



Internships and Co-ops

A Guide for Planning, Implementation and Assessment

State University of New York
University Faculty Senate

Internship Guide Subcommittee of the
UFS Undergraduate Academic Programs and Policies Committee

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www.system.suny.edu/facultysenate

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Introduction

The goals, methodology and faculty responsibilities for internships and co-ops are similar, although internships and co-ops may have different schedules for time spent at the applied learning site. For this reason, and to avoid the frequent and needlessly cumbersome phrase “internships and co-ops,” the word “internship” will be used throughout this Guide to apply to both internships and co-ops unless some distinction between these two forms of applied learning requires individual description.

Applied learning has been well documented as part of a successful educational process. Many degree programs include internships as electives or as required courses. The purpose of this Guide is to identify the major factors that might be considered for successful design, implementation, instruction, supervision and assessment of internships.

Internships, unlike research or other applied learning activities, routinely include important interactions among three different parties in a defined manner: the student, the academic instructor and the site supervisor. Student internships are generally served outside the classroom, with the student working on learning outcomes in a workplace or institutional environment for a site supervisor while also being assessed and mentored by the faculty member.

For the student, internships offer the potential for valuable learning opportunities outside the standard classroom setting. The internship can also serve as a bridge between the traditional academic setting and the professional world to which the student aspires. Internships offer the opportunity for the beginning of lifelong learning for students; therefore, attention to a student’s life after graduation should be considered in the internship design.

For the academic institution, internships offer a rich array of opportunities to foster faculty development, positive town/gown relationships, and interaction with professional communities throughout the country and the world. Internship supervision may serve as a particularly fruitful means of faculty development, giving faculty face-to-face contact and exchange with the professional world most closely related to a faculty member’s academic expertise.

For the organization that serves as the setting for the internship experience, internships offer an opportunity to contribute directly to the educational and developmental growth of participating students. The internship can also foster a useful relationship between the sponsoring

organization and the academic institution, one in which both parties benefit through shared knowledge, resources and goals.

Guiding Principles for SUNY Internships

- All SUNY applied/experiential education such as internships, cooperative education, and all applied learning and/or experiential education activities earning academic credit shall be a responsibility of appropriate faculty who are members of the academic department (or similar academic unit) within the discipline in which the internship is offered. Such faculty should be qualified to supervise the internship and other experiential education in the respective subject area
- Specific learning outcomes, carefully defined by faculty, will dictate the role a given applied learning experience contributes toward the requirements for the major or program.
- Such credit-bearing experiential education shall be delivered with academic rigor and attention to educational effectiveness.
- Faculty compensation and schedule for instruction and supervision of applied/experiential education courses including internships, co-ops, and all other types of credit-bearing experiential education shall be commensurate with compensation and schedule adjustment of any other credit-bearing course taught by that faculty member.
- When possible, faculty and student development personnel, including Offices of Career Development, shall work together to enrich the student educational experience.

Source: [170-02-1](#) – April 2015 SUNY Faculty Senate Resolution to Support Planning and Implementation of Applied Learning Experiences at SUNY

These Guiding Principles shall apply to SUNY credit-bearing, non-credit and zero-credit internships.

Definitions

Academic Department

SUNY's colleges and universities have a variety of academic organizational structures that facilitate the administration of degrees, programs, and courses within the disciplines. While these organizational structures are often known as academic departments, this guide uses the term "academic

department” in a general fashion to refer to those organizational academic structures. The term “academic chair” is similarly used to refer to the supervisor who is charged with the oversight of an organizational structure that is facilitating the administration of degrees, programs, and courses within the disciplines. No reorganization of such academic organizational structures is being implied by this document.

Applied Learning

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied-learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course (SUNY Applied Learning Steering Committee).

Career Services

Campuses have many names for the offices or campus entities that help students gain professional skills and find suitable sites for internships employment. Such names include but are not limited to Career Development Office, Career Planning or Student Success Center. For the sake of consistency in this Guide, the name “Career Services” will be used to refer to all such offices and organizations.

Cooperative Education

Cooperative education (co-op) refers to an applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student’s academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Co-ops are off-campus and full time or part time (SUNY Institutional Research Information System definition).

Faculty Internship Coordinator

A Faculty Internship Coordinator is a faculty member or academic chair who administers the internship program and oversees any faculty supervising internships within an academic department. For suggested tasks of a Faculty Internship Coordinator, please refer the section in this Guide that details the role of the Academic Department Internship Coordinator. (See Academic Department/Career Services Coordination, page 31.)

Faculty Internship Supervisor

A Faculty Internship Supervisor is a faculty member who instructs and supervises the student during the internship. This person, this person's department chair, or the departmental Faculty Internship Coordinator will negotiate internship duties with the site supervisor and/or will approve proposals of duties by the student. This faculty member should be familiar with the purposes and operation of the internship site. (See Qualified Faculty definition.)

Internship—Credit Bearing/Non-credit

An internship is an applied learning experience for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Some institutions offer both credit- and non-credit-bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning (*SUNY Institutional Research Information System* definition).

Internship Learning Outcomes and Activities

Learning Outcomes are statements of what the intern is expected to learn or be able to do by the end of the internship. Internship site activities are the tasks or duties that enable students to achieve the Learning Outcomes. These activities are often proposed by the student as a result of faculty advisement and Career Services support, but they must be approved by the faculty and agreed to by the internship site.

Site Supervisor

A site supervisor is the employee at the internship site who is directly responsible for oversight of the student intern's learning and performance, and for conferring with the faculty supervisor or otherwise reporting the student's progress. The site supervisor is aware of the academic Internship Learning Outcomes and knows of or has helped to formulate the internship activities that will be part of the fulfillment of the Learning Outcomes.

Qualified Faculty

Internships must be supervised and taught by full-time or part-time instructional faculty who are members of the academic discipline or department most closely related in subject matter to the internship. Qualified faculty assess the fulfillment of faculty-designated learning outcomes.

Faculty who are qualified to teach and supervise internships have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities assigned to them. Such faculty are responsible for setting curricular outcomes, for determining the means by which achievement of outcomes is measured, for evaluating the achievement of curricular outcomes, and for providing academic advice to students.

Qualified faculty are able to perform the tasks listed in the Appendices under “Faculty Responsibilities,” to work in a collegial fashion with campus Career Services personnel and with all other campus constituents who can build, maintain and update internship sites. The faculty member should have knowledge of the various professions for which the student’s degree may offer preparation. (Formulation of this definition was guided by the New York State Education Department [Key Standards](#) in the Regulations [Section 52.2](#) (b)(1) and (3)—and by Standard IV of the Thirteenth Edition (2014) of the Middle States Commission on Higher Education Characteristics of Excellence in Higher Education, Standards for Accreditation and Requirements of Affiliation.)

Part I — Planning

Internships approved by the academic institution should satisfy all requirements set for other courses by federal, state, regional and subject-area accrediting bodies. Thus, internships should have syllabi, learning outcomes set by the teacher of record, clear grading criteria and approved methods of assessment. As part of program or course assessment, and to measure the success of the internship, the academic institution may be advised to keep track of student activities and professional achievement after graduation.

Institutional Support

Institutional support, a philosophical commitment evidenced by allocations of both financial and human resources, is required for internships to meet program goals of the department and academic units that offer them. The specific learning outcomes, carefully defined by faculty, discussed with students and communicated to the site supervisor, will dictate the role a given internship plays in the requirements for the major or program.

Academic institutions that offer internships have a responsibility to assure the availability of adequate funding for

- student advising and preparation;
- administrative logistical support; and
- equitable compensation for appropriate faculty instruction and supervision.

Faculty Selection

The faculty internship supervisor should be a member of the academic department from which the internship is offered and should be qualified to design, supervise, instruct and assess the internship experience in the respective subject area. The department offering the internship must determine how many internships can be effectively supervised in a particular semester and how such supervision will affect faculty load.

Regarding faculty qualifications, the New York State Education Department advises that internship instruction and supervision practices may vary significantly from campus to campus, but all instructional and supervisory practices must meet the same standards required for all other

courses. Consequently, the New York State Education Department (NYSED) expects that “qualified members of the faculty are assigned to oversee each internship experience” ([NYSED guidelines](#)).

Department Expectations: Curriculum

Faculty are responsible for the preparation of syllabi and general conduct of the course, including expression of learning outcomes, assessment and grading criteria. (Samples may be found in the appendices of this guide.)

Recommended Qualifications

The baseline qualification for faculty who instruct and supervise internships would include

- good working knowledge of the professional or commercial practices of the internship site;
- strong interest in learning about the professional or commercial practices of the internship site prior to any communication with or visits to the internship site;
- earned degrees in the relevant disciplines, and/or related certifications, licenses and professional experience in the discipline field; and
- membership in the academic department offering the internship.

Regarding selection of faculty and determination of faculty load for internship supervision and instruction, the New York State Education Department specifies the following requirements in its Key Standards and Regulations:

§ 52.2 (b)

- (1) All members of the faculty shall have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.
- (3) For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth

and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.

([8 CRR-NY 52.2](#) Standards for the Registration of Undergraduate and Graduate Curricula.)

Curriculum

An internship course, like any other course, must contribute to the achievement of the program's learning outcomes in alignment with those of the institution. Therefore, faculty must pay careful attention to the design of the course and the provision of opportunities for its implementation. Planning for internship course assessment should occur at the time of course design and should include measurable learning outcomes and activities.

The internship syllabus provides an overview of the course to students. Common elements of a syllabus should include the course title, prefix, credits, prerequisites, course description, required on-campus meetings, learning outcomes, required texts (if any) and basis for determining grades. Syllabi demonstrate that all work for credit is college level, of appropriate rigor, and that credit will be granted only to students who have achieved the stated learning outcomes. Because the course syllabus succinctly provides such fundamental information, both SUNY and SED review new and substantially revised syllabi during the program registration processes. The program description should clearly indicate whether the internship course is a requirement or an elective.

Class Size

This refers to the number of internship students assigned to a faculty member to constitute a course or percentage of a faculty member's workload. For faculty who fulfill the "Faculty Responsibilities" listed in this Guide, the recommendation is made that class size be limited to 10-15 student interns per class section per semester.

The [NYS Commissioner's Regulations](#) provide guidance regarding class size in Part 52.2 (b) (3):

"The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities."

When the number of interns is fewer than needed to constitute a "class" or "section," the work of the faculty supervisor may be recognized through an additional payment of salary or overtime payment per student.

Site Selection

A good internship site will provide the student with practical experience in the student's area of academic or career interest, thereby contributing to achievement of the learning outcomes of the course. The site's personnel should provide initial orientation, mentoring and guidance to the student as part of the student's internship. Qualified faculty and Career Services personnel should work with students to find internship sites and site supervisors suitable to the student's goals and the department's academic criteria.

There are several ways to locate acceptable internship sites:

- The faculty or academic department internship coordinator may use professional contacts to solicit internships at appropriate sites.
- The campus Career Services Office may locate internship sites through career fairs and other outreach to potential sites.
- Potential internship sites may be requested to submit a description of their activities, and the proposed duties and qualifications for the intern.
- Students may be asked to take responsibility for researching, identifying and finding possible internship opportunities. This activity will help students to identify their own career goals and the manner in which they may best be achieved, and it will also help students learn career preparation skills that will be useful after graduation. Students may seek such internships through organizations already listed by the college or propose an internship site found through faculty advice, professional acquaintance, Internet research or other contacts. All internship opportunities must be reviewed and approved by appropriate faculty prior to course registration.

The academic department and the Career Services Office may teach students how to research the history, products and business practices of companies, enabling students to find their own internships, prepare for interviews and be ready to work. This can be particularly important in fields where new companies and business trends appear frequently.

A site visit may be useful prior to accepting an agency's participation in the internship program. While this is not always possible, every effort should be made by the academic institution to make a personal connection with the internship sponsor.

InternShop, a partnership between The Business Council and SUNY, is a Software as a Service platform that matches employers with interns across

the state <http://www.suny.edu/internshop/> and can serve as a resource in identifying internship sites.

The Local Community's Capacity to Support Internship Activities

In searching for internships in the local community, it is important for faculty members and others at the campus to ascertain whether the local economy can sustain such opportunities by considering the following questions and suggested answers:

1. Can local employers provide meaningful applied learning experiences with the proper supervision, feedback and level of expertise?

Local Chambers of Commerce may be of assistance in determining appropriate host locations.

2. How can the specific skill sets taught in the academic curriculum benefit the needs of local business and industry?

A Program Advisory Board consisting of members of the academy and the community can offer helpful suggestions regarding local needs.

3. If appropriate employers exist in the community, are they able to pay students a wage, and will these employers cooperate with the institution's policies for awarding academic credit if students seek that option?

Monetary compensation and/or academic credit are important issues for students in their choice of applied learning experiences.

4. Are relevant internship/co-op opportunities in the community available during the time frame of the semester or term?

Local Chambers of Commerce, Career Services personnel and faculty can work together to locate suitable internships during specific time frames.

The Impact Student Internships May Have on the Local Workforce

Student internships can benefit local communities in many ways and can have a positive impact on the local workforce. Many employers will use internship programs as a recruiting strategy to hire new employees from the ranks of their student interns. Internship programs can also help employers and members of the local business community remain current with new ideas and trends. To provide a positive impact, however, it is important that these opportunities are implemented and managed within the parameters of state and federal guidelines such as the Fair Labor Standards Act (FLSA).

The classroom experience and academic course content can be enhanced and enriched by feedback from the local business community, improving the education of future employees and citizens. Internships also help promote very positive relations between the local community and the educational institution through collaboration in educating and shaping a new generation of student leaders.

International Internships

Education abroad can provide SUNY graduates with the skills and experience needed to enter the competitive workforce, either at home or anywhere in the world. International internships offer particularly rich learning opportunities for students. At the institutional level, internships abroad require all the planning necessary for domestic internship experiences, with added logistical questions and issues to be addressed.

Academic and administrative issues

Academic departments, campus offices of international education, continuing education, academic advisement, career services and the registrar are among those that can be especially helpful when they work together as a team to ensure that proper internship registration has occurred and that credits or experience earned in an international experience can be applied to a student's graduation requirements at the home campus. As with domestic internships, all educational institutions and third parties involved in a student's international internship should reach clear understandings contained in written agreements regarding costs, internship supervision, progress reports, language proficiency requirements and credit to be earned for the internship experience. Although it is important for faculty supervisors to fully appraise the international internship site, preferably during a visit, technology can now help with supervision abroad.

International Sites

Locating placement sites in other countries is a challenging process, particularly in the absence of existing institutional relationships. Fortunately, many SUNY institutions have long-standing international internship programs and other applied opportunities in place. The [SUNY Study Abroad Website](#) enables students to search for opportunities by various combinations of country, term, and academic field, with additional filters to find internships, volunteer opportunities and service learning. Search results include descriptions of the locations, languages, eligibility requirements, and other pertinent information. SUNY study abroad programs are administered by one campus, but most are open to students

from other SUNY campuses. Another avenue is to use the connections that faculty, staff, and alumni have in other countries.

To address the complex logistics of international internships, many SUNY institutions use a third party entity in order to provide the required in-country support students need. These vendors vet the internship sites, manage all the necessary paperwork (visas, health insurance, etc.), meet the student at the airport, handle the living arrangements, and have professional staff living in the country to assist with emergencies and general issues.

Advisement and Support

International education or study abroad offices have experience and resources in this area and are best suited to provide support in cooperation with faculty members. The international education office is also responsible for reporting the number of students participating in such activities throughout the institution. It is good practice, and required by some campuses, to refer all students planning to engage in these opportunities to the international education office.

Advisement must include the additional considerations of pre-departure arrangements, traveling abroad, cross-cultural understanding, and health and safety concerns. The international education office will help ensure that students receive important information before, during and after the international internship experience.

Students should receive information about the following:

- securing passports, visas and documentation required by the international host;
- making travel arrangements;
- medical issues and health insurance, including medical evaluation and repatriation coverage. A student's family health insurance may not cover international travel, but SUNY has negotiated international health insurance that also includes extraction provisions in case of health or political crises.
- safety and emergency contact information, including how to register with the Smart Traveler Enrollment Program (STEP) through travel.state.gov; and
- local contact and logistical information, including housing and transportation.

Information about cultural differences, safety, and general travel suggestions can minimize culture shock and facilitate the adjustment

process. Also, clarifying expectations for the student's return to the college may help prepare for a smooth transition back into the classroom setting.

Several SUNY campuses have developed various resources to guide students step-by-step through the process. The [SUNY Office of Global Affairs](#) is available to campuses for consultation and further information, particularly when a campus does not have a designated international education or study abroad office.

International Students and Internships in the United States

International students may be eligible to take part in internships in the United States. Interested students are advised to speak to the international student services office on campus. Students holding an F-1 student visa (non-immigrant visa that allows international students to pursue education at a U.S. college or university) may be able to intern after completing two full-time academic semesters. The international student advisor or coordinator will help students determine if the work experience and academic program are eligible for work authorization through Curricular Practical Training (CPT) or Optional Practical Training (OPT) for paid or unpaid internships. Students should work closely with the international student services office, as the determination of eligibility for CPT and OPT can vary for each student and academic program.

Virtual Internships

Many successful companies throughout the world do business from remote locations, so it is not surprising that virtual internships reflect these changes in the workplace. Some students have career aspirations that cannot be satisfied in the town or city in which the educational institution is located. These students may be able to serve a virtual internship at an approved site located at a distance.

Characteristics common to on-campus and virtual internships

“Traditional” internships generally occur when the student is serving hours at the internship site, which may be located on or off campus. Although the student may report to the faculty internship supervisor via email or other electronic means, the internship is generally served with face-to-face contact between the student and the site supervisors.

Although the student, the site supervisor and the faculty internship supervisor may all be in different locations during the virtual internship, academic and internship site support and student requirements for “virtual” internships should be the same as those required for “traditional” internships.

Virtual internships must satisfy the same course and grading criteria as all other credit-bearing courses offered by the educational institution. Important criteria include the need for

- a syllabus, including assignments, reading, due dates and all course requirements;
- a course description, published so that it is available to the public;
- learning outcomes set by the instructor of record;
- descriptive grading methods and criteria; and
- summaries of assessment criteria and methods.

There may be increased need for faculty supervision of virtual internships to be sure all learning outcomes are met and to enable effective assessment of the internship experience.

Virtual, off-campus internships can be designed and offered online through [Open SUNY](#) or using other methods of delivery. There are many useful software systems and web-based project management tools that allow interns to report to faculty internship supervisors and/or site supervisors to show various stages of development of assigned projects.

In recent years, virtual internships have become much more common. These virtual internships may refer to circumstances such as these, below:

- The student is on-campus working at an internship that is remote.

Students who serve internships in remote locations but who do so while remaining on campus have the opportunity for regular and scheduled meetings on campus with their instructors and with other students serving internships to discuss all aspects of the applied learning experience. Regular meetings of instructors and students serving internships are a best practice associated with credit-bearing internships. Students learn methods for successful interaction with internship site personnel by listening to the explanations from other students and working with the faculty member to reflect on lessons learned.

The faculty internship supervisor in collaboration with the site supervisor and the student will prepare a written document describing student duties designed to achieve learning outcomes set by the faculty member or academic institution.

- The student works on a project (such as research), with internship site staff but the student is not located on campus or at the workplace.

Working under the direction of the site supervisor on a project that has been approved by the faculty supervisor, the intern may gather data useful to the internship site. Such data may include, for example, the effectiveness of certain marketing methods, the scope of client communication, or the availability of new markets. Learning Outcomes for that internship would include gaining an understanding of industry vocabulary, marketing methods and client communication.

Michael True, a respected authority in the field and host of InternQube.com, offers a [useful checklist](#) of recommended requirements for virtual internships.

Student Eligibility and Preparation for All Internships

To be eligible for an internship, students must meet all institutional and degree requirements. Such requirements may include

- matriculation and completion of a specified number of credits;
- minimum major and/or institutional grade point average;
- specific prerequisite course requirements, determined by the supervising academic department, prior to serving the internship; and
- specific professional skills and knowledge determined by the internship site.

Student preparation for internship application should include development of materials and experiences such as the following:

- cover letters
- résumés
- mock interviews
- research to acquire advanced knowledge of each company or other internship site
- student statement of proposed internship duties
- student statement of career goals

Prior to commencement of the internship, special training should be given to students about workplace safety, including situations that might be defined as harassment and/or hostile work environments. Students should be instructed to report concerns about a potentially hostile work

environment to the faculty supervisor, who should have knowledge about appropriate reactions to such reports. The campus should determine, and faculty and students should know the proper channels to use to report or ask about questionable conditions during an internship.

Student Health Insurance

Students serving internships should check with their health insurers to determine whether insurance coverage applies to the internship.

Financial Aid

Students should also check with their Financial Aid advisors to determine whether the Financial Aid they receive will be affected by the internship.

Issues to consider include

- whether the internship activity or course receives credit;
- how much credit the internship activity or course will receive, including whether the student will be considered a “full time” student for Financial Aid purposes during the internship;
- whether the internship occurs on-campus or off campus; and
- whether the internship earns degree applicable credits.

Learning Agreement

A learning agreement is a written understanding between the college and the field site to identify the learning activities that will be part of the internship. A learning agreement completed between the faculty internship supervisor and the site supervisor prior to course registration and commencement of the internship helps to clarify the student’s responsibilities. Some academic institutions also include the student as an active participant in formulating the learning agreement, or at least require the student’s signature on the learning agreement.

The agreement should include

- course registration information (e.g., course title and number, name of faculty supervisor, start/end dates and semester of participation);
- required number of hours in the workplace;

- clear description of both the site requirements and the required academic components (e.g., log, journal, paper, oral presentation and other methods of showing fulfillment of the internship learning outcomes);
- clear description of intended learning outcomes and activities;
- clear description of the responsibilities of the college, the student and the site; and
- signatures by the appropriate parties, which must include a site representative and the appropriate departmental supervisors. Student signatures may also be required on this form to indicate understanding and acceptance of course requirements.

When drafting a learning agreement, the faculty member should be aware that internship sites are more likely to give significant time to internship training if the intern has made a significant commitment of time to the internship experience on site. Appendix B, on page 66, contains examples of Learning Agreements.

Credit

Because the academic institution awards the credit for every course offered, it is important that the learning experience meet Federal, State and SUNY guidelines for (A) time and (B) achievement of learning outcomes. These organizations all identify a minimum of 45 hours of student work to earn one credit (the Carnegie Unit). Credit will only be awarded for this minimum number of hours if those hours have provided enough time for the student to achieve the college-level learning outcomes. To earn the credit, these outcomes must be accomplished regardless of how much additional time it takes to do so.

(A) Time

US Department of Education Regulations

The US Department of Education (USDOE) established a national definition of a credit hour for financial aid purposes, which went into effect on July 1, 2011:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. ([Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as Amended](#))

New York State Department of Education Regulations

The definitions in New York State, [Title 8, Chapter II §50.1](#)(n) and (o) of the Regulations of the Commissioner indicate the minimum time requirements for awarding credit:

- (n) “Credit means a unit of academic award applicable towards a degree offered by the institution.”
- (o) “Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.”

This is the New York State Education Department formula for calculating the minimum number of instructional and supplementary hours required

for 1 credit in a course. Because this adds up to 45 hours of work, the minimum number of combined instructional and supplementary hours per credit for an internship is also 45. Since the State Education Department requirement is a minimum requirement, departments may require more than 45 combined instructional and supplementary hours of internship experience per credit earned.

SUNY Policy

The State University of New York recognizes these minimums in the June 30, 1976 Memorandum to Presidents titled “Credit/Contact Hour Relationship” (Vol. 76, No. 8).

Section V (Experiential Learning) of the [SUNY Policy Statement](#) states, “When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study.”

Consequently, USDOE, NYSED, and SUNY regulations and policies are consistent regarding minimum internship experience hours required for 1 academic credit. Institutions that require 45 hours or more combined instructional and supplementary hours per credit are in compliance with all three agencies.

Flexibilities in Determining Credit Hours

Because the Carnegie unit has regularly been interpreted as a seat-time requirement, the USDOE issued a Dear Colleagues letter, “[Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010](#),” that offers helpful advice. It explains that the expectation is an “institutionally established equivalency that reasonably approximates some minimum amount of student work reflective of the amount of work expected in a Carnegie unit.” The purpose is to establish “at least a minimum quantity of a student’s academic engagement” (p. 1) resulting in institutional equivalencies that reasonably approximate the definition of a credit hour for Federal purposes. However, the USDOE recognizes that “The definition provides several critical flexibilities for institutions in determining the appropriate amount of credit hours for student coursework.” (All bullets below from this section of USDOE policy):

- The institution determines the amount of credit awarded for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.

- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, as under current practice, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.
- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.

In its [Dear Colleagues](#) letter, the USDOE concludes that “The intent of these flexibilities is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.”

Middle States Accreditation Regulations

Accrediting agencies are responsible for ensuring that institutions are in compliance with the Federal definition. Consequently, The Middle States Commission on Higher Education (MSCHE) expects its institutions to demonstrate the same consistencies. Recognizing the wide variety of instructional methods, activities, and modes of delivery, it is important for courses to have “sufficient academic rigor, content, and depth” for transferability ([Credit Hour Policy](#), effective August 23, 2012, Rev. October 30, 2012).

MSCHE provides specific guidance regarding internships in its advisory on “[Degrees and Credits](#)” (effective June 26, 2009): “Internship or apprenticeship credit hours are determined by negotiation between the supervising faculty and the work supervisor at the cooperating site, both of whom must judge and certify different aspects of the student’s work.” The results of this negotiation must assure that the student’s activities meet at least a minimum quantity of academic engagement and also achieve sufficient academic rigor, content, and depth. As an accrediting association, MSCHE is responsible for the verification of compliance with the credit-hour policies, regulations and laws of the institution, as well as the state and federal government. Consequently, institutions must provide MSCHE evaluators with written policies and procedures, evidence of consistent application across campus, and evidence of consistency with common standards across higher education institutions.

(B) Achievement of Learning Outcomes

In addition to the minimum amount of time required to earn an hour of credit, the quality of the learning must be college level and credit worthy. Student learning outcomes identify the knowledge, skills, attitudes, behaviors, values or other outcomes that students are expected to achieve and be able to demonstrate upon completion of the instruction; and the federal definition of a credit hour includes the verification by evidence of student achievement of the learning outcomes.

To this point, Title 8, Chapter II of the Regulations of the Commissioner, [§52.2\(c\)\(5\)](#), makes plain that internships must include specific learning outcomes: “The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.” SUNY policy concurs with this position, stating that the credit is earned for the hours of “academic activity that provides the learning considered necessary to program study.”

This criterion is especially relevant for internships where some time may be spent on routine activities. Therefore, faculty in the disciplinary field need to identify student learning outcomes for the internship in order for the faculty to supervise students’ progress and to evaluate the achievement of those learning outcomes by the end of the internship. These learning outcomes should be listed in the syllabus for the internship course.

Learning Outcomes for internships should reflect institutional goals as well as more discipline-specific goals at the departmental level. All departments that have internship programs should have outcomes relating to the communication, cognitive, and personal skills the faculty expect students to achieve. In addition to these general outcomes, the concepts of the discipline will also determine a set of more specific outcomes.

Some institutions may wish to design a system for determining the amount of credit awarded that is more reflective of internship learning activities and outcomes than are the time-based methods of awarding credit used for the standard classroom. Examples of these methods of determining credit amounts would include the following:

- basing the amount of credit upon successful completion of an academic component, such as a paper or other assignments, that may be included with or in addition to the State Education Department minimum requirement of 45 hours combined instructional and supplementary hours per credit;
- basing the amount of credit on successful student completion of an appropriate number of learning outcomes, as well as the State Education Department minimum requirement of 45 combined instructional and supplementary hours per credit.

The USDOE in its 18 March 2011 [Dear Colleagues](#) letter (page 3) explains that “The credit hour definition does not emphasize the concept of ‘seat time’ (time in class) as the primary metric for determining the amount of student work for Federal purposes. Institutions may assign credit hours to courses for an amount of work represented by verifiable student achievement of institutionally established learning outcomes. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student. Thus, the [Applied learning] definitions in this Guide for Federal purposes represent nothing new in this regard.”

All methods or formulae for awarding credit must comply with University policies, State and Federal regulations. Fortunately, all agencies are consistent in setting minimum standards: 15 (50-minute) instructional hours and 30 “supplementary” hours are required to earn one unit of academic credit, and credit can be granted only to students who have achieved the stated outcomes of each credit-bearing learning activity. Ultimately, faculty members are responsible for evaluating the extent to which student activities achieve the curricular goals of the program.

The concern of all is that the credit hours and learning outcomes represent at least a minimum amount of student engagement recognized as consistent practice across all institutions. As the USDOE explains, “The definition of a credit hour for Federal purposes is necessary, in part, because more than \$150 billion of Federal financial aid is awarded annually based on an individual student’s enrollment, as represented in number of credits. The credit hour is a basic unit of student aid eligibility, and the new regulations address vulnerabilities in the student aid programs that leave them open to fraud and abuse. However, the regulations are grounded in commonly accepted practice in higher education, do not intrude on core academic decisions made by institutions and their accrediting agencies, and are completely consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on ‘seat time.’” Considering the importance to students of financial aid and transferability of credits, it is fortunate that these agencies are in agreement regarding time and credit hours, while maintaining flexibility for variety and innovative instruction. A useful summary and advice on federal standards on the credit hour in higher education can be found in an 18 March 2011 Dear Colleagues letter from the Assistant Secretary of Education, representing the USDOE: Office of Postsecondary Education: [“Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in Final Regulations](#), published on October 29, 2010.”

C. Registered Programs

No earned undergraduate or graduate degree shall be conferred unless the applicant has completed a program registered by the New York State Education Department. ([NYS Education Law §3.47\(a\)\(1\)](#)). Furthermore, “Each course offered for credit by an institution, shall be part of a registered curriculum offered by that institution, as a general education course, a major requirement, or an elective.” These Regulations also direct that “Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term” ([Regulations of the Commissioner 52.1 \(e & f\)](#), [Regulations of the Commissioner 52.2\(e\)\(4\)](#), and 4-1.4, [Standards of quality for institutional accreditation](#)).

Registered programs may include credit-bearing, non-credit or zero-credit requirements. Such requirements without credit contribute to the program outcomes, so they should be handled just as any other credit-bearing course, including full departmental and/or university course approval, decisions about transcript notation, and a grade (typically pass/fail since at zero-credit, a letter grade would not have an effect on GPA). They do not impact the GPA or contribute to full-time status for financial aid. Regardless of the credit, any required component of a registered program must be accomplished with rigor equal to the other requirements of the program (USDOE [Dear Colleagues letter](#)).

Part II — Implementation

Internships should be a vital component of an academic program. Student success with internships and all experiential/applied learning can be greatly increased by purposeful and frequent collaboration between those persons and offices whose responsibilities and interests include or relate to this type of education. Campus administration can foster such teamwork by encouraging communication and shared purpose amongst faculty, faculty and student governance, career services, offices of Financial Aid, International Education, Academic Advisement, Alumni Engagement, the Registrar, Deans and Directors and all others who work to promote student success during and after the formal education process. The ideal outcome in such cooperative efforts is the formation of mutually beneficial campus protocols and pipelines that enhance the student education process. This same collaborative process can be used between campuses to share effective methods of internship instruction, administration, assessment and site selection. The results of such joint campus efforts include the potential to efficiently offer applied learning across a broad geographic area and in a large number of subject areas.

Internship Supervision

Internships require a combined supervisory effort between the educational institution and the internship site.

- *Campus Supervision:* Internship supervision of the academic components of an internship should be provided by appropriate and qualified faculty from the academic department that offers the internship.
- *Site Supervision:* An appropriately qualified individual from the internship site will supervise the students placed at each site in consultation with the supervising faculty member from the department. The agency supervisor should provide training and mentoring that will benefit the student.
- Campus administrative support and coordination may be provided by the Career Services Office, other campus offices and resources in support of the department.

Effective internship supervision by qualified faculty has a direct effect on the richness and rigor of the student learning experience. To support appropriate internship supervision, class size should not exceed numbers

that allow adequate supervision. Consideration should be given to internship instruction and supervision in relation to faculty load.

Faculty-Student Communication during the Internship

The faculty internship supervisor and student intern should maintain regular contact regarding student progress during the entire course of the internship. Contact may be established through e-mail and other electronic communication, telephone, faculty-student meetings, site visits and/or hard-copy communications.

The frequency of contact may vary:

- Reciprocal communication at least once a week is recommended.
- At least one site visit is recommended where geographically feasible.
- Seminars or classroom meetings with interns may be considered in any combination of the following: prior to the commencement of the internship, during the course of the internship or at the conclusion of the internship.

Student reports should contain a description of the student's activities and an explanation of how specific activities help the student to achieve particular course learning outcomes. The student may also discuss guidance being given by the site supervisor, as well as the student's goals for future weeks. Although a formal reflection of the learning experience may not be asked of the student until the completion of the internship, the student can be encouraged to reflect on his or her progress during the internship, as well. Weekly reports offer the student an opportunity to request advice from the faculty supervisor regarding questions the student may have about the internship site operation or the student's progress in achieving the learning outcomes and the student's overall goals.

Key elements of student self-evaluation might be included in written reports, based on the originally stated learning outcomes, using the following directives:

- List, discuss and evaluate your performance on all learning outcomes accomplished.
- Discuss all accomplishments that were not originally listed as an outcome.
- Provide reflections on the relevance of the internship to your career goals.

- Explain how you integrated theory and knowledge from the classroom into practice through the internship experience, illustrating with specific examples. Provide insights gained and areas of new learning, challenges and how they were addressed, and the “fit” of the internship with your interests and anticipated career direction.

Site visits are strongly recommended, although internship programs may be selective about which internships require site visits and which can be effectively supervised via a telephone call or other method of communication between the faculty supervisor and the internship site. Even when the supervisor knows the site and client very well, site visits give the student the opportunity to speak with the faculty internship supervisor about issues that may not have been addressed in classroom settings or in e-mail communications during the internship.

Site visits enable observation of the working conditions and student interaction with site personnel in fulfillment of the learning outcomes. Does the student have appropriate and adequate work space and equipment, including the use of a site computer, to complete assigned tasks accurately and efficiently? Direct observation is the best way to evaluate the location and decide whether to continue, modify, or terminate the relationship with the site.

Site visits also allow the internship site personnel to discuss the student’s progress toward achieving learning outcomes and to understand the importance the academic institution places on supervised and mentored work experiences. In cases where more than one visit per semester is required, a student may be asked to visit the supervisor on campus. In addition, meetings in which interns interact with each other in a group setting or classroom may be required or highly recommended.

Reports from the Internship Site Supervisor

Communication should include written reports from the site supervisor. Faculty Internship Supervisors should be able to determine from these that the previously agreed upon learning outcomes can be or are being achieved in accordance with the original learning agreement and that academic standards are being maintained as the internship progresses.

This may require departmental or faculty supervisors and site supervisors to meet to discuss whether mutually agreed-upon outcomes are being achieved. It is recommended that reports from the internship site supervisors be required at least once prior to the conclusion of the internship.

Grading Criteria

As with all other courses, the faculty internship supervisor is responsible for evaluating student work and determining the grade. The type of grading is determined by an institutional, departmental and faculty collaborative decision to employ a letter grade, P/F, complete/incomplete or other option. Students' grades should be based on satisfactory completion of requirements and assignments and the extent to which the learning outcomes stated in the learning agreement have been met. The requirements for completion of the internship may be a combination of activities, such as internship journal, paper, project, oral presentation, student statement of learning goals and outcomes, self-evaluation of the learning experience, number of hours served, and other appropriate criteria resulting in the achievement of the learning outcomes. It is important to remember that the site supervisor may contribute an evaluation of the student, but the faculty member evaluates the entire learning experience and assigns the grade.

Academic Department/Career Services Coordination

There are several ways qualified faculty and career services professionals can collaborate to assist students with finding, assessing and documenting internships. Career services professionals are able to help students prepare for the internship search, including career counseling, résumé preparation, interview preparation, advice on effective ways to search for opportunities, increasing networking and professional skills, etc.

Most career services offices manage employer databases and internship postings, so faculty often refer students to that office for search assistance. Faculty and career services staff can share employer contact information gathered through professional networks, organizations, conferences and site visits. Many times faculty members maintain contact with alumni. This population has great potential for possible internship opportunities. Sharing these contacts with career offices allows them the opportunity to conduct employer outreach and assist them with creating internship opportunities.

Coordination among various offices can help students navigate administrative processes. For example, student registration for internships may necessitate communication between and among the academic department, the Registrar, Financial Aid, Career Services, Academic Advisement, Continuing Education or Summer Session offices, and, when appropriate, the International Education Office.

Such coordination of effort may be accomplished by several campus entities, but is most often facilitated by (1) the academic department

offering the internship, (2) the Career Services Office, or (3) a combination of those two groups. Many of the responsibilities listed for academic departments are similar to those listed for the Career Services Office. This allows teamwork and cooperation of these two entities.

Academic Departmental Internship Coordinator Responsibilities

It may be advantageous for an academic department to choose a qualified faculty member who will be available throughout the semester or year to respond to any questions about internships, including but not limited to registration, course requirements, college regulations, registration protocols and assistance with locating an internship.

The departmental Faculty Internship Coordinator will often find support and helpful expertise in cooperative work with the campus Career Services Office, which is staffed by professionals whose duties may include internship coordination and working with students.

A single point of contact can be useful. Internship sites often prefer to have only one “contact person” at an academic department. This facilitates the communication process between the department and the internship site. Similarly, students may want to talk about internships a year or more before they actually intend to serve an internship. It is helpful for students to know there is one person in the department who has overall responsibility for internships.

For these reasons, it is recommended that departments designate a qualified faculty member to serve as an Internship Coordinator, or that the Chair assume the responsibilities of the Faculty Internship Coordinator. In the creation and revision of the internship program, the Coordinator, working with the department chair will plan, develop and design implementation and assessment of internship academic components to achieve program outcomes. Thereafter, the Faculty Internship Coordinator will answer questions and perform organizational duties relating to internships as part of the academic program. The Faculty Internship Coordinator may be asked to do all internship advising for the department, with due consideration given to the Faculty Internship Coordinator’s workload. With appropriate justification to recognize the Faculty Internship Coordinator’s administrative responsibilities, a request may be made for a course load adjustment or alternative assignment of duties for the Faculty Internship Coordinator.

Administrative and advisory duties of a Faculty Internship Coordinator or department chair may include student advisement, campus and internship site coordination, evaluation and assessment.

Student Advisement

- Assist students with internship program requirements, determination of student goals, learning outcomes, internship duties to achieve learning outcomes, Internship Learning Agreement details and registration throughout the semester.
- Direct students to the Financial Aid office for information regarding the eligibility of their internship credits for state and federal financial aid.
- Serve as faculty supervisor or instructor for all interns within that faculty member's academic department who have not yet been assigned to another faculty member in the department.
- Assist students in locating new internships through internship fairs, collaboration with academic departments for on-campus recruitment, websites, specialized software or other means.
- Advise students on professional skills development including relevant business and internship site behavior.
- Assist and coach students in the preparation of résumés, e-portfolios, cover letters and interviews.

Campus and Internship Site Coordination

- Communicate with faculty internship supervisors to assist them with determination of internship duties, mechanisms for reporting their work with interns including the identification of deadlines for reporting interim and final grades and the criteria to be addressed when awarding a grade.
- Review, approve or assist with preparation of proposed student internship duties.
- Participate in the planning, development and implementation of grant proposals relating to the internship program.
- Advise the campus and academic departments on compliance with State Education Department, Department of Labor and other local, state and federal regulations regarding internships, as well as SUNY policies and the requirements of the appropriate accrediting bodies.
- Update department webpage(s) and all public information about department internship courses and opportunities.

- Review, approve and work cooperatively with internship sites to prepare the Internship Learning Agreement (ILA) between academic department or campus, internship site and student.
- Maintain and update a department repository or listing of available internship sites.
- Coordinate department list of internships with Career Services list of internships
- Represent the internship course or program to external groups, including but not limited to alumni, internship sites and SUNY-wide constituencies.

Evaluation and Assessment

- Establish criteria and metrics used for course assessment, with particular attention to program design and learning outcomes as they relate to requirements of the curriculum, campus, SUNY and relevant accrediting bodies.
- Ensure effective student and faculty assessment of internship course requirements, including grading criteria and/or rubrics.
- Supervise academic components of internship, including fulfillment of required student hours and Learning Outcomes
- Coordinate effective and timely evaluation of the students and assessment of the course from internship site.
- Perform or assist with site visitation by faculty supervisor.
- Conduct studies, collect data, analyze information, prepare reports and make strategic recommendations related to design, assessment and improvement of internships and applied learning.

Campuses differ in organizational structure and administration of internships. Some campuses have internship coordinators who may be part of the Career Services Office or may be part of a separate office.

The Faculty Internship Coordinator or department chair may be responsible for the duties listed above. Career Services Offices are generally responsible for the items listed below.

Many of the organizational and administrative responsibilities listed for Career Services Personnel are also listed as potential responsibilities for Faculty Internship Supervisors and Faculty Internship Coordinators. This potential redundancy is purposeful, since some campuses assign organizational tasks, such as engagement of alumni, to academic departments (see Career Services Responsibilities: Communication) or to

faculty internship supervisors, while others consider such duties to be responsibilities of the Career Services Office or the Alumni Engagement Office. Faculty, however, have primary responsibility for the academic mission of the institution.

Career Services Responsibilities

The responsibilities of professionals working in Career Services offices tend to involve at least two major areas: Communication and Organization.

Communication

- Serve as a resource for campus-wide internship program information and development of internship site relationships, data collection, analysis and reporting.
- Conduct workshops and seminars to instruct, inform and/or train others regarding internship resources.
- Maintain a website and database of available or previous internships and other updated sources of information about internships.
- Assist with communication between the college/academic department and existing and/or potential internship sponsors.
- Facilitate communication between students and potential internship sites.
- Engage alumni who may be employed at potential internship sites.
- Serve as an advocate for academic departments that offer or require internships.
- Conduct studies, collect data, evaluate information, prepare analytical reports and make recommendations related to internships and applied learning.
- Update campus webpage(s) and all public information about internship courses and opportunities.
- Maintain and update a campus repository or listing of available internship sites.
- Represent the internship course or program to external groups, including but not limited to alumni, internship sites and SUNY-wide constituencies.

Administration

- Be responsible for internship administrative duties that are not specific to the academic department.
- Ensure distribution and completion of all internship registration materials.
- Direct students to the Financial Aid office for information regarding the eligibility of their internship credits for state and federal financial aid.
- Participate in the planning, development and implementation of grant proposals relating to the internship program.
- Facilitate development and implementation of Learning Agreements between the academic institution or department representative, internship site and student.
- Advise the campus and academic departments on compliance with State Education Department, Department of Labor and other local, state and federal regulations regarding internships, as well as SUNY policies and the requirements of the appropriate accrediting bodies.

Part III — Assessment and Improvement

The academic department offering the internship should engage in regular, periodic assessment of the internship courses and program as part of the institution's program assessment plans to determine their effectiveness and to find ways to improve them. While students, Site Supervisors and Faculty Internship Supervisors should be involved in the assessment process, assessment is not about the evaluation of the performance of an individual student, faculty member or Site Supervisor. Instead, assessment is about the efficacy of the methods for achieving the outcomes of the course and the program, which should be expressed in clear written statements delineating the knowledge, skills, competencies and other behaviors students are expected to demonstrate. Therefore, assessment processes should be designed to correspond with these outcomes. Multiple sources of information will provide the most reliable results. All facets of the internship program should be assessed to ensure that the internship course is contributing to academic program outcomes and that the internship program is contributing to the achievement of the mission and goals of the department and institution. Assessment results are used for the continuous improvement of the internship course and program.

Assessment

Site Supervisors

As a collection, the reports on students by site supervisors may reveal a pattern. For example, there could be repeated concerns expressed about the work ethics of the interns, suggesting a need that could be addressed in student preparation. While site supervisors are being asked to contribute to the evaluation of student performance, they can also be asked questions about the Learning Agreement, communication and other issues important to them. The site supervisor's report should indicate the supervisor's assessment of whether the student achieved the learning outcomes of the internship, and, when possible, give examples of the student's level of success in doing so. (A sample Site Supervisor Assessment form is included in Appendix B on page 66.)

Students

The student should submit regular reports during the internship that reveal the overall value of the internship experience as well as more

specific information about the site, faculty supervision and accomplishment of learning outcomes. At the conclusion of the internship, students should submit a comprehensive evaluation of the internship experience, including critiques of the academic institution's preparation of the student for the internship, experience at the site, and the student's return to campus. (Appendix B, on page 66, contains a sample Student Assessment of Internship form.)

Faculty Internship Supervisors

The Departmental Internship Coordinator and Faculty Internship Supervisor can use methods of assessment similar to those used for all other courses, including student success in achieving learning outcomes. Quantifiable data can be extracted from student opinion surveys and alumni surveys. Retention and graduation rates can provide interesting comparisons to the institution's general student populations. Attempts should be made to gather statistics about graduates regarding rates of employment in their chosen fields.

Additional information from and about other offices and supporting services may contribute to the data collected and analyzed. It is also important to collect qualitative information and suggestions for improvement. The results are more meaningful if they are conducted in an organized process that is sustained over time.

Improvement

Assessment results can have a variety of uses. The primary use is to improve the components of the internship course. Because such improvements may require increased resources, assessment results can be used to justify those requests. Regular assessment can also be used to provide evidence of program effectiveness to professional and regional accrediting bodies.

The results of any course or program review should be disseminated to all appropriate constituencies. This review should describe the most recent assessment of the program, what was learned from the assessment, and what improvements resulted. Feedback that links assessment to positive change is a regular component of effective programmatic assessment. Such an overview/analysis should include a description of the planning processes, including those used to formulate and implement changes based on program review analysis.

Assessment recommendations are based on principles set forth in the State University of New York University Faculty Senate [Guide for the Evaluation of Undergraduate Academic Programs](#) (revised 2012).

Recognition

An internship program can be strengthened by recognizing the service and achievements of the participants. Salary, promotion, and tenure or continuing appointment are the most important ways to encourage participation and improvement; however, there are other methods.

For the

- *Site Supervisor or agency*: awards ceremony at campus, certificate or letter of recognition;
- *Faculty Internship Supervisor*: campus, departmental and/or and system awards;
- *Student*: credit, pay, academic transcript, co-curricular transcript, badging, certificate, campus, departmental and/or system awards.

Similarly, the contributions of other campus collaborators are valuable and may be recognized in the same fashion.

Part IV — Laws, Regulations, Policies

The following includes general information regarding the laws and standards that may be applicable in assessing internship opportunities.

Liability Insurance and Indemnification

SUNY students often participate in internships on sites pursuant to an affiliation agreement, which is *a written document between the campus and a site that memorializes for the site the College/University's academic expectation of the site and the student while s/he is interning or training at the site*. SUNY students are not covered by the NYS Court of Claims Act or Public Officers Law Section 17 for defense and indemnification of their negligent acts while serving internships at these off-site locations. Therefore, SUNY procures a commercial liability insurance policy to cover the defense and indemnification of these students.

Affiliation agreements were first developed as part of medical or health sciences programs, but have been expanded over the years to cover other disciplines. In order to qualify for insurance coverage, a student must be serving an internship at a site that is covered under an agreement with SUNY and meets certain academic and other conditions set by the insurance carrier. A list of academic programs covered by SUNY affiliation agreements is available here:

https://blue.suny.edu/departments/Campus%20Resources/Educational-programs-covered-by-affiliation-insurance-5_14_15.doc

In light of the complexities surrounding training sites that require students to have liability insurance, the local campus business office and the Office of General Counsel should be consulted. Such offices will ensure that the internship qualifies for insurance coverage and that the requisite agreement is in place.

It should also be noted that the insurance purchased by SUNY covers only students at the state-operated campuses. Community college and statutory college students participating in internships where the training site requires insurance must obtain coverage from their respective institutions.

Finally, in general, if a student intern is considered an employee of the host internship site and there is no agreement in place between the SUNY state-operated campus and the host or if there is an agreement but it does not address the issue of liability, then the student should be covered for

negligent acts by the host employer through its general liability policy.

Affordable Care Act (ACA)

Fulltime employees of companies employing more than 50 employees must be offered health care coverage after a certain specified time (6 months-one year). The company's requirement to offer health insurance includes paid interns who work fulltime. However, students who work for a short period of time would generally not qualify for health coverage. The best way to help internship sites avoid ACA complications is to schedule internships at predictable intervals to coincide with the academic calendar, including summer terms. Furthermore, students are generally protected for health coverage, since many state-operated campuses require students to have their own health insurance.

Fair Labor Standards Act (FLSA)

Where there is no employment relationship under the FLSA, the minimum wage and overtime pay provisions of the FLSA will not apply. ([See 29 U.S.C. §§ 203, 213.](#)) Interns for government entities and some charitable non-profits are not considered employees for FLSA purposes.

In general, internships at for-profit entities are subject to the FLSA.

Courts have set forth what is known as the *Primary Beneficiary Test* to help evaluate whether an intern is an "employee" for purposes of the FLSA. As set forth in [Glatt v. Fox Searchlight](#), 791 F.3d 376 (2nd Cir. 2015) the Primary Beneficiary test consists of a non-exhaustive list of new factors to consider when determining whether the intern or the internship site is the "primary beneficiary" of the intern's activities.

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.

5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

No single factor listed above factor will determine whether the intern is acting as an employee. Courts may also consider other relevant factors.

In January 2016, the Second Circuit Court of Appeals (with jurisdiction over New York) updated and amended its previous decision to amplify its previous discussion in the Glatt decision to offer guidance regarding the circumstances under which an unpaid intern may be deemed an employee under the FLSA and therefore compensated for his or her work. The court reaffirmed its previously expressed view that in answering this question, the proper question is whether the intern or the employer is the primary beneficiary of the relationship

The primary beneficiary test has three “salient” features. “First, it focuses on what the intern receives in exchange for his work. Second, it also accords courts the flexibility to examine the economic reality as it exists between the intern and the employer. Third, it acknowledges that the intern-employer relationship should not be analyzed in the same manner as the standard employer-employee relationship because the intern enters into the relationship with the expectation of receiving educational or vocational benefits that are not necessarily expected with all forms of employment (though such benefits may be a product of experience on the job).” The New York State Labor law may also apply to questions of internship classification.

Internship sites located in other states should look to the rules governing the payment of interns applicable in those jurisdictions or rely on the criteria listed in the U.S. Department of Labor Fact Sheet #71 (<https://www.dol.gov/whd/regs/compliance/whdfs71.pdf>.)

Family Education Rights and Privacy Act (FERPA) and internships

Responsible parties on a given campus need to be aware of the United States Department of Education’s (USDOE) Laws and Guidance / General section on FERPA:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Campuses offering internships should ascertain that no documents sent to the internship site, including a learning agreement or other materials the student may be required to sign, contain any information considered by FERPA to be an “educational record” unless a clear and specific authorization has first been obtained from the student. Protected information includes information such as the following:

- date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
- grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student’s status in school;
- special education records;
- disciplinary records;
- medical and health records that the school creates or collects and maintains;
- documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
- personal information such as a student’s identification code, social security number, picture, or other information that would make it easy to identify or locate a student. If an internship site needs this information, it is usually better to have the student provide it to the site directly, rather than have the campus act as a conduit (<http://nces.ed.gov/pubs97/web/97859.asp>).

Unemployment Insurance and Student Interns

Internship sites working with student interns will generally be aware of state unemployment insurance regulations. § 511(17) of NYS Labor Law, the section that includes a discussion of unemployment insurance, notes that for unemployment insurance issues, “employment” does not include service performed by an individual enrolled at a public educational institution as a student in a full-time program taken for credit which combines academic instruction with work experience that is an integral part of the program (<http://www.labor.state.ny.us/ui/dande/title2.shtm#511>).

Student Compensation

An individual university, college, school, department or program may have its own policies and standards regarding compensation for students serving internships. However, such policies and practices should be approved by the Office of General Counsel to ensure they are in compliance with FLSA and other applicable labor laws. Generally, if an

intern is paid anything, s/he must be paid at least minimum wage.

Workers' Compensation

While students meeting FLSA criteria may not be considered employees, that same student intern may be designated as an employee for the same internship experience for purposes of the New York State Workers' Compensation Law.

Workers' Compensation Law judges have ruled that the training received by student interns constitutes compensation (even though the student interns may not be receiving actual "cash payments" for their efforts). As such, an unpaid student intern providing services to a for-profit business, a nonprofit or a government entity is generally considered to be an employee of that organization and should be covered under that organization's workers' compensation insurance policy.

Exception: Student interns (paid or unpaid) providing non-manual services to a religious, charitable or educational institution (covered under Section 501(c)(3) of the IRS tax code) are exempt from mandatory coverage (but can also be covered voluntarily). [Manual labor includes but is not limited to such tasks as filing; carrying materials such as pamphlets, binders, or books; cleaning, such as dusting or vacuuming; playing musical instruments; moving furniture; shoveling snow; mowing lawns; and construction of any sort.]

A paid student intern providing services to a for-profit business, a nonprofit (other than a nonprofit that is covered under Section 501(c)(3) of the IRS tax code) or a government entity should be covered under that organization's workers' compensation insurance policy (<http://www.wcb.ny.gov/content/main/onthejob/CoverageSituations/studentInterns.jsp>).

Non-Discrimination Laws

Title IX

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs and activities that receive federal financial assistance. Student interns who believe they have experienced discrimination based on sex should inform the faculty supervisor who should immediately contact the campus officer responsible for Title IX compliance.

Campuses that offer internships should consider including information about Title IX as part of student preparation for internships. Campuses should work with their internship sites to ensure that the sites understand the campus's responsibility to investigate and respond to allegations of sexual harassment. Internship sites should agree to and be prepared to cooperate with any such investigation.

(<https://nces.ed.gov/fastfacts/display.asp?id=93>)

(<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>)

(Volume 34, Code of Federal Regulations, Part 106)

New York State Human Rights Law

Pursuant to Executive Law § 296-c, the panoply of non-discrimination protections that apply to workers in New York State are extended to unpaid interns (paid interns would be protected as employees). These protections include extending equal opportunity to all students regardless of age, race creed, color, national origin, sexual orientation, military status, sex, gender identity, disability, predisposing genetic characteristics, marital status or domestic violence victim status. For this reason, it is important that internship sites have as little personal information about interns as possible prior to selection of the intern. For instance, there is no reason to include a student's national origin on an application or mention a disability during pre-selection discussions with an internship site.

NYC Human Rights Law

The NYC Human Rights Law, Title 8 of the Administrative Code of the City of New York, prohibits discrimination in New York City and has been expanded to include interns, stating “interns, whether paid or not, are considered employees,” and are therefore among the areas covered by the New York City Human Rights Law:

<http://www.nyc.gov/html/cchr/html/coverage/law-coverage.shtml>.

Americans with Disabilities Act

SUNY is committed to providing an educational environment and opportunities for learning that are free from all forms of discrimination on or off campus. This includes campus supported internship programs. Internship sites should agree to properly accommodate and support our student interns in compliance with the Americans with Disabilities Act:

<http://www.ada.gov/>.

For more information on questions of discrimination, SUNY students and campus staff are encouraged to speak with their campus officers charged with responsibility for Affirmative Action and Title IX. SUNY's Discrimination Complaint Procedure can be found here:

https://www.suny.edu/sunypp/documents.cfm?doc_id=451.

Intellectual Property

During the internship, the student may produce intellectual property individually or as part of a group at the internship site. If the internship site intends to assert ownership of the student product, a written agreement regarding ownership and exploitation of that property should be signed by the student and responsible representatives of the internship site and the educational institution prior to commencement of the internship.

If the creation of original works is envisioned, a written agreement between the parties is recommended regarding trade secrets and protection for other creations that may enjoy statutory protection including copyright, patent and trademark protection.

Role of SUNY's Office of General Counsel

The legal implications of a particular applied learning opportunity depend on the specifics of that opportunity and how it has been defined or designated. In order for both the university and the students to be protected in applied learning experiences, it is often necessary to create formal written agreements memorializing these affiliations/relationships. Such formal processes are not, however, always required. The Office of General Counsel continues to develop resources for campus clients to utilize in ensuring that all proper legal safeguards are in place for particular applied learning opportunities. Counsel's Office is always available as a resource to answer questions regarding specific applied learning experiences.

Part V — Resources and Selected Bibliography

New York State

New York State Workers' Compensation Board

<http://www.wcb.ny.gov/content/main/onthejob/CoverageSituations/studentInterns.jsp>

New York State Department of Labor Title 2 Definitions

<http://www.labor.state.ny.us/ui/dande/title2.shtm#511>

New York State Education Department (NYSED)

NYSED main link

<http://www.highered.nysed.gov/>

NYSED Faculty Standards Section 52.2

<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr6.html>

NYSED Department Expectations: Internships.

<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html#a>

NYSED Key Standards in the Regulations

<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr6.html>

NYSED Office of College and University Evaluation “Education Law, Rules, Regulation”

<http://www.highered.nysed.gov/ocue/lrp/rules.htm>

NYSED 8 CFF-NY 50.1

<https://govt.westlaw.com/nycrr/Document/Ieca5c8abc2211dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29>

State University of New York (SUNY)

Open SUNY

<http://open.suny.edu/>

SUNY *Guide for the Evaluation of Undergraduate Programs*

<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/GuideForTheEvaluationOfUndergraduatePrograms.pdf>

SUNY Resolution: To Support Planning and Implementation of Applied Learning Experiences at SUNY

<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/resolutions/170-02-1-Resolution-to-Support-Planning-and-Implementation-of-Applied-Learning-Experiences-at-SUNY.pdf>

SUNY Policy 1305

http://www.suny.edu/sunyp/p/documents.cfm?doc_id=168

SUNY Office of Global Affairs

<http://system.suny.edu/global/>

SUNY Study Abroad

<https://www.suny.edu/studyabroad/>

SUNY Applied Learning

<https://www.suny.edu/applied-learning/>

InternShop

<http://www.suny.edu/internshop/>

Middle States Commission on Higher Education (MSCHE)

MSCHE Guidelines: Credit Hour Policy

<http://www.msche.org/documents/CreditHourPolicyRev112012.pdf>

MSCHE Guidelines: Degrees and Credits

<http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL%5B1%5D.pdf>

Federal

US Government Publishing Office “Institutional Eligibility Under the Higher Education Act of 1965, as Amended”

<http://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol3/pdf/CFR-2011-title34-vol3-sec600-2.pdf>

US Department of Education “Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010”

<http://ifap.ed.gov/dpclatters/attachments/GEN1106.pdf>

***Same letter, different link

<https://ifap.ed.gov/dpclatters/GEN1106.html>

National Center for Education Statistics: Fast Facts (about Title IX)

<https://nces.ed.gov/fastfacts/display.asp?id=93>

US Department of Education Title 34 Education

<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>

Organizations

Association of American Colleges & Universities (AAC & U).

<https://www.aacu.org/>

Council for the Advancement of Standards in Higher Education (CAS).

<http://standards.cas.edu>

Cooperative Education and Internship Association (CEIA).

<http://www.ceiainc.org>

Middle States Commission on Higher Education (MSCHE).

www.msche.org

National Society for Experiential Education (NSEE).

<http://www.nsee.org/>

New York State Department of Education (NYSED).

<http://www.highered.nysed.gov>

New York State Department of Education (NYSED, Laws and Regulations).

<http://www.highered.nysed.gov/lrp/>

Online Learning Consortium. <http://onlinelearningconsortium.org/>

World Association of Cooperative Education. <http://www.waceinc.org>

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<http://www.labor.state.ny.us/ui/dande/title2.shtm#511>
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SUNY Learning Commons - Applied Learning

Contains a wide variety of information regarding internships, co-ops and many other applied learning resources. Instructions to log-on are available at the link: <http://commons.suny.edu/groups/suny-applied-learning/>.

Resources for International Students and International Internships

The list below includes SUNY resources tailored to international internships, as well as important information about preparing to study abroad that is helpful in advising students.

Albany

<http://www.albany.edu/studyabroad/service-learning-internships.php>

<http://www.albany.edu/studyabroad/current-participants.php>

Binghamton

<https://www.binghamton.edu/ccpd/students/undergraduate/international-opportunities/finding-international-jobs-and-internships.html>

http://binghamton-oip.terradotta.com/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=0&Link_ID=BB358CC3-5056-BA1F-72A568C4D23C076D

Brockport

https://brockport.studioabroad.com/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=0&Link_ID=06B9C311-BCDE-E7F3-51079705C096587F&pID=10&IID=10

Buffalo (University at)

<https://www.buffalo.edu/studyabroad/learn-about-study-abroad/information-for-students/international-internships.html>

<https://www.buffalo.edu/studyabroad/learn-about-study-abroad/information-for-students/students-preparing-to-go-abroad.html>

Buffalo State

<http://studyabroad.buffalostate.edu/>

Canton

<http://www.canton.edu/international/abroad.html>

<http://www.canton.edu/international/faculty.html>

Cobleskill

<http://www.cobleskill.edu/academics/study-abroad/internships.asp>

<http://www.cobleskill.edu/academics/study-abroad/preparing.asp>

Cortland

<http://www2.cortland.edu/studyabroad/faculty/independent-internships.dot>

<http://www2.cortland.edu/studyabroad/study-abroad/Admittedstudents/>

Fredonia

<http://www.fredonia.edu/department/internationalstudies/internships.asp>

<http://www.fredonia.edu/internationaleducation/studyabroad/>

Geneseo

http://www.geneseo.edu/study_abroad/accepted-student-resources

New Paltz

https://studioabroad.newpaltz.edu/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=F4E805B0-C618-87AB-6DA6CF093EB381BC&Link_ID=1950A62B-EF27-8E8E-821A371001280215&pID=2&lID=7

Old Westbury

<http://www.oldwestbury.edu/study-abroad>

Oneonta

<http://www.oneonta.edu/development/cdc/Internship/international-internships.asp>

<http://www.oneonta.edu/academics/inted/predeparture.asp>

Oswego

<http://www.oswego.edu/academics/international/studyabroadprograms/StudentsandParents.html>

Plattsburgh

<http://www.plattsburgh.edu/academics/studyabroad/workvolunteerintern/>

<http://www.plattsburgh.edu/academics/studyabroad/studentinformation/acceptedinfo.php>

Potsdam

<http://www.potsdam.edu/support/ssc/eo/internships/opportunities/international.cfm>

<http://www.potsdam.edu/academics/international/studyabroad/predeparture/index.cfm>

<http://www.potsdam.edu/academics/international/facultyabroad/index.cfm>

Purchase

<http://purchase.abroadoffice.net/volunteerintern.html>

<http://purchase.abroadoffice.net/preparing.html>

Stony Brook

http://www.stonybrook.edu/commcms/studyabroad/outgoing/intl_internships

<http://www.stonybrook.edu/commcms/studyabroad/outgoing/programs/>

Campus-specific Resources

<http://www.cobleskill.edu/academics/student-success-center/>

<http://suny.oneonta.edu/internships>

<http://www.albany.edu/career/internships/internshiphandbook.pdf>

<http://career.stonybrook.edu/students/connect/internship-coop-services>

http://www.geneseo.edu/communication/intern#Add_Info

<https://www.binghamton.edu/ccpd/quick-reference-guides/internships.pdf>

<https://www.oswego.edu/co-op/forms>

<http://www.purchase.edu/departments/CareerDevelopment/employerservices/internships.aspx>

How to Use the Appendices

The Internship Guide Appendices have been assembled to offer examples of forms that might be used to implement various sections of the Guide. The forms and documents have been organized so that they may be used individually or in combination with other forms contained in the Appendices.

Appendix A

A checklist of items that relate to the headings in this Guide

Appendix B

A collection of seven tracking and evaluation documents that all relate to a single set of Learning Outcomes. This document may be amended to accommodate other Learning Outcomes that may already be in use at different institutions.

Appendix C

Evaluation of Student Intern Rubric:

A rubric with a broad set of characteristics that may be used for student evaluation and an alternative list of evaluation definitions.

Appendix D

Sample Internship Learning Agreement #1

Appendix E

Sample Internship Learning Agreement #2

Appendix F

Sample Campus letter to Site Supervisor

Appendix G

Internship site/intern checklist & hours-worked form

Appendix A Internship Checklist

The following is a checklist of all topics discussed in this Guide, for the purpose of taking a quick glance at a full set of expectations for an internship program. This list is meant to be all-encompassing, but each campus internship program will have its own unique characteristics and requirements.

Part I: Planning

- 1. Institutional Support**
 - Student advising and preparation
 - Administrative logistical support
 - Equitable compensation for appropriate faculty instruction and supervision
- 2. Faculty Selection**
 - Good working knowledge of the professional or commercial practices of the internship site
 - Strong interest in learning about the professional or commercial practices of the internship site prior to any communication with or visits to the internship site
 - Earned degrees in the relevant disciplines, and/or related certifications, licenses and professional experience in the discipline field
 - A member of the academic department offering the internship
- 3. Class size**
- 4. Site Selection**
- Internship site (workplace) vetted
 - Appropriate “work” environment
 - Appropriate learning environment
 - Site Supervision in place
 - Learning Objectives-shared with internship site supervisor
 - Tasks and deliverables defined in detail with internship site supervisor
 - Credit and pay
- 5. International Internships**
 - Academic Issues
 - Site Identification
 - Supervision, Advisement and Support
 - International Students and Internships in the United States

- 6. Virtual Internships**
 - Student is on-campus working at an internship that is remote.
 - The student works on a project (such as research), with internship site staff but the student is not located on campus or at the workplace.
- 7. Student Eligibility and Preparation for all internships**
 - Institution or Program Requirements or Restrictions (e.g. age, GPA, credit hours, faculty recommendations)
 - Professional Skills Prerequisites (e.g. cover letters, résumés, mock interviews, company research, proposed duties, career goals)
 - International Student Authorization
- 8. Student Health Insurance**
- 9. Financial Aid Eligibility**
- 10. Learning Agreement**
 - Clear written understanding of all expectations among the parties
 - Course registration information
 - Hours in the workplace and/or class
 - Start and end dates
 - Site requirements and the required academic components
 - Contact information for all parties
 - Signatures by the appropriate parties
- 11. Credit**
 - Time
 - Sufficient hours in the workplace and classroom to meet the minimum requirement and achieve the learning outcomes
 - Other assignments:
 - log
 - reflections
 - resume
 - cover letter
 - communications
 - Learning Objectives, Outcomes, and Activities
 - Alignment with the program and institutional outcomes
 - Set by the instructor of record
 - Workplace and discipline-specific outcomes

Specific activities to achieve learning outcomes

 - Topics for learning outcomes typically related directly to employer:
 - Work Related Skills – Typically provided by the employer: Best practices based on skill set required for the job

- Specific deliverables as defined by employer
- Planning
- Writing
- Designing
- Analysis
- Organizational skills
- Computational skills
- Project Management
- Financial Management
- Analytic ability
- Legal concerns
- Client/customer/workplace relations
- Respects individual privacy
- Respects sensitive employer information
- Respects intellectual property
- Other
- Work ethic
 - Punctual
 - Polite
 - Willing to listen
 - Willing to learn
 - Takes direction
 - Manages priorities
 - Quality of work
 - Tasks completed on time
 - Team player
 - Independent (works with little supervision)
 - Time management
 - Motivation
 - Interpersonal skills
 - Professionalism including dress, manners, etiquette, etc.
 - Complies with legal and industry protocols
- Topics for learning outcomes typically related directly to the college (i.e. via classroom experience)
 - Work and learning log (daily, weekly)
 - Career exploration
 - Ethics and integrity
 - Character
 - Responsibility
 - Global perspectives
 - Workplace diversity
 - Résumé preparation
 - Cover letter writing
 - Portfolios
 - e-recruiting

- interviewing
- job search
- Leadership
- Teamwork
- Diversity
- Shared (student to student to faculty) feedback requirement
- Quality of work
- Entrepreneurship
- Seminars
- Journals
- Professional Societies/Organizations
- Post co-op reflection
- Post co-op employer evaluation
- Communication skills
 - Oral
 - Written
 - Listening
 - email
 - Work and learning logs
 - Status Reports
 - Client/customer relations
- Other
- Registered Programs
 - Credit or non-credit
 - Program registration and course applicability
- Registered Programs

Part II: Implementation

- 1. Internship Supervision**
 - Campus Supervision
 - Site Supervision
 - Campus administrative support and coordination
- 2. Faculty-Student Communication during the Internship**
- 3. Reports from the Internship Site Supervisor**
- 4. Grading Criteria**
- 5. Academic Department/Career Services Coordination**
 - Academic Departmental Internship Coordination Responsibilities
 - Career Services Responsibilities

Part III: Assessment and Improvement

- 1. Assessment criteria and methods**
 - Analysis of site supervisor reports
 - Analysis of student reports and communications
 - Analysis of student evaluations of the internship experience
 - Analysis by campus supervisors of relevant surveys, completion and success statistics, information from other offices, and other information.

- 2. Improvement**
 - Revision of the internship course
 - Revision of the internship program
 - Recommendations about Resources
 - Dissemination

- 3. Recognition**
 - Site supervisor or agency
 - Faculty internship supervisor
 - Student
 - Campus collaborators

Part IV: Laws, Regulations and Policies

- Affordable Care Act (ACA)
- Liability and Insurance
- Fair Labor Standards Act (FLSA)
- Family Education Rights and Privacy Act (FERPA) and internships
- Unemployment Insurance and Student Interns
- Student Compensation
- Liability Issues
- Workers' Compensation
- Title IX
- Intellectual Property

Appendix B Student Responsibilities and Faculty/Student Interaction

After the student, faculty member and on-site supervisor have agreed upon specific on-site student activities and the total number of student internship hours required to meet the Student Learning Outcomes, the student will begin the internship. The student will report progress or questions from the internship site on a scheduled, weekly basis to the faculty member, who will reply to student reports as part of the faculty instructional process. Evaluation of the intern's work at the completion of the internship will include faculty assessment of the weekly reports and other academic components such as student reflection of the internship experience in relationship to the formal Learning Outcomes.

Sample Internship Course Learning Outcomes

At the conclusion of the internship, the intern will be able to

1. Use internship site terminology appropriately
2. Show understanding of industry/organization customs and practices
3. Demonstrate professional skills that pertain directly to the internship experience
4. Demonstrate verbal and written communication skills
5. Allocate time effectively
6. Demonstrate effective listening skills
7. Participate well as a team member and build professional network
8. Adapt effectively to changing conditions
9. Demonstrate appropriate workplace attitudes
10. Demonstrate individual responsibility
11. Demonstrate effective management of personal behavior, ethics and attitudes
12. Practice ethical standards appropriate to the internship site.

Sample Duties to Meet Learning Outcomes

Specific internship on-site duties and activities may be proposed by the student, the faculty member or the internship site. The faculty instructor for an internship a student seeks in an advertising agency might approve the following duties to help the student meet the Student Learning Outcomes while enhancing the student's knowledge of the ad industry.

Internship Duties for Advertising Agency

The following internship duties have been proposed by the student, approved by faculty, and agreed to by the internship site.

Internship Duty #1 Student will assist in production of agency newsletter. This duty has the potential to accomplish Learning Outcomes #1, #3, #4, #7.

Internship Duty #2: Student will attend marketing and promotion meetings of internship organization. This duty can help the student meet Learning Outcomes #2, #6, #7, #8.

Internship Duty #3. Student will attend promotional events of ad agency and assist providing agency information to clients and potential clients. This duty has the potential to help the student meet Learning Outcomes #2, #6, #7, #8, #9.

Internship Duty #4. Student intern will prepare a comparative market-by-market measure of a market's total sales of all brands of a single product category, used to evaluate the sales potential of a market for a product category or a brand (see Brand Development Index). This duty has the potential to satisfy Learning Outcomes #5, #10, #11.

Internship Duty #5. Review proposed ads for assigned products to make recommendations about the moral and/or ethical content of the proposal. Does the proposed ad appear to denigrate or show lack of respect for any particular group, ethnicity or potential client base? This duty has the potential to fulfill SLO #11.

Internship Duty #6. Work with on-site supervisor to review agency and competitor ads for compliance with agency standards on endorsements and consumer privacy. This duty has the potential to fulfill SLO #12.

Internship Course Syllabus/Policies

Course and section number:	Dept. name and course number
Course title	(ex.) Internship 101
Internship Hours Served Schedule	TBD with internship site
Internship Starting and Ending Dates	Academic Calendar/Internship Site
Faculty Name	Instructor
Faculty Office Phone Number	607-436-xxxx
Faculty Office Location	Faculty Office Building
Faculty Office Hours	M:9; T 10; W 3
Textbook	None required
Reading list	None required
Required for degree or graduation?	

Course Description (sample Campus Catalog)

Course Title: Internship 101

Departmental Internships 1-15 s.h. Supervised applied experiences in an industry/organization related field with an appropriate organization or agency. Internship goals include the application of classroom theories to practical and professional work experience, preparation for entry-level employment or graduate school. Prerequisites: JrS and successful completion of College Writing Exam and College minimum internship requirements; in addition, academic department courses appropriate to the internship.

Internship Assignments and Requirements

Weekly email reports from the student intern to the faculty supervisor are a necessary and important method of validation of the internship hours served and Learning Outcomes achieved. The email report should be a brief statement regarding progress of the internship and the student's description of what is being learned with direct reference to the course Learning Outcomes. In the email report, the student should discuss the various tasks she/he has been asked to do at the internship site, as well as student impressions of what has been learned. Interns are required to check their email at least 3 times spaced throughout each week. All interns must have reliable access to email during the entire internship period. It is strongly suggested that interns DO NOT use their internship supervisor's server to send weekly internship email to the faculty supervisor.

Faculty Supervisor/Agency Consultation

The faculty supervisor will request a brief on-site consultation, or other consultation, with the internship agency supervisor to ascertain the student's responsibilities and progress in the internship. The faculty supervisor will also speak separately with the student about the internship experience.

Internship Agency Evaluation

Near the end of the internship, the campus academic department offering the internship will send a brief evaluation form to the on-site supervisor for comments. Although the faculty member will consider the comments of the on-site supervisor, the student's grade will be determined by the faculty member.

Successful Completion of Required Hours

x credit = x hours at the approved internship site

xx credits = xx hours at the approved internship site

xxx credits = xxx hours at the approved internship site

Weekly Email Reports to Faculty Supervisor

These reports should be sent at least once each week to the faculty supervisor during the term in which the internship is served.

Successful Completion of Final Internship Assignments

Student Statement of Hours Worked Form

The Student Statement of Internship Hours Served Form on page 103 must be completed by the student showing a computation of total hours

served at the internship site on a week by week basis. At the conclusion of the internship, The Statement of Hours must be signed and dated by the student and submitted to the appropriate academic department. The hours should be verifiable by examining the weekly student reports and by speaking with the on-site intern supervisor.

Learning Outcomes Form

The Learning Outcomes Form on page 78 should be completed and submitted with other required work on the due date specified by the faculty member.

How to Submit Final Internship Assignments

Submit final assignments by U.S. Mail to xx or email to xxx@xxx.

Required assignments must be received by the Department Office upon completion of required internship contact hours and no later than the last day of classes for the semester in which the internship has been registered and completed.

The student will not receive a grade for the internship until the Academic Department secretary has received the successfully completed assignments and the faculty supervisor has evaluated them.

Note: Please be aware that if the student has applied for graduation and has not finished requirements by the deadline, he or she will need to resubmit a degree application and application fee to the Registrar's Office.

Student Course Evaluation

Students may be asked to fill out a Student Perception of Instruction Evaluation form and free response comment sheet. The student evaluation of instruction is a valuable tool in ensuring the continued success of the Music Industry Internship Program. Student Course Evaluations are NOT considered part of required internship assignments nor are they used in the evaluation of a student's internship.

Instructors will not see the results of student evaluation until after the internship grade has been submitted. The forms will be sent to students by the academic department secretary or online. Students are asked to return them to the academic department office in the envelope provided. Students should not return "Assessment" forms to the faculty supervisor.

Forms

- **Internship Site Supervisor Evaluation of Student Intern**
- **Internship Faculty Supervisor Assessment of Student Accomplishment of (College X) Student Learning Outcomes (SLOs)**
- **Visit/Consultation Form**
- **On-Site Experience**
- **Site Supervisor Assessment of Student as Reported to Faculty by On-Site Supervisor**
- **Faculty Supervisor Summary Comments**
- **Student Internship Learning Outcomes Form**

Visit/Consultation Form	
<p>As part of student and site evaluation, faculty may visit or contact the site supervisor. This Visit/Consultation form may be digitized and data collected may be reported and stored in an online archive that can be viewed by all internship faculty for purposes of advisement of future interns. The resulting data may be used as part of the evaluation or assessment of the internship curriculum, course content, equipment/ software/hardware serves students, and to learn how students may be served better in the future.</p>	
<p>1. If the internship could not be visited, when and how did the faculty member communicate with the on-site supervisor?</p> <ul style="list-style-type: none"> a. Telephone b. Email c. Web Video Conference 	
<p>2. Please indicate which description most closely corresponds to the internship you supervised:</p> <ul style="list-style-type: none"> a. Recording studio or other audio production facility b. Record company c. Publishing company d. Live sound or performance venue company e. Other – please specify 	
3. Date of this report	
4. Name of Faculty Supervisor	
5. Date/time of internship visit	
6. Name of company/business	
7. Address/location of business	
8. Name, title of on-site supervisor	
9. Site supervisor's email	
10. Site supervisor's phone	
11. Name of student	
<p>Additional Comments:</p> 	
<p>Signed: _____ Date: _____</p>	

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On-Site Experience		
12. Organization provides initial orientation or training for students.	Yes	No
13. Organization provides individual or adequate workspace and equipment (Ex. computer and desk, access to studio equipment appropriate) for student.	Yes	No
14. Approximately how much time each week does supervisor spend training or directly supervising intern?	Minutes	Hours
15. Approximately how much time each week does supervisor spend training or directly supervising intern? _____ minutes _____ hours		
16. Student is given networking opportunities related to work.	Yes	No
17. Organization or supervisor offers additional training, such as presentations or meetings for interns during the internship.	Yes	No
Additional Comments:		
Signed: _____ Date: _____		

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Site Supervisor Assessment of Student as Reported to Faculty by On-Site Supervisor		
18. At the conclusion of this internship, will this student be ready to enter this part of the industry or field?	Yes	No
19. If you had a position available at the end of the internship, would you consider hiring this intern?	Yes	No
20. Please give reasons for your answer.		
21. Student needed additional training prior to internship?	Yes	No
22. Please give reasons for your answer.		
23. If the answer to the previous question is "yes," how could the student have been better prepared for the internship, or what additional training is needed?		
24. Does the supervisor give adequate training time to the intern?	Yes	No
25. Does the student feel adequately prepared for the internship by SUNY Oneonta Music Industry Program??	Yes	No
26. What additional instruction/training/experience in college would have helped prepare the student for this internship?		
27. What classes or experiences at college were helpful in student preparation for internship?		
Signed: _____ Date: _____		

Faculty Supervisor Summary Comments		
28. Is the on-site supervisor knowledgeable and helpful?	Yes	No
29. What were the student's internship activities and responsibilities?		
30. Should this internship be recommended for future students?	Yes	No
31. Please give reasons for your answer to the previous question.		
32. As a result of this internship visit, what observations and recommendations does the faculty member have for the academic department? <ul style="list-style-type: none"> • Departmental curriculum • Course content (including topics adequately addressed and topics that might need expansion) • Other comments 		
Signed: _____ Date: _____		

Student Internship Learning Outcomes Form			
Date Today (Month/Day/Year)			
Student Name & Signature			
Where You Interned (Company/Internship site name and address)			
Company Internship Supervisor (Name and title, if known)			
Internship Start and End Dates	to		
On what days of the week did you serve your internship?			
What were your hours at the internship site?	Arrived	Left	Total hours per week
1. Intern duties: What were your specific duties and responsibilities during the internship?			
2. Learning: What did you learn during the internship (please include specific skills and business/organizational concepts)?			
3. Career Networking: How did the internship offer opportunities to meet people or make contacts that will help with your future education or employment?			
4. Would you recommend this internship to another student? Why or why not?			
5. How has this internship affected your career or graduate school plans? Please explain.			
6. Supervisor Rating: Was your site supervisor helpful and instructive? Please give reasons and examples for your answer.			
7. Please give a brief example below of ways in which the Learning Objectives were accomplished by one or more of your specific internship activities.			

Student Internship Learning Outcomes Form

Learning Outcomes met by Internship Activities

This report sample is linked by number to the Sample Internship Course Learning Outcomes on page 66.

1. Use internship site terminology appropriately
Example:

2. Show understanding of industry/organization customs and practices
Example:

3. Demonstrate professional skills that pertain directly to the internship experience
Example:

4. Demonstrate effective verbal and written communication skills
Example:

5. Allocate time effectively
Example:

6. Demonstrate effective listening skills
Example:

7. Participate well as a team member and build professional network
Example:

8. Adapt effectively to changing conditions
Example:

9. Demonstrate appropriate workplace attitudes
Example:

10. Demonstrate individual responsibility
Example:

11. Demonstrate effective management of personal behavior, ethics and attitudes
Example:

12. Practice ethical standards appropriate to the internship site
Example:

Appendix C Evaluation of Student Intern Rubric

Defining and Evaluating Learning Objectives and Learning Outcomes

The purpose of internships is for students to learn over a period of time through the direct application of classroom knowledge and theory to hands-on and real-world activities, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. Successful achievement of the learning objectives and outcomes is evaluated by measuring skills, tasks, and other deliverables to determine the level of competence.

Learning Objectives

Learning Objectives represent a plan for what students will learn or accomplish while serving as an intern.

Objectives are expressed using future tense verbs such as “will.”

Example

The student will use industry specific terminology.

Learning Outcomes

Learning Outcomes are what students do accomplish or learn as a result of the internship.

Outcomes are expressed using action verbs such as “demonstrates,” “contrasts,” “organizes,” “applies.”

Example

The student uses the appropriate industry specific terminology in both oral and written communication.

Tasks and Duties

Tasks and duties are activities assigned to the student to achieve the learning outcomes.

When agreeing upon tasks and duties, activities are considered in relation to the desired learning outcomes.

Example

The student will demonstrate the ability to break down complex procedures by creating a flow chart to represent the product delivery process.

Deliverables

Deliverables are industry and job specific. Deliverables can be thought of as a product or service provided by the student intern.

Example

The student will produce or did produce an effective user's guide for the Techo237 milling machine.

Evaluation Rubric

The following chart provides a detailed breakdown and also a rubric for evaluating the intern. Each campus internship program will have its own unique characteristics and requirements.

	Exceptional	Strong/ Good	Average/ Adequate	Needs Improving	Not Satisfactory	NA
COMMUNICATION SKILLS	5	4	3	2	1	0
A. Reading/Writing/Computation Skills						
Reads, comprehends and follows written materials						
Communicates ideas and concepts clearly and accurately in writing						
Writes useful and meaningful reflections						
Writes an effective resume and cover letter						
Prepares appropriate work logs, status reports, etc.						
Follows email protocols						
Works with mathematical procedures appropriate to the job						
B. Oral Communication/Listening Skills						
Listens to others in an active and attentive manner						
Comprehends and follows verbal instructions						
Participates in meetings or group settings effectively						
Communicates effectively & appropriately w/ clients, colleagues, & superiors						
Uses industry specific terminology appropriately						
Teaches or shares useful knowledge and expertise with others						
Verbally express ideas accurately, clearly, and persuasively						

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	Exceptional	Strong/ Good	Average/ Adequate	Needs Improving	Not Satisfactory	NA
COGNITIVE and PROFESSIONAL SKILLS	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
C. Learning Ability						
Observes and/or pays attention to others						
Asks pertinent and purposeful questions						
Able to find and utilize appropriate resources						
Accepts responsibility for mistakes and learns from experiences						
Open to new challenges and experiences						
D. Creative Thinking & Problem Solving Skills						
Seeks to comprehend and understand issues in their larger context						
Breaks down complex tasks or problems into manageable pieces						
Brainstorms or develops options and ideas						
Respects input and ideas from other sources and people						
Demonstrates an analytical capacity						
E. Application of Knowledge and Skills						
Shows understanding of industry customs and practices						
Acquires and evaluates information						
Interprets and communicates information						
Understands and complies with legal regulations						
Identifies, understands, and works with systems						
Monitors and corrects own performance						
Applies knowledge to the task or solution of the problem at hand						
Selects and uses appropriate technology						
Demonstrates computer literacy						
Manages multiple competing priorities at one time						

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	Exceptional	Strong/ Good	Average/ Adequate	Needs Improving	Not Satisfactory	NA
F. Personal Characteristics						
Seeks to understand personal strengths and weaknesses						
Exhibits self-motivated approach to work						
Demonstrates ability to set appropriate priorities and goals						
Exhibits professional behavior and attitude						
Works independently with minimal supervision						
Self-motivated but seeks supervisor guidance when appropriate						
G. Interpersonal & Teamwork Skills						
Relates to co-workers effectively						
Manages and resolves conflict in an effective manner						
Supports and contributes to a team atmosphere						
Participates and accepts responsibilities as a member of a team						
Controls emotions in a manner appropriate for work						
H. Organizational Effectiveness Skills						
Seeks to understand and support the organization's mission/goals						
Works within the norms and expectations of the organization						
Works within appropriate authority and decision-making channels						
Interacts effectively and appropriately with supervisor						
Plans and allocates time effectively						
Exercises leadership behaviors						
Works well in cross-cultural or multi-cultural settings and projects						
Demonstrates ethical behavior						
I. Work Ethic, Values, Habits & Style						
Dress and appearance are appropriate for position and setting						
Reports to work as scheduled						
Is prompt in showing up to work and meetings						
Accepts constructive criticism and advice						

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	Exceptional	Strong/ Good	Average/ Adequate	Needs Improving	Not Satisfactory	NA
J. Character Attributes						
Brings a sense of values and integrity to the job						
Seeks to serve others even at the risk of personal inconvenience						
Respects the privacy of others						
Maintains confidentiality with sensitive information and situations						
Accepts constructive criticism and advice						
Behaves in an ethical manner						
Respects the (religious/cultural/ethnic) diversity of co-workers						
K. Tasks, Deliverables and Skills						
Performed tasks on time and with accuracy and accountability –tasks may be listed separately in the spaces below						
Deliverables provided on time and with accuracy and accountability – each deliverable may be listed separately in the spaces below						
Acquired and performed skills specific to the discipline, profession, or industry – these skills may be listed separately in the spaces below						

Appendix D Sample Learning Agreement #1

Here is a Sample Learning Agreement between the Faculty Supervisor, the Student and the Internship Site. Many campuses use similar agreements. It is suggested that any document representing your campus be reviewed by campus counsel before it is shared with any off-campus entity.

Sample Undergraduate Internship Program Internship Learning Agreement (ILA) between Faculty Supervisor, Student, Internship Site

Prerequisite: Internship Eligibility Application must be approved. (Please attach copy of Eligibility Application signed by appropriate individual designated by each campus—secretary, faculty, dept. chair, dean, registrar, or other department designee). The Internship Eligibility Application will only be viewed by campus personnel.

Students are responsible for TYPING all information on the ILA, seeking signatures only from the faculty and site supervisors, and returning the completed ILA to the academic department prior to the starting date of the internship.

This agreement may be terminated for just cause by any of the persons signing this agreement, and each agrees to give a two-week notice, where circumstances permit, to all other parties prior to termination.

Number of credits to be earned for internship: _____ credits

Term/year* in which you are seeking credit (Circle one): Spring Summer
Fall Year 20____

* Term must match time period in which most or all of internship is underway.

Dates of Internship: _____ to _____.

___ PAID ___ UNPAID* (month/day/year) (month/day/year)

If this is a paid internship please indicate: hourly wage \$____ or stipend amount _____per/____

NOTE: The campus may wish to require an Affiliation Agreement for Unpaid internships and those with stipends.

Student Intern	
Student Name:	
Phone:	
Email:	
Anticipated Date of Graduation:	
Home Address:	
Major:	
Degree:	
Term/year* in which you are seeking credit:	
* Term must match time period in which most or all of internship is underway.	
Intern Responsibilities	
<p>As a student seeking credit for an internship experience, I agree to:</p> <ul style="list-style-type: none"> • Obtain approval from my faculty supervisor or the faculty member designated to approve internships in the department granting the credit for the proposed internship and site; • Work with my faculty supervisor to complete the Internship Learning Agreement, obtain appropriate signatures, and submit by the deadline; • Satisfy all financial obligations for the internship including tuition and fees; • Perform to the best of my ability those tasks assigned by my site supervisor which are related to my learning objectives and to the responsibilities of this position; • Abide by (campus) Student Conduct Code and academic policies, and follow all the rules, regulations and normal requirements of the internship site; • Complete the academic requirements outlined in this ILA under the guidance of my faculty supervisor; • Notify the faculty and site supervisors of any changes I need to make in this agreement or of any problems that may develop during the on-the- job experience; • Complete both the periodic and final evaluation forms in a timely manner 	
Student Signature	
Date	

Faculty Supervisor	
(This section must be completed and signed by the faculty supervisor or designated departmental representative)	
Faculty Supervisor Name	
Title/Department	
Primary Contact Phone	
Office Phone	
Email	
Department Office	
Responsibilities	
Academic Criteria: See the department's Internship Syllabus/Course Description for specific academic requirements.	
As a Faculty Internship Supervisor, I agree to: <ul style="list-style-type: none"> • Weekly exchange with the student to provide guidance, support and evaluation • Visit the internship site (if possible) and contact the site supervisor periodically during the semester to discuss the student's performance (using the most appropriate means of communication); • Assess the student's learning based upon internship duties, a daily journal or log, communication with the site supervisor, the site supervisor's evaluation, completed activities required by the department including specified hours at the site, and the final student paper or other assignments. Review online student and site evaluations and communicate appropriately. Submit appropriate paperwork for final credit and grades. 	
Faculty Supervisor Signature	
Date	

Internship Site Supervisor	
(This section must be completed and signed by the site supervisor or appropriate site representative.)	
{ <i>Campus name</i> } greatly appreciates you hosting our intern. Your role is integral to the student's internship experience and success.	
Site Supervisor Name	
Business/Organization Name	
Address	
Title/Department	
Email	
Phone	
Fax	
Responsibilities	
As a site supervisor for this internship, I agree to:	
<ul style="list-style-type: none"> • Provide an orientation to the internship site • Provide opportunity for the student to meet professionals in my field • Clearly discuss the requirements of the internship with the student intern; • Work with the student to complete on-site goals, duties and learning objectives; • Provide ongoing supervision and feedback to the student on his/her performance; • Communicate with the faculty supervisor and meet with him/her during the site visit or other method of communication; • Complete both the periodic and final evaluation forms in a timely manner. 	
Site Supervisor Signature	
Date	

For College Use Only	
As authorized representative of (Campus), I approve the above agreement between the listed parties.	
Dean	
Date	

Appendix E Sample Learning Agreement #2

Here is a Sample Internship Learning Agreement between the student and the internship site. Many campuses use similar agreements. It is suggested that any document representing your campus be reviewed by campus counsel before it is shared with any off-campus entity.

This agreement sample also includes instructions to the student regarding completion of the Learning Agreement.

Sample Undergraduate Internship Learning Agreement (ILA) between Faculty Supervisor, Student, Internship Site

Campus Name and Address: _____

Office or Person Responsible for this document: _____

Commonly Used Internship Terms

Academic Assignments

The academic assignments (internships only) assigned by your faculty sponsor to evaluate your learning.

Faculty Sponsor

A faculty member within your major department who serves as the instructor of your internship. The faculty member creates and reviews your assignments and assigns a final grade for the internship.

Final Summary

The final product of an internship experience is a required scholarly paper with specific guidelines provided by your faculty sponsor or other person or office identified by your faculty sponsor.

Internship

College level course offered at your campus that allows a student to work at a specific placement and complete academic assignments for credit.

Internship Application

This form must be submitted to the identified office (e.g. academic department office, Career Services office, other) before you can proceed to the Learning Agreement. Please refer to our website under “forms.” You

will receive an email to when it is time to move forward to the Learning Agreement.

Internship Site

The organization where you will be working.

Learning Agreement

Contract between the student, a faculty sponsor, academic advisor and Career Services (if applicable) outlining the responsibilities a student must fulfill to be awarded academic credit for an internship.

Learning Objectives

Carefully thought out statements detailing what the student hopes to learn from the internship experience.

Learning Outcomes

List of knowledge, skills and understanding the faculty sponsor has identified will have been achieved by students who successfully complete the internship course.

Site Evaluation

Evaluation form sent to your internship site supervisor by the academic department or the Career Services office asking for a final review of your overall performance.

Site Supervisor

The professional who will be supervising the intern at the internship site.

Completing Your Learning Agreement

Please read carefully and complete all steps.

1. Submit your Internship Application to the (academic department, Career Services office or other specified place or person) before you start working on your Learning Agreement.
2. Obtain a description of your position by asking the supervisor at your placement site
3. Copy your position responsibilities on to your Learning Agreement.
4. Contact a faculty member in your major department to serve as your faculty sponsor and arrange a meeting to bring in your Learning Agreement for your academic assignments and signatures.
5. Develop in draft format the learning objectives you have in mind for your experiential learning and bring these to your faculty sponsor meeting. A form to do this is included.
6. Meet with your faculty sponsor to finalize your learning objectives and write them on your Learning Agreement.
7. Discuss your academic assignments with your faculty sponsor and complete that portion of your Learning Agreement. Your sponsor must assign specific assignments with due dates.
8. Once the agreement has been completed, sign your agreement and obtain the signatures from your faculty sponsor, your academic advisor, AND your internship site supervisor.
9. Once complete, bring the learning agreement to the (departmental office, Career Services, or other) for final approval. This **MUST** be done by the published deadline for the semester!

Converting Work Hours to Academic Credit

In addition to successfully meeting the Learning Outcomes for the course, student must complete the specified internship work or activity hours to earn the indicated amounts of credit.*

Credits	Hours per week	Total hours for Semester or Term
1	xx hours per week	xx hours per semester or term
2	xxx hours per week	xxx hours per semester or term

* Internship students are required to complete the semester total of hours for the number of credits they are earning. The average hours shown per week is a guideline, school breaks and absences must be taken into account.

Developing Learning Objectives

The following information will assist you in developing the learning objectives for your learning agreement.

A good learning objective should describe for you, your faculty sponsor, and your site supervisor exactly, what you hope to learn through your experience. Your learning objectives should be specific and measurable.

The assignments used to measure your learning objectives should be included under the Academic Assignment section of the Learning Agreement.

Do not confuse *performance* (what you will do) with *learning* (what you want to learn from what you will be doing). When developing learning objectives use adjectives like learn, improve, analyze, develop, compare, and gain.

1. What knowledge, ideas, theories or concepts gained through course work in your major can be applied to your position?
2. What skills developed through your academic program can you utilize on the job?
3. What new knowledge or information do you expect to gain from your internship that will strengthen your academic program?
4. What new skills will you develop through the experience which will contribute to the successful completion of your academic program?
5. What information will you be able to obtain regarding professional fields and the demands of these fields?
6. How do you expect the experience to affect your personal and emotional growth?

Learning Objective Examples

Vague Objective	Clear Objective
Improve my communication skills	Use concepts learned in Com 210 to improve my ability to convey information and express my thoughts clearly when speaking to a group.
Learn more about the elderly	Learn about 2 illnesses generally associated with the elderly and how older adults are affected physically, psychologically and socially by these 2 conditions.

Write your learning objectives in draft form below. Bring these objectives to your meeting with your faculty sponsor. Once your faculty sponsor reviews and finalizes your objectives, you can put them on your learning agreement.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Academic Assignment Requirements for Internships

Assignments should be due throughout the semester and are to be submitted directly to your faculty sponsor. Assignments and exact due dates will be determined by your faculty sponsor.

Minimum Assignment Requirements: (Required of all students)

- ❖ Midterm Paper OR Sponsor Assigned Project ○ Midterm Paper-research oriented with 6-8 primary sources and a minimum of 8 pages in length ○ Sponsor Assigned Project-up to the sponsor to develop and assign a project of appropriate academic rigor
- ❖ Time Sheets of hours worked signed by your site supervisor and submitted to your faculty sponsor
- ❖ Final Summary Paper (6-8 pages) following the attached guidelines which are also available at www.campus address
- ❖ Site Supervisor's Evaluation Form

Possible assignments REQUIRED based on the number of credits to be earned:

- ❖ Additional projects developed by the sponsor
- ❖ Detailed Daily Logs or Reflective Journals
- ❖ Scholarly Topic Papers
- ❖ Professional Portfolio or e-portfolio following CEL guidelines which are available at campus address
- ❖ Interviews with 2 Professionals in the Field following campus guidelines available at www.campus address
- ❖ Presentations to Classes or Groups
- ❖ Work Samples
- ❖ Summary paper of accomplishments
- ❖ Resume including the internship experience
- ❖ Elevator speech

Additional assignments may be assigned at the faculty sponsors' discretion.

Internship Learning Agreement Sample - SUNY

DUE: By the semester deadline published on the campus web site

Student First Name: _____ Last : _____ ID#: _____
 Graduation Date: _____

Major: _____ GPA: _____ Student Email: _____ @ campus
 Student Phone #: _____

Is this a paid position? Yes ___ No ___ Are you a US Citizen or Permanent Resident? Yes ___
 No ___ If no, Visa type: F1 ___ J1 ___

Course: _____ # of Credits: _____ Total Work Hours Required: _____ Semester: Fall ___
 Spring ___ Summer ___ Winter ___

InternshipSite: _____

Street Address: _____
 City: _____ State: _____ Zip: _____

Supervisor First Name: _____ Last: _____

Supervisor Email: _____
 Supervisor Phone: _____

Position Responsibilities. What work will you do? Please be specific	Learning Objectives: What do you hope to learn from this experience? A minimum of 5 objectives are required
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Internship Academic Assignments	Approval Signatures (REQUIRED)
As determined by your faculty sponsor, and the number of credits being earned, include specific topics and due dates. Assignments and time sheets are to be submitted to your faculty sponsor.	I understand that to be registered, my completed learning agreement must be submitted to the indicated office by the published semester deadline.
Midterm Paper or Sponsor Assigned Project - Assignment Details: Due Date:	Student Signature _____ Date _____ Faculty Sponsor – Printed Name & Signature: Printed Name _____ Signature _____ Date _____
2. Time sheets of total hours worked, signed by site supervisor and turned into Faculty Sponsor Due Date: No later than last day of classes	Site Supervisor’s Printed Name & Signature _____ Site Supervisor’s Email Address _____ College Approval _____ Date _____
3. Due Date:	Internships are graded Pass/Fail
4. Due Date.	
5. *Final Summary Paper following Center for Experiential Learning Guidelines available online at www. Due the Last Day of Classes	
6. Site Supervisor’s Evaluation Form Due the Last Day of Classes (Sent to supervisor by the college)	Next Step: Bring your agreement to the indicated campus office by the listed deadline.

Appendix F Sample Letter of Expectation

Many campus internship program directors or coordinators communicate with the internship site prior to commencement of the internship to explain a standard or baseline learning experience expected for the student intern.

Instead of sending a list of campus activities or responsibilities to the internship site that may obligate the campus to specific action, some campuses prefer to send a “Letter of Expectation” or a “Letter of Understanding” to the internship site that includes a list of activities and responsibilities that will be undertaken by the internship site, or by the student and the internship site.

Here is a sample of a “Letter of Expectation” or “Letter of Understanding” for the Internship Site.

Sample Letter

Business Address

Date

Dear {Internship Site Supervisor}:

We are very pleased that one of our students, {name}, has been given the opportunity to serve an internship with your organization. We’ve enclosed a copy of our academic program requirements to give you an idea of the breadth of skills and abilities our students have acquired in preparation for their internships. We know that our academic requirements are demanding, but we also feel that “real world” practical experience is so very important that we (encourage our students to serve internships prior to graduation) or (have made this internship a requirement for graduation).

As part of your work with our student we ask that you:

- Provide an orientation to the internship site;
- Provide opportunity for the student to meet professionals in your field;
- Clearly discuss the requirements of the internship with the student intern;
- Work with the student to complete on-site goals, duties and learning objectives;

- Provide ongoing supervision and feedback to the student on his/her performance;
- Communicate with the faculty supervisor and meet with him/her during the site visit or other method of communication;
- Ensure the student's safety and freedom from discrimination at the internship site;
- Complete the final evaluation(s) in a timely manner.

We encourage communication between our department and your agency, and we would appreciate your cooperation in two means of evaluating the internship experience.

- A faculty member will visit most student interns located in or near New York State. During the visit, the faculty member will request a brief consultation with the supervisor to ascertain the student's responsibilities and progress in the internship. The faculty member will also speak separately with the student about the internship experience.
- Near the end of the internship, an evaluation form will be sent asking for your comments and a recommendation for a final grade.

We understand that supervisors have busy schedules; we will not request an undue amount of time for either of these evaluations.

Thank you for your participation in this important educational experience. If you have any questions or observations about the student intern or the internship program, please do not hesitate to contact me at any time.

Faculty Internship Supervisor or Coordinator or Department Chair
Signature _____

Appendix G Proposed Internship Site/Intern Information

Submission of this form to the Internship Coordinator constitutes official notification that the student has been accepted for an internship at the indicated site and would like to serve an internship at this site. Any change in the student's internship site or dates of the internship must be reported immediately by the student to the Internship Coordinator.

Student Information		
Last name, First name		
Student ID #		
Student mobile phone #		
Student preferred email		
Expected date of graduation		
Credits earned for internship	Registered for _____ Credits	
Starting/ending dates		
Days and scheduled hours at site each week		
Total hours at site for entire internship	_____ Hours	
Student address during internship		
Internship Site Information		
Name of organization		
Department		
Internship is	Paid	Not Paid
Organization address		
Site Supervisor Name		
Site Supervisor Title		
Site Supervisor Phone		
Site Supervisor email		
Prerequisites for Student Internship Registration		
Minimum 2.0 cumulative GPA	Yes	No
Passed college writing exam	Yes	No
Have achieved Junior standing	Yes	No

Please list the internship site organization or company name and write a brief description of the business or activities for which the company is known. If known, please indicate the organizational department or office in which you will serve your internship.

Please indicate the internship duties that have been approved by your Faculty supervisor or Academic Internship Coordinator.

Student Statement of Internship Hours Served Form

Directions to the Student Intern: Please indicated the **TOTAL NUMBER OF HOURS YOU WORKED AT YOUR INTERNSHIP SITE EACH WEEK.** Sign and date this form in the space indicated at the bottom of this page.

Example: If your work hours looked like this for the week of February 1-7:

February 1	8 hours
February 2	4 hours
February 3	8 hours
February 4	7 hours
February 5	6 hours
Total	33 hours

Your summary of hours (as indicated in the chart below), should look like this:

Week	Total Hours
(Example) February 1-7, 2016	33 hours
Total Hours served for this internship (Add all the hours in the right hand column)	_____ Total Hours

Student signature: _____

Date: _____