Council for the
Advancement of Standards in Higher Education

www.cas.edu

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 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 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 43 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.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Marybeth Drechsler Sharp, Executive Director, www.cas.edu)

The Role of Internship Programs
CAS Standards Contextual Statement

In the 1960s, with its social upheaval, a movement gained considerable momentum to make the college curriculum more relevant and to apply the knowledge of theoretical disciplines to solve societal problems. 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 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, the National Association of Colleges and Employers (NACE), and the Association for Experiential Education (AEE), among others. Increasingly, discipline-based academic associations formed sections for developing good practice for internships within their fields. NSEE, for example, now has a series of training modules, the Experiential Education Academy, which awards a certificate from NSEE. 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.

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 became 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, restricting the opportunities for internships in professional fields. 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.

In the past few years, a spotlight has been placed on the U.S. Department of Labor's Wage and Hours Divisions' interpretation of the Federal Fair Labor Standards Act and its application to internships and internship programs. If an employment relationship is deemed to exist, the intern is required to be paid at least the required minimum wage and with overtime compensation. Although interns who sue corporations and other for-profits for back wages are making headlines, educational institutions using the CAS and other standards of good practice are helping avoid these problems by educating the staff members, students, and internship sites regarding expectations, rules, and the law.

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 members 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 (or a committee of 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 the popular destinations of Washington or London, should be considered as having internship programs that are expected to meet these CAS standards.

Although professionalism in experiential education has made significant leaps in the past decade, the establishment of these standards is an important milestone within the field. 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 members 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 and assess outcomes because these organizations have dedicated personnel who are expert in these areas. Yet, similar diligence must b e paid to the evaluation of these organizations' performance as well.

Internships and other forms of experiential education have become much more accepted as part of the college experience. Many new faculty members 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 online 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 missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

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, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Internship Programs (IP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, IP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

> **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**

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

IP must
- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**
- **use evidence gathered through this process to create strategies for improvement of programs and services**

IP must be
- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**

Where institutions provide distance education, IP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

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 long-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
- course requirements (if for credit), including criteria for grading

Part 3. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, Internship Programs (IP) must be structured purposefully and organized effectively. IP must have
- clearly stated goals
- current and accessible policies and procedures
- written performance expectations for employees
- functional work flow graphics or organizational charts demonstrating clear channels of authority

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning
- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes
- facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans
- promote environments that provide meaningful opportunities for student learning, development, and engagement
- develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities
- intentionally include diverse perspectives to inform decision making

Supervising
- manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student staff to accept leadership opportunities
- offer appropriate feedback to colleagues and students on skills needed to become more effective leaders
- encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession

Managing
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services

- **be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training**
- **assess potential risks and take action to mitigate them**

Advancing the Organization
- **communicate effectively in writing, speaking, and electronic venues**
- **advocate for programs and services**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area**
- **facilitate processes to reach consensus where wide support is needed**
- **inform other areas within the institution about issues affecting practice**

Maintaining Integrity
- **model ethical behavior and institutional citizenship**
- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

Part 4. HUMAN RESOURCES

Internship Programs (IP) must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, IP must
- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

IP must maintain position descriptions for all staff members.

To create a diverse staff, IP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

IP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.

To further the recruitment and retention of staff, IP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

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

A. 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

B. 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

C. 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

D. Management skills:
- foster participation by and with diverse populations
- develop fiscal and other resources for program support

IP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Internship Programs (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.

Degree- or credential-seeking interns or graduate assistants 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. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours.

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 job descriptions, pre-service training based on assessed needs, and continuing development.

All IP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All IP staff members 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 and staff members, and others and must incorporate a system for responding and reporting.

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

Part 5. ETHICS

Internship Programs (IP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

IP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

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

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.

Statements of ethical standards must include the expectation that IP staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, IP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

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

IP staff members must perform their duties within the limits of their position, 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.

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

IP must adhere to institutional policies regarding ethical and legal use of software and technology.

Part 6. LAW, POLICY, AND GOVERNANCE

Internship Programs (IP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; 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 inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

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

IP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

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 the institution does not provide coverage.

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

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

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, other members of the institutional community, and appropriate external organizations during emergency situations.

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 environment.

IP must obtain permission to use copyrighted materials and instruments. IP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

IP staff members must be knowledgeable about internal and external governance systems that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional polices and all applicable codes and laws, Internship Programs (IP) must create and maintain educational and work environments that are
- welcoming, accessible, and inclusive to persons of diverse backgrounds
- equitable and non-discriminatory
- free from harassment

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

IP must
- advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel
- modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities
- include diversity, equity, and access initiatives within their strategic plans
- foster communication that deepens understanding of identity, culture, self-expression, and heritage
- promote respect about commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work
- respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources
- ensure physical, program, and resource access for persons with disabilities
- recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region

IP staff members must select sites that adhere to this nondiscrimination standard.

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Internship Programs (IP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to
- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**
- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

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
- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

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 9. FINANCIAL RESOURCES

Internship Programs (IP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

IP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Part 10. TECHNOLOGY

Internship Programs (IP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

IP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

IP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, IP must select technology that reflects intended outcomes.

IP must
- maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws
- have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies
- develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems

Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, IP must
- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology
- provide instruction or training on how to use the technology
- inform students 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 11. FACILITIES AND EQUIPMENT

Internship Programs (IP) must have adequate, accessible, and suitably located facilities and equipment to support the 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 on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

IP staff members must have workspace 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 workspace must be able to secure their own work.

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

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

Part 12. ASSESSMENT AND EVALUATION

Internship Programs (IP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

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

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of

learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

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

General Standards revised in 2011;
IP standards developed in 2006