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University College

DEFINITION OF AN ACADEMIC INTERNSHIP

A University College academic internship combines an on-site supervised work experience with a structured academic learning plan for which a student earns academic credit. The student’s substantive work and responsibilities within the work organization creates a professional experience that supports academic and career goals. The faculty internship instructor and work-site supervisor collaborate to promote the student’s critical thinking, observation and reflection that foster intellectual, personal and professional growth.

The work-site organization determines if monetary compensation is available for the internship. The length of the internship varies depending upon academic and work-site minimum requirements. Assuming a 15-week semester, one credit hour requires 3 to 4 hours per week of work-site activity and one hour of academic work such as journal writing, related research, or special projects. An internship is a work-based learning experience in a for-profit or non-profit setting. Some academic programs require an internship, while others offer students the option of scheduling an elective internship.

An internship offers a student the opportunity to apply academic knowledge in world-of-work situations, to explore a career choice, and to begin to establish a network of professional contacts. The pre-internship preparation course that is required by the major must be completed prior to registering for any internship credits.

For more information on careers and definitions of other experiential learning opportunities visit the following websites:

http://www.sa.psu.edu/career/intern.html
http://www.sa.psu.edu/career/
http://www.nsee.org/
ROLES AND RESPONSIBILITIES FOR ACADEMIC INTERNSHIPS

Successful delivery of an academic internship occurs when an effective partnership is established among the key constituents: student, faculty internship instructor, work-site supervisor, Director of Academic Affairs (DAA), College Program Head (CPH), Career Services Professional, and academic advisor. The roles that each one plays in the academic internship experience follow:

STUDENT:

- Register for the pre-internship course during the semester preceding the planned registration for the academic internship in compliance with course prerequisites.
- With the assistance of the faculty internship instructor and the academic advisor, investigate, identify and secure an internship experience that best meets educational and personal goals while adhering to University College guidelines, major prerequisites, and program requirements.
- Determine learning opportunities and educational objectives available through the internship and formulate your action plan with the assistance of the faculty Internship Instructor.
- Obtain liability insurance if required.
- Adhere to professional and ethical standards as approved and required by the work-site and professional association.

FACULTY INTERNSHIP INSTRUCTOR:

- Ensure that there is sufficient academic activity to merit the awarding of credit.
- Determine the appropriateness of a specific internship experience in the context of the student’s academic major and career goals.
- Give final approval for internship.
- Track student progress throughout the semester.
- Teach pre-internship course as required by curriculum if possible.
- Assist student in the identification of internship opportunities, although ultimate responsibility for locating a site resides with the individual student.
- Maintain records of internship opportunities to enable front-end exploration by the student.
- Collaborate with Career Services professional in an effort to have on hand educational resources that might be helpful the student engaged in the internship experience.
- Schedule a personal or electronic contact with work-site supervisor to establish a working relationship that will benefit the student.
- Ensure that prerequisites are satisfied by the student prior to scheduling the internship course.
- Collaborate with Career Services professional and University College Program Head throughout the duration of the internship experience.
- Build strong work-site relationships.
- Coordinate necessary paperwork throughout the internship period including preparation of learning agreements and completion of evaluations.
- After consultation with work-site supervisor, determine grading rubric.
- Evaluate student performance, assign grade, and post it.
WORK-SITE SUPERVISOR/COMPANY OR AGENCY:

- Provide a professional environment conducive to student learning.
- Set goals for internship experience as supported by organizational leadership.
- Collaborate with faculty internship instructor to establish specific learning objectives; identify outcomes or expected products.
- Participate in the selection of student interns.
- Help student build professional work-site relationships.
- Supervise the student throughout the internship experience at the work-site.
- Offer an orientation program and supply necessary resources to support student success.
- Provide supervision, guidance, and feedback.
- Report immediately to the faculty internship instructor any student problem that develops.
- Work directly with the faculty internship instructor to evaluate the student performance, possibly three times: preliminarily during the first few weeks, at a mid-point in the internship experience, and at the end of the experience.
- Sign *University Internship Affiliation Agreements* as appropriate.

DIRECTOR OF ACADEMIC AFFAIRS (DAA) AND COLLEGE PROGRAM HEAD (CPH):

- Keep abreast of the faculty internship instructor’s involvement with internships.
- Assist student in the identification of internship opportunities, although ultimate responsibility for locating a site resides with the individual student.
- Provide support for faculty internship instructor and assist with the management of the internship process.
- Enable appropriate scheduling of internship preparation course.
- Administer *University Affiliation Agreement* in accordance with University policy.

CAREER SERVICES PROFESSIONAL:

- Assist student with the identification of internship opportunities, although ultimate responsibility for locating a site resides with the individual student.
- On a limited basis and at the invitation of the faculty internship instructor, serve as a guest speaker in class on topics related to the internship search process.
- Educate student on the internship search process including researching potential sites and developing cover letters, resumes and interview skills.
- Promote job and career information fairs to students.

ACADEMIC ADVISOR:

- Continue to maintain contact with student advisee.
- Informally assist student advisee in identification of internship opportunities and procedures.
- Informally keep abreast of student advisee’s internship progress.
- Prior to having the student advisee submit the *Student Internship Application Form*, check to be sure that all course prerequisites have been satisfied.
THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY COLLEGE
UNDERGRADUATE INTERNSHIP AFFILIATION AGREEMENT

This agreement is between The Pennsylvania State University, hereinafter called UNIVERSITY, and ____________________________, hereinafter called AFFILIATING INSTITUTION.

The purpose of this agreement is to define the roles and responsibilities of the UNIVERSITY and the AFFILIATING INSTITUTION in the undergraduate internship program of the University College.

This agreement will be effective as of the date of last signature for the year commencing January 1 and ending December 31. Renewal of this agreement will be automatic each year unless either party submits written notification to the other of its intention not to renew; said notice must be given at least ninety days prior to the expiration of the contract.

Both parties understand that this agreement may be modified or revised through written amendments, by mutual consent.

JOINT RESPONSIBILITIES

1. The UNIVERSITY and the AFFILIATING INSTITUTION will enter into an affiliation for the purpose of educating and training undergraduate interns from the University College.

2. Neither the UNIVERSITY nor the AFFILIATING INSTITUTION shall discriminate against any person because of ancestry, color, disability, national origin, religious creed, sex, or sexual orientation.

3. The program at the UNIVERSITY and the AFFILIATING INSTITUTION will meet the requirements of the Undergraduate Internship Program as described in the University College Internship Handbook.

4. The number of students, the program of education and training within the AFFILIATING INSTITUTION, and the scheduling of their education at the AFFILIATING INSTITUTION will be determined by mutual agreement between the AFFILIATING INSTITUTION and the UNIVERSITY.

5. The UNIVERSITY and the AFFILIATING INSTITUTION agree that students will be supervised by qualified field supervisors.

6. The UNIVERSITY and the AFFILIATING INSTITUTION will maintain confidentiality of client/patient records and student records.

7. Equipment owned by the UNIVERSITY and the AFFILIATING INSTITUTION will remain the property of each and the maintenance, repair, and replacement, whether for normal use or breakage, will remain the responsibility of each pertinent institution.

8. The UNIVERSITY is responsible for dismissal of a student for academic or disciplinary reason, but the AFFILIATING INSTITUTION maintains the right to remove a student from fieldwork affiliation if the student does not comply with the safety, ethical, or treatment standards of the AFFILIATING INSTITUTION. In the event of a student's pending or immediate dismissal by the AFFILIATING INSTITUTION, the Academic Coordinator of The Internship Program at the UNIVERSITY must be notified immediately. The UNIVERSITY and AFFILIATING INSTITUTION will determine jointly if and when such a student should be permitted to return to the AFFILIATING INSTITUTION.
RESPONSIBILITIES OF THE UNIVERSITY:

1. The UNIVERSITY will be approved by the Middle States Association of colleges and schools.

2. The UNIVERSITY will have control over all phases of the administration of the program, curriculum content, admission requirements, faculty appointments, evaluation, promotion and graduation, and all other pertinent matters that are internal to the UNIVERSITY. The UNIVERSITY will maintain the necessary records of the students.

3. The UNIVERSITY will employ an Academic Coordinator of The Internship Program for the University College to coordinate field placements with students and field supervisors, to provide course information and objectives to field supervisors, and to assist in resolving problems and difficulties. The Coordinator will meet the qualifications prescribed by the UNIVERSITY as a member of the faculty.

4. The UNIVERSITY will assign students to the AFFILIATING INSTITUTION for their field placements in accordance with the UNIVERSITY calendar and the agreement reached on the capacity of the AFFILIATING INSTITUTION to accommodate students for the necessary training. The UNIVERSITY will assign students who have fulfilled prerequisites for field placements as designated by program requirements.

5. The UNIVERSITY will advise students that they are responsible for obtaining professional liability insurance and health insurance prior to beginning their field placements.

6. The UNIVERSITY will notify students that they are to obtain prior written approval from the UNIVERSITY and AFFILIATING INSTITUTION before publishing any material relative to the fieldwork.

RESPONSIBILITIES OF THE AFFILIATING INSTITUTION:

1. The AFFILIATING INSTITUTION will make appropriate facilities available to the affiliating student.

2. The AFFILIATING INSTITUTION will orient the students to the field site.

3. The AFFILIATING INSTITUTION will provide appropriate instruction and supervision of the students by qualified personnel who meet the standards of recognized professional accrediting agencies and the objectives of the educational program. No tuition or fee will be charged to the students by the AFFILIATING INSTITUTION.

4. The AFFILIATING INSTITUTION will provide emergency health services to the students during the hours of fieldwork assignment. Medical costs are the responsibilities of the students.

5. The AFFILIATING INSTITUTION will permit students and the UNIVERSITY faculty to use the cafeteria, dormitory, laundry, and parking facilities, if available, at the same rate of charges as for employees.

6. The AFFILIATING INSTITUTION agrees to submit to the UNIVERSITY an evaluation of each student's performance during the fieldwork experience, and according to the format established by the UNIVERSITY. Any provisions not included in this agreement are to be subject to agreement between the UNIVERSITY and the appropriate administrative official of the AFFILIATING INSTITUTION.

Officials signing the agreement for the participating institutions:

Penn State University College
A Faculty Guide to Ethical and Legal Standards in Student Hiring

Purpose of this guide:

The success of students in obtaining employment is important to a number of parties on the college campus. In addition to the students themselves, these parties include the professionals who work in the career center and in admissions, development, and alumni relations offices, and you, the faculty.

You play a direct role in the employment process for new graduates. Usually, your role and that of the career services practitioner are complementary. Occasionally, however, helping students in their job searches can result in unanticipated illegal or unethical actions.

The National Association of Colleges and Employers (NACE), to which a great number of academic and hiring institutions belong, provides a set of ethical standards for guiding the job-search process. Entitled Principles for Professional Conduct for Career Services & Employment Professionals, these standards are based on notions of fairness, truthfulness, non-injury, confidentiality, and lawfulness. In its foreword, the Principles document notes that colleges and employers share the common goal of "achieving the best match between the individual student and the employing organization."

Three basic precepts serve as the foundation of this goal, namely:

- Maintaining an open and free selection of employment opportunities in an atmosphere conducive to objective thought, where job candidates can choose optimum long-term uses of their talents that are consistent with personal objectives and all relevant facts;

- Maintaining a recruiting process that is fair and equitable to candidates and employing organizations;

- Supporting informed and responsible decision making by candidates.

Because of the role you play in the hiring process, and the influence you have with both students seeking jobs and employers seeking new talent, NACE has created this guide to assist you.

Guidelines

- **Candidate Referral**

  Employers may contact you to request the names of students who would be excellent candidates for job opportunities. At first glance, it seems harmless to provide the names of your best students. However, there are some potential legal and ethical pitfalls. If you or a colleague receive a job lead from an employer and choose only to refer a few individuals without publicizing the position to all students who may be qualified, you are not maintaining "a fair and equitable recruiting process."

  Also, by identifying individuals for employment on a "regular" basis, you may be
considered an "employment agency" for purposes of compliance with equal employment opportunity laws. For example, if it appears as if you are (innocently or otherwise) referring only male students or only minority students, you may be open to charges of discrimination.

Employers who act in accordance with the Principles understand and expect students to receive open and equal access to information about job opportunities.

A Suggested Course of Action: If you receive a request for student referrals, you can, of course, notify individual students who have declared an interest in such positions and encourage them to apply. However, also post the position in your department and announce it to your classes. At the same time, contact the university career center so that the position can be listed campus-wide. There are practical reasons for these actions. The career services office may have an existing relationship with the requesting employer through coop, part-time/summer job, internship, job fair, or other recruiting programs. Or, the career center practitioners may wish to develop a broader relationship with the employer. Sometimes unproductive misunderstandings occur when an employer works with more than one campus office.

- Referral of Minority Candidates

Most employers have diversity objectives in their college relations programs. Accordingly, they will make a special effort to identify and attract minority candidates. You will probably be asked for help in accomplishing this task.

The NACE Principles document endorses compliance with EEO guidelines and adherence to affirmative action principles by both college and staffing professionals. It is illegal to discriminate against protected groups. It is considered appropriate for career center practitioners to inform members of protected groups about employment opportunities, especially in areas where minorities are underrepresented. Similarly, employers are encouraged to inform minority populations of special activities, e.g., information sessions or career fairs that have been developed to help achieve an employer's affirmative action goals. You can participate in all of these activities.

While it is lawful and ethical for you to assist employers in reaching out to minority groups, it is inappropriate for you to identify only minority individuals who might fill the needs of an organization. You have an obligation to provide a "fair" system, i.e., one where all students have access to information about career opportunities.

A Suggested Course of Action: If you receive a request for minority candidate referrals, you can make announcements in class, post signs in your department, notify minority students' organizations (e.g., societies of black, female, or Hispanic engineers), pass the request on to the career center, and encourage the employer to contact the career center directly. You can also refer the employer to your college's minority student advisory office (if one exists). That office may be authorized to provide a full list of the members of a requested population.

- Providing References

When you are asked by an employer for a student's reference, confidentiality becomes a major concern. Simply, information about a student should not be shared unless the student has furnished you with prior authorization. Once permission has been obtained, you should provide information that is based on facts, not conjecture, and not on personal information unrelated to the student's qualifications for the job in question.

A Suggested Course of Action: When you are asked to provide a written or oral reference for a student, obtain written permission from the student. All reference information should be based on firsthand knowledge and, if possible, written documentation. When providing information, you should avoid personal matters
(e.g., marital status, health, disabilities, race, religion, etc.) that by law should not be included in employment decisions, even if you believe that such information might enhance the student's candidacy.

- **Final Comments**

The goal of student employment is most likely reached when all parties involved work cooperatively, ethically, and within the law. There may be instances when you are unsure of how to help your students and stay within the law. On those occasions, call the career services center for more information.

You and your colleagues on the faculty are encouraged to offer comments to your career services center practitioners regarding these guidelines and the issues this guide addresses. Please feel free to note issues that may not be covered.

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