

EXPERIENTIAL EDUCATION: INTERNSHIPS & WORK-BASED LEARNING

A Handbook for Practitioners & Administrators

2017



MINNESOTA STATE

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Acknowledgements

“Work-Based Learning” for our students represents an increasingly valuable learning opportunity. Whether for the high school-aged student or a middle-of-life career changer, first-hand exposure to business and industry workplaces and the activities that drive these organizations cannot be replicated in campus settings. Increasing these dynamic experiences for students is a goal of all Minnesota State institutions. Questions regarding the different models for internships and other Work-Based Learning that exist in Minnesota, including faculty and business partner involvement, credit transferability to upper level institutions, and other considerations are major concerns for both seasoned and new practitioners when starting and updating internship and Work-Based Learning programs. In an attempt to answer some of these questions and to ultimately provide some guidelines for internship, dual training and Work-Based Learning in our system, representatives from across Minnesota State colleges and universities were invited to assist with this collection of information and suggested guidelines.

Thank you to staff and faculty across the Minnesota State system who shared forms, commented on best practices, and answered surveys. Thank you again to the Massachusetts Community Colleges Experiential Education Committee who generously allowed the use of their work as the foundation for this manual.

Foreword

Minnesota State career service professionals have worked together in an effort to support opportunities for experiential education, with a focus on internship and work-based education. Experiential education programs are recognized as a valuable component of a student’s educational experience and these programs can serve as a bridge between academics and future employment opportunities. This manual incorporates many best practices of the Minnesota State system.

The handbook outlines “best practices, success factors, federal regulations, and legal implications critical for practitioners and program administrators to understand in designing, implementing, supervising, and assessing internships and other experiential learning opportunities on each of the Minnesota State campuses. This document provides an analysis of standards, pedagogy, planning, implementation steps, anticipated learning outcomes, and legal issues surrounding the development and implementation of experiential education programs. The Handbook also contains standardized forms, processes and procedures that can be utilized across the college and university campuses.

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Introduction

Experiential education is a unique and rewarding post-secondary educational experience for many students. Hundreds of degree and certificate programs across the Minnesota State campuses include internships or other educational Work-Based (WBL) enrichment experiences as a key component of their experiential education programming, either as an elective or a required course in the curriculum.

The purpose of the *2017 Minnesota State College and University Experiential Education: Internships & Work-Based Learning, A Handbook for Practitioners & Administrators* (the Handbook) is to outline best practices, success factors, federal regulations, and legal implications critical for practitioners and program administrators to understand in designing, implementing, supervising, and assessing internships and other WBL on their respective campuses. Recognizing that each of the Minnesota State campuses may have unique characteristics, histories, goals, and best practices for the administration of their experiential education programs, the handbook authors offer the elements in this handbook as a way to assure some consistency where it's believed beneficial.

Mission

According to the Council for the Advancement of Standards in Higher Education (CAS), “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. (Council for the Advancement of Standards in Higher Education [CAS] IP standards developed/revised in 2006 & 2015.” CAS pointedly recommends that successful experiential education programs must also operate as an integral part of each institution’s overall mission and goals.

Scope

Experiential education opportunities discussed in this publication will be limited to those experiences for which a student earns academic credit in an agreed-upon, short-term, supervised work experience related to a student’s field of study. On individual campuses that make up the Minnesota State system, this Work-Based Learning are called internships, mentor/mentee relationships, apprenticeship and other experiences beneficial to the student. These experiences can be full-time or part-time, on or off campus, and paid or unpaid. Credit is awarded to the student by the college or university upon successful completion of the experience and all academic requirements.

Content in the Handbook does not intend to address practicums, clinicals, or other required fieldwork experiences leading to professional licensure or certification. Also, for the purposes of this handbook, the experiential education opportunities described herein are distinct from volunteer service or classroom-based service learning opportunities.

Value

For the student, Work-Based Learning internship, apprenticeship and other practices offer valuable real-world experience in their desired career field, gaining hands-on skills development under the guidance of employer and faculty mentors. Classroom knowledge comes alive as the student has the opportunity to explore and reflect on academic theory in practice, in a dynamic organizational environment. Internships and WBLs also offer students the ability to test-drive a career before continuing down a particular path of further education. In addition, the experience will help students build a valuable network of professional contacts as well as bolster their resume towards gainful employment and impact their community in a meaningful way. Attention to all such aspects of a student’s lifelong learning, career, and educational development should be considered in the design and implementation of academic internship programs (State University of New York [SUNY] University Faculty Senate. New graduates who have participated in an internship experience are also more likely to receive a job offer than their peers who did not. “Currently, the average offer rate to interns is 72.7 percent, the highest it has been since the peak of the pre-recession market. The current average acceptance rate is 85.2 percent, which is above pre-recession levels. The overall conversion rate is 61.9 percent—that is a 13-year high.” (NACE, 2016).

For the faculty, internship or WBL supervision may offer new partner linkages and opportunities to keep abreast of the most current trends and emerging needs of the professional work world. Broad exposure to the operating practices of many different organizations can be gleaned through one class of students placed throughout the local community or in some cases even an international location. Faculty can gain valuable information to better prepare their future students and aid in the redesign of course or program curricula.

For the college and university, internships and WBL offer a robust teaching and learning vehicle to promote increased academic, career, and personal development opportunities for the success of the students we serve. Internships and WBL also contribute to strengthen the presence of the college and university in the through building partnerships, spurring recognition of various academic departments, and establishing momentum for a stronger workforce development, recruiting pipelines or re-training needs. These experiences improve student motivation, attendance and graduation rates.

National Association of Colleges and Employers (NACE) statistics

1. 60% of 2012 college graduates who participated in an internship received at least one job offer.
2. 95% of employers are looking for college grads with experience.
3. Organizations converted 58.6% of their interns into full-time hires (highest recorded percentage)
4. 83.4% of employers say that their internship program is designed to help their organization recruit entry-level hires. (NACE, 2016).

For the organization providing the experience, an internship or other Work-Based Learning offer opportunities for real work projects to be completed while investing directly in their local, future talent pool. Organizations gain access to students early on in their educational careers, capturing their attention before other competitors have this opportunity. While providing internships and other WBL, the organizations invest training resources towards the student's development. These internships and WBL are a strategic, high-value investment that can be significantly less than the high cost of recruitment and the possibility of securing unsuccessful new hires. Student interns can also add value by expanding workforce diversity, creating an influx of fresh ideas on existing systems, and broadening leadership and supervisory professional development opportunities for staff as well as gaining exposure to technical skills students bring to the workforce. The internship or WBL can foster useful long-term relationships for the organization, the student, and the academic institution.

High-Impact Educational Practice

The American Association of Colleges and Universities (AACU) has listed internship and other Work-Based Learning as a targeted category of ten "High-Impact Educational Practices" identified in a 2008 report through the Liberal Education and America's Promise (LEAP) initiative. Kuh (2008) writes that these ten "practices have been widely tested and have been shown to be beneficial for college and university students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts." He adds that "on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning" (p.1).

Internships and WBL programs are a proven model of teaching excellence. However, where practical, a comprehensive, coordinated approach to the institutional management of these programs is an essential ingredient towards achieving maximum student engagement, growth, retention, and success.

Definitions

Experiential education, internship and WBL are opportunities for formal integration of a student's academic study and active engagement in an experience that provides real learning for career and educational development.

Several professional and academic organizations provide definitions of experiential education, internships/Work-Based Learning, including the National Association of Colleges and Employers (NACE), the Cooperative Education and Internship Association (CEIA), and the Council for the Advancement of Standards in Higher Education (CAS). Additionally, MN campuses and even programs within difference colleges, may offer slightly different definitions.

Experiential Education:*

A systematic approach to applied learning whereby a student engages in professional, productive learning activities. Experiential Education is a process through which a learner constructs knowledge (CAS, 2009). Experiential Education refers to learning activities that involve the learner in the process of active engagement with, and critical reflection about, phenomena being studied (NSEE, 1997).

Internships:*

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent (NACE, 2011, p.2).

NACE came out with the new, above definition of internships in a July 2011 Position Statement to its membership and the U.S. Department of Labor, in response to the considerable growth of unpaid internships and recognition of this as a "topic of discussion and concern for the past two years" (p.1). In its broadest definition, NACE still recognizes on their main website that "internships can be paid or unpaid and the student may or may not receive academic credit for performing the internship" (NACE).

**In practice, individual employer organizations and academic institutions adopt terminology that identifies with various aspects of these definitions, and as such may not be consistent with the definitions provided above. Further incongruities transpire across the high school, college and university, baccalaureate and graduate college and university levels. It is the work of practitioners in these professional bodies in the coming years to help facilitate a more clear understanding of the various field terminologies amongst employers and educational practitioners nationally. However, it is prudent to include these definitions here as a basic foundation.*

Key places for terminology substitutions are delineated by italicized text in parentheses. The following is a general list for sample substitutions that may be used in accordance to individual institutions.

(Experiential Education) mentoring, apprenticeship, externship (Internship) - etc.

(Faculty) - Faculty Advisor, Faculty Mentor, Advisor, etc.

(Coordinator) - Internship/Apprenticeship Coordinator, Career Placement Coordinator, etc.

The National Society of Experiential Education (NSEE)'s Eight Principles of Good Practice in 1998 explored further in Part I. Pedagogy: Section 2). In 2006, the Council for the Advancement of Standards in Higher Education (CAS) integrated NSEE's foundational principles into their comprehensive document of benchmarks *Standards for Internship Programs*, later reviewed in 2008. CAS is a consortium of nearly 40 higher education and professional associations established in a collective effort to provide enhanced credibility within higher education by establishing standards that are inclusive of the values and interests of member professional groups and the areas they promote, such as NSEE, and that foster and enhance student learning, development, and achievement at institutions of higher education.

In its *Contextual Statement Preface to the Role of Internship Programs and Standards* (2006), CAS recognizes that internships have grown to be an "integral part of a college or university education," as a result of movements since the 1960's to make the curriculum more relevant to a career orientation and to better apply the knowledge of theoretical disciplines to solve societal problems (p.1). The Statement particularly underscores the importance of integrating these experiences into the academic functioning:

Although professionalism in Experiential Education has made significant leaps in the past decade, the establishment of these standards is an important milestone within the field. It emphasizes that careful thought, planning, administration, implementation, evaluation and feedback are important in the entire learning process and that sufficient resources should be available to accomplish the established goals of the learning experience. Also, this professionalism must exist within both the academic and the co-curricular areas of the institution... administrators and faculties have a special obligation to ensure not only the high quality of the learning environment for their students but also to assess the risk management and safety of students in these settings (p.2).

The CAS standards for internship and co-operative education programs establish a set of benchmarks useful in ascertaining what a quality college and university internship program should resemble as it meets student academic, career, and personal goals. Benchmarks help determine whether an activity is academic credit-worthy, enhances the student's overall educational experience, and helps assess risk management to protect the student, faculty, staff member or institution, and outline credibility and accountability for the site sponsor (CAS, 2009, p.277). Nationally recognized standards are important to consider for quality development, improvements, and accreditation of internship and cooperative education programs.

The table below summarizes the fourteen defined CAS Standards for internship and cooperative education programs. (For the complete document please refer to Appendix F).

CAS General Standards	
1.	MISSION - Programs and services must develop, disseminate, implement, and regularly review their mission.
2.	PROGRAM - The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation.
3.	LEADERSHIP - Effective and ethical leadership is essential to the success of all organizations.
4.	HUMAN RESOURCES - Programs and services must be staffed adequately by individuals qualified to accomplish the mission and goals.
5.	ETHICS - Staff must adhere to the highest principles of ethical behavior and ensure privacy and confidentiality.
6.	LEGAL RESPONSIBILITIES - Staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole.
7.	EQUITY and ACCESS - Programs and services must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations.
8.	DIVERSITY - Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, programs and services must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.
9.	ORGANIZATION and MANAGEMENT - To promote student learning and development outcomes, programs and services must be structured purposefully and managed effectively to achieve stated goals.
10.	CAMPUS and EXTERNAL RELATIONS- Programs and services must reach out to relevant individuals, campus offices, and external agencies.
11.	FINANCIAL RESOURCES - Programs and services must have adequate funding to accomplish their mission and goals.
12.	TECHNOLOGY - Programs and services must have adequate technology to support their mission.
13.	FACILITIES and EQUIPMENT - Programs and services must have adequate, accessible, suitably located facilities and equipment to support their mission and goals.
14.	ASSESSMENT and EVALUATION - Programs and services must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes.

1. History, Theory and Research

Early experiential education theorists were considered “activists” in their time, opposing the existing models of traditional public and private education. Since the work of these early theorists, a variety of experiential education fields have exploded onto the scene and have become widely valued as an integral part of our modern educational systems. This includes such programs as cooperative education, outdoor education, internships, service learning, and study abroad programs.

Traditional, classroom-based education enables a critical foundation for experiential learning activities to take place. It also grounds knowledge in real life experience. In moving away from passive teaching tools such as lectures or discussions of abstract theory, the student is encouraged to take more ownership in his or her own learning. Experiential education is process-driven, and becomes learner-centered as constructed by the individual, rather than content-driven as taught through a professor or a text. In an experiential education classroom the teacher is no longer, as it is said colloquially, the "sage on the stage" but rather the "guide by the side" along the student's pathway of learning.

As pedagogy, experiential education equalizes the classroom for students by valuing the fact that all have pre-existing experiences that can contribute to new knowledge. Through a continual process of reflection and dialogue, students are learning from experience as well as experiencing their learning. Lifelong learning is embraced as critical reflection draws out what is significant or internally meaningful to the student learner. It is this series of meaningful, significant learning moments that strongly shape each student's personal and professional development, and offer rich opportunities to emphasize the integration of academic ideas into practical and civic realities.

2. Key Success Factors

The National Society for Experiential Education (NSEE) actively participated in the development of the fourteen approved CAS Professional Standards for Higher Education for experiential education programs, including cooperative education and internships as published in the 6th and 7th editions (CAS, 2009). A 9th edition is now available.

NSEE keyed in on eight success factors that all experiential education activities should have: Intention, Preparedness and Planning, Authenticity, Reflection, Orientation and Training, Monitoring and Continuous Improvement, Assessment and Evaluation, and Acknowledgment (NSEE, 1998).

The following page outlines NSEE's eight success factors in greater detail. These factors summarize the essence of a well thought out experiential education program.

NSEE Principles of Good Practice

INTENTION- All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

PREPAREDNESS & PLANNING- Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

AUTHENTICITY- The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

REFLECTION- Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

ORIENTATION & TRAINING- For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

MONITORING & CONTINUOUS IMPROVEMENT- Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

ASSESSMENT & EVALUATION- Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

ACKNOWLEDGEMENT- Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

3. Reflection

Reflection is a critical thinking process that enables students to connect experience with knowledge. It plays a crucial role in experiential education and when done regularly, can help foster successful habits for lifelong learning. Professors and researchers consistently report that reflection powerfully affects the outcomes of students' experiences (Eyler, J., Giles, Jr., D.E. and Gray, C.J., 2000). Without reflection, which is the "turning [of] a subject over in the mind and giving it serious and consecutive consideration" as defined by Dewey in 1910, and "monitoring one's own reactions and thinking processes" as defined by Eyler and Giles in 1999, an experience is merely an experience (King, 2009, p.14). Bloom's Taxonomy recognizes the cognitive domain through involved knowledge and development of intellectual skills. 1984.

Educational practitioners assigning and facilitating reflection activities can sometimes find critical reflection a difficult process of trial and error. Educators may be more familiar with the critical thinking tool, Bloom's Taxonomy of Cognitive Hierarchies. It applies to reflection in that by starting with knowledge based questions and moving through a fuller comprehension, application, analysis, synthesis and evaluation, one is able to deepen their critical thinking abilities and achieve fuller learning (King, 2009, p.4).



Figure 1. Dabbagh, N.

Practitioner Guidelines

In 1999, Robert G. Bringle and Julie A. Hatcher developed five guidelines specific to designing critical reflection activities (Bringle, R.G. & Hatcher, J.A., p.182):

REFLECTION GUIDELINES
1. Clearly link the experience to the course content and learning objectives.
2. Be structured in terms of description, expectations, and the criteria for assessing the activity.
3. Occur regularly during the semester so that student can practice reflection and develop the capacity to engage in deeper and broader reflection.
4. Provide feedback for the instructor about some of the reflection activities.
5. Include the opportunity for students to explore, clarify and learn how to improve their critical analysis and alter their values.

Critical reflection must be distinguished from wandering "Dear Diary" intrigues or stagnant journal entries of their daily activities. The above guidelines help establish a consistent structure and feedback loop for students to develop their critical reflection and personal learning. Faculty practitioners can promote more transformative student learning by expending more attention to the reflection activity design, course objective linkages, consistency, and assessment. For long-term experiential education activities such as internships and WBLs, a simple pre and post-experience reflection paper without regular journal reflections in between may unintentionally skip over valuable learning moments staggered throughout the student's experience.

Expanding the repertoire of reflection activities is another good way to better draw out critical thinking in students doing experiential education. Reflection activities are validated and enhanced through meeting course objectives. Incorporating variety will also appeal to different student learning styles oriented more strongly to feeling, thinking, observing, or doing (Eyler, J., Giles, Jr., D. E., and Schmeide, A., 1996, p.47). Eyler, Giles, and Schmeide have outlined four common categories of activities which correspond to these learning styles and are suitable for either individual or group reflections as summarized below (1996, p.56-59).

Written reflection activities such as a journal, reflective essays, integrative papers, newsletters, or position papers, are the most commonly used assignments within internships and WBLs. These are also “the most consistently linked to such personal outcomes as reductions in stereotyping and increased tolerance and to the academic outcomes of problem solving and critical thinking and perspective transformation,” pulling from Eyler and Giles (1999) as quoted by King (p. 14).

The Critical Incident Journal is a simple model developed by T.K. Stanton that creates a good outline for deeper thinking (Bringle, R.G. & Hatcher, J.A., 1999, p.181). In this model, students are asked to think of specific moments throughout their experiences that embodied a turning point, and then answer the following three questions:

1. Describe your role in the incident.
2. Analyze the incident.
3. What impact did the incident have on you?

Doing reflection activities can include artistic reflections, collages, photo displays, video, role playing/simulations, advocacy work, program development, electronic mediums, and theater.

Oral reflection activities can involve one-on-one meetings, large group discussions, interviews, mentoring, teaching a class, story-telling, and legislative involvement.

Reading reflection activities can include case studies, current affairs articles, and newspapers.

Assessment

Assessment of reflection activities is the hinge that often maximizes student growth. Faculty practitioners can be hesitant to grade reflection activities due to their subjective nature. However, it is important that the process of student reflection, not the tenets or values therein, is evaluated in order to encourage students to move upwards through the hierarchies of critical reflective thinking.

James Bradley has created one of the best assessment models for student reflection that bridges knowledge and experience, known as Bradley’s Criteria for Assessing Levels of Reflection (Bringle, R.G. & Hatcher, J.A., 1999, p. 87). Bradley’s Criteria define three levels from basic to sophisticated, outlined in the table on page 16:

BRADLEY'S CRITERIA FOR ASSESSING LEVELS OF REFLECTION

LEVEL ONE

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.
2. Tends to focus on just one aspect of the situation.
3. Uses unsupported personal beliefs as frequently as "hard" evidence.
4. May acknowledge differences of perspective but does not discriminate effectively among them.

LEVEL TWO

1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult.
3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
4. Perceives legitimate differences of viewpoint.
5. Demonstrates a beginning ability to interpret evidence.

LEVEL THREE

1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.
3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.
4. Makes appropriate judgments based on reasoning and evidence.
5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients' lives.

Without direction from faculty advisors, students will tend merely to talk about their observations and experiences at level one. Such descriptions typically mention isolated aspects of the experience without further insight, consideration of contributing variables, or evidence to support their personal statements of belief. Even if the experience is a "critical incident" that affects the student's feelings or beliefs, the reflection still remains at the ground level of critical thinking development until the student pauses to consider multiple perspectives, interpret broader evidence, or reason through alternate solutions to a problem.

Reflecting on Developmental Stages of the Experience

Sweitzer and King have identified five developmental stages that all students tend to experience in their internship or WBL placement. At variable rates of movement, students approach their internship with anticipation, then disillusionment, confrontation [of goals and expectations], competence [achievement and confidence], and finally culmination [fulfillment and departure] (Sweitzer, H.F. & King, M.A., 2009, p. 49-59). Practitioners can share this model with their students for incorporation into reflection activities. A student's individual learning journey will be marked by concerns and obstacles that are most meaningful to them at each of these stages. But in their research, students also reported comfort in reading about the developmental stages and reflections of fellow students, incorporating into their own reflections an amazement that "my stages and concerns are not unique to me" (Sweitzer, H.F. & King, M.A., 2009, p.58). Over the course of the semester, the multiplying power of critical reflection can be one of the most powerful and transformational tools for student engagement, learning, and personal development.

4. Importance of Learning Outcomes and Assessment

Experiential education settings provide a strong context for rich learning opportunities through exposure to new environments, skills practice and development, real-world scenarios, and reflection upon “critical incidents” or “A-ha” learning moments. A key benefit of the academic internship or WBL experience is the opportunity for faculty mentoring and oversight in addition to that of the site supervisor. Course design and personal learning objectives are integrated to frame the student’s entire reflective learning process to reach desired outcomes. Individual achievement of learning objectives related to the course objectives, and combined in a class setting with the group benefits of peer-to-peer learning and faculty facilitation, will constitute the true benchmarks of a student’s success.

In order for the student’s experiential education activities during the internship or WBL to provide real personal and academic learning and development, prior planning must occur on the part of the student and educator. Establishing clear objectives, designing activities tied to the objectives, and critical assessment of not only the technical skills developed by the activities, but also critical reflection on self-awareness, interpersonal skills development, values, failures and successes is the foundational process that will readily lead to the testing of ideas in action and benefitting new learning (NSEE Foundations Document Committee, 1997).

Therefore, four key steps to ensuring a successful experience are:

Goal and outcome setting inclusive of industry knowledge, skills to develop, application to academic theory, communications to transpire, and reflection on the relevance of education, prior life experience and future aspirations, should be co-designed by student and faculty.

Objectives coinciding with those goals and outcomes must be written to reflect what the student wants to learn, how the student will learn it, how the student will demonstrate the learning, and how the student will consider the impact of their learning. Objectives must be relevant, prioritized, and dynamic, open to modification as necessary.

Activities should be identified that will support these objectives. They should be developed from formal resources such as a job description, and informal resources such as conversations about upcoming projects with the site supervisor.

Assessment by both the employer and the faculty should flow from the development of learning objectives, how the student meets those objectives, and how the student demonstrates or presents learning. A student’s personal assessment is inherently needed in experiential education programs and can be demonstrated through self-evaluations, portfolio development, critical written reflections, or verbal presentations of cumulative learning on the job.

Planning for a successful internship or WBL requires forethought on the part of the institution, the student and the sponsoring host site organization. Outlined below are suggested steps for all parties to consider before implementing the internship or WBL. It is incumbent on all parties to be aware of the various nature of challenges raised by each of these steps and plan accordingly. Individual campuses or programs of study may have unique situations that impact the planning process and add constraints or requirements to be considered. However, the following statements represent considerations that will probably be common to all.

1. Timeline

Planning by all parties should generally take place during the semester prior to the actual internship or WBL. Ideally, enough time should be set aside in the planning process to avoid any delay in the commencement of the actual internship or WBL.

On the part of the student, time is required to prepare for an internship or WBL, including identifying career interests, searching for an internship or WBL, developing a resume and cover letter, preparing for the interview, and attending any orientation programs required by the college and university.

Students often severely underestimate this timeline. Students should be informed of appropriate expectations and financial aid considerations in advance in order to find the best-suited internships or WBLs, appropriately plan for their academic and personal schedules, and ultimately achieve success in their internship or WBL experience. Students should have their site confirmed and all paperwork completed prior to starting the semester.

On the part of the institution, time is required to review student eligibility and course prerequisites, approve registration, assign appropriate faculty advisors if not part of a regular course, and assist with resumes as well as the interview process. Orientation trainings may also be a part of this planning process. Coordinators or faculty may also be involved in soliciting potential internship or WBL host sites, making referrals, coordinating with Human Resources personnel or supervisors for work expectations tied to the course requirements, and answering employer questions on internship/WBL paperwork. The institution also needs to approve the internship or WBL job descriptions for appropriate student placement and award of credit.

On the part of the host site organization, well organized employers will have completed their internship or WBL hiring process in advance. This could range from a few weeks up to 6 months in advance of the internship/WBL start date, particularly for highly competitive positions. New host site employers designing an internship or WBL position may also require several weeks advance time to plan work projects, draft job descriptions, approve intern/WBL supervisors, and arrange for training, workspace, or budgetary requirements.

Medical Insurance: Students should be advised that they are responsible for providing their own health insurance and for any and all medical expenses they incur related to any injury, loss or illness they sustain while participating in the training experience.

Academic Eligibility

Internship and WBL opportunities are geared to build upon skills and knowledge already developed in the classroom setting. It is suggested that degree-seeking students complete two or more semesters (30 credits) and successfully complete three courses in their major or be co-currently registered, and have a GPA of 2.0 or higher to be eligible to participate in a credit-bearing internship or WBL. Students enrolled in certificate programs should generally be in the second half of their program, successfully complete three courses in their major or be co-currently registered, and it's recommended they have a GPA of 2.0 or higher to be eligible to participate in a credit-bearing internship or WBL. Some academic programs on individual campuses may require a higher GPA for participation, or additional course pre-requisites for the major.

Eligibility Approval Process

Each campus should develop a process of internship/WBL eligibility approval granted by the appropriate Academic Dean, Assistant Dean, Department Chair, Internship/WBL Coordinator or other designee. All students seeking to register for an internship or WBL course should receive prior approval as appropriate to the skill level and academic expectations for going out on internships and WBL as well as representing their college and university and the quality of their specific academic program in the community.

3. International Student Eligibility

International students enrolled at Minnesota colleges and universities typically on F-1 student visas, whereby opportunities for employment, internships or WBL, are limited by immigration regulations. The international student advisor on your campus should be consulted for advice on eligibility and the most current regulations from the U.S. Department of Citizenship and Immigration Services (USCIS) and U.S. Department of Homeland Security.

4. Transfer

Presently, there are a small number of individual internship and Work-Based Learning in academic programs at various Minnesota State colleges that have articulated credit to baccalaureate institutions. A key objective for many faculty, practitioners, and administrators is to increase such opportunities available to students in the future.

Commitment in developing this handbook:

The campuses and the state should consider building on the recommendations provided in this handbook to create a similar set of statewide criteria for internships/WBL to ensure their transferability across the Minnesota public higher education system. In order to do this, state universities need to be involved in agreements about the possible transfer of this type of credit as there can be variation in how such credit is applied to future programs and majors.

One long-term goal may be for students transferring to baccalaureate state institutions that have participated in an internship/WBL course at one of the Minnesota State colleges and to be able to transfer their credits into their intended academic majors, whether as program electives or general electives. The application of this type of credit would depend on whether there is room for such electives in the future program/major. Note: transfer of any credit depends on how it can apply to a program or major; therefore, it's possible for credit to transfer but to not count toward a particular student's program or major requirements. Students should be strongly advised to check with future colleges and universities to see how credit would count toward requirements in a desired program or major prior to taking them. A unified course description among the colleges and universities such as in the Sample Standard Syllabus (Appendix C) and a common set of academic criteria will help to strengthen the acceptance and transferability of internship academic credit to the four-year universities.

5. Site Selection

Site Requirements

Appropriate internship and WBL sites will provide students with practical experience in their area of academic program. Host sites are required to provide a job description to match the suitability of the proposed experience to the overall academic learning outcomes of the course design. The site's personnel should also be willing and available to provide mentoring and instruction to students as part of their experiential education opportunity. Site supervisors should evaluate the students' engagement and time log for accuracy and goals are being met throughout the semester.

The student should communicate any special requirements such as transportation, work schedule, or limitations that cannot be reasonably accommodated by the site early in the process to assist in better site selection.

Faculty advisors or the designated internship or WBL education coordinator may use professional contacts to develop opportunities at appropriate sites. In collaboration with the coordinator or faculty, students are required to take responsibility for researching, identifying, and securing possible opportunities.

The colleges and universities should approve all host site placements with related job descriptions. However, final site selection is ultimately at the discretion of the student and employer, and may be incumbent upon background screening or pre-employment checks by the host site.

Site Approval Process

Each campus should plan to develop a process of site approval. The appropriateness of the site will be determined by the CAO/Academic Dean or his/her designee. At some campuses this designee will be an Assistant Academic Dean, Department Chair, or Internship/WBL Coordinator. Sign-off is recommended on the MS Internship/WBL Agreement (Appendix A-2).

6. Credit

Students will work a minimum of 50 hours per one credit hour. The basis for this minimum is the assumption that one hour of academic credit involves about 15 hours of instructional time plus 35 hours of supplemental time over the course of a 16-week semester. This award system of credit is in keeping with national educational practices.

7. Learning Outcomes, Objectives, and Activities

The institution shall ensure that credit is granted to students who have achieved the stated objectives of each learning activity, in addition to completing the required number of hours at the internship or WBL site. Activity design should match the institutional, program of study, and course outcomes set forth in the academic catalog, departmental assessments, self-studies, or related institutional materials. The course syllabus must include learning outcomes, objectives and activities as well as an evaluation method to assess the quality and quantity of the learning achieved. Evaluative criteria should be held to the same academic rigor as courses in the traditional classroom setting. The importance of learning outcomes and assessment are pedagogical to the intrinsic 'real learning' value of a student's experiential education experience (further outlined in Part I: Pedagogy: Section 4).

Definitions

Learning outcomes focus on the end result of a learning experience. They describe 'exit behaviors' or broad aspects of desired behaviors that demonstrate the significant learning of a set of essential knowledge, skills, and attitudes. They will be transferable to a wide range of work settings and are usually accomplished over time in several learning experiences throughout the course design (UConn).

Learning objectives tend to describe specific, discrete units of knowledge and skills and are associated with activities or specific workplace tasks to be completed, usually within a short time frame. Learning objectives and activities will support the demonstration of broader learning outcomes (UConn).

As a way of comparison, an example of a learning outcome for a graphic design internship/WBL could be:

- Demonstrate familiarity with a variety of tools and techniques in the process of producing professional work in the fields of graphic design, advertising, and illustration.

Specific objectives which support this outcome could be:

- Conceptualize and develop preliminary construction plans, and build mock-ups of three dimensional communication design projects using two different materials and techniques.
- Students will identify specific cultural, social and psychological aspects of advertising design expressed in different mock-ups.

Development of Learning Outcomes, Activities, and Objectives

Students and faculty share in the design of learning outcomes and objectives, as relevant to the course objectives, a student's personal goals, and the job activities listed in the job description.

However, there are several national and local educational and professional bodies that have established quality standards for colleges and universities level, experiential education internship and WBL programs relevant to employer-identified 21st Century workplace competencies. Among these are the Council for the Advancement of Standards in Higher Education (CAS) and the National Society for Experiential Education (NSEE).

For further information and resources, practitioners are encouraged to reference the CAS Standards (listed in full in Appendix F), NSEE's Eight Principles of Good Practice (Part I. Pedagogy: Section 2).

The CAGUE report identifies the "aspirations and ideals" students as grouped into three categories of student learning outcomes: Colleges and University Level Fundamentals; Integrative Thinking; and Civic, Organizational, and Career Competencies (CAGUE, 2009, p.3). A summary of the latter two categories, most relevant to internship/WBL experiences are:

Integrative Thinking - centers on the methodologies from various disciplines to solve complex, real- world problems and to create new solutions. Such skills allow graduates to be successful in an ever- changing world.

- Critical Thinking and Informed Decision-Making - root causes, multiple perspectives, abstraction
- Creativity and Innovation – continuous improvement, dynamics of change, originality
- Problem Solving – test hypotheses, learn from mistakes, persistence
- Systems Thinking – holistic view, actions and unintended consequences to the whole

Civic, Organizational, and Career Competencies - encompass a range of personal, interpersonal, and group behaviors that are required to be an effective and successful citizen and worker in any organizational and/or career setting.

- Relevance of Education/Lifelong Learning – global/workforce trends, career knowledge
- Civic and Social Responsibility – effective citizens, ethics
- Personal Responsibility – choices, actions, values, personal compass
- Workplace Skills – accountability, goals, project management, dependable workplace habits
- Teamwork/Collaboration– navigating conflicts, leadership, respect, responsibility

Standardized Internship/Work-Based Learning Outcomes

In support of the combined groupings of these professional and educational quality standards for student learning outcomes, six key learning outcomes have been identified to meet the academic, personal, and transfer goals of internship and WBL programs. These six learning outcomes are also listed on the MS Student Internship/WBL Agreement (Appendix A-2), with space for the development of individually related program or student learning objectives:

Academic learning outcomes for the student internship/WBL are intended to encompass all of the following:

- Develop technical skills and professional communications in a work setting.
- Understand industry and organizational structures, culture, and ethics.
- Apply and reflect on the connections to academic theory and practice.
- Strengthen critical thinking, research skills and problem solving skills.
- Develop a greater awareness and appreciation of self, others, and social responsibility in a work, career, and global context.
- Establish a network of professional contacts, mentors, and references.

For further resources and information, practitioners are encouraged to reference the Sample Learning Outcomes & Objectives Toolkit (Appendix E).

8. Assessment

Assessment is the process of designing, collecting, analyzing, interpreting, and using information to evaluate students' learning and development or program effectiveness. Its two major purposes are to improve and to ensure accountability of college and university programs. Successful assessment plans consist of clear, obtainable goals and objectives, measurable outcomes, meaningful and accurate data, appropriate methods and techniques of measurement; and instructions for disseminating results (Erwin, 1991).

Assessing Student Learning Outcomes

Both quantitative and qualitative methodology should be used in assessing student learning outcomes, however, it is important to consider which method best suits the purpose of the study. Pre- and post- testing, interviews, journals, reflection assignments, inventories, evaluations, rating scales, and rubrics are examples of tools available to aid in assessment.

For further resources and information, practitioners are encouraged to reference Bradley's Criteria for Assessing Levels of Reflection (Part I. Pedagogy: Section 3), the Sample Learning Outcomes & Objectives Toolkit (Appendix E), and the Sample Student and Supervisor Evaluations of Student Performance (Appendices D1-D2).

Assessing Program Effectiveness

A bilateral employer and student evaluation process should be used to provide assessment data on the programmatic level for an institution's internship or WBL program. Successful assessment should identify program strengths and weaknesses, describe practices requiring follow-up, and summarize actions required to satisfy program standards. Additionally, successful assessment requires understanding the importance of the process and reported data, as well as student learning and development outcomes, as useful strategies for improving learning and program quality.

For further resources and information, practitioners are encouraged to reference the Sample Evaluation Forms (Appendices D3-D5), which include student and supervisor evaluations of the internship or WBL program, and an additional student evaluation of their host site.

Advisory Committees

Each campus is encouraged to involve standing Program Advisory Committees to provide a forum for the collection and expression of opinions and recommendations on matters relating to students, employers, and faculty participating in internship or WBL programs. Advisory committees are representative of industry professionals, alumni with knowledge and experience in the discipline area and current students (Minnesota State Advisory Committee Handbook, 2016).

9. Recognition

The Minnesota State colleges and universities are encouraged to recognize students, educators and employers for achievements and contributions to the field of experiential education. Recognition programs could be on-campus or associated with regional or national academic and professional networks and include country workforce committees to display partnerships.

National and Regional Recognition

The National Society of Experiential Education (NSEE) honors leaders and programs each year for significant contributions to the field of Experiential Education. The Cooperative Education and Internship Association (CEIA) also annually recognizes students, researchers, educators and employers each year who have made outstanding achievements or significant contributions to the field of experiential education, including special awards for colleges and universities .

On-Campus Recognition

Students can be recognized in a variety of ways; graduation awards ceremonies, co-curricular transcript notations, invites to Board of Trustees meetings, or capturing employer and student testimonials for promotional print or online materials.

It is important for the success of the internship or WBL that each party assume appropriate responsibilities to ensure that the student's experience fulfills the mission and goals of the program.

Below are generally accepted areas of responsibility for students, faculty, site supervisors, and experiential education coordinators. These statements may not fully address unique situations on individual campuses. It is incumbent on all parties to recognize those situations and act accordingly. Internships or WBL require a combined supervisory effort between the college or university and the internship host site for the student learning experience.

The *CAS Standards (Appendix F)* establish further guidelines for each of the roles and activities summarized below.

1. Student Responsibilities

Pre-Internship or Work-Based Learning

It is the student's responsibility to review the eligibility requirements and complete all paperwork required for participation. Students should familiarize themselves with their program's tasks, as may be listed in a Planning Timeline (Part II. Planning: Section 1) or Student Checklist (Appendix B). Significant work is involved in identifying internships and WBLs of interest, utilizing the coordinator and/or faculty as resources, conducting informational interviews with prospective organizations, developing resumes and cover letters, improving interview skills, and obtaining references, if required. All activities outlined above should reasonably occur the semester preceding participation.

Accepting a Position

Students are encouraged to search more than one avenue for a position. However, once the student accepts an offer for an internship or WBL, it is the student's responsibility to promptly inform other organizations with whom they've interviewed that they have accepted an offer, thereby allowing the organization to fairly consider other candidates. If the student is working with referrals made by a faculty or coordinator, then communication also needs to be established clearly with all parties.

Required Legal Documents:

Before the start of the internship or WBL, institutions may require students to sign and return the Acknowledgement of Risk and Consent form (Appendix A-3). At the start of the internship or WBL experience, institutions may require students to complete and return the signed Internship/WBL Agreement (Appendix A-2).

During the Internship or Work-Based Learning

Academic Requirements:

Students will be responsible for successfully completing the required number of work hours at their host site, and all additional academic criteria that their faculty has set forth in the MS Internship/WBL Agreement and course syllabus.

Further guidelines are outlined in Part IV. Advisories: Section 3.

Setting Learning Objectives:

Students will work with their faculty and site supervisor to set learning objectives that are appropriate to the job description and the academic requirements of the course. The student may reflect on developing the following skills during their internship/WBL: technical or professional skills, critical thinking and analytical skills, research and information retrieval skills, verbal and written communication and negotiation skills, developing habits of self-awareness, and the ability to work in a team environment. Students are responsible to draft learning objectives for inclusion in the signed *MS Internship/WBL Agreement (Appendix A-2)*.

Professionalism:

Students enrolled across the Minnesota State system are subject to the Student Code of Conduct, as published in each campus's Student Handbook, as well as other policies applicable to students. This code outlines the general behavior policies, discipline, and grievance procedures pertaining to student rights and responsibilities appropriate to the college or university environment. As the internship or WBL site placement is an extension of the college or university learning environment, students are held to the same standards. Of particular relevance to the work environment is the student's responsibility to demonstrate professional behavior, confidentiality, appropriate dress, and punctuality. Students are required to report to work on time and work their scheduled hours. Students unable to report to work on time or work their scheduled hours should be informed of the need to contact their site supervisor as soon as possible.

Progress towards Learning Objectives:

At midterm, the student, site supervisor, and faculty should review the *MS Internship/WBL Agreement* to affirm that the original learning objectives are still appropriate and obtainable, making modifications if necessary.

Issues at the Worksite:

The student should inform their faculty and/or coordinator of concerns that may arise regarding their site placement or ability to fulfill the terms of their internship or WBL. Students are recommended to look at the experience and recognize the full learning opportunity and complete the commitment made to the placement.

Final Evaluations:

To maximize learning, it is encouraged that the student complete a final self-assessment, as well as an evaluation of the internship or WBL site and program. All paperwork and evaluations for the course should be outlined for the student at the beginning of the experience, preferably in the course syllabus. Student ethical and professional responsibilities are further outlined in the Legal Advisory (Part IV. Advisories: *Section 3*) and student portion of the *MS Internship/WBL Agreement (Appendix A-2)*.

2. Faculty Advisor Responsibilities

Pre-Internship or Work-Based Learning**Academic Requirements:**

Internship or WBL must be described in a syllabus or plan. According to CAS, the syllabus should include (CAS, 2009, p. 7): purpose of the internship/WBL desired learning and development outcomes of the internship/WBL for all participants assignments that link the internship/WBL to academic, career, or personal goals opportunities to reflect on one's personal reactions to internship experiences logistics (e.g., time required, transportation, materials required, access to services and resources) roles and responsibilities of students and site personnel risk management procedures supervision and accommodation requirements by institution personnel and internship/WBL site.

- Evaluation of the experience and assessment of the extent to which desired outcomes were achieved
- Course requirements, including criteria for grading

During the Internship or Work-Based Learning**Academic Assignments and Oversight:**

Faculty oversee the academic direction of the learning experience and help students make connections between what they are experiencing and what they are studying throughout the course of their internship or WBL. Faculty creates assignments and assists in mentoring students to achieve the desired learning outcomes. Examples of assignments could include reading articles or sections of textbooks, writing reflective essays, weekly journals, or answering weekly reflection questions tailored to their experience, sharing a challenging case scenario from their internship or WBL site, participating in class discussion, or making portfolio presentations.

For further resources and information, practitioners are encouraged to reference the Sample Learning Outcomes & Objectives Toolkit (Appendix E) or Reflection resources (Part I. Pedagogy: Section 3).

Setting Learning Objectives:

Faculty assist students in preparing for field experiences through goal setting and the discussion of objectives that might be achieved during the internship or WBL. Faculty approve the five key learning objectives listed in the MS Internship/WBL Agreement (Appendix A-2) as related to course learning outcomes, and forward documents to the designated WBL experiential education coordinator.

Progress Towards Learning Objectives:

Faculty is required to be available to confer with the student and site supervisor regarding student progress throughout the course of the internship/WBL. This could be through class meetings, office hours, phone or email exchanges, or a site visit.

At midterm, the student, site supervisor and the faculty should review the MS Internship/WBL Agreement to affirm that the original objectives are still appropriate and obtainable, making Modifications if necessary.

Grading for Award of Credit:

Faculty is responsible to evaluate the experience and submit a grade at the end of the internship or WBL in accordance with the weighting of criteria set forth in the syllabus.

Issues at the Worksite:

The faculty may communicate directly with the site supervisor and should also communicate with the coordinator as appropriate for concerns that may arise regarding a student's worksite placement or the ability of the student to fulfill the terms of their internship or WBL.

Final Evaluations:

All paperwork and evaluations for the student, course, or program should be outlined for the student at the beginning of the experience, preferably in the course syllabus.

Faculty ethical and professional responsibilities are further outlined in the Legal Advisory (Part IV. Advisories: Section 3) and the Faculty/College and university portion of the MS Internship/WBL Agreement (Appendix A-2).

3. Site Supervisor Responsibilities

Pre-Internship or Co-op**Position Description:**

The host site is responsible to provide a safe workplace environment. The host site is responsible to provide a clear job description of the internship or WBL opportunity to the student, coordinator, and/or faculty. The host site is also responsible to provide information on any pre-screening procedures and requirements.

During the Internship or Work-Based Learning**Approval of Learning Objectives:**

The site supervisor may collaboratively develop the terms of the learning objectives with the student, or may simply review and approve the learning outcomes and associated objectives proposed by the student in consultation with his or her faculty. The site supervisor agrees to provide sufficient job activities to support the student in achieving the desired learning outcomes.

Mentoring, Supervision, and Training:

The site supervisor or Human Resources personnel should provide an orientation to the workplace and staff at the onset of the internship or WBL. This includes practical considerations and any training in safety and workplace procedures, just as a new employee would receive.

The supervisor should help students to understand their job responsibilities as it relates to the organization, and provide mentoring for the student's learning and development. Supervisors should establish a weekly meeting schedule with the student and address the holistic development of professional skills, attitudes, communications, and job responsibilities throughout the course of the internship or WBL.

Progress Towards Learning Objectives:

At midterm, the student, site supervisor, and faculty should review the MS Internship/WBL Agreement to affirm that the original objectives are still appropriate and obtainable, making modifications if necessary. Site supervisors agree to participate in site visits, or telephone conferences, or email communications to confer with the faculty or coordinator and student regarding their progress throughout the course of the internship/WBL.

Issues at the Worksite:

Site supervisors should communicate openly with the faculty or coordinator around student performance and issues as they arise, particularly if they may inhibit the successful completion of the internship or WBL.

Final Evaluations:

Site supervisors will be asked to provide feedback on a student's progress at the end of semester in a timely fashion to assist in the grading process. Site supervisors may also be asked to complete a final course or program evaluation. All paperwork materials should be outlined in advance for the site supervisor.

Site supervisor ethical and professional responsibilities are further outlined in the Legal Advisory (Part IV. Advisories: Section 3) and site supervisor portion of the MS Internship/WBL Agreement (Appendix A-2).

4. Coordinator Responsibilities

Internship and WBL coordinators work on a variety of program administration, student development and career services staff, faculty development, and employer relations activities throughout the academic cycle.

Program Administration

Program Marketing:

Coordinators will generally develop and market internship or WBL programs to students, faculty, colleges and university administration, and the employer. This includes the creation of all print and online materials, handbooks, and reference tools.

Institutional Coordination:

Coordinators work with faculty and administrators to develop policies, procedures and forms required to conduct the operations of the internship or WBL program, and to facilitate academic consistency and credibility across the institution. This may include recommendations or inputs on program development, course modifications, working with new faculty, available stipends, student preparation, eligibility, and orientation, and program evaluation.

Student Development and Career Services:

Staff may work with faculty departments or career services to develop procedures and materials required for student participation in internships and WBL. This may encompass orientations, internship or WBL search, resume development, interview prep, or additional pre-internship work (further outlined in Part II. Planning: Sections 1-3). In many cases the coordinator will be the designated campus administrator approving a student's eligibility to register for the course, as well as to approve the site placement. The coordinator may become particularly involved in site development and student preparation for students requiring special assistance due to a variety of academic or personal circumstances.

Staff usually are not the first or main point of contact for site issues that might arise once the student is on the internship or Work-Based Learning, unless the site referral came through their department. Faculty will generally deal with these matters, as well as the general overall monitoring of the student internship or cooperative education experience. Faculty may also conduct informal student and site supervisor check-ins and a thorough formal evaluation of the experience.

Coordinators may also follow up with students in focus group studies, or gather testimonials of students for improved understanding of placement, relations, and program development.

Faculty Development:

Coordinators work to support and engage faculty on their campuses in developing best practices for course syllabus design, learning outcomes, reflection activities, and final evaluations for assessment of internship and Work-Based Learning. This support may come in the form of documents, workshops, facilitated peer learning groups or budget for sending faculty to national or regional professional development conferences. Coordinators may also directly participate in internship and WBL seminars or classroom meetings as invited to facilitate group reflections, or discuss institutional policies and procedures.

Employer Relations:

Sustainable internship and WBL programs require an ambassador with the college or university to promote new opportunities, attend to any issues that may arise in the workplace, and follow up with an appropriate level of partnership care.

New internship/WBL site sponsors will need an initial orientation to the college or university's procedures, academic requirements, timelines, and expectations. Often, the host site Human Resources office will also need time to review and approve the legal document of the MS Internship/WBL.

Education Agreement. First-time employer sponsors may also require further education and consultation on designing and implementing an effective internship or WBL program, including establishing resource, space and supervision requirements as well as appropriate intern work tasks. Additionally, coordinators may need to work closely with potential employer sponsors to help them become more familiar with academic standards and the importance of learning objectives for the award of credit, as well as federal requirements for unpaid interns as provisioned for the "educational benefit" of the students under the Fair Labor Standards Act (further outlined in Part IV. Advisories: Section 5, and Appendix H).

Coordinators may also invite host site organizations to campus or organize college and university wide fairs to better promote opportunities and facilitate connections between the, students, and faculty.

Records Management:

Coordinators are responsible to maintain secure records/documents related to the experiential education program for the time period specified in their campus record retention schedule for such documents. This includes the Internship/WBL Agreement and Acknowledgment of Risk and Consent forms (Appendices A2 and A3). Timely collection of these documents is a critical component of record-keeping (further outlined in Part IV. Advisories: Section 3).

Coordinators are also asked to provide institutional data and reports that track year to year enrollments, placements, trends, program or course evaluations, and student data for civil rights and grants audits, such as special populations or nontraditional career categories under the Federal Perkins grant.

Recognition:

Coordinators should consider developing intentional recognition practices to support the sustainability and growth of their internship and WBL programs. Recognition may extend to include students, faculty, and partners (further outlined in Part II. Planning: Section 9).

In order to design experiential educational placements that meet state and federal guidelines, it is recommended that internship or WBL practitioners and administrators take into consideration the following advisories:

1. International Students and Off-Campus Work Authorization

International students enrolled typically on F-1 student visas at Minnesota State colleges and universities, are limited by immigration regulations regarding opportunities for employment, internships or other institutionally sponsored Work-Based Learning. The International Student Center of your campus should be consulted for advice on eligibility and the most current regulations from the U.S. Department of Citizenship and Immigration Services (USCIS) and U.S. Department of Homeland Security.

2. Other Pre-Screening Processes

In many employment settings today, job applicants, employees and volunteers may be required to undergo criminal background checks as a condition of employment. Students should be advised that the results of any required criminal background check may disqualify them for placement at some or all internship and WBL locations. Students should therefore be strongly encouraged to address and resolve any eligibility questions prior to commencing the internship/WBL process.

Additional Pre-Screening Checks

Some employers may require additional information and/or background screenings prior to participation. Some screenings may require a small fee on the part of the students, such as finger- printing, additional immunizations or drug testing. Students should therefore be strongly encouraged to address and resolve any eligibility questions prior to commencing the internship/WBL process.

3. Liability, Risk Consent, and Records Management

Background

Experiential education placements in the form of internships and Work-Based Learning constitute a complex relationship between the student, colleges or university, and host site that involve professional ethics and a blending of educational and employment law at the federal and state level. In this triangular relationship, there are legal rights and reciprocal responsibilities of the student, host site, and college or university each to each other. Violation of a right or failure to carry out a responsibility may create potential for liability or risk of loss. A party may assume reasonable and foreseeable risks as it relates to the quality of knowledge expected and information provided (Goldstein, 2008).

For the colleges and universities, basic responsibilities to the student and host site include non-discriminatory access and approval of an appropriate placement, articulation of academic requirements and award of credit, adequate supervision and support, maintenance of student privacy, appropriate work consultation for student evaluation, and a method of dispute resolution.

For the student, basic responsibilities to the college or university and the host site include appropriate consultation with the college or university and host site personnel, accurate representation of skills and experience, respect for policies, procedures, and professional ethics to perform the work required, and notification of circumstances that may impair successful completion of the internship or WBL experience.

For the host site, basic responsibilities to the colleges and universities and student include non-discriminatory access, an accurate representation of the job duties, adequate supervision, tools, and training to perform the work required, a reasonably safe environment, agreed upon compensation, review of and adequate opportunity for the student to meet the academic requirements, and appropriate consultation for student evaluation or dispute resolution.

If students are being permitted to enter a workplace for a credit generating experience, all stakeholders need to be in agreement on the terms of the experience before it begins. A three way signed legal document between the colleges and universities, student, and host site is the recommended way to clearly define the terms of the internship or WBL and outline acknowledgement of the responsibilities of each party to all.

Approved Legal Documents

The Internship/WBL Placement Agreement (Appendix A-2) and Acknowledgement of Risk and Consent (Appendix A-3) documents were developed and finalized in consultation with the Minnesota State Colleges and Universities Office of General Counsel, as they pertain to an internship or WBL student in a credit-bearing experience.

Purpose

In combination, these documents are designed to clearly define the terms of the internship/WBL placement, delineate the basic responsibilities and obligations of the student, colleges and universities, and internship/WBL site to each other for a productive learning experience, as well as protect all parties against undefined risks in experiential education and work-based learning programs.

Guidelines

Institutions may utilize both documents at the beginning of the internship/WBL. These documents are also designed to incorporate flexibility for each of the colleges and universities to substitute more appropriate terminology, in accordance with the unique needs of their individual experiential education programs.

Records Management

Institutions are responsible to maintain records or documents related to the experiential education program for the time period specified in their campus record retention schedule for such documents. This includes the Internship/WBL Agreement and Acknowledgment of Risk and Consent forms (Appendices A2 and A3). Timely collection of these documents is a critical component of record-keeping.

Liability Insurance Requests

Coordinators of internship or Work-Based Learning programs can expect to be approached by employers, students, or faculty to respond to questions of professional liability insurance and risk:

Student Liability Risk:

Some host organizations may require that student interns have professional liability or malpractice insurance as an additional layer of protection for harm or loss caused by the student's negligence, errors or omissions, particularly in unpaid internship/WBL. Practitioners and administrators should be aware that in general the Minnesota State colleges and universities do not currently provide blanket professional liability coverage for students serving in an internship or WBL, and students should be informed accordingly. As such, practitioners cannot provide Evidence of Coverage or sign off on Indemnity Agreements.

Each college or university may review and in consultation with System Risk Manager, Keswic Joiner, or with the Risk Management Division of the Minnesota Department of Administration, determine whether providing students with insurance protection for internship or WBL field experiences is advisable under the particular circumstances. Colleges and universities that require students to purchase liability insurance or which assess a fee for obtaining insurance on behalf of a student should broadly publicize these requirements in the course catalog and related internship or WBL course materials.

Practitioner Liability Risk:

Faculty, staff, s and administrators of Minnesota State colleges and universities are afforded coverage under the Minnesota Tort Claims Act, Minn. Stat. § 3.736, and other applicable law. Even so, practitioners should not make any representations to the host site of the quality of a student’s work or assume any risks on behalf of either a student intern or the host site.

4. Family Educational Rights and Privacy Act (FERPA)

Internship and WBL practitioners should be aware of federal regulations that pertain to educational recordkeeping and student privacy. The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a post-secondary educational institution.

FERPA affords students the right to inspect and review their educational records or request amendment where students believe information is inaccurate or misleading. It also affords students the right to consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent, as in disclosure to school officials with legitimate educational interests.

For more information, please consult the Federal Department of Education’s Family Policy Compliance Office at <http://www2.ed.gov/policy/gen/guid/fpco/index.html> listed in the Works Cited.

5. Internship Programs under the Fair Labor Standards Act (FLSA)

There has been an increasing trend in the growth of unpaid internships/WBL in this nation in recent years and partially stimulated by the economic downturn. Practitioners have also noted an increasing trend of employers seeking to offer ‘academic credit’ in exchange for ‘compensation’ (NACE 2010). Practitioners may sometimes advise employers that the student has to pay for the course credit, which is not a form of compensation particularly if it is not an elective in their program requirements. But for an unpaid intern in the private sector to truly be considered an intern and not an employee (and therefore not entitled to comparable wages in the for-profit sector), there are established policies from the federal government.

In April 2010, the U.S. Department of Labor published an update regarding Internship (WBL) Programs under the Fair Labor Standards Act, the first update since the original apprenticeship set-ups in 1967 (U.S. Department of Labor, 2010). Of key note is that the experience must be for the ‘educational benefit’ of the student. Practitioners need to be familiar with these latest standards in communicating with students and employers on the viability of unpaid internships/WBL in the private sector and how they relate to an academic setting or internship/WBL program development.

Fact Sheet #71: “Internship Programs under the Fair Labor Standards Act” (Appendix H) may be consulted for further details. A summary of key information reproduced in part from this Fact Sheet follows:

Six-prong Test for Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation.

The following six criteria must be applied when making this determination:

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

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern (p.1).

For additional information, please consult the U.S. Department of Labor Wage and Hour Division website www.wagehour.dol.gov as listed in the Works Cited.

6. Access and Equal Employment Opportunity

In order to comply with state and federal law, the colleges and universities seek to provide equal educational and employment opportunities and do not discriminate on the basis of race, color, creed, religion, gender, national origin, sexual orientation, veteran’s status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Minnesota State Colleges and Universities seek to work only with employers who operate in compliance with state and federal antidiscrimination laws. If an employer acts in any manner that constitutes a discriminatory practice, the college or university shall immediately terminate its relationship with the employer.

MINNESOTA STATE COLLEGES AND UNIVERSITIES

Internships and Work-Based Learning: Liability and Risk Consent Legal Documents - Administrative Guidelines

Approved Legal Documents

The Internship/WBL Agreement and Internship/WBL Acknowledgement of Risk and Consent documents were developed and finalized in consultation with the Minnesota State Office of General Counsel, as they pertain to an internship/WBL student in a credit-bearing experience.

Purpose

In combination, these documents are designed to clearly define the terms of the internship/WBL placement, delineate the basic responsibilities and obligations of the student, college or university, and internship/WBL site to each other for a productive learning experience, as well as protect all parties against undefined risks in experiential education and work-based learning programs.

Timeframe

If students are being permitted to enter a workplace for a credit-generating experience, all stakeholders need to be in agreement on the terms of the experience before it begins.

need to be in agreement on the terms of the experience before it begins.

Internship/WBL Acknowledgement of R&C- Signed by student **before first day** of site placement

Internship/WBL Agreement- Signed by all parties **by first day** of site placement

Practitioner Guidelines for the Internship/Co-op Agreement (Appendix A-2)

The MS Internship/WBL Agreement is a three-way agreement between the student, the colleges or the university, and the host site, to be signed for each individual student by the first day of the site placement.

It is also designed to incorporate flexibility for each of the colleges and universities to substitute more appropriate terminology, in accordance with the unique needs of their individual experiential education programs. Each college or university should add appropriate contact information to the document.

Practitioner Guidelines for the Internship/WBL Acknowledgement of Risk and Consent (Appendix A-3)

The *Internship/WBL Acknowledgement of Risk and Consent* is a two-way agreement between the student and college or university, to be signed for each individual student before the first day of the site placement.

For Student Waiver purposes, internships and WBL are treated the same as off-campus student field trips, conferences, service learning or alternative spring break trips coordinated by faculty or staff of the college or university.

Appendix A-2: Internship/Co-op Agreement

MINNESOTA STATE COLLEGES AND UNIVERSITIES Internship/Work-Based Learning AGREEMENT

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of [fill in name of College/University], [fill in city where College/University located], Minnesota (“the College/University”) and [Facility Name] _____, [City] _____, [State] _____ (“the Facility”). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for the student of the College/University and to identify the responsibilities of the College/University and the Facility.

A. THE PARTIES UNDERSTAND THAT:

1. The College/University has a(n) [fill in name of program] Program (the “Program”) for qualified students enrolled in the College/University; and
2. The College/University has been given authority to enter into Agreements regarding academic programs; and
3. The Facility has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the College/University; and
4. It is in the general interest of the Facility to provide a training site where College/University students can learn and develop skills and qualifications needed to achieve the student’s occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and
5. The College/University and the Facility want to cooperate to furnish a training experience at the Facility for students of the College/University enrolled in the Program.

B. RESPONSIBILITIES OF EACH PARTY

1. **The College/University agrees to:**
 - a. make arrangements with the Facility for a training experience at the Facility that will support the student’s occupational goals and meet any applicable Program requirements.
 - b. make periodic visits to the Facility’s training site to observe the student or receive periodic reports from the Facility and/or the student, and discuss the student’s performance and progress with the student and any site supervisor at the Facility, as needed.
 - c. discuss with the Facility any problems or concerns arising from the student’s participation.
 - d. notify the Facility in the event the student is no longer enrolled in the Program at the College/University.
 - e. keep any necessary attendance and progress records as set forth in the College/University attendance policy.
 - f. assist in the evaluation of the student’s performance in the training experience.
2. **The Facility agrees to:**
 - a. cooperate with the College/University in providing a mutually agreeable training experience at the Facility that supports the student’s educational and occupational goals.
 - b. consult with the College/University about any difficulties arising at the Facility’s training site that may affect the student’s participation.
 - c. assist in the evaluation of the student’s performance and provide time for consultation with the College/University concerning the student, as needed.
 - d. sign the weekly work report to verify the student’s attendance.

3. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

4. TERM OF AGREEMENT

This Agreement is in effect from (Month/day), 20 (Year) or when fully executed, and shall remain in effect until (Month/day), 20 (Year). This Agreement may be terminated by giving at least seven (7) days' advance oral notice to the other parties, with a follow up letter confirming termination delivered to the other party on or before the actual termination date.

5. FINANCIAL CONSIDERATION

- a. The College/University and the Facility each agree to bear their own costs associated with this Agreement and that no payment is required by either College/University or the Facility to the other party.
- b. The Facility is not required to reimburse the College/University faculty or students for any services rendered to the Facility or its customers pursuant to this Agreement.

6. CHANGES OR ADDITIONS TO THE AGREEMENT

Any changes or additions to this Agreement must be in writing and signed by authorized representatives of each party.

7. ASSIGNMENT

Neither the College/University nor the Facility shall assign or transfer any rights or obligations under this Agreement without first obtaining the written consent of the other party.

8. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

9. DATA PRIVACY

The requirements of Minnesota Statute Section 13.05, subd. 11 apply to this contract. The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 ["the Act"]) that classify the College/University's written and electronic information as public, private or confidential. Except as otherwise provided in law or College/University policy, data on students is private and may not be shared with any other party. If the Facility receives a request from a third party for any data provided to the Facility by the College/University, the Facility agrees to immediately notify the College/University. The College/University will give the FACILITY instructions concerning the release of the data to the requesting party before the data is released and the Facility agrees to follow those instructions. The parties additionally acknowledge that the Family Educational Rights and Privacy Act, 20 U.S.C.1232g and 34 C.F.R. 99, apply to the use and disclosure of education records that are created or maintained under this agreement.

10. STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

The student assigned to a training experience/internship at the Facility shall be required to sign a Student Training Experience/Internship Agreement (see Attachment A attached to this Agreement and made part of it) before the student begins the training experience/internship at the Facility.

11. NON-DISCRIMINATION

The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran’s status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

In signing this Memorandum of Agreement, we agree to work together to assist the student in learning and/or applying the tasks and skills identified. We understand that the Individualized Training Plan for the student can be modified or dissolved at any time upon the mutual agreement of the Facility and College/University.

FACILITY

**Minnesota State Colleges and Universities
[INSERT NAME OF COLLEGE/UNIVERSITY]**

Name: _____

Name: _____

Authorized Facility Representative

Dean: _____

Title: _____

Date: _____

Date: _____

ATTACHMENT A: STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

Name of College/University: _____

Name of College/University Program (“the Program”): _____

Type of Training Experience/Internship: _____

Dates of Training/Internship: _____

Student’s Name: _____ Phone #: _____

Average number of hours to be worked by the Student each week: _____

Facility Name and Address: _____

Location Where Training will Occur (if different from Facility’s Address above): _____

Facility Representative’s Name: _____ Phone #: _____

Activities/Job tasks and skills the Student will learn: _____

Tools and Equipment the Student will use: _____

STUDENT RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/internship at the Facility, the Student agrees to:

1. Keep regular attendance and be on time, both at school and at the Facility's training site. The Student will promptly notify the Facility's training site if unable to report. The Student's placement will automatically terminate if the Student terminates his/her enrollment in the Program or is no longer enrolled as a student at the College/University.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
3. Furnish the coordinating College/University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and
5. Consult with the College/University instructor/lab assistant about any difficulties arising at the Facility's training site; and
6. Be present at the Facility's training site on the dates and for the number of hours agreed upon; and
7. Not terminate his/her participation in the training experience at the Facility without first consulting with the College/University's instructor/lab assistant.

The Student also understands and agrees that:

- a. placement and participation in this training experience is not employment with the College/University or Facility;
- b. the Student is not covered by the College/University worker's compensation coverage; and
- c. the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience.

The Student also understands that the Facility does not promise or guarantee any future employment for the student.

The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Student's Name (please print): _____

Student's Signature: _____ Date: _____

Name of Student's Parent
(required for students under 18 years of age) (please print): _____

Parent's Signature: _____ Date: _____

_____[Name of Institution]_____, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.

Appendix A-3: Acknowledgement of Risk and Consent

MINNESOTA STATE COLLEGES AND UNIVERSITIES Internship/Work-Based Learning AGREEMENT

To be signed by participants in an Internship/WBL

READ CAREFULLY BEFORE SIGNING

I have voluntarily agreed to participate in an Internship/WBL with _____.

The Internship/WBL consists of _____. I am aware of the dangers and risks to my person and property involved in participating in these activities. Risks associated with my participation in the Internship/WBL include, but are not limited to, loss of or damage to personal property, bodily injury, or even death. All such risks are known, understood, and assumed by me.

In consideration of the College/University's agreement to permit me to participate in this activity, the receipt and sufficiency of which is hereby acknowledged, I agree as follows:

- 1) I agree to abide by the safety rules and regulations as set by the Internship/WBL. Failure to do so will disqualify me from participation.
- 2) I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby **release and forever discharge** the College/University, the State of Minnesota, and its employees, agents, officers, trustees and representatives (in their official and individual capacities) ("Releasees") **from any and all liability whatsoever for any and all damages, losses or injuries (including death)** I sustain to my person or property or both, including but not limited to any claims, demands, actions, causes of action, judgments, damages, expenses and costs, including attorney fees, which arise out of, result from, occur during, or are connected in any manner with my participation in the Internship/WBL whether caused by the negligence of the Releasees or otherwise; except that which is the result of gross negligence and/or wanton misconduct by the Releasees
- 3) I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby **agree to indemnify, defend and hold harmless** the College/University, the State of Minnesota, and its employees, agents, officers, trustees and representatives (in their official and individual capacities) **from any and all liability, loss, damage or expense, including attorney fees**, that they or any of them incur or sustain as a result of any claims, demands, actions, causes of action, damages, judgments, costs or expenses, including attorneys fees, which arise out of, occur during, or are in any way connected with my participation in the Internship/WBL.
- 4) I represent that I am covered by adequate medical/health/accident insurance for any injury that I may suffer at the Internship/WBL site. In the event, I require medical services due to an injury suffered during the internship/WBL, I understand and agree that the college or university does not provide medical services or medical personnel at the internship/WBL site and is under no obligation to provide transportation for me to obtain medical services.

I agree that this Waiver, Release and Indemnification Agreement is to be construed under the laws of the State of Minnesota, U.S.A.; and that if any portion is held invalid, the balance shall, notwithstanding, continue in full legal force and effect. I agree that this Agreement is to be construed broadly to provide a release, indemnification and waiver to the maximum extent permissible under applicable law.

In signing this document I hereby acknowledge that I have read this entire document, that I understand its terms, that **I am at least eighteen (18) years of age**, that by signing it I am giving up substantial legal rights I might otherwise have, and that I have signed it knowingly and voluntarily.

Student's Name (please print): _____

Student's Signature: _____ Date: _____

NOTICE: If participant is under the age of 18, his or her parent or legal guardian must sign:

I, (printed name) _____, am the parent or legal guardian of the participant who has signed above. I have read and I understand the provisions of this document, I consent to the participant taking part in the activities described above, and I fully enter into and agree to the above Waiver of Liability, Release, and Indemnification Agreement.

Parent's Signature: _____ Date: _____

Appendix B: Sample Student Checklist

MINNESOTA STATE COLLEGES AND UNIVERSITIES Student Internship/Work-Based Learning Checklist

Satisfying the terms of the Internship/WBL

Student Name: _____

Pre-Internship

- Review eligibility requirements or course pre-requisites for your major
- Schedule and attend an Internship/WBL Orientation or meet with Faculty/Coordinator to obtain approval for participation
- Register for Internship/WBL course (*requires sign-off to register*)
- Develop and submit a resume to begin interview/placement process
- Interview and secure Internship/WBL site
- Obtain job description from Site Supervisor
- Obtain approval from Faculty/Coordinator for Internship/WBL site
- Create a work schedule with Site Supervisor
- Plan your next semester personal and academic schedules to prepare to work the scheduled hours

At Start of Internship

- Sign Student Acknowledgement of Risk and Consent
- Complete Internship/WBL Agreement with input from your Faculty and Site Supervisor
- Obtain Internship/WBL Agreement signatures from your Faculty, Site Supervisor, and Coordinator

During Internship

- Attend all scheduled class meeting/Faculty meetings
- Fulfill learning objectives indicated on your MS Internship/WBL Agreement throughout your work experience
- Complete assignments and tasks required by your Faculty and Site Supervisor
- Complete required number of internship/WBL hours and submit completed timesheets to Faculty Coordinator
- Complete final Student Evaluation of Internship/WBL Site

Due Dates

- Submit MS Internship/WBL Agreement to faculty coordinator with your signature and signatures you've obtained from Faculty Coordinator and Site Supervisor
- Submit Student Time Sheet to Faculty Coordinator with Site Supervisor's signature
- Submit Student Evaluation of MS Internship/WBL site

Example Internship/WBL Course Syllabus (Course Title)

Faculty Member: _____

Office: _____

Office Hours _____

Phone: _____ Email: _____

COURSE DESCRIPTION

A one to three-credit course that offers students an opportunity to learn in work settings while obtaining practical experience in their field of study so to apply and reflect on the connections to academic theory and practice. Students will work a minimum of 53 hours per one credit hour and complete weekly assignments to develop workplace communication skills, gain an understanding of industry and organizational structures, cultures, and ethics, strengthen critical thinking, research and problem solving skills, establish networks and develop a greater awareness and appreciation of self, others and social responsibility in a work, career and global context.

PURPOSE

Offers the potential for valuable experiential education opportunities that can't be replicated in the traditional classroom setting, and serves as a bridge between the professional and academic worlds to which the student aspires. It offers the opportunity for hands-on skills development under the guidance of a faculty/employer mentor, testing of academic theory in practice, sampling of a career path before further education, resume development and building a network of professional contacts.

PREREQUISITES (Recommendation)

Students must be sophomore status (24 credits), have a minimum of three courses in their major and have a GPA 2.0 or higher. Students with GPA's lower than 2.0 must have written recommendation of appropriate faculty and academic deans or senior administration to apply for participation.

COURSE OBJECTIVES/LEARNING OUTCOMES

Develop technical skills and professional communications in a work setting.

- Understand industry and organizational structures, culture, and ethics.
- Apply and reflect on the connections to academic theory and practice.
- Strengthen critical thinking, research skills and problem solving skills.
- Develop a greater awareness and appreciation of self, others, and social responsibility in a work, career, and global context.
- Establish a network of professional contacts, mentors, and references.

COURSE STRUCTURE

A regularly scheduled seminar or faculty meetings are set to develop learning goals, review strategies to improve work performance, evaluate work performance and assess learning outcomes, address the student's concerns and answer student questions. There will be reading assignments, writing assignments, and class discussions.

Students will work a minimum of 45 hours per one credit at their (internship) site during the semester. All students will be evaluated by their site supervisor at mid-term and at the end of the semester. Site supervisors will be asked to evaluate the student's performance in writing. A (faculty) and/or (internship) (coordinator) will meet with student's site-supervisor to discuss the evaluation at the (internship) site. All logistical issues such as transportation, access to services and resources must be discussed with the (faculty) and/or (internship coordinator) prior to the start of the field experience.

ATTENDANCE POLICY

Attendance at class meetings is mandatory unless other arrangements have been made with the instructor in advance. Work attendance is a reflection of the professionalism and performance expected of interns. All students must meet the total hour course requirement as well as meeting all time commitments they have made to their internship site. Please remember that you are representing the college or university to the industry.

ROLES AND RESPONSIBILITIES

Students are required to complete all required internship documents and submit on time. The roles and responsibilities required for students, site supervisors, faculty, and/or coordinators are detailed on the Internship/WBL Agreement for each party.

1. *Internship/WBL Acknowledgement of Risk and Consent*- sign **before start** of internship
2. *Internship/WBL Agreement*- sign on **1st day of internship** and deliver back within 1 week

Students are responsible for developing five (5) key learning objectives in consultation with their faculty advisor and in review of their job description with their site supervisor. These learning objectives can be monitored by all parties throughout the course, adjusting as necessary, and assessed at midterm and at the end of the internship/WBL experience. These learning objectives are also required to be listed in the legal MS Internship/WBL Agreement document.

SPECIAL ACCOMMODATIONS

Students with documented disabilities (physical, emotional, learning and/or others) who believe that they may need accommodations for this course are encouraged to contact the Counselor for Students with Disabilities in Room, extension, as soon as possible to ensure that such accommodations are implemented in a timely fashion.

If you are a student who would normally seek accommodations in a traditional classroom, please alert the faculty advisor and/or (internship) coordinator before the beginning of the second class session.

GRADING CRITERIA & EVALUATION (*Faculty may include and assign % weight to the following criteria*):

- Internship/WBL Agreement and development of learning objectives
- Daily journals/weekly reflection questions
- Final project: (research paper, career portfolio, presentation)
- Class discussion, attendance, and/or meetings with Faculty Advisor
- Written and oral assignments (resume development, cover letter, company research, skills assessment, letter of recommendation, informational interview, workplace scenarios)
- Evaluation of student's performance by site supervisor

Appendix D-1: Site Supervision Evaluation

Example Site Supervisor Evaluation of Student Progress Form

Student: _____ Company: _____

I.D. No.: _____ Supervisor: _____

Semester: _____ Coordinator: _____

Instructions: Please rank the student's performance according to the following scale, indicating the ranking on the line to the right of each category. Please use the comments section at the bottom for clarification or expansion of any ranking.

RATING IDENTIFICATION

5 - Outstanding Performance is exceptional in all areas and is clearly superior to others.

4 - Very Good Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.

3 - Good Competent levels of performance that consistently meet job standards.

2 - Improvement Needed Performance is deficient in certain areas and improvement is needed.

1 - Unsatisfactory Results are generally unacceptable and require immediate improvement.

Communication: Demonstrates the ability to speak, listen, read, and write performing job tasks _____

Problem-Solving: Identifies problems, understands their context, and develops workable solutions _____

Decision-Making: Demonstrates the ability to learn and make decisions necessary to complete job tasks successfully _____

Organization/Time Management: Completes assigned tasks from start to finish by gathering, organizing, and evaluating information as necessary, and using good time management skills _____

Professionalism: Meets workplace standards on confidentiality, flexibility, appearance, and making good impression _____

Interactions with Others: Works professionally and respectfully with a diversity of co-workers, supervisors, and co-workers, resolving conflicts in a constructive manner _____

Quality of Work: Performance of tasks is of high quality-generally error free or with few errors _____

All aspects of Organization/Industry: Understands the dynamics of the organization, including health & safety issues, and the role of the business within the _____

Attendance/Punctuality: Maintains consistently excellent record of attendance and punctuality, rarely being absent or late and always with notification _____

Attitude: Shows enthusiasm and a positive attitude for the job and in successfully completing all assigned tasks _____

Comments: _____

EVALUATOR SIGNATURE: _____

Have you discussed this evaluation with the student? Yes _____ No _____

Appendix D-2: Self-Evaluation

Example Student Self-Evaluation Form

Student: _____ Company: _____
I.D. No.: _____ Supervisor: _____
Semester: _____ Coordinator: _____

Instructions: Please rank your performance according to the following scale, indicating the ranking on the line to the right of each category. Please use the comments section at the bottom for clarification or expansion of any ranking.

RATING IDENTIFICATION

- 5 - **Outstanding** Performance is exceptional in all areas and is clearly superior to others.
- 4 - **Very Good** Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.
- 3 - **Good** Competent levels of performance that consistently meet job standards.
- 2 - **Improvement Needed** Performance is deficient in certain areas and improvement is needed.
- 1 - **Unsatisfactory** Results are generally unacceptable and require immediate improvement.

This rating sheet is used to evaluate your performance and to help you improve future performance.

Communication:	Demonstrates the ability to speak, listen, read, and write performing job tasks	_____
Problem-Solving:	Identifies problems, understands their context, and develops workable solutions	_____
Decision-Making:	Demonstrates the ability to learn and make decisions necessary to complete job tasks successfully	_____
Organization/Time Management:	Completes assigned tasks from start to finish by gathering, organizing, and evaluating information as necessary, and using good time management skills	_____
Professionalism:	Meets workplace standards on confidentiality, flexibility, appearance, and making good impression	_____
Interactions with Others:	Works professionally and respectfully with a diversity of co-workers, supervisors, and co-workers, resolving conflicts in a constructive manner	_____
Quality of Work:	Performance of tasks is of high quality-generally error free or with few errors	_____
All aspects of Organization/Industry:	Understands the dynamics of the organization, including health & safety issues, and the role of the business within the	_____
Attendance/Punctuality:	Maintains consistently excellent record of attendance and punctuality, rarely being absent or late and always with notification	_____
Attitude:	Shows enthusiasm and a positive attitude for the job and in successfully completing all assigned tasks	_____

Comments: _____

Student Signature: _____

Appendix D-3: Student Evaluation of Internship/WBL Site

Student Evaluation of Internship/Work-Based Learning Site

Student Name: _____ Date: _____
 Program of Study: _____ Faculty Supervisor: _____
 Placement Site: _____ Work Period: _____
 Supervisor's Name: _____ Department: _____

INSTRUCTIONS: This evaluation will be important in determining the value of your work experience, both for yourself and for students in future internship/WBL assignments with the same employer. The evaluation should be honest, objective, and should indicate problems as well as your progress during the internship/WBL period.

PLACEMENT:

Educational Value or Merit of Assignment: <input type="checkbox"/> Exceptional Opportunity <input type="checkbox"/> Worthwhile Experience <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Development* <i>(please comment below)</i>	Did Position Live Up to the Original Description? <input type="checkbox"/> Exact Match of Original Description <input type="checkbox"/> Very Closely Matched Description <input type="checkbox"/> Somewhat Matched Description <input type="checkbox"/> No Relationship At All * <i>(please comment below)</i>
Salary Paid in Relation to Job Requirements, Experience, and Academic Training: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Unpaid Internship/Does Not Apply	Supervisor's Reception to New Ideas? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Needs Development* <i>(please comment below)</i>
Relationship with Supervisor/Management: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Needs Development* <i>(please comment below)</i>	Was Your Supervisor Available When You Needed? <input type="checkbox"/> Always Available <input type="checkbox"/> Sometimes Available <input type="checkbox"/> Rarely Available <input type="checkbox"/> Never Available/Sought Help Elsewhere* <i>(please comment below)</i>
Opportunities to Relate With Other Company Personnel: <input type="checkbox"/> Open, Friendly and Supportive Atmosphere <input type="checkbox"/> Opportunity was not presented	How Well Did Position Relate to Your Personal Career Goal? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average <input type="checkbox"/> Needs Development* <i>(please comment below)</i>

Describe how your placement related to your academic courses? _____

*Comments: _____

Appendix D-4: Host Site Evaluation of Internship/WBL Program

Example Host Site Evaluation of Internship/Work-Based Learning Program

Company Name: _____ Date: _____
Contact Name: _____ Contact Phone Number: _____
Fax Number: _____ Email Address: _____

How would you rate your experience with the internship/WBL process? (including department staff, placement, site visits, paperwork, etc.) Excellent Very Good Average Needs Development

What worked well? _____

How could we improve the process? _____

Will an internship/WBL position be available at your organization for next semester? Yes* No

**If yes, please fill out remainder of this form:*

Position Title: _____ Number of Openings: _____

Schedule: _____

Wage/salary: _____ Employment start date: _____

Employment end date: _____ Contact: _____

Job Description: _____

Job Qualifications: _____

Applicant Instructions: _____

Appendix D-5: Student Evaluation of Internship/WBL Program

Example Student Evaluation of Internship/Work-Based Learning Program

Student Name: _____ Date: _____
 Program of Study: _____ Faculty Supervisor: _____
 Placement Site: _____ Work Period: _____
 Supervisor's Name: _____ Department: _____

Please answer the following:

1. Please rate the following services: *(circle one)*

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Dissatisfied</i>	<i>Not Applicable</i>
Application Process	1	2	3	4	n/a
Placement Assistance	1	2	3	4	n/a
Availability of Staff	1	2	3	4	n/a
Catalogue & Course Description of Internship/WBL	1	2	3	4	n/a
Seminar (Classroom Component of Internship/WBL)	1	2	3	4	n/a
Internship/WBL Career Web Resources	1	2	3	4	n/a
Availability of Forms on-line	1	2	3	4	n/a

2. Please rate the following outcomes as they apply to your personal experience with Internship/Work-Based Learning?
(circle one)

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Dissatisfied</i>	<i>Not Applicable</i>
Improved ability of setting goals	1	2	3	4	n/a
More focused about personal career goals	1	2	3	4	n/a
Better skills in the workplace	1	2	3	4	n/a
More confident with your ability to interview	1	2	3	4	n/a
More knowledge about job search techniques	1	2	3	4	n/a
More professional communication and interpersonal skills	1	2	3	4	n/a
Improved Resume	1	2	3	4	n/a
Better life skills (for example, time and stress management)	1	2	3	4	n/a

3. Which of the following outcomes have you experienced as a result of your internship/WBL position?
(circle one)

Have gained experience in my career field	Y	N
Received a job offer	Y	N
Received a job promotion	Y	N
Decided to change career fields	Y	N
Received an award or recognition for work done	Y	N

4. Are you planning to pursue additional education upon completion of the internship/WBL program? Yes* No
If yes: Associate Bachelor Masters Other _____
Did Internship/WBL play a role in your decision? Yes* No
If so, what role did it play? _____

WBL/INTERNSHIP PROGRAM/PROCESS:

How would you rate your experience with the Work-Based Learning/Internship Process (*including department staff, placement, WBL faculty, etc.*)? Excellent Very Good Average Needs Development

What worked well? _____

How could we improve the process? _____

Additional Comments: _____

Sample Learning Outcomes & Objectives Toolkit

Introduction

This toolkit was designed to assist practitioners and students in designing appropriate and measurable learning objectives. The MSEE Committee has identified six key learning outcomes, which take into account the standards and guidelines set forth by both the *CAS Standards* (Appendix F) and the *NSEE Eight Principles for Good Practice* (Part I. Pedagogy: Section 2) which include intention (purposefulness that enables experience to become knowledge), preparedness and planning, authenticity, reflection, orientation and training, monitoring and continuous improvement, assessment and evaluation and acknowledgement (recognition of progress and accomplishment).

Learning Outcomes

Academic learning outcomes for the student experience are intended to encompass all of the following:

- Develop technical skills and professional communications in a work setting.
- Understand industry and organizational structures, culture, and ethics.
- Apply and reflect on the connections to academic theory and practice.
- Strengthen critical thinking, research skills, and problem-solving skills.
- Develop awareness of self, others, and social responsibility in a work, career, and global context.
- Establish a network of professional contacts, mentors, references.

Developing & Assessing Learning Objectives, Associated Activities

Four key elements ensuring a successful experience are:

1. Goal setting (goals should include industry knowledge, skills to develop, application to academic theory, reflection on relevance of education, prior life experience and future aspirations as well as communications to transpire) by:
 - Student
 - Faculty Advisor
 - Employer
2. Objectives
 - Must be based on goals
 1. What does the student want to learn and how will it change him/her?
 2. How will the student learn it?
 3. How will the student demonstrate the learning?
 - Must be relevant
 - Must be prioritized
 - Must be dynamic (modify when and if necessary)
3. Activities
 - Must support objectives
 - Will be developed from formal and informal resources
4. Assessment
 - Development of learning objectives
 - How the student meets those objectives
 - How the student demonstrates/presents learning

Learning Outcome	Activities	Assessment
1. Develop technical skills and professional communications in a worksetting.		
Develop information research and management skills	Acquire and evaluate information through reading, research and interviews	Journal/Interview reports Portfolio documenting
	Organize and maintain information using database and spreadsheet technologies	Review quality of work samples
	Interpret and communicate information through written summaries	Review quality of summaries
Demonstrate ability to apply objectives and technological skills	Select appropriate technology through research and interviews with IT-experienced	Review of quality/relevancy
	Using appropriate applications, apply technology to task	Review of worksite project
Develop awareness of and apply appropriate professional communications	Conduct interviews to practice listening skills	Feedback from interviewees
	Present orally, work in team setting, develop appropriate customer service skills	Feedback from audience, team Feedback from
	Develop communication documents, such as resume and cover letter through career development workshop, and other samples of written documents relating to the internship to create a portfolio	Evaluation of portfolio, resume or cover letter
2. Understand industry and organizational structures, culture, and ethics.		
Understand the business overview of the organization	Study of the organization's mission, core businesses, size and locations	Journal/presentation/ business brief
	Learn the organization's product/service offering through web site and other organizational communications	Journal/presentation/ business brief
	Learn about the organizations clients through meetings, interviews, web site and other communications	Journal/presentation/ business brief
Develop knowledge of organization's structure, culture, values and ethics	Understand the organization's structure through review of organizational charts	Portfolio presentation/ business brief
	Understand the organization's policies and procedures through review of employee handbooks or operational manuals	Portfolio presentation/ business brief
	Understand the organization's history, leadership team, and initiatives through review of web site and other organizational communications	Journal/presentation/ business brief
Understand roles and responsibilities of employees in organization	Understand the roles and responsibilities of leaders through review of organizational charts and informational interviews	Journal/presentation/ business brief
	Understand the roles and responsibilities of mid-managers through interviews, review of web site and other organizational communications	Journal/Interview reports
	Understand the roles and responsibilities of co-workers through interviews, review of web site and other organizational communications	Journal/Interview reports
Develop knowledge of relevant organizational career paths	Understand the career paths from entry level to senior positions through interviews, review of web site and other organizational communications	Journal/Interview reports
	Understand corresponding educational and time-in-position requirements through interviews, review of web site and other organizational communications	Journal/Interview reports

3. Apply and reflect on the connections to academic theory and practice.		
Develop an appreciation for the relevance of education	Understand the relationship of education to career and life through career workshop, readings, reflection	Journal/Reflection Assignments/Personal Career and Education Plan
	Assess importance of personal and professional values and interests through completion of various assessment devices	Journal/Reflection Assignments/Group presentations
	Review wage and salary information to understand life style implications	Journal/Reflection Assignments
Develop knowledge of interrelationship between education and work; how each contributes to the economy and society	Understand the needs of society through readings and reflection	Journal/Reflection Assignments
	Understand the functions of the economy through readings and research	Journal/Reflection Assignments
	Understand the relationship between education and work through readings, and interviews with key advisors	Journal/Interview Reports/Reflection Assignments
	Understand the relevance of internship to career planning and career management through career development workshop, readings and interviews	Journal/Reflection Assignments
Demonstrate the application of knowledge and skills to practical issues within the organization	Understand the role of research through involvement in worksite project	Journal/Evaluation of project
	Understand the role of evaluation and assessment through involvement in worksite project	Evaluation of surveys/data/Meeting summaries/Journal
	Understand the role of decision making through involvement in worksite project	Evaluation of project
4. Strengthen critical thinking, research skills and problem solving ability.		
Demonstrate ability to think critically and solve problems	Define critical thinking through research	Journal/Business brief analysis/Final Presentation
	Complete worksite project utilizing critical thinking and problem solving	Journal/Final evaluation of project Portfolio presentation
Demonstrate ability to locate information relevant to issue(s) and apply	Understand how to evaluate information from lecture, research, and meetings with co-workers/supervisor	Journal/Reflection Assignments/Oral presentation
	Understand how to compile information through lecture, research, and meetings with co-workers/supervisor	Oral presentation/Portfolio
	Understand how to format information through lecture, research, and meetings with co-workers/supervisor	Written report/Portfolio
	Understand how to communicate capably through lecture, research, and meetings with co-workers/supervisor	Class discussions/Group presentation/Supervisor Performance Feedback
Apply adaptive expertise to develop creative solutions	Identify problems or challenges and develop solutions or special worksite project	Evaluation of project/Journals/ Case scenario presentation

5. Develop greater awareness and appreciation of self, others and social responsibility in work, career and global context.		
Develop attitudes, behavior, knowledge and skills that promote positive esteem	Study identity formation through orientation, career development workshop and personality assessment	Journal/Reflection Assignments/ Class discussions
	Understand how to accept personal responsibility for actions through worksite project	Journal/Reflection assignments/Case study Midterm and Final Evaluations
	Understand the concept of self-direction and exhibit through worksite project	Written learning objectives/ Midterm and Final Evaluations
Demonstrate ability to work with others effectively	Manage personal and environmental variables through worksite project, team meetings and customer	Journal/Reflection assignments/Case study/ Midterm and Final Evaluations
	Demonstrate a respect for diversity through participation in worksite project, team meetings and interdepartmental activities	Journal/Reflection assignments/ Case study/ Midterm and Final Evaluations
Develop an exploratory attitude	Gain experience in other departments through worksite projects	Journal/Reflection assignments/ Manager feedback/portfolio presentations
	Attend meetings of professional associations	Journal/Reflection assignments
	Network, conduct informational interviews, or shadow other professionals within the organization	Journal/Reflection assignments/ Interview reports
Demonstrate an awareness of the value of collaboration	Attend departmental meetings, have discussions with co-workers and participate in worksite projects	Journal/Team Evaluation of project/ Midterm and Final Evaluations
Understand how cultures/ethnicities may differ and identify impact	Study cultural identity through lecture, readings and informational interviews	Journal/Reflection assignments/ Class discussions
	Identify impact of cultural differences within the workplace through research and readings	Journal/Reflection assignments/Case study
6. Establish a network of professional contacts, mentors and references.		
Understand value of networking and make appropriate professional connections	Develop ability to discern appropriate networking connections through career development workshop, informational interviews and meetings with supervisor	Career workshop/Personal Career and Ed Plan Journal/Reflection assignments
	Develop and demonstrate ability to communicate appropriately to network through career development workshop	Career workshop/social networking tools/ Manager Feedback and evaluation
	Understand how to organize network utilizing contact management system	Portfolio examples-contact systems
	Develop appropriate follow-up skills with network	Portfolio examples - social networking tools
Develop relationships with mentors	Complete appropriate number of informational interviews with potential mentors	Journal/Reflection assignments List of mentors
	Meet at least 3-4 times during internship with faculty	Journal/Meeting participation
Develop strategies to enhance references	Understand the importance of references by attending orientation and career development workshop	Career workshop/Journal/List of references
	Meet with mid- and upper-level management on a regular basis to develop reference	Document meetings/Journal



Part 1. MISSION

INTERNSHIP PROGRAMS

CAS STANDARDS and GUIDELINES

The primary mission of Internship Programs (IP) is to engage students in planned, educationally-related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting. IP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. IP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

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

Cognitive complexity

- Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity
- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Interpersonal competence

- Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership

Humanitarianism and civic engagement

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

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

See The Council for the Advancement of Standards Learning and Developmental Outcomes statement for examples of outcomes related to these domains and dimensions.

Consistent with the institutional mission, Internship Programs (IP) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, IP must explore possibilities for collaboration with faculty members and other colleagues.

IP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. IP must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

IP must be:

- Integrated into the life of institution
- Intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

Learning goals of IP must:

- Be clear about the educational purpose and expected student learning outcomes of the internship experience
- Encourage the learner to test assumptions and hypotheses about the outcomes of decisions and actions taken, and then weigh the outcomes against past learning and future implications
- Develop and document intentional goals and objectives for the internship experience and measure learning outcomes against these goals and objectives
- Maintain intellectual rigor in the field experience
-

IP must:

- Ensure that the participants enter the experience with sufficient foundation to support a successful experience
- Engage students in appropriate and relevant internships that facilitate practical application of theory and knowledge
- Provide the learner, the facilitator, and any organizational partners with important background information about each other and about the context and environment in which the experience will operate
- Articulate the relationship of the internship experience to the expected learning outcomes
- Determine criteria for internship sites and train appropriate internship personnel to ensure productive and appropriate learning opportunities for students
- Ensure that all parties engaged in the experience are included in the recognition of progress and accomplishment

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Internship Program (IP) leaders with organizational authority for the programs and services must:

- articulate a vision and mission for their programs and services
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively
- manage financial resources, including planning, allocation, monitoring, and analysis
- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- empower professional, support, and student staff to accept leadership opportunities
- encourage and support scholarly contribution to the profession
- be informed about and integrate appropriate technologies into programs and services
- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

Part 4. HUMAN RESOURCES

Internship Programs (IP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, IP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

IP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

To facilitate the process of identifying internship sites, professional development of staff and faculty members engaged in IP should include enhancing their ability to:

- identify the compatibility between site needs and student interests
- build relationship with business, organizations, institutions, and other career and professional settings
- establish and maintain collaborative relationships with academic and other units on campus understand career and workforce trends

To ensure goal achievement of the IP experience, the professional development of staff and faculty members engaged in IP should include:

Development of assessment skills:

- Access previous evaluations of internship sites and make appropriate recommendations as to the learning value of the internship
- Develop, implement, and evaluate internship and learning goals ensure the time commitment for the internship is appropriate
- Ensure that the time spent at internships produces an appropriate balance between the objectives of the site and the learning objectives of the student
- Match the unique needs of students and internship sites

Proper communication with students:

- Prepare, mentor, and monitor students to fulfill internship requirements according to legal and risk management policies
- Clarify the responsibilities of students, the institution, and internship sites

Enhancement of student learning:

- Engage students in internship experiences to enhance student learning and exposure to career opportunities
- Use active learning strategies that are effective in achieving identified learning outcomes
- Engage students in structured opportunities for self-reflection and reflection on the internship experience
- Sustain genuine and active commitment of students, the institution, and internship sites educate, train, and support students to apply learning from internship experiences to future endeavors

Management skills:

- Foster participation by and with diverse populations develop fiscal and other resources for program support

Degree or credential seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development. Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries). IP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data. IP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

IP must maintain position descriptions for all staff members. To create a diverse staff, IP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory. IP must conduct regular performance planning and evaluation of staff members. IP must provide access to continuing and advanced education and professional development opportunities.

Part 5. ETHICS

Persons involved in the delivery of Internship Programs (IP) must adhere to the highest principles of ethical behavior. IP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. IP must publish these statements and ensure their periodic review by relevant constituencies. IP must orient new staff members to relevant ethical standards and statements of ethical practice.

IP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. IP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

IP staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects' research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

IP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work. IP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, IP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception. IP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

All IP faculty and staff members responsible for supervising internship activities must monitor student performance and alter placements as needed.

IP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

IP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Part 6. LEGAL RESPONSIBILITIES

Internship Programs (IP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole.

As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

IP staff and faculty members and internship site personnel engaged in internships must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities.

IP must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

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

IP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. IP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

IP staff members must establish, review, and disseminate safety and emergency company procedures and policies for the work site and accompanying residential facility.

The institution must provide access to legal advice for IP staff members as needed to carry out assigned responsibilities.

The institution must inform IP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Part 7. EQUITY and ACCESS

Internship Programs (IP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. IP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy. Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

IP staff members must select sites that adhere to this non-discrimination standard. Consistent with the mission and goals, IP must take action to remedy significant imbalances in student participation and staffing patterns.

IP must ensure physical and program access for persons with disabilities. IP must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

IP must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Part 8. DIVERSITY

Within the context of each institution's unique mission, diversity enriches and enhances the collegiate experience for all; therefore, Internship Programs (IP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

IP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others.

IP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts. IP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Internship Programs (IP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

IP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible. Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. IP must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

Part 10. CAMPUS and EXTERNAL RELATIONS

Internship Programs (IP) must reach out to relevant individuals, campus offices, and external agencies to:

- Establish, maintain, and promote effective relations
- Disseminate information about their own and other related programs and services
- Coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes

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

IP must have procedures and guidelines consistent with institutional policy for communicating with the media.

Part 11. FINANCIAL RESOURCES

Internship Programs (IP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus, must be conducted. IP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Part 12. TECHNOLOGY

Internship Programs (IP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

IP must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, IP must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the IP for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When IP provide student access to technology, they must provide:

- access to policies that are clear, easy to understand, and available to all students access to instruction or training on how to use the technology
- access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary procedures. Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 13. FACILITIES and EQUIPMENT

Internship Programs (IP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, IP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

IP staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

IP staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

IP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

Part 14. ASSESSMENT and EVALUATION

Internship Programs (IP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. IP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

IP must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness. Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

IP must regularly evaluate, assess, and respond appropriately regarding the extent to which internship sites add to student learning.

General Standards revised in 2008 IP standards developed in 2006

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Appendix G: CAGUE Recommended Student Learning Outcomes



Board of Higher Education

CAGUE Recommended Student Learning Outcomes

From the Dec 2009 Final Report of the Commissioner's Advisory Group on Undergraduate Education

College- and University-level Fundamentals
<p><i>College- and University-level Fundamentals represents the array of broad knowledge areas about which students should have significant comprehension and facility.</i></p>
<ol style="list-style-type: none"> 1. Written and oral communication - including the ability to explain, persuade, advocate and argue effectively when engaged with a variety of audiences. 2. Quantitative skills - including the use of statistical and other mathematical tools and the ability to use mathematical reasoning to solve problems and analyze complex challenges. 3. Technological/information science facility - including the abilities to understand, use and evaluate technology and the information it provides. 4. Breadth of knowledge about the physical and natural worlds - including the way scientific knowledge is acquired, tested, validated, and revised. 5. Breadth of knowledge about human cultures - Including world and American histories, philosophical traditions, religions, and artistic, linguistic, and cultural legacies; economic and political forces; and global interdependence. 6. Knowledge in depth/Interdisciplinary knowledge - Including one area of specialization/expertise and an ability to integrate knowledge across disciplines.
Integrative Thinking
<p><i>Integrative Thinking centers on the methodologies from various disciplines to solve complex, real-world problems and to create new solutions. Such skills allow graduates to be successful in an ever-changing world.</i></p>
<ol style="list-style-type: none"> 7. Critical Thinking and Informed Decision-Making - The ability to identify challenges and opportunities; analyze root causes; employ multiple perspectives; move from the particular to generalizations; move from concrete situations to abstraction; interpret data; determine similarities and differences; and decide and act based on the best data available. 8. Creativity and Innovation - The ability to understand the dynamics of change; execute continuous improvement of existing elements, systems, and processes; create breakthrough improvements and out-of-the-box thinking toward new elements, systems, and processes; demonstrate originality and inventiveness. 9. Problem Solving - the ability to test hypotheses; reflect and learn from mistakes; and demonstrate persistence and endurance in seeking and coming to solutions. 10. Systems Thinking - The ability to view situations holistically through understanding how immediate actions in one area may affect and interact with other areas with unintended consequences; to understand the parts in relation to the whole.
Civic, Organizational, and Career Competencies
<p><i>Civic, Organizational, and Career Competencies encompass a range of personal, interpersonal, and group behaviors that are required to be an effective and successful citizen and worker in any organizational and/or career setting.</i></p>
<ol style="list-style-type: none"> 1. Relevance of Education/Lifelong Learning -- Graduates understand how their education connects to the real world, to changes in the global economy, trends in the workforce, and future opportunities — the importance of today's knowledge economy and the types of careers associated with this economy — and the need for continuous and lifelong learning to remain effective over the life span. Graduates continue to monitor their learning needs and acquire new knowledge and skills as needed. 2. Civic and Social Responsibility --- Graduates know how to be effective citizens who engage in national and international democratic and political processes. Graduates experience their interconnectedness and interdependence with others and understand the responsibilities that come with being part of a, acting with integrity in an ethical manner. 3. Personal Responsibility --- Graduates take responsibility for their actions and for their own career and life choices. Graduates demonstrate an understanding of values and the importance having a moral compass. 4. Workplace Skills --- Graduates demonstrate personal accountability and effective professional skills such as goal setting, project management, outcome assessment, and corrective action as well as personal habits such as punctuality and dependability. 5. Teamwork/Collaboration --- Graduates negotiate and solve interpersonal and team conflicts. Graduates understand the balance between leadership and team roles, assuming necessary responsibilities to achieve goals. Graduates interact with a diversity of colleagues and others in a respectful, effective manner.

Appendix H: Internship Programs Under The Fair Labor Standards Act

4/6/2017 U.S. Department of Labor - Wage and Hour Division (WHD) - Fact Sheet

United States Department of Labor
Wage and Hour Division (WHD)
(April 2010) (PDF)

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to "for-profit" private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term "employ" very broadly as including to "suffer or permit to work." Covered and non-exempt individuals who are "suffered or permitted" to work must be compensated under the law for the services they perform for an employer. Internships in the "for-profit" private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the "for-profit" private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in "for-profit" private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

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

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad. Some of the most commonly discussed factors for "for-profit" private sector internship programs are considered below.

Similar To An Education Environment And The Primary Beneficiary Of The Activity

<https://www.dol.gov/whd/regs/compliance/whdfs71.htm> 1/2

4/6/2017 U.S. Department of Labor- Wage and Hour Division (WHD) - Fact Sheet

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866- 4USWAGE (1-866-487-9243).

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

<https://www.dol.gov/whd/regs/compliance/whdfs71.htm> 2/2

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Term	Definition
Apprenticeship (registered)	Registered Apprenticeships are innovative Work-Based Learning and post-secondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies). (https://www.dol.gov/featured/apprenticeship/faqs).
Experiential education	A systematic approach to applied learning whereby a student engages in professional, productive learning activities. Experiential education is a process through which a learner constructs knowledge (CAS, 2009). Experiential education refers to learning activities that involve the learner in the process of active engagement with, and critical reflection about, phenomena being studied (NSEE, 1997).
Internship	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. (Council for the Advancement of Standards in Higher Education (CAS)).
Mentor/mentee relationships	<p>A mentor is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work-life balance.</p> <p>The term mentee refers to the broad range of individuals who may be in the role of "learner" in mentoring relationships, regardless of the age or position of the mentor and mentee. (http://www.apa.org/education/grad/mentoring.aspx).</p>
Practicum	Definitions vary, but generally a course, especially one in a specialized field of study that is, or includes, an experience designed to give students supervised practical application of previously studied theory. (Editor)
Work-Based Learning (WBL)	Work-Based Learning can help students improve academically. It helps them learn how the things they learn in the classroom are connected to the real world. It's also a great way to explore career options. It benefits schools. Work-Based Learning can improve student motivation, attendance, and graduation rates. https://www.careerwise.mnscu.edu/education/whatworkbased.html