS/71-FLSA-INTERNSHIPS

Keep in mind if your organization has decided to create an unpaid internship position, students may still incur costs from the internship such as:

- › Relocation (ex. travel expense and housing)
- › Transportation
- › Parking/Decal
- › Tuition (students often are enrolled in a fee-based course to receive credit hours for their internship)

To assist students with additional costs incurred, your organization may consider offering benefits such as:

- › Relocation stipend (ex. travel expense and housing)
- › Transportation stipend
- › Parking/Decal assistance
- › Tuition reimbursement

WAGES

When implementing a paid program, there are many factors to consider to offer a fair and livable wage.

Those factors include:

- › Company/department budget
- › Comparable industry compensation
- › Cost of living based on location of internship
- › Fair wages for type of work

Please check the following resources to help determine wage rate:

- › State minimum wage laws: WWW.DOL.GOV/AGENCIES/WHF/MINIMUM-WAGE/STATE
- › Industry salary comparison: WWW.PAYSCALE.COM/RESEARCH/US/INDUSTRY
- › Cost of living calculator: WWW.BANKRATE.COM/CALCULATORS/SAVINGS/MOVING-COST-OF-LIVING-CALCULATOR.ASPX

INTERNATIONAL STUDENT INTERNS

International students bring a diverse set of skills into U.S. work environments and employers who hire international students receive invaluable benefits. They provide multicultural perspectives, language skills, adaptability to work environments and other success skills employers often desire. For more information on how to cultivate talent from our international student population, schedule a consultation with a Career Connections Center staff member by emailing HireGators@ufsa.ufl.edu.

Typically, students know if their visa allows for experiential work and if they can complete a paid or unpaid experience. To learn more about the requirements for international students engaging in off-campus employment, you can view student resources from the UF International Center here:

INTERNATIONALCENTER.UFL.EDU/F-1-STUDENT/F-1-STATUS-REQUIREMENTS/EMPLOYMENT/CAMPUS-EMPLOYMENT-O



IMPLEMENTING YOUR EXPERIENTIAL LEARNING PROGRAM

When deciding to create an internship program, it is important your organization research and develop all aspects of the programs to:

- › Determine organization's needs for an internship program
- › Develop goals for the program and how it will impact the student's professional goals
- › Determine the best time of year to host a student according to the academic calendar
 - › Fall: August-December; Spring: January – April; or Summer: May – July
- › Determine if the position will receive financial compensation or other benefits
- › Discuss with legal counsel regarding compensation, insurance and liability
- › Designate a supervisor to lead and evaluate the student's responsibilities and progress
- › Identify a physical space for the student to carry out responsibilities and projects
- › Provide the tools and resources needed for the Student to effectively carry out the responsibilities and complete assigned projects
- › Assist the student in identifying opportunities for mentorship, professional networking, job shadowing, etc.

CREATING PROGRAM GOALS

Program goals are clear and concise statements for what your organization plans to gain from hosting an internship program for college and graduate students. Creating program goals will help your organization design a program that meets organizational needs while also letting candidates know from the beginning the organization's purpose and expectations for the position. Below are some questions to consider when developing program goals:

- › What does our organization hope to gain from the program? What is the program's purpose?
- › Will the position focus on one main project or a variety of small projects? Is your organization looking for additional help on a specific project?
- › Do we have the workspace, tools and resources available so students can succeed at completing assigned tasks and responsibilities?

- › What academic focus will the program target? Will the student need specific skills or previous experiences?
- › Are we able to offer financial compensation or other benefits?

ROLE OF A SUPERVISOR

Experiential learning should serve as an extension to the classroom, providing opportunities for students to apply classroom learning in real-world settings. As an expert in the area of interest, the supervisor serves as a connector for these two learning environments, so students have opportunities to advance their level of knowledge and skills. As a host organization, supervisors of students will:

- › Serve as the organization's point of contact
- › Meet regularly with the student interns to guide them throughout the experience and offer feedback that is productive and promotes personal and professional growth
- › Work closely with the corresponding UF representatives (if applicable)
- › Set the tone for the learning environment
- › Foster reciprocity for goal attainment for both the organization and the students
- › Provide structure and set clear expectations

PROVIDING MENTORS FOR STUDENTS

Mentors can serve as a resource for students when transitioning into this new learning environment within your organization. Mentors would typically be individuals who work in the organization but would not have the responsibility of supervising the student. Providing a mentor for students engaged in your organization is an excellent way to connect them with information and resources important to their area of study, as well as being a person to seek advice related to career paths and more.

PROFESSIONAL DEVELOPMENT

It is important to provide your interns with not only meaningful work specific to your organization, but also the opportunity to develop professionally. Consider having interns participate in areas of the company that are outside their routine work. Ideas include:

- › Serving on committees within the company
- › Assisting with organizing company-wide events
- › Participating in community service work that aligns with your company's community service platform

To assist in this area, the Career Connections Center offers an online professional development program for students to complement their experiential learning. Gator Professional Series (GPS) focuses on personal development and career readiness. To learn more about GPS or refer an intern to the program, visit our website: [CAREER.UFL.EDU/GPS](https://career.ufl.edu/gps)

PROVIDING COURSE CREDIT

A common question surrounding experiential learning is the ability to set up the programs for course credit. While UF does not have a universal course credit policy for completion of these experiences. The policies and requirements for each course vary so, it is the responsibility of the student to ensure the experience meets the requirements for credit. There might be instances where a form needs to be signed by the employer to verify a student completed the experience, but the credit is ultimately determined by the faculty who will be rewarding it.



PREPARING TO RECRUIT

The following provides useful information, resources and sample forms to facilitate your efforts to begin to recruit UF students for experiential learning opportunities.

CREATE A POSITION DESCRIPTION

The first step to prepare for recruiting is to create a position description. A position description should clearly and concisely articulate the major components of the featured internship position. Refer to your organization's goals about hosting the experience to give UF candidates an accurate idea of the position.

An effective position description should include:

- › Employer name
- › Contact name and email
- › Position title
- › Job function(s)
- › Position description
- › Company information
- › Salary (if applicable)
- › Desired start and end dates
- › Approximate hours per week
- › Desired major

INTERVIEW CANDIDATES

The Career Connections Center offers on-campus interviews to streamline the process for recruiters to interview UF students for full-time, part-time, permanent positions and experiential opportunities. On-campus interviews begin the first day of classes and end on the last day of classes each semester. The Career Connections Center is also equipped to support virtual interviewing, by providing a quiet and professional location for students to interview even if the employer is not on site.

Visit our website to learn more about holding your interviews at the Career Connections Center: [CAREER.UFL.EDU/RECRUITING/ON-CAMPUS-INTERVIEWS](https://career.ufl.edu/recruiting/on-campus-interviews)



RECRUITING AT UF

The Career Connections Center provides many opportunities for employers to build a recruiting brand through innovative engagement with UF candidates from all majors or targeted populations. Below are a few resources available through the Career Connections Center to attract and create an optimal talent pipeline to your organization.

GATOR CAREERLINK

Gator CareerLink (GCL) is UF's online portal for all career development efforts and serves as the exclusive job posting and recruiting database for UF students and alumni. An average of 1,130 jobs and internships are posted to GCL each month by recruiters. Through GCL employers can:

- › Advertise full- and part-time jobs and internships, micro internships, co-ops and other career opportunities
- › Register for career fairs and other campus recruitment services
- › Access electronic resume books
- › Access the Employer Resource Library

REGISTERING FOR GCL

To register:

Go to [UFL-CSM.SYMPPLICITY.COM/EMPLOYERS](https://ufl-csm.symplicity.com/employers)

- › Click "Sign Up"
- › Fill out the profile (put as much information as possible in your profile – this is free advertising!)
- › Wait for an email that has your password and an activation link (your email address is your user name)

POSTING JOBS

To post a job:

- › Follow steps to register for a GCL account
 - › Click the "Jobs" tab at the top of the page
 - › Click "Add New"
 - › Fill out all of the required fields and submit
- * All job listings are reviewed and approved before they are posted on GCL. Approval of a job posting can take between one to three business days depending on volume.*

REGISTERING FOR EVENTS

- › Log into your GCL account and click on "Events" tab on the left
- › Click on "Career Fairs" or "Employer Hosted Events."

FOR CAREER FAIRS:

- › Click on "Register" and select the fair for which you would like to register and complete the form
- › Click "Submit"

FOR EMPLOYER HOSTED EVENTS (INFO SESSIONS, COFFEE CHATS, ETC.):

- › Click on "Request Employer Hosted Event"
- › Complete the form
- › Click "Submit"

ON-CAMPUS INTERVIEWS

- › Log into your GCL account and click "On-Campus Interviews" tab at the top right
 - › Click "Request a Schedule"
 - › Fill out your request (pay special attention to the availability box on the right-hand side)
 - › Add in the jobs for which you wish to recruit
 - › Click "Submit"
- * You will be contacted with a confirmation of your on-campus interview. Please do not book your flights or hotels until you have received the final confirmation from our office.*

RESUME BOOKS

Employers with approved Career Showcase registration have access to the Resume Books module, a compilation of student resumes arranged by college, through the end of the semester.

To access the resume books:

- › Log into your GCL account and click the "Resume Books" tab at the top center
- › Click on the college to view the student resumes within that college

** To inquire about purchasing Resume Books outside of a Career Showcase registration, please email HireGators@ufsa.ufl.edu.*

EMPLOYER SERVICES

The Career Connections Center provides many opportunities for employers to build a recruiting brand through innovative engagement with University of Florida candidates from all majors or targeted populations. Share your organization's culture, values and work environment while also highlighting career paths and professional development opportunities to attract and create an optimal talent pipeline to your organization.

CAREER FAIRS

Participate i Career Showcase, the Southeast's largest career fair. The Career Connections Center hosts over 10 career fairs for both niche and general UF populations

INFORMATION SESSIONS

Share your company culture, promote your recruiting opportunities, and reinforce your recruitment brand to potential entry level hires by scheduling and information session, one of the most popular and traditional services available.

VIRTUAL SERVICES

The Career Connections Center's state-of-the-art technology provides limitless opportunities to connect with candidates via virtual interviews, meets, and employer-hosted events and workshops, allowing our employers to prioritize their travel needs and reduce their average cost per hire.

CLASSROOM ENGAGEMENT

Collaborate with faculty and staff to infuse career into the curriculum by proving professional development assignments for students to enhance their educational experience.

CAREER TREK

For a more personal approach to recruiting, Career Treks offer prospective talent on-site insights into your organization and details about available opportunities while establishing a strong recruitment brand.

For more information about recruiting UF talent, email HireGators@ufsa.ufl.edu or call 352-392-1601. Register for events and reserve your programs through Gator CareerLink.



RECRUITING RESOURCES



SAMPLE POSITION DESCRIPTION

EMPLOYER: Company X

CONTACT NAME & EMAIL: Recruiter Name, RecruiterName@email.com, 352-555-5555

INTERN JOB TITLE: Department Intern

JOB DESCRIPTION:

Include job duties specific to the role, and any that fall under “other duties”, examples include:

- › Details about the projects the intern will work on
- › Information about expectations outside of the internship project

PREFERRED SKILLS:

Include skills that are ideal for a candidate to succeed in this position, examples include:

- › Strong communications skills
- › Ability to work in a team environment
- › Able to make decisions using critical thinking process

COMPANY INFORMATION:

Provide a brief overview of the company, including a description, mission, etc.

EXAMPLE:

Company X is a century-old “new company” proud of our history, but focused on the future. We are a full-service, integrated company, offering a wide array of services. Our 20,000 employees across 18 states have a strong commitment to the local communities we serve. We have got the vision, ambition, and practical know-how to succeed. Do you?

If you are ready to take on challenging projects and make a difference, let Company X inspire you!

LOCATION: Gainesville, FL

SALARY: \$/hour or salary amount

DESIRED START DATE: August 25, 2020

DURATION: how long the internship will last

APPROXIMATE HOURS PER WEEK: hours/week

NUMBER OF INTERNS DESIRED FOR THIS POSITION: 3

TRAVEL PERCENTAGE: 10%

SAMPLE INTERVIEW QUESTIONS:

- › Can you tell us about yourself and why you are interested in this role?
- › How would people you have worked with in the past describe you?
- › Tell us about a time when you worked on a team.
- › Describe the most innovative or creative thing you have done in a past experience
- › Tell us about a time when you had a conflict with a someone you worked with. How did you handle it?
- › If you were to put together a team, what qualities would you look for in teammates?
- › What experience have you had working and collaborating in a diverse, multicultural, and inclusive environment and can you share an example with us.
- › Give an example of how you stay organized during a busy season.
- › What was your course of action when you became self-aware of a challenge/weakness?
- › Can you tell us about an accomplishment you are most proud of?
- › Describe a time when you had to solve a problem but didn't have all the necessary information about it beforehand. What did you do?
- › What personal and professional strengths can you bring to this role? What are areas for growth?
- › How do you keep yourself motivated?
- › Why do you believe that you are a good candidate for this position?
- › Is there anything else that you would like to add?

SAMPLE OFFER LETTER

[Today's Date]

Dear [Student's Full Name]:

I am pleased to offer you a(n) [POSITION NAME] with [Company/Organization Name] as of [date] and reporting to [Supervisor's Name], [Supervisor's Title] of the Company. In addition to the duties that were outlined during your interview(s), you shall perform such other duties as are customarily associated with such position.

You should be aware that your employment with the Company constitutes at-will employment. This means your employment relationship with the Company may be terminated at any time with or without notice, with or without good cause or for any or no cause, at either party's option. You understand and agree that neither your job performance nor promotions, commendations, bonuses or the like from the Company give rise to or in any way serve as the basis for modification, amendment, or extension, by implication or otherwise, of your employment with the Company.

You will be compensated \$[XX.XX] per [time period] of work performed. You will be paid in accordance with the Company's normal payroll practices and be subject to the usual required withholding.

You acknowledge and agree you are executing this letter voluntarily and without any duress or undue influence by the Company or anyone else. You further acknowledge and agree you have carefully read this letter and understand the terms, consequences and binding effect of this letter.

To indicate your acceptance of the Company's offer, please sign and date this letter in the space provided below and return it to the address indicated below. A duplicate original is enclosed for your records. We hope this offer will be favorably received and we look forward to working with you at [Company/Organization Name]. Your anticipated start date is, [MONTH XX, 20XX].

Sincerely,

[Supervisor/Hiring Manager]

SIGNATURE: _____

ACCEPTED AND AGREED:

[Student's Full Name]

SIGNATURE: _____

DATE: _____

SAMPLE ORIENTATION SCHEDULE

A successful experience for all individuals begins with solid on boarding.

The following details a potential schedule with topics to consider for the student's first day.

TIME	LOCATION	SESSION	PRESENTED BY
9:00am - 9:30am	Conference Room A	Welcome to company: introductions, coffee, icebreaker, review schedule	Hiring Manager and Experiential Learning Supervisor
9:30am - 10:00am	Conference Room A	Briefly review employee handbook	Office Manager
10:00am - 10:45am	Conference Room A	Payroll paperwork Safety training	Human Resources Accounting Reps
10:45am - 11:00am		Break	
11:00am - 11:30am	Meet at Conference Room A	Tour of the facility	Supervisor
11:30am - 12:00pm	Conference Room B	Meet the team	All Staff
12:00pm - 1:00pm	Break Room	Lunch with the team	All Staff
1:00pm - 2:00pm	Supervisor's Office	1:1 with supervisor; Discuss roles and employer/student agreement & learning plan	Supervisor
2:00pm - 2:30pm	Your Office	Get settled at your desk with login information	Supervisor
2:30pm - 3:00pm	Conference Room C	Job-specific training session	Supervisor
3:00pm - 3:15pm		Break	
3:15pm - 3:45pm	Office 101	Staff member meet and greet #1	Staff Member
3:45pm - 4:15pm	Office 202	Staff member meet and greet #2	Staff Member
4:15pm - 4:40pm	Conference Room C	Job-specific training session	Supervisor
4:40pm - 5:00pm	Conference Room A	Wrap-up; questions; discuss schedule for next day	Supervisor

SAMPLE ORIENTATION SCHEDULE

DAY 2

TIME	LOCATION	SESSION	PRESENTED BY
9:00am – 9:15am	Conference Room C	Welcome, coffee and review schedule Day 2	Office Manager
9:15am – 10:00am	Conference Room C	Job-specific training session	TBD
10:00am – 11:00am	Conference Room B	Weekly Staff Meeting	All Staff
11:00am – 11:15am		Break	
11:15am – 12:00pm	Conference Room C	Job-specific training session	TBD
12:00pm – 1:00pm	Break Room	Lunch with fellow interns	
1:00pm – 1:30pm	Office 303	Staff member meet and greet #3	TBD
1:30pm – 2:00pm	Office 304	Staff member meet and greet #4	TBD
2:00pm – 2:30pm	Supervisor's Office	1:1 with supervisor (Discuss first projects)	Supervisor
2:30pm – 3:30pm	Your Office	Project Time	
3:30pm – 3:45pm		Break	
3:45pm – 4:40pm	Conference Room C	Job-specific training session	TBD
4:40pm – 5:00pm	Conference Room A	Wrap-up; questions; discuss schedule for next day/evaluation of day 2	TBD

Students should visit different staff members in order to learn about their roles and responsibilities in the organization as well as to get to know each member. These meet-and-greets should be with high performing employees who will be supportive and educational to the students in the course of their learning experience and be helpful in building a professional network.

SAMPLE EXPERIENTIAL LEARNING AGREEMENT AND LEARNING PLAN

As part of the on boarding process, we recommend the supervisor and the student complete this plan together. By doing so, both will understanding the expectations for the learning experience and have an opportunity to create goals to work toward.

Student Information	
First Name:	Last Name:
Email:	Phone:
Supervisor Information	
Name:	Department/Team:
Email:	Phone:
Supervision Structure: <i>Include how often and where supervision will take place; can also include general expectations</i>	
Experiential Learning Agreement and Learning Plan	
Essential Job Functions: <i>This can be adapted from the position description</i>	
Learning Objectives: <i>What knowledge and skills does the student hope to gain through this experience? What goals does the supervisor have for this position?</i>	
Training: <i>What type(s) of training will the student receive prior to beginning the experience and/or throughout?</i>	
Short and Long-Term Projects: <i>What specific projects, responsibilities and/or programs will the student work on?</i>	
Evaluation: <i>What will the evaluation process be? Will both supervisor and student have evaluations? When will it take place?</i>	
Evaluation Date:	
Invitation to Return: <i>Is this experiential learning opportunity taking place over multiple semesters? What is the established date to offer an invitation for the student to return or to notify the student they will not be invited back? What is the established date the student must notify the organization they will not be returning for another semester?</i>	

I have read and understand the information provided above and have communicated with my supervisor regarding my goals and learning objectives related to my learning experience.

STUDENT SIGNATURE

DATE

SUPERVISOR SIGNATURE

DATE

SAMPLE STUDENT EVALUATION FORM

This form provides an example of dimensions upon which you can measure students. We recommend sharing this (or whatever evaluation tool you use) with students early on, so they will know what they are being evaluated on. Further, when it is evaluation time, you may want to ask the student to complete the form as a self-assessment and discuss together.

Employer Evaluation Of: _____

Work Period from: ____ / ____ / ____ **to:** ____ / ____ / ____ **Semester:** Fall • Spring • Summer _____ **(year)**

Supervisor: _____ **Title:** _____

Organization: _____ **Email:** _____

Please provide a rating in the following areas. We encourage you to complete and review your evaluation with the student.

COMPETENCIES - SKILLS, ABILITIES & PERSONAL ATTRIBUTES	OUTSTANDING	VERY GOOD	AVERAGE	BELOW AVERAGE	UNSATISFACTORY	N/A
Communication – The ability to effectively exchange thoughts and ideas with others through listening, speaking, writing or non-verbal interactions						
Demonstrates effective verbal communication skills						
Writes clearly and effectively						
Asks pertinent and purposeful questions						
Listens to and applies feedback						
Effectively participates in meetings and/or group settings						
Teamwork – The ability to navigate interactions with a variety of individuals to contribute toward a common goal						
Assists and cooperates with colleagues						
Assumes leadership role(s), when appropriate						
Encourages and promotes a team atmosphere						
Takes a proactive approach to resolving conflict						
Critical Thinking – The ability to reflect on the outcomes of decisions made and process and interpret information objectively in or to inform and make future decisions						
Demonstrates sound judgment and timeliness						
Analyzes situations and takes appropriate action						
Utilizes creativity and resourcefulness in decision making and problem solving						
Sense of Self – The ability to use reflection to understand one's personal identity, values and ethics to understand their impact on interactions with others, maintain an awareness of self, and one's behavior in personal in professional settings						
Prioritizes time to meet responsibilities						
Follows through on and fulfills responsibilities/ commitments						
Produces high quality work						
Exhibits professionalism						
Demonstrates a positive attitude						
Seeks opportunities to learn						
Establishes and meets goals/priorities						
Arrives as scheduled and on time						
Demonstrates reliability						
Overall Performance						

SAMPLE STUDENT REFLECTION FORM

This form is for students to fill out as they reflect on and evaluate the learning experience. This will be helpful as you host students in the future and/or further develop your experiential learning program.

Student Name: _____ Semester: Fall • Spring • Summer _____ (year)

Organization: _____ Work Period from: ____ / ____ / ____ to: ____ / ____ / ____

Supervisor: _____ Title: _____

Location: _____ Learning Experience Title: _____

Reflection is a fundamental part of building experience, connecting the learning to the experience. To reflect on your learning experiences outside of the classroom means to think critically about how the experience impacts your academic, personal and professional growth. Reflection develops your understanding and ability to assess your own values, goals and progress. Reflection should take place before, during and after you engage in a learning experience outside the classroom. The key to reflection is to go deep and really think about the impact of the experience.

Please check the appropriate box for each category and provide specific comments in the area below.

1. Accessibility of your supervisor/mentor.

☐ Outstanding ☐ Very Good ☐ Average ☐ Below Average ☐ Unsatisfactory

Describe how your supervisor/mentor helped you:

2. Relevance of your duties/responsibilities to your major area of study and personal interests.

☐ Outstanding ☐ Very Good ☐ Average ☐ Below Average ☐ Unsatisfactory

Please describe how this learning experience was related to your course work and/or personal interests:

3. Accomplishment of learning goals and objectives for the learning experience.

☐ Outstanding ☐ Very Good ☐ Average ☐ Below Average ☐ Unsatisfactory

Please describe the learning experience related to the goals and objectives developed for you and the experience:

4. Opportunity to interact with other employees in a team setting.

☐ Outstanding ☐ Very Good ☐ Average ☐ Below Average ☐ Unsatisfactory

Please describe what you learned regarding working on a team and your contributions as a team member: _____

5. Opportunity to offer creative strategies or generate solutions to challenges facing you and/or the organization.

☐ Outstanding ☐ Very Good ☐ Average ☐ Below Average ☐ Unsatisfactory

Please describe how you utilized critical thinking to solve challenges during the experience:

6. Opportunity to learn about yourself.

☐ Outstanding ☐ Very Good ☐ Average ☐ Below Average ☐ Unsatisfactory

Please describe what you learned about yourself (skills, strengths/weaknesses, values, interests, etc.) as a result of this experience: _____

7. Opportunity to communicate with other employees in the organization

☐ Outstanding ☐ Very Good ☐ Average ☐ Below Average ☐ Unsatisfactory

Please describe what you learned regarding communication and what forms of communication (written, verbal, nonverbal, listening) you were able to develop or enhance during this experience?

8. Please provide any additional comments regarding your work experience as well as any suggestions on improving this learning experience for the future. What did you learn during the experience and how will you apply it to your career development _____

SAMPLE CHECKLIST FOR WORKING WITH YOUR STUDENT

This is a checklist of items and corresponding timeline to consider as you search, hire and work with UF students to help organize what needs to be done before, during and after the learning experience.

Pre-Intern Search

- ☐ Complete/update detailed job description (see sample on page 17)
- ☐ Discuss/collaborate with a Career Connections Center recruitment coach to determine outreach techniques
- ☐ Create your screening criteria for reviewing candidates, writing interview questions, and selecting candidates to interview

Interview Period

- ☐ Include parking information in Interview Offer Letter
- ☐ Include interview schedule in Interview Offer Letter
- ☐ Inform candidate(s) of anticipated hiring timeline including decision

Hiring Period

- ☐ Send the offer letter(s)
- ☐ Report your hires to the Career Connections Center
- ☐ To offer students adequate time to carefully consider their employment options and to make an informed decision, we ask that employers adhere to the Job Offer Deadline established by the National Association of Colleges and Employers (NACE):
 - › For Fall semester recruiting offers should be extended until November 1, or the student should be provided with at least three weeks from the date of offer to either accept or decline.
 - › For Spring semester recruiting offers should be extended until April 1, or the student should be provided with at least three weeks from the date of the offer to either accept or decline.

Prior To Start Date

- ☐ Send welcome packet to student(s):
 - › Benefits package information (if applicable)
 - › Parking details/decal
 - › Orientation schedule
 - › Employee handbook
 - › Necessary paperwork to bring to orientation
- ☐ Obtain sizes for company uniform/shirt
- ☐ Order name tags (check for desired name)
- ☐ Prepare student work space (clean area, order extra office supplies, set up phone/computer, etc.)
 - › Add the student(s) to organizational lists (telephone, email, website directory)
 - › Obtain office keys for student use
- ☐ Send email to company staff to announce the hiring of the new students(s) including position and start date; staff can then send a welcome email to the new student(s)
- ☐ Determine staff member roles to on board student(s) during orientation process

First Day/Week

- ☐ Orientation (see sample schedule)
- ☐ Complete required hiring paperwork including any confidentiality or non-disclosure agreements
- ☐ Complete the Internship Agreement and Learning Plan (see sample)
- ☐ Schedule meet and greets with staff members so that the student(s) may get to know others' roles and responsibilities

After Two Weeks

- ☐ Meet with your students(s) to ensure they are acclimating well to the organization and see if they have any questions now that they have had a couple of weeks to observe and learn
- ☐ Adjust the Learning Agreement, if needed

Throughout the Learning Experience

- ☐ Meet with your student(s) and give them appropriate feedback regarding their performance. Provide constructive feedback about their strengths as well as opportunities for improvement. Give them enough time to work on improving their performance
- ☐ Discuss the student(s) career goals and try and give them work that will help them move forward in their specific path
- ☐ Provide student(s) with access to professional development opportunities

End of the Learning Experience

- ☐ Conduct an exit interview. This is a great time to give them some final feedback (both improvements and praise) as well as get some information about ways you might be able to improve your experiential learning program
- ☐ Perform an evaluation of your experiential learning program to identify areas of improvement

Consider some of the following areas:

- › Orientation/training opportunities
- › Access to supervisor/co-workers
- › Difficulty/amount of work
- › Professional development opportunities
- › Quality of feedback received
- › Student(s) quality of work environment (desk area, access to supplies, etc.)
- › See samples on evaluation and reflection

Help students reflect on there experience

Consider some of the following areas of reflection:

- › Skills developed and how they are transferable
- › The personal, academic and professional impact of the experience
- › Best ways to market the experience to future employers
- › Personal growth and self development

UF INTERNSHIP REQUIREMENTS

In 2020 the University of Florida developed hiring-agreement templates to be executed when students are required by a UF college or department to complete an internship. These policies are designed to establish uniformity across the University and minimize risk for all stakeholders by outlining the liability, conduct and compliance responsibilities. The agreements must be signed by employers, faculty and students regardless of monetary compensation or whether the internship experience occurs at a UF site or at a non-UF site.

UF faculty/staff requiring the internship will initiate the distribution of the documents to all parties. These documents can be customized by the UF faculty/staff to meet program guidelines.

The following documents detail the UF student internship program requirements and include a blank hiring-agreement template for instances where students engage in an internship that is required by the University of Florida.



THE UNIVERSITY OF FLORIDA
STUDENT INTERNSHIP PROGRAM REQUIREMENTS

PURPOSE

- A. The University has a responsibility to train students who require practical experience in various disciplines to complete their professional preparation and development.
- B. The Site, in support and enhancement of the educational programs of the University, is willing and qualified to provide a practical setting at its facilities for University students to participate in activities designed to enhance their educational experience, commonly referenced as a clinical field placement (“Internship”).
- C. The primary benefit of the Internship will be to the student intern.
- D. The educational programs of the University will be enhanced through its relationship with the Site and its cooperative efforts.
- E. The Site will benefit through the skills and efforts of University student interns during the internship period.

REQUIREMENTS

- 1. Internship Period. Internship periods are usually the duration of one semester with dates corresponding with the University’s official calendar. The Site shall, in consultation with the student intern, agree in writing regarding the number of hours per week of internship participation and the start date and end date of the Internship period.
- 2. Student Participation and Assignment. The University shall determine, in its sole discretion, which of its enrolled students are eligible to participate in the Internship. The University shall assign eligible students for internship at the Site. The student is required to provide forty (40) hours of Internship participation at the Site each week during the Internship period. (This requirement may vary from program to program) The student assignment schedule shall be set by the Site, in consultation with the student and may be modified by mutual agreement of the Site, the student and the University.
- 3. Right to Refuse. The Site shall have the right to refuse to accept any student(s) assigned to the Site by notifying the University, in writing, within thirty (30) days of said assignment.
- 4. Educational Plan. The Site shall allow the student to participate in various activities during the Internship, including but not limited to those activities that will further the educational goals of the student. The objective of the Internship is for the student to have practical exposure to the course work completed at the University.
- 5. Educational Program. The University shall plan and administer the educational program for its students and be responsible for the enrollment of its students in University courses, including the Internship.
- 6. Student Records. The University shall maintain all student educational records and reports relating to the University’s educational programs completed by students during the Internship.
- 7. Student Supervision and Evaluation. The Site shall ensure that its qualified employees supervise the

students in the performance of their duties during the Internship and shall evaluate the student(s) performance monthly, using a standard evaluation form provided by the University. The University shall provide a person to serve as its Internship Coordinator to oversee its education program and coordinate program activities with the Site.

8. Student Use of Site Facility. The Site shall permit the students to use its facilities and amenities, including but not limited to office/workspace, cafeteria, restrooms and parking on the same basis utilized by its employees.

9. Site Background Checks. The University does not perform background checks on students. If required by the Site, the Site shall provide the University with a security background information form to be completed by the student(s) and provide a process for fingerprinting and criminal records background check to be performed by the Site or another entity at its discretion and expense. The Site, in its sole discretion, shall determine whether a University student has satisfactorily cleared the security screening.

10. Notification of Site Requirements. The Site shall notify the University, in writing, of any Site-specific Internship requirements and/or rules prior to student placement. Upon notification by the Site, the University shall notify the student(s) of any Site-specific Internship requirement(s) as a condition of their participation, including but not limited to background checks, student participation agreements, professional liability insurance, and vaccinations. The University shall notify the student(s) of any Site-specific rules and/or policies provided by the Site to the University, and the student's obligation to follow said rules and/or policies in order to successfully complete the Internship.

11. Student Conduct. University students are not employees or agents of the University. Accordingly, the University is not responsible for the conduct of its students during the Internship.

a. Code of Conduct. During the Internship, students are required to follow the University's Student Conduct Code, a University regulation relating to student conduct and academic honesty. If a student's conduct rises to the level of violation of the University's Student Conduct Code, the Site agrees to promptly notify the University in writing.

b. Removal. The University shall honor any request by the Site to remove a student from the Internship whose conduct or performance is not, in the Site's opinion, professionally acceptable.

12. Safety and Security Information. The Site will provide the student with information regarding any known risk or safety issues surrounding the student's Internship environment, including the parking area and path of travel from the parking area to the Site facility. In addition, the Site will provide the student with applicable safety protocols and training necessary for their safe and successful participation in the Internship.

13. Termination of Internship. This Internship may be terminated at any time by either Party for any lawful reason upon written notice to the other party of its desire to terminate.

14. Liability. Each Party assumes any and all risks of personal injury and property damage attributable to the negligent acts or omissions of their respective officers, employees, servants, and agents thereof while acting within the scope of their employment. The University and the Site further agree that nothing contained herein shall be construed or interpreted as (1) denying to either Party any remedy or defense available to such Party under the laws of the State of Florida; (2) the consent of the University or its officers, employees, servants, agents and agencies to be sued; and (3) a waiver of sovereign immunity of the University beyond the limited waiver provided in section 768.28, Florida Statutes.

15. Insurance.

a. University. The University, as a public body corporate, participates in the State of Florida's Risk Management Trust Fund for purposes of general liability, workers' compensation, and employer's liability insurance coverage, with said coverage being applicable to University's officers, employees, servants, and agents while acting within the scope of their employment or agency. **Students are not officers, employees, servants or agents of the University and are not covered under the University's insurance.**

b. Site. The Site represents it has obtained and shall keep in force during the Term of this Agreement, at the Site's expense, commercial general liability insurance insuring against bodily injury and property damage liability, with a combined single limit of not less than \$1,000,000.00 per injury or occurrence with respect to any insured liability.

16. Professional Liability Insurance. The University does not provide professional liability insurance for students. If required by the Site, the University will notify the student that the Site requires the student to purchase professional liability insurance.

17. Non-Discrimination Policy. The Parties agree that in fulfilling their obligations under this Internship, no person shall be subjected to discrimination based on age, race, color, disability, gender identity, gender expression, marital status, national origin, creed, religion, sex, sexual orientation, political opinions or affiliations, genetic information or veteran status.

18. Compliance with Law. The Parties agree to comply with all applicable state and federal laws and regulations, including but not limited to antidiscrimination laws such as the Americans with Disabilities Act and its amendments. The Site further agrees that it shall be solely responsible for ensuring the Internship, its program, facilities and equipment are accessible to students with disabilities.

19. Public Records. The Letter of Agreement, Requirements and any other documents made or received by the University in connection with this Internship are public records, which must be made available to the public upon request in accordance with Chapter 119, Florida Statutes, unless otherwise deemed confidential and/or exempt from disclosure.

20. Independent Contractor. Nothing contained in the Letter of Agreement or these Requirements shall be construed as creating a joint venture, partnership, or agency relationship between the Parties. Neither shall be bound by the acts or conduct of the other.

THE UNIVERSITY OF FLORIDA

AGREEMENT FOR STUDENT INTERNSHIP

THIS AGREEMENT FOR STUDENT INTERNSHIP (“Agreement”), dated as of _____, 2018 (“Effective Date”), is entered into by and between _____, the internship site (the “Site”), and the University of Florida Board of Trustees, a public body corporate of the State of Florida, for the benefit of its Department of _____ (the “University”), also referenced individually as the “Party” or collectively as the “Parties.”

PURPOSE

- A. The University has a responsibility to train students in _____ and requires its students gain practical experience in various disciplines to complete their professional preparation and development.
- B. The Site, in support and enhancement of the educational programs of the University, is willing and qualified to provide a practical setting at its facilities for University students to participate in activities designed to enhance their educational experience, commonly referenced as a clinical field placement (the “Internship”).
- C. The primary benefit of the Internship will be to the student intern.
- D. The educational programs of the University will be enhanced through its relationship with the Site and its cooperative efforts.
- E. The Site will benefit through the skills and efforts of University student(s) during the internship period.

THEREFORE, in consideration of the foregoing, the Parties agree as follows:

1. Term of Agreement. The term of this Agreement shall commence upon the Effective Date and continue until terminated by either Party pursuant to provision 13. of this Agreement (“Term”).
2. Student Participation and Assignment. The University shall determine, in its sole discretion, which of its enrolled students are eligible to participate in the Internship. The University shall assign an eligible student(s) for an Internship at the Site. The student is required to provide _____ hours total of Internship participation at the Site during the Internship period. The student assignment schedule shall be set by the Site, in consultation with the student and may be modified by mutual agreement of the Site, the student and the University without formal amendment to this Agreement.
3. Right to Refuse. The Site shall have the right to refuse to accept any student(s) assigned to the Site by notifying the University, in writing, within thirty (30) days of said assignment.
4. Educational Plan. The Site shall allow the student to participate in various activities during the Internship, including but not limited to those activities that will further the educational goals of the student. The objective of the Internship is for the student to have practical exposure to the course work completed at the University.
5. Educational Program. The University shall plan and administer the educational program for its students and be responsible for the enrollment of its students in University courses, including the Internship.
6. Student Records. The University shall maintain all student educational records and reports relating to the University’s educational programs completed by students during the Internship.
7. Student Supervision and Evaluation. The Site shall ensure that its qualified employees supervise the students in the performance of their duties during the Internship and shall evaluate the student(s) performance monthly, using a standard evaluation form provided by the University. The University shall provide a person to

serve as its Internship Coordinator to oversee its education program and coordinate program activities with the Site.

8. Student Use of Site Facility. The Site shall permit the students to use its facilities and amenities, including but not limited to office/workspace, cafeteria, restrooms and parking on the same basis utilized by its employees.

9. Site Background Checks. The University does not perform background checks on students. If required by the Site, the Site shall provide the University with a security background information form to be completed by the student(s) and provide a process for fingerprinting and criminal records background check to be performed by the Site or another entity at its discretion and expense. The Site, in its sole discretion, shall determine whether a University student has satisfactorily cleared the security screening.

10. Notification of Site Requirements. The Site shall notify the University, in writing, of any Site specific Internship requirements and/or rules prior to student placement. Upon notification by the Site, the University shall notify the student(s) of any Site-specific Internship requirement(s) as a condition of their participation, including but not limited to background checks, student participation agreements, professional liability insurance and vaccinations. The University shall notify the student(s) of any Site specific rules and/or policies provided by the Site to the University, and the student's obligation to follow said rules and/or policies in order to successfully complete the Internship.

11. Student Conduct. University students are not employees or agents of the University. Accordingly, the University is not responsible for the conduct of its students during the Internship.

a. During the Internship, students are required to follow the University's Student Conduct Code, a University regulation relating to student conduct and academic honesty. If a student's conduct rises to the level of violation of the University's Student Conduct Code, the Site agrees to promptly notify the University in writing.

b. The University shall honor any request by the Site to remove a student from the Internship whose conduct or performance is not, in the Site's opinion, professionally acceptable.

12. Safety and Security Information. The Site will provide the student with information regarding any known risk or safety issues surrounding the student's Internship environment, including the parking area and path of travel from the parking area to the Site facility. In addition, the Site will provide the student with applicable safety protocols and training necessary for their safe and successful participation in the Internship.

13. Termination. This Agreement may be terminated by either Party with or without cause upon thirty (30) calendar day's written notice to the other party of its desire to terminate this Agreement.

14. Liability. Each Party assumes any and all risks of personal injury and property damage attributable to the negligent acts or omissions of their respective officers, employees, servants, and agents thereof while acting within the scope of their employment. The University and the Site further agree that nothing contained herein shall be construed or interpreted as (1) denying to either Party any remedy or defense available to such Party under the laws of the State of Florida; (2) the consent of the University or the State of Florida or its officers, employees, servants, agents and agencies to be sued; and (3) a waiver of sovereign immunity of the University or the State of Florida beyond the limited waiver provided in section 768.28, Florida Statutes.

15. Insurance.

a. University. The University, as a public body corporate, participates in the State of Florida's Risk

Management Trust Fund for purposes of general liability, workers' compensation, and employer's liability insurance coverage, with said coverage being applicable to University's officers, employees, servants, and agents while acting within the scope of their employment or agency. **Students are not officers, employees, servants or agents of the University and are not covered under the University's insurance.**

b. Site. The Site represents it has obtained and shall keep in force during the Term of this Agreement, at the Site's expense, commercial general liability insurance insuring against bodily injury and property damage liability, with a combined single limit of not less than \$1,000,000.00 per injury or occurrence with respect to any insured liability.

16. Professional Liability Insurance. The University does not provide professional liability insurance for students. If such insurance is required by the Site, the University will notify the student that the Site requires the student to purchase professional liability insurance.

17. Non-Discrimination Policy. The Parties agree that in fulfilling their obligations under this Agreement, no person shall be subjected to discrimination based on age, race, color, disability, gender identity, gender expression, marital status, national origin, creed, religion, sex, sexual orientation, political opinions or affiliations, genetic information or veteran status.

18. Compliance with Law. The Parties agree to comply with all applicable state and federal laws and regulations, including but not limited to antidiscrimination laws such as the Americans with Disabilities Act and its amendments. The Site further agrees that it shall be solely responsible for ensuring the Internship, its facilities and equipment are accessible to students with disabilities.

19. Public Records. This Agreement is and any other documents made or received by the University in connection with this Agreement are public records, which must be made available to the public upon request in accordance with Chapter 119, Florida Statutes, unless otherwise deemed confidential and/or exempt from disclosure.

20. Representatives. The following Party representatives are the primary point of contact for the Internship and are designated as follows:

a. University: **(INSERT NAME, ADDRESS, EMAIL ADDRESS AND PHONE # HERE)**

b. Site: **(INSERT NAME, ADDRESS, EMAIL ADDRESS AND PHONE # HERE)**

In the event that different representatives are designated by either Party after execution of this Agreement, the name and contact information of the new representatives shall be furnished in writing to the other Party.

21. Notices. All notices required or permitted pursuant to this Agreement shall be in writing and sent via email to the Party Representatives listed in provision 20.

22. Governing Law and Venue. This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any litigation between Parties shall be commenced and maintained exclusively in the United States District Court for the Northern District of Florida or the state courts in and for Alachua County, Florida.

23. Entire Agreement. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the Parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement

that are not contained in this document. Accordingly, the Parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

24. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns.

25. Amendments. No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each Party hereto.

26. Severability. This Agreement is severable such that should any provision of this Agreement be or become invalid or unenforceable, the remaining provisions shall continue in full effect.

27. Waiver. The Parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any Party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

28. Assignment. This Agreement shall inure to the benefit of and be binding upon the parties hereto, their respective heirs, executors, administrators, successors, and assigns; however, no party may assign any of its rights or responsibilities under this Agreement without the prior written consent of the other party.

29. Independent Contractor. Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties. Neither shall be bound by the acts or conduct of the other.

30. Counterparts. This Agreement may be executed in counterparts. The signature page of this Agreement may be delivered by facsimile or other electronic transmission and the signatures thereon shall be deemed effective upon receipt by the intended receiving party.

IN WITNESS WHEREOF, the parties hereto have caused their duly authorized officers to execute and deliver this Agreement as of the date first above written.

FOR [_____]: FOR THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES:

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

Recommended By: _____

Name: _____

Title: _____

Date: _____

STUDENT INTERNSHIP LETTER OF AGREEMENT

DATE

SITE NAME

ADDRESS

Dear _____,

Thank you for your interest in participating in the University of Florida's student internship program ("Internship"). The University has a responsibility to train students who require practical experience to complete their professional preparation and development. The University strives to enhance its education programs through this cooperative relationship with local entities and entities throughout Florida, including _____ ("Site"). The primary benefit of the Internship will be to the student intern. In addition, the Site will benefit through the skills and efforts of a University of Florida student intern during the Internship period.

By accepting a University of Florida student intern, you acknowledge and agree to the University's standard requirements attached to this letter titled University of Florida Student Internship Program Requirements ("Requirements"). Please read these Requirements thoroughly to ensure compliance. In order to achieve a successful Internship program, take special note of the following Requirements, which are described in greater detail in the attachment:

- Internship periods are usually the duration of one semester with dates corresponding with the University's official calendar; however, Internship periods can vary depending on the student and Site needs.
- University student interns are not employees or agents of the University; accordingly, the University is not responsible for their conduct during the Internship. However, the University requires its students to follow the University's Code of Conduct during the Internship.
- All Sites must obtain and/or maintain commercial general liability insurance for the duration of the Internship at the Site's expense. Students are not covered under the University's insurance.
- The University does not perform background checks on student interns. If a background check is required by the Site, the Site must communicate this prerequisite directly to the student intern.

At the end of the Internship period, the Site may be asked to complete a student internship evaluation using a form supplied by the University. Thank you in advance for your participation. The University of Florida student intern liaison is _____ and can be contacted via email at _____. Please reach out with any questions or concerns.

Once again, the University of Florida appreciates your participation in the Internship.

Kind regards,



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