

Employer Handbook

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PREFACE

This handbook is designed for our most valued resource: the employers of our students in the Industrial Practice Programs (IPP or IP Programs). Employers may use this handbook as a reference guide that provides detailed information on the Industrial Practice Programs offered by the Erik Jonsson School of Engineering & Computer Science at UT Dallas. Employers interested in starting a co-op/intern program may use the handbook to assist in designing and implementing IP Programs in their organization.

The goals of the IP Programs are:

- To provide employers with access to highly qualified student workers for both immediate assistance and to build a resource of potential permanent employees.
- To provide students with valuable career-related work experience.

The Industrial Practice Programs in the Jonsson School include **Cooperative Education, Internships and Curricular Practical Training.**

THE UNIVERSITY OF TEXAS AT DALLAS is a young institution created in 1969 when the Texas Legislature transferred the Southwest Center for Advanced Studies to the state. Three founders of Texas Instruments – Cecil Green, Erik Jonsson and Eugene McDermott – had established the Southwest Center in 1961. UTD grew in a top-down manner: It first offered Ph.D. and master's degrees and only began accepting junior and senior undergraduates in 1976. It was expanded in 1989 to also enroll freshmen and sophomores. UTD has parallel missions: a new mandate to achieve preeminence in undergraduate math, science and engineering education in North Texas as well as continuing its traditional role of providing ongoing, professional education to local adult students and students transferring from local community colleges. With admission standards for freshmen among the highest in the UT System, UTD provides demanding curricula for all its students.

THE ERIK JONSSON SCHOOL OF ENGINEERING & COMPUTER SCIENCE provides undergraduate and graduate preparation for professional practice in engineering and computer science. Particular emphasis is placed on developing strong analytical and problem-solving abilities.

The school's **Computer Science** program emphasizes the design and analysis of efficient parallel and sequential algorithms with applications in VLSI layout and routing, distributed networks and operating systems, image processing, computational geometry, automation and robotics, and program testing and validation. **Software Engineering** is an undergraduate and graduate option in the Computer Science program, supplementing the computer science curriculum with courses in requirements engineering, software validation and testing, and software architecture.

The **Electrical Engineering** program provides students with a solid foundation in the broad areas of electrical engineering and emphasizes advanced study in digital systems, telecommunications and microelectronics. The **Telecommunications Engineering** program is interdisciplinary. Telecommunications engineering requires a blend of knowledge from the areas of electrical engineering, computer science and economics/policy. The **Computer Engineering** program provides intense preparation for engineers seeking the knowledge and skills necessary for the design of complex systems involving both hardware and software components. It places heavy emphasis on the design of high-speed and complex hardware and highly reliable and time-critical software systems.

The **Mechanical Engineering** program is designed to produce graduates who can undertake challenging projects requiring knowledge of the fundamentals of mechanical and thermal system design. The bachelor of science program prepares graduates to be able to develop innovative engineering solutions, including new manufacturing and fabrication technologies. The master's program prepares both recent baccalaureate graduates and experienced mechanical engineers for advanced micro-scale and nano-scale mechanical and thermal design and development.

The **Materials Science and Engineering** program provides master's degree students with intensive preparation for professional practice in modern materials science, which includes metals and their

composites, polymers, silicon and bio-materials, and their possible uses in various applications. The doctoral program prepares individuals to perform original, cutting-edge research in broad areas of materials science such as nano-structured materials; electronic, optical and magnetic materials; bio-mimetic materials; polymeric materials; MEMS materials and systems; organic electronics; and advanced processing of modern materials.

Plans are also well under way to add programs in **Bioengineering** (in collaboration with UT Southwestern Medical Center) and **Engineering Systems and Management** (in collaboration with the UT Dallas School of Management).

AN INTRODUCTION TO INDUSTRIAL PRACTICE PROGRAMS

The Jonsson School's Industrial Practice Programs are formal programs offered at the graduate and undergraduate levels. IPP objectives are to:

- Provide employers with a year-round source of highly qualified, pre-professional personnel.
- Strengthen the relationship and cooperation between industry and academia.
- Enhance student learning through the combination of theory and practical application by combining work experiences with classroom study.
- Develop student maturity, responsibility and self-dependence.
- Improve student skills in human relations, teamwork and communications.
- Heighten student motivation to excel in both the workplace and the classroom.

Employer's Role: Employers provide students with paid, planned work assignments that directly related to the student's academic major or career goal. Usually these assignments are for one semester and may be scheduled for any fall, spring or summer semesters. Students may continue for multiple semesters. Employers fill both full-time and part-time positions through the IP Programs.

Employer Benefits include:

- **Reduced Personnel Costs:** Employers are exempt from state unemployment compensation taxes for students working on approved IPP assignments, and fringe benefits are offered at the employer's discretion.
- **Reduced Recruiting Costs:** The median recruitment costs for an IPP student are significantly lower than the costs of recruiting new, full-time, permanent, high-tech personnel obtained through traditional channels.
- **Flexible Source of Personnel:** IPP students are available on a part-time or full-time basis for semester-long assignments. Multiple semester commitments are encouraged. Students on IPP assignments can free experienced personnel from entry-level workloads for the completion of more demanding responsibilities.
- **Increased Recruitment Yields:** Corporate IP Programs create a pool of trained and qualified personnel for permanent employment. Hiring an IPP graduate provides the participating company a staff member with qualifications that have been evaluated against company standards and have been formally documented by in-house supervisors.

Student Benefits include:

- Applying academic theory to practical problems in the business environment.
- Screening career choices.
- Obtaining the experience often required for future full-time job searches.
- Getting experience that develops sound judgment, confidence, teamwork, self-discipline and communication skills.
- Developing contacts with working professionals.
- Obtaining potential full-time job offers at graduation.
- Getting the opportunity to earn while learning.

TYPES OF INDUSTRIAL PRACTICE PROGRAMS

Background: The Jonsson School offers several types of Industrial Practice Programs. This variety of programs provides freedom and flexibility to employers and students to arrange the program which best matches their individual needs. While the intent is to offer opportunities to customize the work experience, IP Programs are formal operations of the Jonsson School and each has its own rules and regulations which must be followed by students and employers alike in order to maximize each party's chance of successful participation.

Ongoing student participation in these programs is contingent upon successfully maintaining good academic standing, satisfactory evaluations by their employing organization, registration in the appropriate IPP coursework, and completion of all IPP program requirements. IPP students are subject to all personnel regulations and policies of the participating IPP employer. Both IPP employers and students are subject to all federal, state, and local employment laws and regulations.

Participating employers do not pay fees to UTD for these programs. While IPP employers have no obligation to IPP students beyond the commitments of the IP Programs, opportunities for permanent recruitment are one of the main benefits to an employer IP Program. Therefore, while fringe benefits are not required as part of the compensation package, an employer may wish to provide them.

Cooperative Education (Co-op) is a widely recognized industrial practice program with a long and successful tradition in both education and industry. The Jonsson School offers both full-time alternating and part-time parallel formats. In an alternating program, students rotate between semesters of full-time school and semesters of full-time work assignments. Normally, two students fill a single corporate position. When one student is in classes, the other is working. At the end of the semester, the students rotate or alternate their responsibilities. In a parallel program, students combine semesters of part-time or full-time class-work with part-time (15-25 hours per week) work assignments. A co-op experience is defined as a commitment of three or more semesters for both the student and the employer.

Internships are another widely recognized industrial practice program. These programs are also available on both a part-time and full-time basis. However, internships are a commitment of only one or two semesters for both the employer and the student. All graduate level IPP assignments are considered to be internships.

Curricular Practical Training (CPT) is a U.S. Citizenship and Immigration Services (USCIS) program which allows international students (foreign students in the United States on F-1 visas) the opportunity to participate in cooperative education and internship programs. Because CPT is strictly regulated by this federal agency and because they have an impact on the international student's freedom to work on campus or to participate in Optional Practical Training Programs after graduation, they are very strictly operated. Employers should confirm the eligibility of an international student prior to making an offer for CPT employment.

Student Employment: While student employment is not an IP Program in the Jonsson School, it is another UTD resource to employers for identifying and hiring student personnel. Student employment is a paid program, but it does not require the other formal aspects of IP Programs. Positions are not required to relate to the student's academic major or career goals. Nor does student employment require minimum commitments by either the participating employers or students. In addition there are no requirements that students meet eligibility standards, register for IPP coursework or complete IPP evaluation requirements. However, it still remains an excellent opportunity for employers to hire temporary student personnel.

Participating employers should understand that the program definitions used by the Jonsson School may not match those used by other UTD schools, other academic institutions or those used by the employer.

2007-2008 SALARY STATISTICS

Student salaries on IPP assignments are determined by the participating employer organization. The salary data for 2007-2008 listed below is provided for comparison purposes.

Major	Degree	Number	Mean	Median
Computer Engineering	BS	7	\$16.57	\$24.00
Computer Engineering	MS	31	\$24.59	\$25.00
Computer Engineering	PhD	3	\$30.77	\$27.00
Computer Science	BS	77	\$17.10	\$16.00
Computer Science	MS	243	\$23.20	\$24.00
Computer Science	PhD	20	\$30.58	\$27.00
Electrical Engineering	BS	78	\$16.20	\$16.00
Electrical Engineering	MS	39	\$23.08	\$22.95
Electrical Engineering	PhD	25	\$31.88	\$34.60
Software Engineering	BS	13	\$16.81	\$16.00
Software Engineering	MS	56	\$24.10	\$24.23
Software Engineering	PhD	2	\$29.71	
Telecommunications Engineering	BS	6	\$17.62	\$17.00
Telecommunications Engineering	MS	33	\$21.52	\$20.00
Telecommunications Engineering	PhD	2	\$28.75	

SUPPORT FOR JONSSON SCHOOL IPP POLICIES

Successful IP programs are partnerships between the cooperating employers and academic institutions. To gain the most from this opportunity, each organization needs to support the rules, policies, and procedures of the other. The staff of the IP Programs is dedicated to serving the needs of both our employer and student participants. We request that all participating employers support and endorse the rules and regulations of the Jonsson School IP Programs. While this handbook provides many guidelines for employers, the specific rules and regulations for which we need your support are listed below:

- Fill the assignments defined as cooperative education or internship positions with students enrolled in a cooperative education or internship program at a cooperating educational institution. Fill the cooperative education or internship positions by working with the university's cooperative education or internship staff. If Jonsson School students apply directly to the employer for IPP positions, refer the students to the school's IP Programs staff.
- Protect the confidentiality of the students' academic and personal information that is shared with your organization.
- Notify the IPP staff of all IPP employment decisions. Please do this by providing the IPP staff a listing of the Jonsson School students working in your organization in cooperative education or internship positions at the start and end of each semester.

- Plan the student work assignments so the number and length of the work periods and the working hours each week correspond to those prescribed by the Jonsson School. Ensure the assignments relate to the academic major or career goals of the participating students.
- Do not retain a student in a corporate cooperative education or internship position if the student withdraws or is dismissed from the Jonsson School IP Programs or withdraws from UTD.
- Do not change a student's IPP work schedule, even when requested to do so by the student, without clearing the change with the IPP staff at UTD.
- Above all else, stay in contact with the Jonsson School IPP staff. Communicate problems back to the staff as soon as possible so they can be resolved quickly.

JONSSON SCHOOL IPP OPERATING POLICIES

Frequency Requirements

- **Cooperative Education:** Students and employers participating in the Cooperative Education program are asked to commit to a minimum of three semesters of alternating or parallel assignments. The goal is to generate a minimum of 52 weeks of professional experience for the student.
- **Internships:** The commitment for internship programs is a minimum of one semester.

Hourly Commitment

- **Part-time Assignments:** Participating students will be allowed to work from a minimum of 15 hours per week to a maximum of 25 hours per week. Twenty working hours per week are recommended. The USCIS limits international students on part-time IPP/CPT assignments to a maximum of twenty working hours per week. Undergraduate and graduate students are expected to enroll in and complete a minimum of six academic hours for the fall or spring semesters while working on a part-time IPP assignment. USCIS rules require international, undergraduate students to maintain a minimum of 12 academic credit hours while working part-time. International graduate students must maintain 9 academic credit hours.
- **Full-time Assignments:** A minimum of 35 working hours per week is required for recognition as a full-time assignment. There is no maximum number of weekly working hours. Undergraduate and graduate students are not required to maintain academic course hours when working a full-time schedule. They have the option to do so. This rule applies to international students as well as U.S. citizens. International students who work more than 25 hours are considered to have full-time assignments.

Independent Contractors: Students in IP programs will not be referred to positions requiring that they act as independent contractors. IPP students must be put on the employer's payroll and all necessary taxes and withholdings must be deducted from a student's compensation if on an IPP work assignment.

Temporary Service Firms: As noted above, the IP Programs prefers to have IPP students on the payroll of the firm using the IPP student. In unusual circumstances, a student may be hired through a temporary service firm. Interested companies should contact the IPP staff if this alternative is needed.

Third-Party Recruiters: The Jonsson School does not refer IPP students to or through third-party recruiters. These are defined as any and all agencies receiving a fee for placing candidates with other employers.

Unemployment Compensation: Students on approved IPP work assignments are not eligible for Unemployment Compensation benefits. Participating Texas employers are not required to pay federal or state Unemployment Compensation taxes. Employers in other states are exempt from federal Unemployment Compensation taxes. Employers outside Texas should consult with their advisors regarding liability for state Unemployment Compensation taxes.

It is the policy of the Jonsson School to consider the filing of an unemployment compensation claim by an IPP student against his or her employer to be unethical conduct and a breach of the good faith understanding between the student, the employer and the University. Any student who makes application for unemployment compensation based on an IPP work assignment will be subject to immediate suspension from the Jonsson School IP Programs.

Social Security and Medicare Taxes: Employers must pay these taxes for IPP students who are U.S. citizens and U.S. Permanent Residents. However, these taxes need not be paid when hiring international students through the Jonsson School Industrial Practice programs. (See IRS Publication 519, U.S. Tax Guide for Aliens. This exception does not apply to international students who have been in the U.S. in five separate calendar years.)

Student Health Insurance: UTD students, either full or part time, may be covered by a student health insurance policy sponsored by the University. Students may purchase the policy annually or on a semesterly basis. The policy remains in effect continuously from the day of initial registration until the end of the month of graduation, withdrawal, or dismissal from the University.

Any IPP student employee who raises questions about medical coverage during an IPP work assignment should be instructed to contact the UTD Student Health Center at 972-883-2747.

Anti-discrimination and Sexual Harassment Policies: Student employees from UTD, including international students, are entitled to full protection of federal anti-discrimination laws. Students also are protected against discrimination in employment by similar state statutes, providing the employer is subject to these laws.

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University on the basis of race, color, national origin, religion, sex, age, veteran status, or handicap.

The University of Texas at Dallas is committed to the principles that the learning and working environment of its students should be free from sexual harassment and inappropriate sexual conduct.

Americans with Disabilities Act: The University of Texas at Dallas IPP student employees are covered under the Americans with Disabilities Act of 1990. This law protects disabled students from discrimination in employment, hiring, transportation, access to public facilities and services, and telecommunications. Employers are required to provide reasonable accommodation to all qualified students with known disabilities. If issues of reasonable accommodation arise, employers are encouraged to contact the IPP Office at 972-883-4363. The University of Texas at Dallas does not condone or abide any discrimination toward disabled students. Some employers may be exempt from the ADA requirements. For more specific information about ADA, please contact the Equal Employment Opportunity Commission at 207 South Houston Street, Dallas, TX 75202 or 972-655-3355.

JONSSON SCHOOL GENERAL STUDENT ELIGIBILITY REQUIREMENTS

Participation in the IP Programs is open to all students in good academic standing. Interested students must complete the admission process, meet the minimum assignment eligibility requirements of their academic major, and must agree to follow the rules and regulations of the IP Programs.

Additionally, U.S. federal laws require all workers to have a Social Security card and number. The U.S. Social Security Administration is requiring international students to have a written job offer letter in hand to be eligible to apply for a Social Security card. Processing of that application will then take an average of two weeks. Employers of international students should understand that this delay in application and the longer processing period may delay the starting date for employers wishing to hire an international student.

IPP EMPLOYER SERVICES

The Industrial Practice Programs staff is committed to providing services for employers and students interested in participating in these programs.

Staff members are trained to assist employers by providing the following services:

- Coordinating the information exchange between the employers, students, and the Jonsson School.
- Coordinating recruitment, referral, and evaluative services for employers.
- Counseling and guiding students in the career development process.
- Facilitating the programs' evaluation component.
- Coordinating site visits and meetings with program students and supervisors.

Recruiting Students: The IP Programs office should be notified of the employer's needs for IPP students and the desired qualifications. It is important to notify the IPP office at the earliest practical time about anticipated IPP job vacancies to allow time to recruit and screen qualified students. Ideally, this should take place one full semester in advance of the actual employment.

Interviews: Participating employers may choose to interview students at their corporate location or on campus. To establish an on-campus interview date, call the IPP staff at 972-883-4363. Employers are encouraged to share detailed position descriptions, corporate literature, and product or service information to help students prepare for interviews.

On-Campus Interview Schedule Options: Participating employers may select from the following options for their interview process. IPP staff will work with employers to select the process that most meets their needs.

- **Pre-select Schedule:** This interview process allows each employer to select and schedule candidates in advance. In order to assist the employer, the IPP staff announces the opportunity, collects resumes and other application materials, and sends these materials to the employer. Employer selections must be forwarded to the IPP staff at least one week prior to the date of the interview. The IPP staff will be responsible for arranging specific interview times. This process allows both the employers and the candidates to prepare for the interview.
- **Open Schedule:** In this process, student candidates who meet the employer requirements sign up for interview times on a first-come, first-served basis. Only those students who meet employer requirements will be allowed to sign up for an interview. Employers will be provided resumes of student candidates prior to the interviews.
- **Combination Schedule:** This process allows the employer to reserve a portion of the schedule for pre-selected candidates and fill the remainder to be on a first-come, first-served basis.

Resume Referrals: At an employer's request the IPP office will e-mail, fax, or mail resumes of qualified student candidates who match the employment requirements.

Offers and Hires: Please notify the IPP office when extending an offer to a student or when a student accepts an offer for an IPP position with your organization. Also, please confirm each time the student returns to work for a subsequent semester.

Most international students on F-1 or J-1 visas who are enrolled at UTD are eligible for IPP work assignments if they meet U.S. CIS regulations and follow University regulations. When you make a job offer to an international student, the student will present their work eligibility documentation. International students will need an offer letter, on original letterhead stationary, which includes the following information:

- Statement indicating this is a co-op or internship assignment.

- Physical address, not a P.O. Box number, where the student will be working.
- A brief position description.
- The name and telephone number of the supervisor or manager.
- Wages per hour.
- The number of hours to be worked each week.
- The beginning and ending dates of the employment.

UTD international students must receive clearance from the UTD Office of International Student Services to be able to work in the IP Programs, including Curricular Practical Training. This ability to approve international students for work in the U.S. has been granted to UTD by the U.S. Citizenship and Immigration Service (USCIS).

Please note: International students are prohibited from employment at companies where United States citizenship or a U.S. security clearance is required as a condition of employment.

ESTABLISHING AN EMPLOYER INDUSTRIAL PRACTICE PROGRAM

Initial Considerations: An employer considering the initiation of an Industrial Practice Program should be certain the rationale for IPP implementation complements overall company philosophy and is endorsed and supported at the highest levels of the organization. Top-level management commitment is needed so that support for IP Programs will be an important aspect in the personnel development policies of the company. Included in this commitment should be an understanding that IP Programs are, first and foremost, educational programs integrated with practical experience.

Interested companies should develop clear organizational objectives for the IP Programs and communicate the objectives to key managers and supervisors. Budget allocations should be planned to assure long-term continuity of the program with appropriate contingency plans that permit the program to continue, even at a modest level, during periods of difficult budget conditions. An established system for ongoing assessment of the IP Programs will help managers make critical decisions about program cost/benefits.

It must be determined whether sufficient work is available to warrant the hiring of an IPP student. There should be ample work available to keep the student active during the entire semester. Further, the work should be challenging and commensurate with the student's academic level. The program should be initiated based on the availability of continuous and progressively more responsible assignments.

When developing an IP Program, it is recommended that a company representative be designated as the person responsible for IPP operations. This individual will have responsibility for the development and direction of the program throughout the company. This individual acts as the liaison between the company and the Jonsson School. He or she should have the time, energy, and commitment to promote the IP Program throughout the organization.

Close attention must also be given to the selection of persons chosen to provide direct supervision of IPP students. Emphasis should be given to placing students under supervisors who can see their roles as "educators" as well as supervisors.

The IPP Work Assignment: Identifying recruiting needs involves more than determining the number of IPP students required. It also involves the development of specific job requirements for each type of position. It is useful to all parties if the employer prepares a one-page job description summarizing the requirements for each IPP position the company plans to fill.

A successful IP Program should provide the student with a sequence of planned activities. The effectiveness of the IP Program hinges, to a large extent, on how effectively IPP students are trained and utilized. This training should include a sequence of assignments for IPP positions that will achieve employer objectives and give students a planned program of professional development. Internal rotation

from one company assignment to another gives the IPP students a sample of the types of work performed in the organization. In turn, it provides supervisors with an indication of the kind of work the students are best equipped to perform following graduation.

Assignments should progress in responsibility, compensation, and complexity as students move through their academic program and the corporate IPP work assignments. Students are quick to identify work assignments that are repetitious and non-challenging. Plan the student work assignments so the number and length of the work periods and the working hours each week correspond to those prescribed by the Jonsson School. Plan and develop experiences that complement each student's field of study and, as much as possible, correlate to the student's career goals.

SUGGESTED COMPANY POLICIES FOR IP PROGRAMS AND EMPLOYEES

The following suggestions will assist employers in developing company policies which will optimize the results of an IP Program.

Supervision: Monitor, supervise, and mentor student participants. Recognize and reward quality performance by students and their supervisors. Encourage or provide opportunities for supervisors of IPP students to develop appropriate supervisory techniques (which may be different from techniques for supervising regular, full-time employees).

Compensation: Federal law requires that all employees be compensated for their work. These laws include student employees on Industrial Practice Programs assignments.

IPP student salaries vary from one employer to another depending on the size of the organization, the position description, the academic major involved, the academic level of the student, the student responsibilities, and the regular starting salary for an entry-level person in that position. Please see the table on page 5 for information on average salaries.

Participating companies should develop a fair and competitive salary structure. If a student is participating in a multiple semester IPP assignment, it is advisable that the pay scale allow for successive increases to reward the student on each returning work assignment.

Benefits: Fringe benefits are optional. Many companies provide full-time IPP students with a modified benefits package. Some of these benefits include: insurance, company seniority, vacation time, medical coverage, sick pay, educational assistance, and paid holidays. In addition, many companies offset travel and temporary living expenses in instances where students are required to travel long distances for their IPP assignment.

Please note, employers do not pay Unemployment Compensation taxes for IPP student workers. Once students leave their IPP assignments, they are ineligible for unemployment compensation. State law requires the payment of Worker's Compensation taxes.

Additionally, employers are not required to withhold or to pay Social Security or Medicare taxes for international students. (See IRS Publication 519, U.S. Tax Guide for Aliens. This exception does not apply to international students who have been in the U.S. in five separate calendar years.)

Income Taxes: All federal, state, and local income tax laws must be complied with for IPP student employee wages. International students on F-1 or J-1 visas are subject to withholding of federal and state taxes unless they are exempt by provision of a tax treaty with their country of origin. F-1 and J-1 student employees must provide documentation of such a treaty to the employer on Form 8233.

Housing Arrangements: For many students housing is a major concern in deciding whether or not to participate in an IPP assignment at a location away from home or school. If offered, housing arrangements vary from one employer to another. Some employers provide free housing for their IPP students. Others use payroll deduction for company provided lodging. Many simply provide information about housing alternatives, which have been used by IPP students in the past.

UTD students on IPP assignments in the Dallas area may stay in UTD student housing during the IPP commitment.

Company Activities: We suggest including IPP students in regular company activities. This may include company picnics, family events, e-mail, newsletters, sports teams, volunteer services, or cultural events. Make them a part of your organization.

Professional Association Activities: If feasible, include the student in the activities of staff members in professional organizations.

IMPLEMENTING AN EMPLOYER INDUSTRIAL PRACTICE PROGRAM

The following steps or objectives will assist an employer in the initiation and operation of a successful IP Program.

Develop the Assignment Description: Once a company agrees to become an Industrial Practice Programs employer, an assignment description is completed for each position to be filled by an IPP student. The description may include the items such as:

- Job Purpose
- Duration
- Training Expectations
- Responsibilities
- Performance Standards
- Learning Objectives
- Salary and Benefits
- Name and Telephone Number of the Supervisor
- Evaluation Criteria

Employers may also wish to cite specific qualifications, such as: academic major(s), special skills, the completion of particular coursework, or the academic level of the candidates.

Managing the Selection Process: Establish procedures for prompt, regular, timely, and ongoing communication with the IPP staff within the Jonsson School. Identify and evaluate the skills, abilities, and interests needed to qualify students as good candidates for the IPP positions. Establish qualifications that are realistic for IPP students, but similar to those used when filling regular, full-time positions. Inform the IPP staff about employment opportunities as soon as possible.

Fill the assignments defined as cooperative education or internship positions with students who are enrolled in a cooperative education or internship program at a cooperating educational institution. Fill cooperative education or internship positions by working with the university's cooperative education or internship staff. If Jonsson School students apply directly to the employer for IPP positions, refer the students to the Jonsson School IPP staff.

Upon receiving the assignment description, the IPP staff will forward resumes of those students who meet the employer's requirements. The employer may contact the students directly if they elect to interview at their offices or at another designated location. If the employer would like to interview on campus, the IPP staff will schedule the interviews.

When interviews are completed, make hiring decisions promptly and notify the IPP staff of the employment decision. The IPP staff or the employer may inform the candidates of the choice. The chosen candidate then meets with IPP staff members and registers for an IPP course. The IPP course is an integral part of the IP Program and maintains the student's status at UTD while on the IPP assignment.

Responsibilities of the Assignment Supervisor: During the work assignment, the IPP student most frequently interacts with his or her immediate supervisor. The supervisor is in a position to strongly influence the student's perception of the work world. The supervisor may also help the student by

addressing observable strengths and weaknesses. Since a mentoring relationship often develops between a student and supervisor, the supervisor's ability to provide encouragement and immediate constructive feedback is integral to the success of the corporate Industrial Practice Program.

The assignment supervisor should assist students, particularly those students who are about to begin their first work assignment, by providing an orientation to the organization. Keep in mind that this may be the student's first job or first professional work assignment.

Provide an Orientation to the Organization: In acquainting the student with the IPP employer, the assignment supervisor and the organization's IPP coordinator should:

- Provide the student with an overview of the company, division, and department. Review the organization's purpose, structure, and product or service;
- Describe the student's position, status, salary, and benefits;
- Discuss administrative details with the student: working hours, record keeping, computer access, security issues, time sheets, overtime, sick and personal leave, holidays, and lunch hours;
- Orient the student to the office or department: conduct a tour, make introductions, and review office procedures and resources;
- Answer questions on parking, dress code, and other matters; and
- If necessary, assist in acquainting the student with an unfamiliar city or area: the student benefits from information and guidance on housing, transportation, recreation, shopping, medical care, churches, and educational and cultural opportunities.

Outlining the Work Assignment: Following the orientation, the student should be briefed on specifics of the work assignment. These should include:

- An overall description of the student's projects and responsibilities;
- An assessment of each project's status, timetable, and relationships to other projects within the team or unit;
- The tasks to be completed and how they relate to each project;
- The student's responsibility in completing the tasks, including time frame, expected quality, and thoroughness;
- Specific instructions on task completion, including an orientation to any special equipment to be used for the project, coworkers with whom the student will be working, and locations of equipment and materials;
- To whom the student is responsible;
- Who will direct the student;
- How, when and by whom the work will be evaluated; and
- Supplemental learning opportunities provided by the project.

Ongoing Responsibilities of the Assignment Supervisor: In addition to assigning tasks, supervising activity, and evaluating performance, the assignment supervisor maintains other responsibilities during the work period:

- Stays in contact with the IPP campus coordinator and communicates problems back to the coordinator as soon as possible so they can be resolved quickly;
- Identifies specific and measurable learning objectives to be completed during the work session; clearly states objectives which reflect the company's interest and complements the student's professional growth;
- Establishes the most effective method of evaluating student achievement of objectives;
- Monitors progress and provides continuous and constructive feedback; and
- Coordinates on-site visits of the student's IPP campus coordinator.

Procedures for the End of the Work Period

- Review each student's learning, evaluate each student's performance, and advise each student about professional and academic development;
- Discuss accomplishment of student goals; identify strengths and weaknesses;
- Complete an Employer Evaluation Form and submit it to the IPP office;
- Suggest appropriate academic coursework;
- If appropriate, develop plans for the student's next IPP assignment and communicate that information to the student and to the Jonsson School IPP staff;
- Do not change a student's IPP work schedule, even when requested to do so by the student, without clearing the change with the IPP staff at the Jonsson School;
- Analyze future IPP student needs and notify Jonsson School IPP offices if you will need additional student staff;
- Provide feedback to the Jonsson School about its academic programs as well as IPP student performance;
- Inform your corporate management about positive experiences with the IP program and encourage continued support for the program.

IDENTIFICATION AND REGISTRATION POLICIES

Occasionally employer representatives or students ask why we work so hard to identify the Jonsson School students working on co-op/intern assignments and why we require our students, in those positions, to register with and to follow the procedures of the Jonsson School's Industrial Practice Programs. The efforts to identify co-op/intern students and the registration requirements serve many purposes and these purposes benefit all the participants in the Jonsson School Industrial Practice Programs: the employers, the students, and the Jonsson School.

Cooperative education and internship programs were developed, as a partnership between colleges and employers, to augment and support the academic and career development of participating students. Because of those developmental goals, these programs are not simple 'job' programs. Over the years many academic, governmental, legal, judicial, and contractual rights and responsibilities have arisen in relation to the operation of co-op and intern programs. These rights and responsibilities are the backbone of the reasons and purposes of our identification and registration policies. They include:

- Employers may benefit financially from several tax saving regulations when participating students are recognized as having university sponsored co-op/intern status. Employers may have internal policies which allow for headcount exemptions for co-op/internship students.
- Students are suing academic institutions for injuries incurred on co-op/intern sites. Recently a Florida university was held liable for injuries suffered by one of their intern students. That student was assaulted in the parking lot of the hiring/sponsoring employer. The assailants were neither staff of the hiring/sponsoring employer nor students/staff of the university. The university was still liable because the student had co-op/internship status.
- Because of these lawsuits the UT system now requires all co-op/intern students to sign a Release and Indemnification Statement. We cannot have the students sign the statements if we do not know they are working.
- U.S. CIS regulations require that international students on F-1 visas register with and follow our policies if they wish to work in the United States.
- Registration in our programs protects and maintains the student's status as a student. This is important if the student is under their parent's health or drivers insurance. It is also important if the student wishes to live in our residence halls, use the library, play varsity or intramural sports, or participate in other campus activities. Additionally, it can be very important if the student is on scholarships or receiving financial aid, veterans' benefits, or social security benefits. All of these benefits may be lost if the student does not maintain 'full-time' student status.

- U.S. IRS regulations require a student to maintain full-time status to be claimed as a dependent on the family's income taxes.
- Registration in our programs gives undergraduate students the option of earning credit towards graduation requirements. Though optional in the Jonsson School, this opportunity is important to many students.
- ABET, the academic accrediting agency for engineering and computer science programs, also accredits the related cooperative education programs. We must meet their standards if we are to request and be awarded accreditation for our co-op/intern programs.
- The time spent on an approved co-op/intern assignment can be credited to the time in service requirements for licensing as a Professional Engineer.

Therefore, there are many reasons why we work hard to identify and track the Jonsson School students on co-op/intern assignments. All of the above listed reasons are important. But primarily, our ability to make these relationships successful for both the students and the employers depends on being aware of which students are on these assignments.

We will consistently need employer support to operate the Jonsson School Industrial Practice Programs. Part of that support is telling us the names of the students hired into corporate co-op/intern positions. Employers are asked to please help us by reporting student hires each semester, by encouraging students to register with our office, and to remove co-op/intern status from those students unwilling to register with the IP Programs. Additionally, non-students should not be identified as having co-op/internship status. We cannot recognize full-time student status or validate co-op/internship status if the student is not following IPP rules.

FAQ

1. Why should our company hire an IPP student?

IP programs are a cost effective means for obtaining highly qualified college level personnel to perform productive and necessary work at a cost lower than that paid to regular entry-level employees. It is one of the most effective ways to meet hiring objectives because it provides the opportunity to thoroughly and economically evaluate potential employees in on-the-job settings.

2. What are student qualifications?

All participating students must be in good academic standing at the Jonsson School at UTD and must meet the eligibility requirements of the specific IPP program.

3. When are students available to work?

IP programs operate on a semester basis, however, by including the summer as a third semester, students are available on a year-round basis. IPP employees may work full-time or part-time, for a single semester or for multiple semesters, depending on the employer's needs. University holidays and vacations do not apply to IPP students. They work according to the employer's schedule.

4. Are IPP students always paid a salary?

Yes. Federal law requires that all employees, including IPP students be compensated for their work.

5. Do employers pay a fee to UTD?

No. Employers pay no fees for participation in IP Programs. International students who obtain IPP employment are required to pay a UTD course registration fee.

6. What is the average salary paid to IPP students?

The salary survey is listed on page 5.

7. Is there a tax credit for hiring an IPP student?

No. There are no tax credits for hiring a IPP student.

8. Are IPP wages subject to withholding taxes?

Yes. IPP wages are subject to federal, state, and local withholding taxes.

9. Do employers pay unemployment compensation?

No. Employers are not required to pay federal or state unemployment compensation taxes. Workers Compensation taxes are required.

10. May students work for successive semesters?

Yes. Students may work successive semesters of part-time work. If a student is working full-time and not taking regular coursework, the student should return to class-work after a semester of full-time work experience.

11. Which personnel policies apply to IPP students?

All policies and procedures applicable to regular employees may also apply to IPP students.

12. Are IPP students available to relocate for out-of-town or out-of-state positions?

Yes. Students are often interested in out-of-town or out-of-state positions.

13. Is the employer responsible for the student's relocation expenses?

There is no obligation on the employer's part to pay relocation expenses. Some employers choose to pay some or all of these expenses.

14. Is there an obligation to hire the IPP student following graduation?

No. However, recruitment is one of the advantages of an IP Program. IPP participation creates a pool of trained and qualified personnel for long-term employment. Hiring an IPP student after graduation provides the company with a person whose qualities are known and have been formally documented by supervisors.

15. What if an IPP student is not performing satisfactorily?

We ask that you contact the student's IPP coordinator at UTD at the onset of any problem. If the problem cannot be corrected to your satisfaction, the position may be terminated at any point during the assignment.

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