



2017-2018 Academic Internship Program Guidebook

1. INTERNSHIP LEARNING OUTCOMES

Skill Learning Outcomes

The National Association of Colleges and Employers (NACE) has defined career readiness competencies that prepare college graduates to be successful in the workplace¹. To encourage students to attain and demonstrate these competencies, the CDO has identified the following skill learning outcomes.

These learning outcomes are competencies that employers consistently indicate they seek in new hires and serve as a valuable framework that students can use to:

- Consider the impact of their internship and what they've learned about themselves and the world of work
- Identify skills to be demonstrated on their resume and cover letters and discussed during interviews
- Integrate their internship experience with their academic plan

Skill Learning Outcomes
Career Information and Management:
Student interns will develop an understanding of their career field of interest, including the skills, responsibilities and career trajectory of professionals.
Critical Thinking:
Student interns will develop analytical skills, including the ability to understand information and interpret data.
Problem Solving:
Student interns will exhibit foresight, independent thinking, resourcefulness, and the ability to make decisions.
Oral/Written Communications:
Student interns will be able to present thoughts and ideas clearly and effectively in written and oral forms as required for particular workplace settings.
Professionalism/Work Ethic:
Student interns will develop effective work habits, including time management, punctuality, and personal accountability.
Teamwork/Collaboration:
Student interns will develop interpersonal skills which will enable them to build professional relationships, work within a team structure, and to manage conflict in the workplace.
Digital Technology:
Student interns will know when to use the right tool (e.g., strategy, system, technology, etc.) for the right task.
Global/Intercultural Fluency:
Student interns will demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Academic and Professional Learning Outcomes

Students and faculty will continue to work together to develop academic learning outcomes. Students are asked to identify academic, personal and professional goals on the Internship Learning Agreement.

Assessment of skills learning outcomes

Students will be asked to indicate their level of agreement with skill statements on the Internship Learning Agreement, which will serve as a pre-test to the skills learning outcomes.

Students will be required to complete a reflection document at the end of their internship, which will be shared with their faculty internship sponsor. This document will include a post-test of the skill learning outcomes and offer students the opportunity to reflect on their development of these skills by asking them to write about a specific example of how they've used that skill in their internship. See sample below:

Competency & Definition	Give a specific example of how you demonstrated this competency in your internship. This exercise can be helpful in crafting your resume and/or cover letter, as well as preparing for interviews.
Oral/Written Communication: Able to present thoughts and ideas clearly and effectively in written and oral forms as required for particular workplace settings.	<i>Drafted social media posts that highlighted the services offered and were tailored to the appropriate audience</i>

2. POLICIES AND STANDARDS

Internship Policies in the 2017-2018 Academic Catalogue

The following policies have been established to clarify how students are awarded credit and to address issues relating to registration for internship credit. These guidelines have been developed to provide a framework for the internship process and to clearly delineate the roles and expectations for the internship program:

1. Students must work **45 hours** at the internship for every one academic credit.
 - a. Note: this change was made to comply with Middle States Commission on Higher Education and the MD Department of Education
2. Students may earn a total of eight internship credits toward graduation. Students participating in more than eight internship credits will not be able to apply additional credits towards graduation.
3. Credit can be awarded only when the internship experience coincides with the semester that the student registers for such credit.
4. For domestic internships, students may complete only one internship per semester.
5. Students may complete more than one internship at a site, but the responsibilities and academic work involved in the internship must be different in order for additional credit to be earned.
6. Students are not permitted to audit an academic internship course.
7. Students must complete an evaluation of their internship experience at the end of each semester and return it to the CDO by the deadline.
8. A student's internship site supervisor and faculty internship sponsor must be different people.
9. The faculty internship sponsor must be from the academic department in which the internship credit will be awarded.

Criteria For An Experience To Be Defined As An Internship

The Executive Summary of the 2016 NACE Internship Survey report defines internships as “one-time work or service experiences related to the student's major or career goal. The internship generally involves students working in professional settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid and the student may or may not receive academic credit.”²

To ensure that an experience—whether a traditional internship or one conducted remotely—is educational, and thus eligible to be considered an internship by the NACE standards, the following criteria must be met:

NACE Criteria, as outlined Position Statement: U.S. Internships:³
1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that supports learning.

Goucher Internship Standards

To ensure an optimal learning experience for Goucher students, the CDO has adopted the following standards:

- Internship work experiences should be substantial and challenging. No more than 25% of an intern's time should be spent doing clerical work.
- The internship must take place in a professional setting. In-home settings are not ordinarily acceptable.
- No immediate family member may be the direct supervisor of the intern, although internships can take occur in an organization with which a family member is affiliated
- Virtual internships are not ideal for all students. While there may be some industries where this type of work is commonplace, CDO thinks it is imperative for there to be Skype/in person supervision meetings weekly, and regular phone and email support. It is also advised the faculty internship sponsor communicate with the site supervisor, at least once to ensure the quality of the experience.

Academic Credit Course Components

These components were communicated to program coordinators in early Spring 2017, as all courses were being updated for the 17-18 catalogue.

- Credits and hours – Internship courses are available for variable credit. Departments can elect to offer courses between 1 – 4 credits based on the following hours.

1 credit = 45 hours	2 credits = 90 hours
3 credits = 135 hours	4 credits = 180 hours
- Grading Options – Internship courses can be offered as pass/no pass or letter grade. Departments with required internships must select only one option.

- Semester – Internships may be completed during the academic semesters as well as winter and summer terms. Courses may be listed as variable if the course is available all semesters.
- Prerequisites – Include any courses students must complete prior to registering for this course.
- Faculty - If internships can only be supervised by certain faculty members, note those names in the description.
- Sample Description – Internship in (dept) - Internship opportunities include work in (insert sites specific to your area.) Students complete work on site under the supervision of professionals in the field and also complete academic assignments as determined by the faculty internship sponsor. Each credit requires 45 hours at the internship site. Prerequisites include (insert specific courses or class standing.) Graded pass/no pass. Course may be taken during academic semesters as well as summer and winter breaks.

3. ROLES AND RESPONSIBILITIES

Academic Advisor

- Review student’s academic record to determine if student has fulfilled the necessary prerequisites for the internship course stated in the ILA.
- Confirm student’s awareness of the 8 credit internship limit as noted in the academic catalogue.
- Review the email generated by the submission of the Internship Learning Agreement, and reply to the message with your approval.
- Communicate with the CDO regarding any questions or concerns.

Faculty Internship Sponsor

- Meet with the student to discuss the:
 - Whether the internship warrants academic credit.
 - CDO skill learning outcomes and the value of the internship in developing and/or demonstrating those skills.
 - Academic component of this internship and help student develop academic learning outcomes related to the academic and professional goals.
 - Method in which the student will demonstrate what they have learned.
 - Grading option for the course, as appropriate.
- Advise international students to consult with the International Student Advisor before pursuing an internship.
- Review the email generated by the submission of the Internship Learning Agreement, and reply to the message with your approval that the internship warrants academic credit.
- Consult regularly (recommend 3-4 contacts per semester or summer) with the student in person or electronically throughout the internship to provide feedback, guidance and support.
- Evaluate the student based on their ability to reach the learning outcomes, completion of written work, or other project, and the performance feedback from the internship site supervisor, if available.
- Faculty should also review the student reflection on internship experience.
- Submit final grade to the Registrar’s Office by due date.
- Communicate with the CDO regarding any questions or concerns.

Intern

- Search for, apply to, and secure an internship, using CDO, personal and other resources.
- Meet with academic advisor to ensure eligibility to receive academic credit for the internship.
- If an F-1 student, meet with the International Student Advisor to obtain work permission for any paid internship. Those in a dependent status (A-1, G-4, H-4, F-2, etc.) may wish to meet with International Student Advisor to discuss options well in advance of and desired paid internship.
- Secure a faculty internship sponsor from the department in which the course is offered.
- Meet with faculty internship sponsor to discuss the internship, determine academic learning outcomes and identify an academic activity.
- Discuss the internship learning outcomes with the internship site supervisor.
- Submit the Internship Learning Agreement by the appropriate deadline.
- Follow-up, as needed, with faculty internship sponsor, academic advisor and site supervisor to ensure approval of the ILA, sent via email to the CDO.
- Complete required hours (45 hours for each academic credit) within the semester for which they are registering for academic credit.
- Complete and submit the agreed upon academic assignment that demonstrates to the faculty internship sponsor what has been learned and that learning outcomes are met, by the deadline.
- Complete student reflection on internship experience and submit the CDO by the deadline.

Site Supervisor

- Identify internship responsibilities/projects/ qualifications and appropriate space/tools/technology.
- Ensure that the internship meets the criteria set forth by the US Department of Labor and the National Association of Colleges and Employers.
- Consult with student to understand the CDO internship learning outcomes and the student's academic learning outcomes and ensure they align with those of the organization.
- Review the email generated by the submission of the Internship Learning Agreement, and reply to the message with your approval.
- Offer routine feedback about student performance, both verbally and in writing.
- Complete the Intern Performance Feedback at or near the end of the internship. This will be shared with the faculty internship sponsor and may be used to assess the student's grade.
 - Meet with the student to review the evaluation and have both parties sign.
 - Submit to the CDO by due date.

CDO

- Support students in finding and securing internships. Meet individually with, or present to, students to encourage articulating skills and experience on resumes and in interviews, as well as developing a search strategy unique to their needs and interests.
- Provide a variety of resources to find opportunities and offer instruction on the use of networking as part of a multi-faceted search strategy.
- Develop relationships with employers and organizations as potential internship sites.
- Educate students on the process for registering for academic credit and completing the Internship Learning Agreement.
- Manage the academic credit registration process, which includes:
 - compiling all appropriate approvals,

- providing additional review and approval to ensure completeness and accuracy of ILA, and
 - forwarding to the Registrar, who will officially register the student for the internship course.
- Communicate with students, faculty internship sponsors and site supervisors as needed, particularly to distribute and secure the student reflection on internship experience and performance feedback at the end of the internship.
- Serve as resource for students, faculty, academic advisors and site supervisors.

Footnotes:

1. <http://www.nacweb.org/uploadedfiles/pages/knowledge/articles/career-readiness-fact-sheet.pdf>
2. <http://www.nacweb.org/uploadedfiles/content/static-assets/downloads/executive-summary/2016-internship-co-op-survey-executive-summary.pdf>, page 2
3. http://www.nacweb.org/connections/advocacy/internship_position_paper/#sthash.dK1WUjQo.dpuf