

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

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

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from [www.cas.edu](http://www.cas.edu) for use in program evaluation.

### **CAS MISSION STATEMENT**

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

### **CAS STANDARDS AND GUIDELINES**

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

### **OVER FORTY YEARS OF PROFESSIONAL SERVICES**

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

### **DISCLAIMER**

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

Please direct your questions to the CAS Executive Director ([executive\\_director@cas.edu](mailto:executive_director@cas.edu) or 202-862-1400).

## **INTERNSHIP PROGRAMS**

### **CAS Contextual Statement**

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

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

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

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

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

What distinguishes an intern from a volunteer is the intentional learning shaped by experiential pedagogy (Sweitzer & King, 2014). Assessment feedback for student learning and the clarification of the relationship of an internship experience to its specific learning outcomes are essential. Additionally, the development of this experiential learning environment provided by the internship is the responsibility

of the student, the student's academic program, the institution, and the internship site partner (Inkster & Ross, 1995, 1998). Each party shares in the responsibility to ensure that the experience addresses intentional and collaboratively framed learning outcomes that are sufficiently rigorous to warrant academic credit or to ensure personal developmental outcomes (Hesser, 2014).

### **Type of Internships**

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

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

Another new development in the field has been the creation of virtual internships, during which students engage in communication, special projects, and other activities while not located at the primary internship site. Still in its infancy, this type of internship gives greater flexibility to the student who cannot afford to live in another city or to take time away from employment or from one's campus. As the convenience of such arrangements becomes more attractive, institutions will have to adapt their evaluation of such arrangements and to consider the impact of these offerings on their ability to supervise, support, and assess the intended learning (Wortham, 2013). Additionally, as this form of internship begins to overlap with the field of distance learning there may be complex issues with federal and state authorization of these programs, which may be quite impactful for higher education. The CAS IP standards provide guidance for these new challenges.

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

### **Impact of Law and Policy**

In 2010, the U.S. Department of Labor's Wage and Hours Divisions' interpretation of the Federal Fair Labor Standards Act addressed the legal expectations of internships and internship programs. This attention generated significant conversation about the responsibilities and ethics of program offerings. The Department (2010) has stated that if an employment relationship is deemed to exist, the intern must be paid at least the required minimum wage and any appropriate overtime compensation. With regard to the issue of paid versus unpaid interns, recent court decisions seem to have broadened the protection of companies using unpaid interns when internships are designed chiefly for educational

purposes and the majority of the benefit derived from the experience is to the intern (Wang v. Hearst Corp, 2015).

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

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

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

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

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

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## **INTERNSHIP PROGRAMS**

CAS Standards and Guidelines

### *Guiding Principle: Students and Their Environments*

#### **Part 1. MISSION**

##### *1.1 Programs and Services Mission*

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

IP must develop and define its mission.

The IP mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

The IP mission must be appropriate for the institution's students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, IP must advance its mission.

##### *1.2 Mission Statement*

IP must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

#### **Part 2. PROGRAM AND SERVICES**

##### *2.1 Program and Services Goals*

Internship Programs (IP) must be guided by a set of written goals and objectives that are directly related to the stated mission.

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

The IP goals must be aligned with institutional priorities and expectations of the functional area.

IP must regularly develop, review, evaluate, and revise its goals.

IP must communicate goals and progress toward achievement to appropriate constituents.

##### *2.2 Program Information and Services*

IP must provide relevant information, services, and resources consistent with its mission and goals.

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

**IP experiences can include but are not limited to the following: discipline-specific course-based internships, student-initiated internships, short-term internships, group-based project internships, and virtual internships.**

Internships may be paid or unpaid, optional or a degree requirement, credit- or noncredit-bearing, and for a variety of lengths or terms.

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

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

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

**IP must communicate with internship sites and monitor any course requirements when the internship is credit-bearing or an academic requirement.**

**IP must establish and communicate internship eligibility requirements; assess and monitor student eligibility.**

**IP must determine criteria for internship sites.**

**IP must outline roles and responsibilities of IP and site personnel.**

**IP must secure written/signed agreements from all parties.**

**IP must ensure that essential implementation information, such as job description, internship responsibilities and expectations, and policies for behavior and performance are given to the student.**

These policies and expectations may include time/hours required, transportation options, credit/non-credit, paid/unpaid, financial factors, benefits, reporting structure, risk factors, policies on use of technology at work site, personnel policies such as working hours, dress code, and management of misconduct.

**In identifying internship sites, IP must ensure site personnel**

- **determine the selected site supervisors are qualified to supervise interns and have a supervision plan in place**
- **provide appropriate orientation and training to internship site personnel on facilitating learning experiences for students**
- **ensure all parties involved conform to standards of privacy and other relevant standards, policies, and regulations**
- **provide reasonable disability accommodations in accordance with applicable laws**

- ensure risk management and personal safety factors are identified, including both emotional and physical, and that specific, viable safeguards and procedures are in place
- establish an evaluation process, including feedback from site supervisor to the student and student evaluation of the experience

**IP must develop and implement strategies for outreach and promotion.**

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

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

### ***2.3 Program Structure and Framework***

**IP must have clearly stated, current, relevant, and documented**

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

**IP must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.**

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

**Regardless of organizational structures, IP must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.**

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

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

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

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

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

### ***2.4 Program Design***

**IP must be intentionally designed to**

- achieve predetermined student learning and development outcomes
- incorporate research and theories on student learning, development, and success
- respond to needs of individuals, constituents, and populations with distinct needs
- ensure access for students and designated clients

### **Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS**

#### ***3.1 Program Contribution to Student Learning, Development, and Success***

**Internship Programs (IP) must contribute to students' formal education, which includes both curricular and co-curricular experiences.**

**Internship experiences must provide opportunities for the critical exploration of the relationship between knowledge, concepts, theories and models resulting from college/university and those from work settings; development of skills, attitudes, values, and interests; and the exploration of career options in a professional setting.**

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

**To ensure a focus on student learning, IP must**

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

**IP must contribute to students' progression and timely completion of educational goals.**

**IP must help students and designated clients prepare for their careers and meaningful contributions to society.**

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

**IP must work with the institution to identify relevant and desirable student success outcomes.**

**IP must identify relevant and desirable student learning and development outcomes.**

**IP must implement strategies and tactics to achieve these outcomes.**

### ***3.2 Student Learning and Development Domains and Dimensions***

**IP must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.**

**IP must align predetermined student learning and development outcomes with the institutional framework for student outcomes.**

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

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

Domain: cognitive complexity

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

Domain: intrapersonal development

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

Domain: interpersonal competence

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

Domain: humanitarianism and civic engagement

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

Domain: practical competence

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

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes ([www.cas.edu/learningoutcomes](http://www.cas.edu/learningoutcomes)) for examples of outcomes related to these domains and dimensions.]

### ***3.3 Assessment of Student Learning and Development***

**IP must assess the student learning and development outcome domains and dimensions relevant to the functional area.**

**IP must provide evidence of the extent to which student learning and development outcomes are achieved.**

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

**IP must provide evidence of the extent to which student success outcomes are achieved.**

**IP must use evidence to create strategies for improving student learning, development, and success.**

#### **Part 4. ASSESSMENT**

##### ***4.1 Establishing a Culture of Assessment***

**Internship Programs (IP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.**

**IP must design assessment plans that incorporate an ongoing cycle of assessment activities.**

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

##### ***4.2 Program Goals, Outcomes, and Objectives***

**IP must identify goals, outcomes, and objectives to guide its work.**

**IP must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.**

**When collaborating with other departments on assessment activities, these activities must be consistent with the IP mission and assessment plan.**

##### ***4.3 Assessment Plan and Process***

**IP must structure assessment initiatives using the steps of the assessment cycle:**

- **set program goals, outcomes, and objectives**
- **develop and implement assessment plan**
- **review and interpret findings**
- **develop a plan for data use, continuous improvement, and reassessment**
- **implement an improvement plan**
- **review and monitor changes that have been made**

**IP must implement the assessment process with methods that reflect universal design principles.**

**IP must employ ethical practices in the assessment process.**

**IP must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.**

**IP must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.**

**IP must involve faculty and internship providers in the development and implementation of the assessment and evaluation process.**

#### ***4.4 Gathering Evidence***

**IP must identify priorities for assessment, including both formative and summative approaches.**

**IP must employ multiple methods and measures of data collection.**

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

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

**IP must develop manageable processes for gathering, interpreting, and evaluating data.**

**IP must adhere to institutional policies related to data access and management.**

**IP must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.**

#### ***4.5 Review and Interpret Findings***

**IP must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.**

**IP must disaggregate data to address the objectives and questions considered in the assessment project.**

#### ***4.6 Reporting Results and Implementing Improvement***

**IP must use assessment results to demonstrate student learning, development, and success.**

**IP must use assessment results to demonstrate effectiveness and continuous improvement.**

**IP must use evidence from assessment activities to inform decision-making and planning for continuous improvement.**

**IP must monitor improvements implemented based on assessment results.**

**IP must apply results for future planning.**

**IP must inform constituents of assessment results and how data have been used for continuous improvement.**

***Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities***

## **Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION**

### ***5.1 Inclusive and Equitable Educational and Work Environments***

**Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Internship Programs (IP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.**

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

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

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

### ***5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion***

**IP must provide equitable access to facilities and resources for all constituents.**

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

**IP must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.**

**IP must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.**

### ***5.3 Advocating for Access, Equity, Diversity, and Inclusion***

**IP must advocate for accessible facilities and resources, and address issues that impede access.**

**IP must advocate for inclusion, multiculturalism, and social justice within the institution.**

**IP must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.**

**IP must develop plans for ongoing professional development on cultural competence and workplace inclusion.**

### ***5.4 Implementing Access, Equity, Diversity, and Inclusion***

**IP must establish goals for access, equity, diversity, and inclusion.**

**IP must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.**

**IP must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.**

**IP must have an established protocol for, and foster expectation of, bias incident reporting.**

**Personnel within IP must cultivate understanding of identity, culture, self-expression, and heritage.**

**Personnel within IP must promote respect for commonalities and differences among people within their historical and cultural contexts.**

**When educational and/or workplace accommodations are requested, IP must provide individuals with an interactive process to determine reasonable accommodations.**

*Guiding Principle: Organization, Leadership, and Human Resources*

## **Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION**

### ***6.1 Leadership***

**Internship Programs (IP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.**

**Leaders with organizational authority for IP must provide management and supervision as well as lead strategic planning and program advancement.**

**IP leaders must**

- **create a vision for the functional area**
- **communicate goals**
- **model and expect commitment**
- **build teams, coalitions, and alliances**
- **influence others to contribute to the effectiveness and success of the unit**
- **advance diversity, equity, access and inclusion goals in the workplace**
- **incorporate data and information in decision making**
- **develop a risk management plan for the organization**
- **incorporate sustainable practices in the design of programs, services, and facilities**
- **develop and empower new leaders from within the organization**
- **collaborate with colleagues and departments across the institution**
- **adhere to organizational constraints**

**IP leaders must advance the functional area by**

- **advocating for and actively promoting the functional area's mission and goals**
- **communicating with constituents about current issues affecting the profession**

- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
- advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

## *6.2 Management*

### **IP managers must**

- be empowered to demonstrate effective management
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- develop plans for scholarship, leadership, and service to the institution and the profession
- engage diverse perspectives from within and outside the unit to inform decision making

## *6.3 Supervision*

### **IP supervisors must**

- incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
- consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
- provide feedback on personnel performance
- identify and resolve workplace conflict
- follow institutional policies for addressing complaints
- provide reports and activity updates to management
- work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
- provide supervision and support so that personnel may complete assigned tasks

## *6.4 Strategic Planning*

### **IP leaders, managers, and supervisors must facilitate ongoing strategic planning processes that**

- facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
- support ongoing assessment activities that improve student learning, development, and success
- utilize philosophies, principles, and values that guide the work of the functional area
- promote environments that provide opportunities for student learning, development, and success
- develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
- engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
- result in a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

## **Part 7. HUMAN RESOURCES**

### ***7.1 Staffing and Support***

**Internship Programs (IP) must identify the level of staffing necessary to achieve its mission and goals.**

**IP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).**

**IP must have access to technical and support personnel to accomplish its mission.**

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

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

IP personnel should be familiar with

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

### ***7.2 Employment Practices***

**IP must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.**

**IP leaders must**

- ensure that all personnel have written position descriptions
- regularly review position descriptions
- maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
- implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

**IP leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.**

**Personnel within IP must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.**

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

### ***7.3 Personnel Training and Development***

**IP personnel must receive training when hired and professional development throughout their employment.**

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

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

**IP must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.**

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

- design a program that enhances student learning
- manage the program
- evaluate the program
- determine acceptability of internship experience/site
- establish relationships
- communicate effectively with students

To enhance IP personnel's ability to design a program that enhances student learning, IP should provide training in

- use of standards and best practices in support of experiential learning
- use of effective pedagogy, active learning strategies, and resources effective in achievement of learning outcomes
- structured practices that engage students in reflection on what they have learned from the internship experience, including personal and professional skills; knowledge, values, and attitudes; and application to future endeavors

To enhance IP personnel's ability to manage the program, IP should provide training in

- fostering participation by and with diverse populations
- developing fiscal and other resources for program support
- promoting the value, benefits and outcomes of internship experiences

To enhance IP personnel's ability to evaluate the program, IP should provide training in

- use of standards for conducting program evaluation
- techniques, tools, and strategies for evaluating extent to which an internship site and experience provide learning value, quality supervision, overall safety
- methods for assessing learning and other outcomes

To enhance IP personnel's ability to determine acceptability of internship experience/site, IP should provide training in evaluating

- compatibility between expectations, objectives, and needs of the student and the internship site
- likelihood of student achieving desired learning outcomes
- proportion of time spent in activities related to learning outcomes
- appropriateness of the site personnel to supervise interns and facilitate learning and development experiences

To enhance IP personnel's ability to establish relationships, IP should provide training in

- developing collaborations/partnerships with academic divisions and departments, career centers, alumni and corporate relations, media relations, and other campus units on strategies for cultivating internship opportunities with businesses and other organizations
- fostering genuine and active commitment of students, the institution, and internship sites
- developing and maintaining close working relationships with relevant offices across the campus in order to be fully prepared to handle situations that require the expertise of other campus personnel, such as risk management, counseling, legal, and communications

To enhance IP personnel's ability to communicate effectively with students, IP should provide training in

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

**IP personnel must have access to resources and receive specific training on policies, procedures, and laws related to**

- **the programs and services they support**
- **privacy and confidentiality**
- **student records and sensitive institutional information**
- **systems and technologies necessary to perform their assigned responsibilities**
- **sexual misconduct, harassment, and workplace violence**

**IP personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.**

**IP personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.**

**IP leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.**

#### ***7.4 Paraprofessional Personnel***

**Paraprofessionals working in IP must be enrolled in an appropriate field of study and/or have relevant experience.**

**Paraprofessionals working in IP must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.**

**IP leaders must accommodate the dual roles paraprofessionals may have as both student and employee.**

**IP leaders must**

- **adhere to parameters of paraprofessionals' job descriptions**
- **articulate intended student learning and development outcomes in student employee job descriptions**
- **adhere to agreed-upon work hours and schedules**
- **offer flexible scheduling options as needed by the student employee**
- **work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours**

## **Part 8. COLLABORATION AND COMMUNICATION**

### ***8.1 Collaboration***

**Internship Programs (IP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.**

**IP must develop productive working relationships with a wide range of institutional offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions.**

Institutional offices may include academic departments and divisions, civic engagement and service learning, career services, risk management, legal counsel, enrollment management/registrar, international student programs and the like.

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

**IP must collaborate with individuals, groups, communities, and organizations to**

- **establish, maintain, and promote understanding and effective relations**
- **garner support and resources**
- **meet the needs of students, designated clients, and other constituents**
- **achieve program and student outcomes**
- **engage diverse populations to enrich the educational environment**
- **disseminate information about programs and services**
- **solve problems pertinent to the student population, designated clients, or the organization**

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

**IP must ensure that external communities and organizations**

- **receive meaningful services and benefits**
- **are treated professionally**
- **address concerns involving the student intern or the internship in a timely and appropriate manner**

- have relationships that are mutually beneficial with the institution

IP must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

### *8.2 Communication*

IP must provide relevant information, services, and resources that explain its mission and goals.

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

IP must develop and implement strategies for outreach and promotion.

IP promotional and descriptive information must be accurate and free of deception and misrepresentation.

### *8.3 Procedures and Guidelines*

IP must have and follow procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- the use of social media
- contracting with external organizations for delivery of programs and services
- developing relationships with donors
- dissemination of relevant information in a timely manner to all constituents

### *Guiding Principle: Ethical Considerations*

## **Part 9. ETHICS, LAW, AND POLICY**

### *9.1 Ethical Statements*

Internship Programs (IP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

IP must have clearly defined and documented ethical statements addressing

- conflicts of interest, or appearance thereof, by personnel in the performance of their work
- management of institutional funds
- acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
- solicitation of gifts, in accordance with institutional advancement reporting policies
- research and assessment with human participants or animal subjects
- confidentiality of research and assessment data
- personnel, student, and other designated clients' rights and responsibilities
- disclosure of information in student, personnel, and other designated clients' records

### *9.2 Ethical Practice*

**IP personnel must employ ethical decision making in the performance of their duties.**

**IP personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.**

**IP personnel must be honest, objective, and impartial in their interactions.**

**IP must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.**

**IP must encourage and provide a forum for personnel to address and report unethical behavior.**

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

**IP must address issues surrounding scholarly integrity.**

**IP personnel must perform duties within the scope of their position, training, expertise, and competence.**

**IP personnel must make referrals when issues presented exceed the scope of their position.**

### ***9.3 Legal Obligations and Responsibilities***

**IP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.**

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

**In accordance with governmental laws, institutional policy, and standards of good professional practice, IP personnel who are concerned about students' well-being must ensure that they are referred to appropriate resources.**

**IP must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.**

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

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

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

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

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

**IP must not discriminate based upon institutional policies, codes, or governmental laws.**

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

#### ***9.4 Policies and Procedures***

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

**IP must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.**

**IP must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.**

**IP personnel must ensure internship sites and any accompanying residential facilities have safety and emergency procedures and policies. IP must review these policies and procedures with interns.**

#### ***9.5 Communication of Ethical and Legal Obligations***

**IP must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.**

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

**IP must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.**

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

**IP personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.**

**IP must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.**

**IP must inform personnel about internal and external governance organizations that affect the functional area.**

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

### *9.6 Addressing Harassment and Hostile Environments*

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

**IP must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.**

*Guiding Principle: Learning-Conducive Structures, Resources, and Systems*

## **Part 10. FINANCIAL RESOURCES**

### *10.1 Funding*

**Internship Programs (IP) must have the funding that is necessary to accomplish its mission and goals.**

**IP must determine with administrative leadership what funding is necessary.**

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

### *10.2 Financial Planning*

**In establishing and prioritizing funding resources, IP must conduct comprehensive analyses to determine**  
**unmet needs of the unit**  
**relevant expenditures**  
**external and internal resources**  
**impact on students and the institution**

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

**IP must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.**

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

### *10.3 Financial Management*

**IP must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.**

**IP must demonstrate responsible stewardship and use of fiscal resources.**

**IP must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.**

**IP must be provided with the institutional and financial resources to assist with professional development of personnel.**

**IP procurement procedures must**

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

## **Part 11. TECHNOLOGY**

### ***11.1 Systems Management***

**Internship Programs (IP) must have current technology to support the achievement of its mission and goals.**

**IP must incorporate accessibility features into technology-based programs and services.**

**IP must ensure that personnel and constituents have access to training and support for technology use.**

**IP must back up data on a cycle established in partnership with the institution's information technology department.**

**IP must implement a replacement plan and cycle for all technology with attention to sustainability.**

### ***11.2 User Engagement***

**IP must use technology to enhance the delivery of programs and services for all constituents.**

**IP must ensure that technology addresses constituent needs.**

**IP must employ technologies that facilitate user interaction.**

**IP must provide secure remote access.**

### ***11.3 Compliance and Information Security***

**IP must have policies on the appropriate use of technology that are clear and easily accessible.**

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

**IP must comply with governmental codes and laws and with institutional technology policies and procedures.**

**IP must provide a secure platform when conducting financial transactions, in accordance with industry best practices.**

#### ***11.4 Communication***

**IP must have updated websites that provide information to all constituents in accessible formats.**

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

**IP must use technology that allows users to communicate sensitive information in a secure format.**

**IP must evaluate relevant social media platforms and techniques for communication and implement those that best meet constituent needs.**

**IP must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.**

### **Part 12. FACILITIES AND INFRASTRUCTURE**

#### ***12.1 Design of Facilities***

**Internship Programs (IP) facilities must be located in suitable spaces designed to support the functional area's mission and goals.**

**IP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.**

**IP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.**

**IP must incorporate universal design principles.**

**IP facilities must be designed and constructed to be energy-efficient and sustainable.**

#### ***12.2 Work Space***

**IP personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.**

**IP personnel must be able to safeguard the privacy of their work.**

#### ***12.3 Equipment Acquisition***

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

**IP must incorporate sustainable practices when purchasing equipment.**

#### ***12.4 Facilities and Equipment Use***

**IP facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.**

**IP must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.**

**IP must develop sustainable practices for facilities use.**

**IP must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.**

**IP personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.**

*General Standards revised in 2018;  
IP content developed/revised in 2006 & 2015*

*The IP Standards and Guidelines should be considered in conjunction with the IP Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.*