



We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “CAS Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, make accurate representations to the effect that the designated program or service meets the CAS Standards.

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INTERNSHIP PROGRAMS

CAS Contextual Statement

In the 1960s, with its social upheaval, a movement gained considerable momentum to make the college curriculum more relevant and to apply the knowledge of theoretical disciplines to address societal problems. As institutions of higher education revamped their curricula, they began to recognize that supervised out of classroom learning experiences, defined as experiential education, were relevant to the educational process and student learning and development. Thoughtful application of experiential education practices to internships emerged and evolved as an increasing number of academic departments established criteria for structuring internship learning experiences, for assessing the intended outcomes, and for awarding academic credit. Internships have become one of the most common and recognized forms of experiential education.

As internships became more integrated into the academic curriculum of higher education, those who worked with these programs sought ways to assemble and centralize resources to help administer internship programs. The National Society for Experiential Education (NSEE), the primary professional association focused on internships and other forms of experiential student learning, was established in 1978, merging the Society for Field Experience and National Center for Public Service Internship Programs. With the expansion of internship programs into areas such as global education, other professional organizations began providing support to members who administer these programs. They include NAFSA: Association of International Educators, the Cooperative Education and Internship Association, the Association for Experiential Education, the National Association of Colleges and Employers, and Campus Compact.

Although professionalism with regard to internship programs has developed significantly since the late 1970s, establishment of CAS Internship Programs (IP) standards is of compelling importance to the field. NSEE codified principles of experiential education in 1998. The CAS standards for Internship Programs were established in 2003. The CAS IP standards define an internship within the context of an academic institution of higher education. They emphasize that within both academic and co-curricular areas careful thought, planning, administration, implementation, and feedback are important to the entire learning process. Additionally, that intentionality of purpose and sufficient resources need to be available to accomplish the established outcomes of the learning experience.

Increasingly, discipline-based academic associations have developed best practices for internships within their fields. NSEE has a series of training modules, the Experiential Education Academy, to guide academics and others who design internships and which awards a certificate of recognition. A goal of internship-focused organizations has been to advance the practice and to advocate for the inclusion of experiential and related forms of active or engaged learning, within and outside the classroom or campus setting, and to establish appropriate principles, standards and ethics to guide the work.

As a result of the efforts of these organizations, reinforced by demands of students and parents for a more applied curriculum, internships have become an integral part of a college education at both two and four year institutions. In part what identifies a quality internship, as it does other experiential “high impact practices” (AAC&U, 2008), is the degree of faculty or professional staff direction and support of the process and the expectation for student self-study that together enable the intern to “learn by doing” and to reflect upon that “doing” to achieve specific learning outcomes (Kuh, 2008).

What distinguishes an intern from a volunteer is the intentional learning shaped by experiential pedagogy (Sweitzer & King, 2014). Assessment feedback for student learning and the clarification of the relationship of an internship experience to its specific learning outcomes are essential. Additionally, the development of this experiential learning environment provided by the internship is the responsibility of the student, the student's academic program, the institution, and the internship site partner (Inkster & Ross, 1995; 1998). Each shares in the responsibility to ensure that the experience addresses intentional and collaboratively framed learning outcomes that are sufficiently rigorous to warrant academic credit or to ensure personal developmental outcomes (Hesser, 2014).

Type of Internships

The type of internship experience sanctioned by an institution may vary. Some emphasize a form of cooperative education in which compensation for professional work is a high expectation and where credit for the experience is not necessarily expected. Some may involve a heavily supervised semester or summer-long experience which may or may not award academic credit. Others may utilize a form of externship, which is similar to short-term, field-based learning with minimal or limited interaction with an organization. Regardless of the structure and as a result of the application of CAS standards, particularly standards pertaining to liability concerns an increasing number of institutions are now taking a more active role in evaluating placements and in incorporating their institutional expectations into the internship process.

Setting standards for internship programs establishes benchmarks for administrators, faculty, and staff members that identify a quality internship and an effective learning experience. Within this framework, it is also important to address the similarities and differences of an academic internship within academic affairs and a co-curricular internship supported by a student affairs division. The CAS Internship Program standards take into account the importance of establishing standards within each of these areas to meet student development, academic, career, and personal goals. Additionally, these standards assume there is sufficient communication between the two areas to ensure that appropriate expertise is utilized across divisions and throughout the campus.

Another new development in the field has been the creation of virtual internships, during which students engage in communication, special projects, and other activities while not located at the primary internship site. Still in its infancy, this type of internship gives greater flexibility to the student who cannot afford to live in another city or to take time away from employment or from one's campus. As the convenience of such arrangements becomes more attractive, institutions will have to adapt their evaluation of such arrangements and to consider the impact of these offerings on their ability to supervise, support, and assess the intended learning (Wortham, 2014). Additionally, as this form of internship begins to overlap with the field of distance learning there may be complex issues with federal and state authorization of these programs which may be quite impactful for higher education. The current revision of the CAS standards provides guidance for these new challenges.

Of considerable significance is the intent of CAS to support the concept that the Internship Programs standards apply to all internship offerings regardless of their placement within academic, student services, or individualized settings within or external to the institution. It should be noted that many colleges and universities are establishing coordinating committees to ensure viability of learning outcomes and to address issues of risk management in their internship program offerings. As they consider internships a "high impact" component of students' curricula, the need to adequately train professional staff and faculty as they guide students' experiential education is an essential institutional duty for knowledgeable and professional delivery of programmatic services.

Impact of Law and Policy

It should be noted that the U.S. Department of Labor's Wage and Hours Divisions' interpretation of the Federal Fair Labor Standards Act has addressed the legal expectations of internships and internship programs; this attention has generated significant conversation about the responsibilities and ethics of program offerings. The Department has stated that if an employment relationship is deemed to exist, the intern must be paid at least the required minimum wage and any appropriate overtime compensation. With regard to the issue of paid versus unpaid interns, recent court decisions seem to have broadened the protection of companies using unpaid interns when internships are designed chiefly for educational purposes and the majority of the benefit derived from the experience is to the intern (*Glatt v. Fox Searchlight Pictures Inc.*, 2015; *Wang v. Hearst Corp.*, 2015).

Legal cases are clarifying national and regional expectations of acceptable practice in internship programs. Educational institutions using CAS and other standards of good practice are helping address these complex matters by educating staff members, students, and internship sites regarding pedagogy, expectations, and the law. Internship program directors should consult with institutional officials on legal and business matters as part of their application of the CAS Standards to their programs.

To minimize the risk associated with off-campus internships, there is a trend for institutions to select third-party organizations with personnel who are expert in these programmatic areas to place and to supervise students. Appropriate evaluation of the performance of these organizations, moreover, must be an integral part of the internship process and incorporate relevant CAS criteria to assure adherence to institutional and best practice internship program expectations.

Internships and other forms of experiential education have become fully accepted as part of the college experience. Many new faculty members are former interns who understand the value of an internship and understand appropriate methods of measuring student performance. More off-campus agencies and site partners understand the law and the necessity to provide substantive work and responsibilities to the student intern. More financial assistance is available either through the institution or the placement site to help cover students' costs. Technology is providing career centers, internship offices, and off-campus programs with the ability to more efficiently and effectively evaluate additional placement opportunities and to match student interest and internship requirements with appropriate placements. Additionally, the implementation of online portfolio systems allows more involvement by students in their development and in assessment of their learning when all participants in the internship experience collaborate.

The evolution of experiential learning and recent developments, reinforced by the application of uniform standards available through CAS and use of rigorous experiential pedagogy, will provide internship programs the ability to offer and evaluate comprehensive learning experiences grounded within the application of effective experiential education methods. Evaluating how such changes improve internship programs will be vital to practitioners and faculty helping students learn and develop as a result of these experiences.

The reader is encouraged to recognize that the CAS Internship Programs standards compliment and support other CAS standards. Among others, the CAS standards for Career Services, Academic Advising Programs, Civic Engagement and Service-Learning Programs, and Education Abroad Programs include components supportive of comprehensive internship offerings in higher education.

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INTERNSHIP PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of Internship Programs (IP) is to engage students in planned, practical, educationally purposeful experiences in professional, work-related settings that relate to or complement students' academic and career goals.

IP must offer a wide range of internship experiences appropriate for all students served by the institution and for the types of academic, career, or professional programs offered.

IP must be guided by the standards and guidelines in this document whether originating from a centralized office, a committee, or an academic or student affairs department.

When expected or required to use standards set forth by associations, governmental agencies, licensing or related types of accrediting entities, IP should augment these standards or criteria with the CAS Internship Programs Standards and Guidelines.

IP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

To achieve their mission, Internship Programs (IP) must contribute to

- **students' formal education, which includes both the curriculum and the co-curriculum**
- **student progression and timely completion of educational goals**
- **preparation of students for their careers, citizenship, and lives**
- **student learning and development**

To contribute to student learning and development, IP must

- **identify relevant and desirable student learning and development outcomes**
- **articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions**
- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **use evidence gathered to create strategies for improvement of programs and services**

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

Domain: practical competence

- **Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

IP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**
- **designed to provide universal access**

Internship experiences must provide opportunities for the critical exploration of the relationship between knowledge, concepts, theories and models resulting from college/university and those from work settings;

development of skills, attitudes, values, and interests; and the exploration of career options in a professional setting.

Internships should provide opportunities and incentives for students to think about social processes (e.g., organizational development) and issues (e.g., the distribution of power in the site and in society, the impact of diverse identities on social relations and practices) within the context of a professional setting.

Assessment of learning outcomes must be a focus of program evaluation efforts.

To ensure a focus on student learning, IP must

- **ascertain that tasks or assignments are related to academic, career, professional, and/or personal goals**
- **confirm that the purpose and the expected student learning outcomes for the internship are appropriate, relevant, and achievable**
- **maintain written documentation of the internship goals, objectives, and expected student learning outcomes agreed to by institution personnel, site personnel, and the student**
- **document and ascertain students' progress toward achievement of goals, objectives, and learning outcomes**
- **ensure that students are prepared to engage in and learn from their internship experiences**
- **build in processes for student self-assessment, reflection, application, and integration of the learning experience, particularly as it relates to students' academic and career-decision-making and personal/professional development**

Internships may be paid or unpaid, optional or a degree requirement, credit- or noncredit-bearing, and for a variety of lengths or terms. IP experiences can include but are not limited to the following: discipline-specific course-based internships, student-initiated internships, short-term internships, group-based project internships, and virtual internships.

Internships that are credit-bearing, part of a course, or an academic requirement must be described in the course syllabus and academic planning documents and included in the course catalog. Course requirements must be explained, including criteria for grading and consequences or options if students fail to achieve expected outcomes.

When course credit is offered for an internship, the amount of credit should be determined by the extent to which the student is engaged in work/activities related to identified learning goals and not solely by hours accrued at the site.

IP should advocate that, across the institution, common criteria are used for determining how course credit is awarded.

IP should work with and seek internship opportunities for students with various abilities and life circumstances. IP should provide opportunities that are accessible to students with limitations on their time due to factors, such as employment, family caretaking, or part-time status, and to students with particular needs, such as veterans and students with disabilities.

To enrich students' global education and experience, IP should seek internship opportunities in global settings and with global organizations or other settings that promote a broad worldview and experience.

IP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Through collaborative relationships and partnerships with faculty and other institution personnel, IP must

- **establish common standards and guidelines for the design and implementation of internship experiences**
- **facilitate internship employer connections within the institution**
- **expand internship opportunities by promoting community-employer relations**
- **ensure utilization of the internship expertise available across the institution**
- **facilitate greater access to internships for all students**

IP should establish a system for centralizing information relevant to its program.

IP should seek institutional or external funds to provide financial assistance to students whose financial circumstances may prevent them from engaging in an unpaid internship.

Operationally, IP must

- **establish and communicate internship eligibility requirements; assess and monitor student eligibility**
- **determine criteria for internship sites**
- **communicate and monitor any course requirements when the internship is credit-bearing or an academic requirement**
- **ensure that essential implementation information such as job description, internship responsibilities and expectations, and policies for behavior and performance are given to the student (e.g., time/hours required, transportation options, credit/non-credit, paid/unpaid, financial factors, benefits, reporting structure, risk factors, policies on use of technology at work site, personnel policies such as working hours, dress code, management of misconduct, etc.)**
- **outline roles and responsibilities of IP and site personnel**
- **secure written/signed agreements from all parties**

In identifying an internship site, IP must ensure site personnel

- **determine the selected site supervisors are qualified to supervise interns and have a supervision plan in place**
- **provide appropriate orientation and training to internship site personnel on facilitating learning experiences for students**
- **ensure all parties involved conform to standards of privacy and other relevant standards, policies, and regulations**
- **provide reasonable disability accommodations in accordance with applicable laws**
- **ensure risk management and personal safety factors are identified, including both emotional and physical, and that specific, viable safeguards and procedures are in place**

- establish an evaluation process, including feedback from site supervisor to the student and student evaluation of the experience

Part 3. ORGANIZATION AND LEADERSHIP

Internship Programs (IP) may be structured as a central office or organizing committee, located within an academic department or division, or offered through a student or academic affairs department.

To achieve program and student learning and development outcomes, Internship Programs (IP) must be purposefully structured for effectiveness. IP must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

To ensure institutional awareness of internship organization and policies, IP leaders must disseminate information to academic and co-curricular departments.

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for the programs and services must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and a mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession

- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

Part 4. HUMAN RESOURCES

Internship Programs (IP) must be staffed adequately by individuals qualified to accomplish mission and goals.

IP must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, IP must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of IP must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of IP must have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

IP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

Training should include criteria for identifying appropriate internship sites; building and maintaining relationships with site supervisors; articulating and recognizing student learning and development outcomes; using pedagogical strategies and techniques to promote reflection and learning; assessing sites as well as learning and other outcome achievement, and appropriately responding to problem situations.

IP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- **institutional policies pertaining to functions or activities they support**
- **privacy and confidentiality policies**
- **laws regarding access to student records**
- **policies and procedures for dealing with sensitive institutional information**
- **policies and procedures related to technology used to store or access student records and institutional data**
- **how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments**
- **systems and technologies necessary to perform their assigned responsibilities**
- **ethical and legal uses of technology**

IP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

IP personnel should be familiar with

- **career, industry, and workforce trends**
- **knowledge and skills students are expected to derive from their majors/disciplines**
- **strengths or unique features of academic disciplines**
- **pedagogical strategies and techniques for promoting reflection and learning**

Administrators of IP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

IP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

IP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

IP personnel must demonstrate knowledge of experiential learning and its pedagogy and be able to enact an experiential and learning-outcome based internship program.

The training and development of IP professional personnel should enhance knowledge and abilities to

- A. Design a program that enhances student learning
 - use of standards and best practices in support of experiential learning
 - use of effective pedagogy, active learning strategies, and resources effective in achievement of learning outcomes
 - structured practices that engage students in reflection on what they have learned from the internship experience, including personal and professional skills; knowledge, values, and attitudes; and application to future endeavors
- B. Manage the program
 - fostering participation by and with diverse populations
 - developing fiscal and other resources for program support
 - promoting the value, benefits and outcomes of internship experiences
- C. Evaluate the program
 - use of standards for conducting program evaluation
 - techniques, tools, and strategies for evaluating extent to which an internship site and experience provide learning value, quality supervision, overall safety
 - methods for assessing learning and other outcomes
- D. Determine acceptability of internship experience/site
 - compatibility between expectations, objectives, and needs of the student and the internship site
 - likelihood of student achieving desired learning outcomes
 - proportion of time spent in activities related to learning outcomes
 - appropriateness of the site personnel to supervise interns and facilitate learning and development experiences
- E. Establish relationships
 - developing collaborations/partnerships with academic divisions and departments, career centers, alumni and corporate relations, media relations, and other campus units on strategies for cultivating internship opportunities with businesses and other organizations
 - fostering genuine and active commitment of students, the institution, and internship sites
 - developing and maintaining close working relationships with relevant offices across the campus in order to be fully prepared to handle situations that require the expertise of other campus personnel, such as risk management, counseling, legal, and communications
- F. Communicate effectively with students

- preparing, mentoring, and monitoring students to fulfill internship requirements
- apprising students of legal and risk management policies and safety protocols (physical and emotional)
- clarifying responsibilities of the student, the institution, and the internship site
- identifying sources and availability of assistance and support services, and referral processes while participating in internships

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Internship Programs (IP) must

- review applicable professional ethical standards
- adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must

- specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities

- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

IP personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

IP personnel must inform site personnel of their responsibility to adhere to and monitor ethical standards, behavior and practices in the student's learning experience and work environment.

When IP, site personnel or student intern identify unethical standards, behavior, or practices, the IP personnel must bring these to the attention of site personnel, the student intern, faculty, and/or appropriate institutional personnel for resolution.

Part 6. LAW, POLICY, AND GOVERNANCE

Internship Programs (IP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

IP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

IP personnel must be aware of and seek advice from the institution's legal counsel or other appropriate professional resources on

- any experiential learning agreements not in accord with the institution's existing terms and conditions for such agreements
- privacy and disclosure of student information contained in educational records to internship site personnel
- defamation law regarding references and recommendations on behalf of students and other designated clients

- **laws regarding employment referral that may pertain to how students are referred for internships; affirmative action regulations and laws**
- **liability issues pertaining to experiential learning programs**
- **laws regarding eligibility to work in paid or unpaid internships**

IP personnel should monitor rulings pertaining to unpaid internships and criteria established by governmental agencies at federal/national, regional, provincial or state levels (e.g., U.S. Department of Labor) to determine the classification of a worker. For internships in other countries, IP personnel should familiarize themselves with applicable provincial, regional or national labor regulations.

IP must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

IP must inform students and internship site personnel about legal obligations, risks, liabilities, and limitations relating to their respective responsibilities as interns, as internship employers and supervisors, and as the institution's coordinator of internship programs.

IP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

IP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

IP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

IP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

IP personnel must ensure internship sites and any accompanying residential facilities have safety and emergency procedures and policies; and those policies and procedures are reviewed by the IP and the intern.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

IP must be aware of risk management issues and consult with appropriate campus offices and officials to ensure compliance with institutional policies and procedures and verification of similar compliance at placement sites.

IP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

IP must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Internship Programs (IP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

IP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

IP must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

IP personnel must select sites that adhere to equal opportunity and nondiscrimination policies, codes, and laws.

IP must address non-adherence by employers to equal opportunity and non-discrimination policies, codes, and laws.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Internship Programs (IP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission**
- **collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**
- **disseminate information about the programs and services**

External organizations may include governments, private businesses, and nonprofit organizations at the local, state/provincial, national, or international levels.

IP must ensure that

- **relationships with external communities and organizations are mutually beneficial**
- **external communities and organizations receive meaningful services and benefits**
- **external communities and organizations are treated professionally**
- **concerns involving the student intern or the internship are addressed in a timely and appropriate manner**

If more than one institutional unit facilitates internship experiences, IP must encourage those offices to share information and collaborate as appropriate.

IP must develop productive working relationships with a wide range of institutional offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions. Institutional offices may include academic departments and divisions, civic engagement and service learning, career services, risk management, legal counsel, enrollment management/registrar, international student programs and the like.

IP must raise issues and concerns with the institution's legal counsel regarding compliance with employment and labor laws and regulations as they pertain to internships.

IP must participate in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, and academic courses or workshops in career planning, leadership training, and student organization programs.

IP must exchange information with the academic administration and faculty concerning preparation of student interns, internship requirements, labor market trends, and specific internships that may be relevant to academic planning and curriculum development.

IP must partner with institutional and external organizations to address the needs of special populations for internship experiences.

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

IP must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

Part 9. FINANCIAL RESOURCES

Internship Programs (IP) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, IP must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

IP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

IP must administer funds in accordance with established institutional accounting procedures.

IP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

IP should actively seek internal and external funding for internship stipends for students with financial need.

Part 10. TECHNOLOGY

Internship Programs (IP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

IP must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

IP should maintain a centralized information management system that is easily accessed by students, faculty, advisers, other institutional personnel, employers, and internship providers.

IP must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, IP must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

IP should advise internship site personnel and students to review policies and codes of conduct pertaining to use of technology.

Part 11. FACILITIES AND EQUIPMENT

Internship Programs' (IP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

IP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, IP must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Internship Programs (IP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

IP must

- **specify programmatic goals and intended outcomes**
- **identify student learning and development outcomes**
- **employ multiple measures and methods**
- **develop manageable processes for gathering, interpreting, and evaluating data**
- **document progress toward achievement of goals and outcomes**
- **interpret and use assessment results to demonstrate accountability**
- **report aggregated results to respondent groups and stakeholders**
- **use assessment results to inform planning and decision-making**
- **assess effectiveness of implemented changes**
- **provide evidence of improvement of programs and services**

Faculty and internship providers must be involved in the development and implementation of the assessment and evaluation process.

The internship experience evaluation process must include feedback from the site supervisor to the student and from the student.

Feedback from both site supervisor and student must address the student's achievement of learning outcomes as well as work performance.

IP must employ ethical practices in the assessment process.

IP must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;

IP standards developed/revised in 2006 & 2015