



Council for the Advancement of Standards in Higher Education

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

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

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

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 14 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

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

DISCLAIMER

The standards and guidelines published in “The Book of 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, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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THE ROLE of INTERNSHIP PROGRAMS

CAS Standards Contextual Statement

In the 1960s, with its social upheaval, a movement to make the college curriculum more relevant and to apply the knowledge of theoretical disciplines to solve societal problems gained considerable momentum. As higher education institutions revamped their curricula, they began to recognize that supervised learning experiences outside the classroom were relevant to the educational process and that ways could be found to evaluate these experiences, possibly for academic credit.

In the early 1970s, two professional associations, the Society for Field Experience and National Center for Public Service Internship Programs, were formed among those involved in college-based field experiences and those involved in policy issues and government-based projects, such as the Urban Corps. These organizations merged in 1978 to form the organization known today as the National Society for Experiential Education (NSEE). Other experiential education organizations include the Cooperative Education and Internship Association (CEIA), the Association for Experiential Education (AEE), NAFSA: The Association of International Educators, and the National Association of Colleges and Employers (NACE), among others. A goal of these organizations has been to advocate experiential and related forms of active or engaged learning, both within and outside the classroom or campus setting, and to establish appropriate standards and ethics in the profession.

As a result of the efforts of these organizations, as well as the demand by students and parents for a more career-oriented curriculum, internships have become an integral part of a college education. What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to “learn by doing” and to reflect upon that learning in a way that achieves certain learning goals and objectives. Feedback for improvement and the development or refinement of learning goals is also essential. What distinguishes an intern from a volunteer is the deliberative form of learning that takes place. There must be a balance between learning and contributing, and the student, the student’s institution, and the internship placement site must share in the responsibility to ensure that the balance is appropriate and that the learning is of sufficiently high quality to warrant the effort, which might include academic credit.

Major questions and concerns arise regarding how colleges and universities can provide an appropriate internship experience, given the various goals of the institution, the academic and student affairs divisions, and the student. For example, some institutions encourage internships but refuse to grant academic credit for them. Some have policies that restrict academic credit to internships only outside the major. Also, accreditation standards within a professional field may conflict with institutional policy. Some may prohibit students from receiving academic credit for internships that provide compensation, although this attitude is declining as quality placements increase. Then there are the variable standards as to what constitutes a credit-worthy internship (i.e., how many hours equal how many credits) and concern for the liability of students and their institution should mistakes be made.

The kind of internship experience sanctioned by an institution may vary. Some emphasize a form of cooperative education in which compensation for professional work is a high expectation, although credit for the experience is not necessarily expected. Some may involve a heavily supervised semester or summer-long experience either for or not for academic credit,

while others might utilize a form of externship, which is similar to short-term, field-based learning with minimal or limited interaction with an organization.

Setting standards for internship programs will establish for administrators, faculty, and staff a set of benchmarks that identify what a quality internship program on a college campus should be. But it is important that we distinguish between an academic internship within academic affairs and the co-curricular internship found in the student affairs division. The CAS Internship Program standards take into account the importance of establishing standards within each of these areas to meet student academic, career, and personal goals. It also assumes that there is sufficient communication between the two areas so that the appropriate expertise can be utilized across divisions and throughout the campus.

Of considerable significance is the intent of CAS to include the notion that an internship program is not the sole purview of a career center or off-campus programs office. Academic departments that grant credit for internships, have faculty designated to oversee internships, or have faculty members who accompany students on a short-term or long-term basis to locations off-campus, such as Washington or London, should be considered as having internship programs that are expected to meet these CAS standards.

While professionalism in experiential education has made significant leaps in the past decade, the establishment of these standards is an important milestone within the field. For the first time, a major statement is made that defines an internship within the context of an academic institution of higher education. It emphasizes that careful thought, planning, administration, implementation, and feedback are important in the entire learning process and that sufficient resources should be available to accomplish the established goals of the learning experience. Also, this professionalism must exist within both the academic and the co-curricular areas of the institution.

With the proliferation of internships at the local, state/provincial, national and international levels, administrators and faculty have a special obligation not only to ensure the high quality of the learning environment for their students, but also to assess the risk management and safety of students in these settings. Both faculty and staff need to be sufficiently trained to appropriately oversee an internship, to recognize the warning signs, and to take appropriate action. Increasingly, institutions work with third party organizations to place, supervise, and evaluate students because these organizations have dedicated personnel who are expert in these areas. Yet, similar diligence must be paid to the evaluation of their performance as well.

Internships and other forms of experiential education have become much more accepted as part of the college experience. Many new faculty are often former interns who understand the value of an internship and understand the appropriate ways of measuring student performance. More agencies understand how to utilize interns and to give them substantive work and responsibilities. More financial assistance is available either through the institution or the placement site to help cover the student's costs. Technology is providing career centers, internship offices, or off-campus programs with the ability to match the interests of the student with an appropriate placement more efficiently and effectively. Also, the movement toward on-line portfolio systems allows more participation in the development and evaluation of the student by all those involved in the internship experience. Such advances will very likely lead to greater advances in assessment of student outcomes in internships and other forms of experiential learning.

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INTERNSHIP PROGRAMS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

The primary mission of Internship Programs (IP) is to engage students in planned, educationally-related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting.

IP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. IP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

Part 2. PROGRAM

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

- **knowledge acquisition, integration, construction, and application**
 - **Dimensions:** understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- **cognitive complexity**
 - **Dimensions:** critical thinking; reflective thinking; effective reasoning; and creativity
- **intrapersonal development**
 - **Dimensions:** realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
- **interpersonal competence**
 - **Dimensions:** meaningful relationships; interdependence; collaboration; and effective leadership
- **humanitarianism and civic engagement**
 - **Dimensions:** understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- **practical competence**
 - **Dimensions:** pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

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

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

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

IP must be:

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

Learning goals of IP must:

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

IP must:

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

When course credit is offered for an internship, the credit must primarily be for learning, not just for the practical work completed at the internship. Whether the internship is for credit or not, the focus must be on learning and educational objectives, not just on hours accrued at the site.

IP must offer a wide range of internship experiences appropriate for students at various developmental levels, abilities, and with various life circumstances.

Examples may include older students, commuter students, parents, part-time students, fully employed students, and students with disabilities.

IP must initiate collaborative relations among faculty and staff members within the institution for the design and implementation of internship experiences. They must also develop partnerships with external organizations to meet student learning and development outcomes and the organizations' needs.

Whether integrated into a course, completed as an independent study, or designed for co-curricular learning or personal development, internships should encourage practical application of knowledge and theory, development of skills and interests, and exploration of career options in a professional setting. Internships may be for pay or non-pay, for credit or non-credit, and for a variety of lengths or terms. IP experiences could include the following:

Discipline-specific course-based internships: These can be designed to achieve a variety of student learning outcomes relevant to the course and discipline within which the internship is based, including introducing students to career opportunities as a critical aspect of their college education and their chosen field of study, enabling students to learn what types of work within their chosen field of study best suit their interests, and helping students to understand the different career opportunities available to them both inside and outside their curriculum. These experiences should be part of the academic curriculum for credit.

Student-initiated internships: These internships can be designed to enable students to explore internship opportunities within or outside their course of study and their discipline, to apply knowledge learned in their academic program to practice in different situations and venues, and to gain exposure to a broader array of internship experiences than a course- or discipline-based internship might allow. These experiences, if approved in advance, should be considered for academic credit. These experiences could also add to co-curricular learning and personal development.

Short-term internships: These internship programs offer students the opportunity to explore career opportunities through internships without the longer term commitment required by a quarter-term program, academic semester, or year. Typically these occur during week-long breaks or during the short sessions between fall and spring semesters and summer (i.e., January or May term). These experiences can be integrated into the academic curriculum or serve as a co-curricular experience, for credit or not-for-credit, in the student's discipline, or in a broader learning context.

Paid internships: Whether integrated into a course, completed as independent-study, or planned during the summer or semester breaks, these internships are designed to provide students with exposure to career opportunities within a paid employment environment. Structured within a real-world context, students are encouraged to apply theory and knowledge in the career setting while receiving financial compensation for their work and time.

Internship experiences must be described in a syllabus or plan.

The internship course syllabus or plan for academic or co-curricular experiences should describe:

- purpose of the internship
- desired learning and development outcomes of the internship for all participants

- assignments that link the internship to academic, career, or personal goals
- opportunities to reflect on one's personal reactions to internship experiences
- logistics (e.g., time required, transportation, materials required, access to services and resources, credit/non-credit, paid/unpaid, financial costs, and benefits)
- roles and responsibilities of students and site personnel
- risk management procedures
- supervision and accommodation requirements by institution personnel and internship site
- evaluation of the internship experience and assessment of the extent to which desired outcomes were achieved
- if for credit, course requirements, including criteria for grading

Part 3. LEADERSHIP

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

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

Part 4. HUMAN RESOURCES

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

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

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

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

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

Development of assessment skills:

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

Proper communication with students:

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

Enhancement of student learning:

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

Management skills:

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

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and

supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

IP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

IP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

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

IP must maintain position descriptions for all staff members.

To create a diverse staff, IP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

IP must conduct regular performance planning and evaluation of staff members. IP must provide access to continuing and advanced education and professional development opportunities.

Part 5. ETHICS

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

IP must orient new staff members to relevant ethical standards and statements of ethical practice.

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

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

IP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

IP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

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

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

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

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

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

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

Part 6. LEGAL RESPONSIBILITIES

Internship Programs (IP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

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

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

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

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

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

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

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

Part 7. EQUITY and ACCESS

Internship Programs (IP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. IP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

IP staff members must select sites that adhere to this non-discrimination standard.

Consistent with the mission and goals, IP must take action to remedy significant imbalances in student participation and staffing patterns.

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

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

Part 8. DIVERSITY

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

IP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. IP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

IP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 9. ORGANIZATION and MANAGEMENT

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

IP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

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

Part 10. CAMPUS and EXTERNAL RELATIONS

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

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

These agencies include government, private business, and nonprofit organizations at the local, national, or international level.

If there is more than one campus unit that facilitates internship experiences, those offices should share information and collaborate as appropriate.

IP should develop productive working relationships with a wide range of campus agencies.

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

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

IP must be concerned about issues of risk management and consult with appropriate campus offices and officials to insure proper procedures.

IP flourishes best when the institution as a whole is engaged as part of its surrounding community. IP should advocate for the institution to share its resources with its community and to develop a wide range of mutually beneficial campus-community partnerships. The “community” may include individuals and organizations beyond the immediate physical location of the campus and include state/provincial, national, and international relationships.

Part 11. FINANCIAL RESOURCES

Internship Programs (IP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

IP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Part 12. TECHNOLOGY

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

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

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

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

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

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

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 13. FACILITIES and EQUIPMENT

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

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

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

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

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

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

Part 14. ASSESSMENT and EVALUATION

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

IP must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

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

*General Standards revised in 2008;
IP standards developed in 2006*