

HOLYOKE COMMUNITY COLLEGE



RESOURCE GUIDE
FACULTY SPONSORS

EXL

EXPERIENTIAL LEARNING
PROGRAM

Academic Internship

[The National Association of Colleges and Employers \(NACE\)](#)¹ defines academic internships as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable experience, make connections in professional fields, and give employers the opportunity to guide and evaluate talent. Academic internships are overseen by a faculty sponsor, in coordination with a designated employee of an organization. They are usually the length of an academic term, may be part-time or full-time, paid or unpaid. An integral component of the experience is the deliberate reflection contained within the student's learning objectives².

¹ Established in 1956, NACE connects more than 8,000 college career services professionals at nearly 2,000 colleges and universities nationwide, more than 3,000 university relations and recruiting professionals, and the business affiliates that serve this community. NACE is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

² <http://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/>

Table of Contents

Introduction..... 1

Why Should I Sponsor Student Interns? 1

 Our Commitment 2

 Adding Value 2

 Value for the Students..... 2

 Value for Academic Departments and the College 3

 Value for the Community 3

 Student Eligibility Requirements 4

 Preparing Students for the Workplace 4

 Career Readiness and Competencies 5

The Academic Internship Program at Holyoke Community College..... 6

 Guidelines and Requirements 6

 Vetting Community Partners 7

 Disclosure 8

 The U.S. Fair Labor Standards Act (FLSA) 8

The Faculty Sponsor’s Role..... 10

 Learning Objectives: Learning Agreement 10

 Creating a Timeline..... 11

 Types of Academic Assignments 12

 Time Commitment 12

 Compensation 13

 Faculty Sponsor Eligibility Requirements 13

Conclusion 13

Appendices

- Appendix I: Academic Internship Risk and Consent
- Appendix II: Academic Internship Statement of Understanding
- Appendix III: Internship Memorandum of Understanding
- Appendix IV: Academic Internship Learning Agreement
- Appendix V: Academic Internship Assessment
- Appendix VI: Learning Objectives Toolkit

Introduction

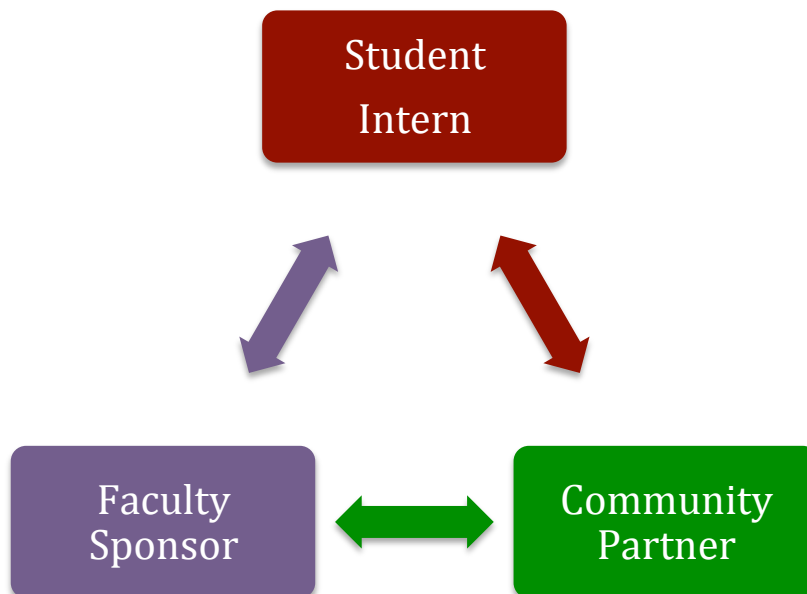
The Experiential Learning (ExL) Program aims to provide coordination and a centralized administration of academic internships. The purpose of this guide is to assist Faculty Sponsors in creating and/or enhancing academic internships within their departments.

This guide will outline the basic fundamentals involved in designing an academic internship program and will illustrate the benefits of investing in the ExL Program.

We are committed to working closely with you, our students and community partners to provide quality experiential learning opportunities that enrich students' lives and cultivate community partnerships.

Why Should I Sponsor Student Interns?

An academic internship is a three-way partnership among the student, the faculty sponsor, and the community partner. Sponsoring students for internships will enable you to network with professionals who are engaging in the daily realities of the profession. Internships have an irreplaceable role in providing hands-on learning opportunities and allow students to collaborate closely with faculty. Students return to the classroom with new ideas and a deeper understanding of their coursework while strengthening ties between the college and the community.



Our Commitment

By working with the ExL Program, you will reduce the time and effort required to coordinate academic internships utilizing a structured program based on national best practices.

The success of our program relies on the collaborative efforts of four partners: the student intern; the faculty sponsor; the community partner; and the ExL coordinator. The ExL coordinator organizes and integrates these efforts by:

- Following up, assessing, and coordinating academic internship opportunities ensuring they offer true learning experiences and abide by FLSA guidelines
- Assisting community partners with creating and/or enhancing internship programs
- Supporting students with resources for:
 - preparing and searching for internships
 - creating/updating resumes and cover letters
 - interviewing preparation and advice
 - fulfilling application requirements
 - gathering references and transcripts
- Providing program specific academic internship orientations
- Addressing and troubleshooting issues that may arise at the internship site
- Coordinating students' course registrations and internship records
- Coordinating and maintaining community partners' records

Adding Value

Students planning to enter the workforce should complement their academic preparation with other experiences such as Service Learning, student clubs, athletics, pre-professional organizations, Honors Projects, Learning Communities and/or internships as these activities enhance their learning. Internships in particular allow students to gain exposure and experience in the field. They also provide an opportunity to see if the particular career field is the right one. The many advantages of an internship reach beyond the student to faculty, academic departments, the College, and our community.

Value for the Students

Academic

- Apply knowledge gained in the classroom to real life situations
- Understand the relevance of coursework
- Receive guidance and feedback on skills and capabilities
- Develop technical and professional communication skills in a work setting
- Utilize resources that are not available on campus
- Prepare for transferring to another college or university

Professional

- Establish desirable work habits, attitudes, career readiness and competencies
- Gain practical experience that employers look for when hiring college graduates: solve problems; communicate effectively; function comfortably in teams; take initiative; value, respect, and learn from various cultures
- Develop a network of professional contacts, mentors, and references
- Accumulate evidence of abilities
- Increase marketability

Personal

- Gain increased clarity about career goals with professionals in the field
- Achieve confidence and maturity and a smoother transition into the workforce
- Improve skills for life-long learning
- Develop a greater awareness of self, others, and social responsibility in a work, career, and global context
- Take responsibility for learning and create a more rewarding college experience

Value for Academic Departments and the College

- » Validate the College’s curricula in a work environment
- » Broaden students’ learning opportunities
- » Contribute to student retention
- » Develop more competitive and employable graduates
- » Improve post-graduation statistics
- » Connect faculty to current trends within their professional fields
- » Create opportunities for faculty and the community to exchange ideas and expertise

Value for the Community

- » Provide opportunities for staff to develop leadership and mentoring skills
- » Increase visibility by contributing expertise to the educational enterprise
- » Create awareness of the field for future hires
- » Offer exposure to the latest innovations in the field
- » Generate a flexible workforce not requiring a long-term employee commitment
- » Provide freedom for professional staff to pursue creative or more advanced projects
- » Offer new perspectives to old problems

Student Eligibility Requirements

HCC students enrolled in academic internships meet the following eligibility criteria:

- Currently enrolled in an academic program
- Sophomore status, successful in their academic program, and/or faculty recommended
- Eager and willing to learn in an experience which combines “work” with an academic component
- Agree, in writing to comply with College’s policies and procedures and adhere to the [MA Community Colleges Student Code of Conduct](#)³ via the Statement of Understanding⁴
- Sign an Academic Internship of Risk and Consent⁵ which states they have acknowledged and considered the risks involved and are physically and mentally capable of participating

Preparing Students for the Workplace

The ExL Program encourages students to develop the technical skills that will allow them to contribute to their chosen profession, and recognizes the importance of developing competencies (soft skills) that will enable them to excel.

For this reason, students enrolled in academic internships are encourage to complete online Career Readiness Modules carefully guided and monitored by their faculty sponsor. These Modules address the competencies necessary for success in the workplace. They provide students with a deeper appreciation for work culture and expectations.

As students reflect on the competencies, they are preparing to meet the challenges of the workplace and developing the agility and the capacity to embrace change. The modules are designed to allow students to make adjustments in real time rather than waiting for formal assessments, consequently making it easier for them to be successful in their internship experiences and in their future careers.

³ Students enrolled across the fifteen community colleges of the Commonwealth are subject to the Massachusetts Community Colleges Student Code of Conduct. This Code outlines the general behavior policies, discipline, and grievance procedures pertaining to the student rights and responsibilities appropriate to the college environment. As the Academic Internship site placement is an extension of the College learning environment, students are held to the same standards. HCC student interns are required to: to demonstrate professional behavior; confidentiality; appropriate dress; and punctuality; and work their scheduled hours.

⁴ See Appendix II – Academic Internship Statement of Understanding

⁵ See Appendix I – Academic Internship Risk and Consent

Career Readiness and Competencies

Career readiness is often associated with technical skills, such as computer programming, accounting, writing, or mathematics. While technical skills are essential, they alone are not enough for success in the workplace; soft skills are equally as important.

As a result of a study based on extensive research among employers⁶, NACE developed a definition for “career readiness” and eight competencies associated with it.⁷

- **Professionalism/Work Ethic:** Project a professional presence and exhibit integrity and ethical behavior. Demonstrate effective work habits: prioritize, plan and manage work, and personal accountability.
- **Oral/Written Communication:** Articulate thoughts and express ideas effectively using oral, written and non-verbal communication skills (to instruct, inform and persuade), as well as listening for meaning to gain understanding.
- **Teamwork/Collaboration:** Build and maintain collaborative relationships to work effectively with others in a team setting through shared responsibility, empathy, and respect.
- **Leadership:** Leverage the strengths of others to achieve common goals. Use empathetic skills/positive attitude to guide and influence others while reaching a shared goal through adaptability and effective decision-making.
- **Global Perspective:** Value, respect, and learn from diverse cultures, races, ages, genders, religions and lifestyles. Demonstrate openness, inclusiveness, and sensitivity.
- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems; obtain, interpret, and use knowledge, facts, and data in this process.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.
- **Career Management:** Identify and articulate strengths, knowledge, and experiences relevant to the position and necessary for professional growth.

⁶ NACE, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness. <http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

⁷ Career Readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

The Academic Internship Program at Holyoke Community College

In an effort to clarify, strengthen, and unify academic internships, the ExL Program has adopted guidelines and standards developed by a group of professionals from the 15 Massachusetts Community Colleges in collaboration with the Executive Office.

The group published the [MCC Experiential Education: Internships and Cooperative Education, A Handbook for Practitioners and Administrators](#)⁸. The Handbook outlines best practices, success factors, federal regulations and legal implications critical for practitioners and program administrators to follow when designing, implementing, supervising and assessing internships and cooperative education on each of the Commonwealth's community college campuses.

Guidelines and Requirements

At HCC, academic internships are developed with an intentional "learning agenda" structured into the experience.

Academic internships:

- Include learning objectives, observation, reflection, and assessment
- Establish a reasonable balance between students' learning goals and the work performed at an organization
- Promote academic, career and personal development
- Follow criteria set forth by NACE⁹:
 - The company/organization must be a legitimate established business
 - At least 80% of the internship job description must consist of professional or pre-professional work assignments directly related to students' majors and/or career goals
 - An employee with experience and knowledge in the content area must be assigned to supervise and mentor the interns
 - Interns may not be considered consultants, or experts, or be expected to provide a service/function that the organization's professional staff does not have the skills to perform
 - Interns must receive onboarding to the organization, safety procedures, training, ongoing supervision, and assessment
 - Interns must have an appropriate workspace and tools to perform the duties
 - There is no requirement for the student to pay the employer in any form, or for any part of the experience

⁸ The Handbook was fully endorsed by the 15 Massachusetts Community College Presidents in 2011. It received two awards: the National Association of Colleges and Employers (NACE) Professional Change Maker—Large College Winner Award and The New England Board of Higher Education State Merit Award. The Handbook is widely used among the 15 community colleges and several components of the Handbook are utilized among many colleges and universities nationwide.

⁹ <http://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/>

Vetting Community Partners

In addition to criteria set forth by NACE, the Experiential Learning Program uses the following screening criteria as initial approval for academic internships. Final approval is at the discretion of the faculty sponsor.

- The experience is an extension of the classroom; it must not be simply to advance the operations of an organization or be the work that a regular employee would routinely perform
- There are clearly defined learning objectives related to the career and professional goals of the student's academic coursework
- Credit hours earned per internship is arranged between the student and faculty sponsor
- Academic credit cannot be granted retroactively for previous internship experiences
- Community partners must sign and submit a Memorandum of Understanding (MOU)¹⁰: developed to protect the interests and promote the benefits of an academic internship arrangement between an organization and the College. It is a mutual agreement that delineates the responsibilities of an organization and the College.

An academic internship should not be confused with an independent study. The central relationship and reliance on the community partner is the main differentiator between an academic internship and an independent study, and other academic or lab-based courses.

Experiences that DO NOT Qualify as an Academic Internship

- Commission-based positions
- Situations where the work is done 100% without supervision
- Positions that require more than 20% clerical duties
- Positions limited to door-to-door canvassing, cold-calling, or petition gathering
- Independent contractor relationships that require interns to set up their own business for the purpose of selling products, services and/or recruiting other individuals to set up their own business

¹⁰ See Appendix III – Internship Memorandum of Understanding

Disclosure

There have been occasions when a student encountered issues with their internship site, their responsibilities, or their site supervisor. The following are some warning signs that might need further exploration:

- The student is overwhelmed with their assigned duties/responsibilities
- The supervisor is never available to provide guidance and/or feedback
- The duties are outside the scope of the student’s knowledge/abilities
- The student is working long hours or more than agreed upon
- The internship is adversely affecting the student’s academic coursework
- The site supervisor is treating the student as an employee
- The internship work environment is overly stressful and/or unsupportive

If a community partner creates an untenable situation for the student, the ExL coordinator, in consultation with the faculty sponsor, will investigate the situation. If necessary, the student will be removed from the internship and the College may sever the relationship with the organization.

If a student fails to fulfill the agreed upon terms of the internship, ExL coordinator will work with the community partner to determine the root of the problem. The faculty sponsor will determine the academic consequences for the student.

If a community partner chooses to terminate a student’s internship for cause, the ExL coordinator will request that the site supervisor disclose the reason to the student, the faculty sponsor, and/or ExL coordinator.

The U.S. Fair Labor Standards Act (FLSA)

The FLSA¹¹ determines whether interns working for for-profit employers are entitled to minimum wages and overtime pay. The FLSA requires for-profit employers to pay employees for their work. Interns may not be employees under the FLSA, in which case the FLSA does not require compensation for their work.

Courts have used the “primary beneficiary test” to determine whether an intern is an employee under the FLSA. This test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship.

¹¹ The Fair Labor Standards Act <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>

The “primary beneficiary test” is a flexible test, and no single factor is determinative. Whether an intern is an employee under the FLSA depends on the unique circumstances of the case. If analysis of these circumstances reveals that an intern is actually an employee, then they are entitled to both minimum wage and overtime pay. If the analysis confirms that the intern is not an employee, then they are not entitled to either minimum wage or overtime pay.

Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

The Faculty Sponsor's Role

The role of a faculty sponsor is to oversee the academic integrity of the internship and to provide continuous direction and support to the student intern ensuring a productive learning experience.

Learning Objectives: Learning Agreement

Prior to the internship:

- Hold a pre-internship meeting to assess student readiness and provide guidance with support from the ExL coordinator
- In collaboration with the ExL coordinator, serve as a resource in identifying possible internship opportunities and/or areas relevant to the student's academic and career goals
- Verify the internship experience merits academic credit
- Together with the site supervisor, discuss expectations of performance before, during, and after the internship
- Assist the student with writing learning objectives that define the student's duties and expectations of performance using the Learning Agreement as a guide

The Learning Agreement¹² will list the learning objectives and will delineate the responsibilities and obligations of the student intern, the faculty sponsor, and the site supervisor.

During the internship:

- Create and review meeting schedules and methods of grading
- Design reflective assignments related to the desired learning outcomes and provide feedback to affirm they are appropriate and obtainable, making modifications when necessary
- Monitor student's progress by communicating with the site supervisor and reviewing mid-term and final assessments
- Report any concerns to the ExL coordinator and assist with addressing/resolving issues

¹² See Appendix IV – Academic Internship Learning Agreement

The Learning Agreement includes six learning outcomes. These outcomes are in accordance with standards and guidelines set forth by the Council for the Advancement of Standards in Higher Education¹³ and the National Society of Experiential Education (NSEE) Eight Principles for Good Practice¹⁴. The six outcomes encompass career, professional, personal, technical, theoretical and analytical skills relevant for internship experiences in all academic disciplines.

1. Develop technical skills and professional communications in a work setting.
2. Utilize industry and organizational structures, culture, and ethics.
3. Apply and reflect on the connections to academic theory and practice.
4. Apply critical thinking, research skills, and problem-solving skills.
5. Develop awareness of self, others, and social responsibility in a work, career, and global context.
6. Establish a network of professional contacts, mentors, and references.

Learning Objectives Toolkit¹⁵
Developed to assist Faculty Sponsors
and students in creating learning objectives.

Finalizing the Internship:

- Assess the student intern’s learning based on academic assignments and the community partner’s assessments and feedback
- Determine a final grade and submit accordingly

Creating a Timeline

Academic internships are concurrent with academic semesters

Fall	Spring	Summer
September to December	January to May	June to July

Please note: It is recommended that students begin the process three to four months prior to the beginning of the internship experience.

¹³ Council for the Advancement of Standards in Higher Education <http://standards.cas.edu/getpdf.cfm?PDF=E86CFB4D-0B9E-4853-6D82720BE0779895>

¹⁴ National Society of Experiential Education (NSEE) Eight Principles for Good Practice

¹⁵ See Appendix VI – Learning Objectives Toolkit

Academic Internships are

- » normally 9-10 hours per week
- » project based
- » credit bearing: students work a minimum of 135 hours to earn 3 college credits (minimum of 45 hours of work = 1 college credit)

Types of Academic Assignments

The academic work of the internship is defined by the faculty sponsor and could include:

- Reflective journaling
- Compiling portfolios
- Writing integrative papers
- Completing ExL Career Readiness Modules
- Participating in periodic discussions in-person and/or online

Academic internships are a form of experiential learning. Learning that is considered "experiential" contains all the following elements:

1. Reflection, critical analysis and synthesis.
2. Opportunities for students to take initiative, make decisions, and be accountable for the results.
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, and/or physically.
4. The possibility to learn from natural consequences, mistakes, and successes.

Time Commitment

Academic internships assume a certain amount of work and time spent at the internship site. The credits earned are not tied solely to hours "on the job," but to the amount and type of academic work assigned by the faculty sponsor. Assignments must also align with the number of credits earned. Academic internships carry one, two or three credits.

3 of Credit(s) Earned	# of Hours with Student (per term)
1 Credit	3.5 Hours
2 Credits	6.5 Hours
3 Credits	10 Hours

Compensation

Full-time and/or adjunct faculty will receive compensation for each individual internship with a limit of 10 per term.

# Credit(s)	Time	Rate	Compensation
1 Credit	3.5 hours	\$143	1 student = \$143 (up to 10 students = \$1,430)
2 Credits	6.5 hours	\$286	1 student = \$286 (up to 10 students = \$2,860)
3 Credits	10 hours	\$430	1 student = \$430 (up to 10 students = \$4,300)

Faculty Sponsor Eligibility Requirements

- Full-time HCC faculty
- Adjunct faculty with experience at HCC

Note: Faculty sponsors should have expertise in the student's area of interest.

Conclusion

The internship process is a unique opportunity for students to engage in learning experiences that promote the integration and application of theory and practice learned in the classroom, and to develop life-long career development skills. Your role is critical to the students' overall learning and internship experience. Thank you for considering sponsoring students for academic internships.

The Experiential Learning Program is available to assist you with planning, designing, and implementing an internship program specific to your department.

Please contact:

**Andrea Picard, Experiential Learning Coordinator
Integrative Learning/Division of Social Sciences
Holyoke Community College
apicard@hcc.edu
413.552.2342**

Visit our website: hcc.edu/ExL

Appendix I: Academic Internship Risk and Consent

Internship Site: _____

ExL Coordinator or Faculty Sponsor: _____

Description of Internship Activity: _____

I understand that there are certain dangers, hazards and risks associated with my participation in the internship activity(s) described above. I further understand that all risks cannot be prevented. I have considered the risks associated with participating in this internship and knowingly and voluntarily assume all said risks. Furthermore, I represent that I am physically and mentally capable of participating in this internship and that I am capable of using the equipment, if any, associated with the activity.

On behalf of myself, and my family, heirs, assigns, and personal representatives, I hereby agree to indemnify, hold harmless, release from liability and waive any legal action against Holyoke Community College, its governing board, officers, agents and employees (collectively, "the Released Parties") for any personal injury, death, or property damage I may suffer, due to any cause, including but not limited to the negligence of the Released Parties, arising out of or in any way connected to my participation in the internship or while in transit to or from where the activity is being conducted.

I represent that I am covered by adequate medical/health/accident insurance for any injury that I may suffer at the internship site. In the event I require medical services due to an injury suffered during the internship, I understand and agree that Holyoke Community College does not provide medical services or medical personnel at the internship site and is under no obligation to provide transportation for me to obtain medical services.

I understand and agree that this document shall be construed in accordance with the laws of the Commonwealth of Massachusetts. If any term or provision of this document shall be held invalid or unenforceable, the remaining terms and provisions shall remain in full force and effect. I understand that by signing this document I am representing that I have read and understand all of its terms and conditions and that I fully intend to be bound by the same. I also understand that I may wish to consult with an attorney prior to signing this document.

Student Name: _____

Student ID: _____

Student Signature: _____

Date: ___/___/___

If the internship participant is under 18 years of age, in signing this form in the space provided you are indicating that you, as parent or guardian or ward of the above named person, have decided to allow the above named person to participate in this internship placement and that you have read and understand the information provided here.

Parent/Guardian/Ward Name: _____

Parent/Guardian/Ward Signature: _____

Date: ___/___/___



Appendix II: Academic Internship Statement of Understanding

Course _____	Name: _____ <small>(Last) (First) (M.I.)</small>
Credit(s) __1__2__3	Student ID: _____
Section _____	Contact Information _____
CRN _____	
Semester _____	

I understand and agree to the following conditions for participation in an Academic Internship:

1. This document must be signed and presented to Student Records (Frost 221) so that the Academic Internship course is added to my schedule and I am officially registered for the course.
2. It is my responsibility to work with the Experiential Learning Coordinator, utilize Career Services, and my Faculty Sponsor as resources to: research and identify academic internship sites; conduct informational interviews with prospective organizations; prepare resumes and cover letters; improve interviewing skills; obtain references, transcripts, and other requested documentation.
3. It is my responsibility to seek approval from a Faculty Sponsor to determine my eligibility and preparedness to participate in an Academic Internship.
4. I may be required to complete Online Career Readiness Modules on Moodle prior to my participation in an Academic Internship.
5. My Academic Internship must be approved by a Faculty Sponsor the semester preceding participation.
6. I must work with my Faculty Sponsor to define my duties and responsibilities and to discuss expectations of performance by drafting learning objectives in the Learning Agreement the semester preceding my participation.
7. I must complete all academic assignments and the required number of hours at my work-site (45 hours=1-credit, 90 hours=2-credits or 135 hours=3-credits) to receive full credit for my academic internship.
8. I must print, sign and return the Academic Internship Risk and Consent to the Experiential Learning Coordinator before the first day of my Academic Internship.
9. I understand that I am not entitled to employment or unemployment compensation benefits upon completion of the Academic Internship experience.
10. I understand that as a student enrolled in a MA community college of the Commonwealth, I am subject to the Massachusetts Community Colleges Student Code of Conduct as published in the Student Handbook. I further understand this Code outlines the general behavior policies, discipline, and grievance procedures pertaining to my rights and responsibilities appropriate to the college environment. As the Academic Internship site placement is an extension of the College learning environment, I will be held to the same standards. I will demonstrate professional behavior, confidentiality, appropriate dress, punctuality, and work my scheduled hours.
- 11.

Student's Signature

Date



Appendix III: Internship Memorandum of Understanding

Purpose

The Holyoke Community College Experiential Learning Program provides students the opportunity to complement their academic preparation with direct practical academic internship experiences. Combining productive work with an intentional learning component is a proven method for promoting the academic, personal, and career development of students. By sponsoring our students you are demonstrating your commitment to their growth and advancement. We look forward to your collaboration in this important work.

Responsibilities

To protect the interests and promote the benefits of an Experiential Learning (academic internship) arrangement for all parties involved, Holyoke Community College has developed this MOU to describe the mutual responsibilities between the College and your organization, hereafter named as "Organization."

Responsibilities of the College

- Encourage Student Interns' productive contribution to the overall mission of the Organization
- Certify the Student Interns' academic eligibility to participate in an experiential learning (academic internship) experience
- Establish guidelines and standards for the conduct of its program and to make these available to the Organization
- Designate campus-based Faculty Sponsors to assist Student Interns in setting learning objectives, to confer with Organization personnel, to monitor Student Interns' progress, and to assess the academic performance of Student Interns
- Maintain communication with the Organization, and to clarify Holyoke Community College policies and procedures
- Maintain the confidentiality of any information obtained about the Organization
- Inform Student Interns prior to the internship that they are not entitled to employment, or unemployment compensation benefits upon completion of the internship experience
- Enforce any additional rules and procedures that are mutually agreed upon in advance, and in writing between Holyoke Community College and the Organization

Responsibilities of the Organization

- Provide a minimum of 135 hours of experience related to Student Interns' academic majors unless otherwise noted
 - Encourage and support the learning aspect of Student Interns' academic assignments
 - Provide supervision for Student Interns and, to assign duties that are career-related, progressive and challenging
 - Designate an employee with responsibilities of on-boarding Student Interns of the Organization and its culture; to assist in the development of learning objectives; to confer regularly; and to monitor progress
 - Make available equipment, supplies, and space necessary for Student Interns to perform their duties
 - Provide safe working facilities, and facilities free from all forms of harassment
 - Ensure that regular employees will not be displaced with Student Interns
 - Notify College personnel of any changes in Student Interns' work status, schedule or performance
 - Allow campus-based Faculty Sponsors to conduct at least one visit to the work site (in-person, email, telephone) to confer with Student Interns and their Supervisors
 - Provide two written assessments of Student Interns' performance, midway and at the end of the experiential learning (academic internship) experience
-

Terms of Memorandum of Understanding (MOU)

An Experiential Learning (academic internship) arrangement will be established and agreed upon by the Organization and Holyoke Community College. In the event the Organization is dissatisfied with the performance of Student Interns, termination of the arrangement may be requested by the Organization, but only after College personnel have been notified in advance and a satisfactory resolution cannot be obtained. Conversely, the College may request termination of the arrangement for Student Interns not complying with college guidelines and procedures of the College, as long as the Organization's personnel have been notified in advance, and satisfactory resolution cannot be obtained.

Questions regarding the Experiential Learning Program, its procedures, or this Agreement should be referred to: Andrea Picard, Experiential Learning Coordinator, Holyoke Community College, Holyoke, MA 01040, 413-552-2342 or apicard@hcc.edu

By providing your information below, you **agree** with this arrangement. If you wish, you may print before submitting it. Thank you!

Organization Contact Information

Name Title: _____

Organization _____

Street Address _____

City/Town _____

State _____

Zip Code _____

Email Address _____

Phone Number _____

____/____/____
Date



Appendix IV: Academic Internship Learning Agreement

Student Intern:

First Name _____ Last Name _____
Student ID _____ Email _____ Phone _____
Street Address _____
City _____ State _____ Zip Code _____

Faculty Sponsor:

First Name _____ Last Name _____
Discipline _____ Concentration _____
Course Name _____
Course # _____ Term _____ Number of Credits _____

Organization /Site Supervisor:

Organization _____
Supervisor _____ Last Name _____
Student ID _____ Email _____ Phone _____
Street Address _____
City _____ State _____ Zip Code _____

Learning Outcomes

Academic learning outcomes for the student experience are intended to encompass all of the following:

- ✓ Develop technical skills and professional communications in a work setting.
- ✓ Utilize industry and organizational structures, culture, and ethics.
- ✓ Apply and reflect on the connections to academic theory and practice.
- ✓ Apply critical thinking, research skills, and problem-solving skills.
- ✓ Develop awareness of self, others, and social responsibility in a work, career, and global context.
- ✓ Establish a network of professional contacts, mentors, references.

Learning Objectives

By the end of this experience I plan to achieve the following:



The Student Intern will:

- Create learning objectives in coordination with the Faculty Sponsor
- Perform appropriate professional-level duties and accept performance feedback
- Respect and comply with all organization rules and policies regarding, but not limited to, confidentiality, honesty, punctuality, professionalism, behavior and dress
- As the internship site is an extension of the learning environment, adhere to the MA CC Student Code of Conduct as published in the Student Handbook: demonstrate professional behavior, confidentiality, appropriate dress, work scheduled hours and contact Site Supervisor if unable to report to work
- Comply with all College policies and procedures including, but not limited to, documenting work hours, completing all academic assignments, class attendance and/or meetings with Faculty Sponsor
- Notify Faculty Sponsor or ExL Coordinator and Site Supervisor of circumstances that may impair performance or ability to complete internship

I understand that I am not entitled to employment or unemployment compensation benefits upon completion of the internship experience. (_____) ^{Student Initials}

The Faculty Sponsor will:

- Create learning objectives in coordination with the Student Intern
- Initiate contact with Site Supervisor to define duties and responsibilities and to discuss expectations of performance before, during and after the internship
- Create and review meeting schedules, method of grading, and responsibilities and expectations
- Create assignments to achieve desired learning outcomes and provide feedback
- Assist with making connections between what the Student Intern is experiencing and what they are studying
- Provide continuous direction and support ensuring a productive learning experience
- Monitor progress by communicating with Site Supervisor and reviewing mid-term and final assessments
- At midterm review learning objectives to affirm the original objectives are still appropriate and obtainable, making modifications if necessary
- Assist Student Intern and/or Site Supervisor with addressing/resolving issues that may arise
- Communicate concerns or special issues to the ExL Coordinator

The Site Supervisor will:

- Review, and revise if necessary, Student Intern’s learning objectives
- Provide a minimum of 135 hours of experience related to the Student Intern’s academic major
- Onboard Student Intern to the organization and its culture
- Provide supervision and assign duties that are career-related, progressive and challenging
- Encourage and support the learning aspect of the Student Intern’s assignments
- Make available equipment, supplies, and space necessary
- Notify Faculty Sponsor of changes in the Student Intern’s work status, schedule or performance
- Confer with Faculty Sponsor via telephone or email, and to conduct site visits to the work site as needed
- Provide two written assessments of student’s progress midway and at the end of the experience
- Communicate concerns or special issues to the ExL Coordinator

I agree to my responsibilities and will fulfill my role stated above:

Student Signature	_____	Date	_____
Faculty Sponsor	_____	Date	_____
Site Supervisor	_____	Date	_____
Division Dean	_____	Date	_____



Appendix V: Academic Internship Assessment

1. Student's Name:

2. Please **rank** student's performance according to the following scale:

5. OUTSTANDING: Performance is exceptional in all areas and is clearly superior to others.
4. VERY GOOD: Performance is of high quality and is achieved on a consistent basis.
3. GOOD: Performance is competent and consistently meets job standards.
2. IMPROVEMENT NEEDED: Performance is deficient in certain areas and improvement is needed.
1. UNSATISFACTORY: Performance is generally unacceptable and requires immediate improvement.
- N/A NOT Applicable

5 4 3 2 1 N/A

PROFESSIONALISM/WORK ETHIC: Project a professional presence and exhibit integrity and ethical behavior. Demonstrate effective work habits; prioritize, plan, and manage work, and personal accountability.

ORAL/WRITTEN COMMUNICATION: Articulate thoughts and express ideas effectively using oral, written, and non-verbal communication skills (to instruct, inform, and persuade) as well as listening for meaning to gain understanding.

TEAM WORK/COLLABORATION: Build and maintain collaborative relationships to work effectively with others in a team setting through shared responsibility, empathy, and respect.

LEADERSHIP: Leverage the strengths of others to achieve common goals. Use empathetic skills/positive attitude to guide and influence others while reaching a shared goal through adaptability and effective decision-making

GLOBAL PERSPECTIVE: Value, respect, and learn from diverse cultures, races, ages, genders, religions, and lifestyles. Demonstrate openness, inclusiveness, and sensitivity.

CRITICAL THINKING/PROBLEM SOLVING: Exercise sound reasoning to analyze issues, make decisions, and overcome problems; obtain, interpret, and use knowledge, facts, and data in this process.

DIGITAL TECHNOLOGY: Leverage existing digital technologies ethically and efficiently and to solve problems, complete tasks, and accomplish goals.

CAREER MANAGEMENT: Identify and articulate strengths, knowledge, and experiences relevant to the position desired and areas necessary for professional growth.

Learning Objectives Toolkit

This toolkit is designed to assist faculty sponsors and students with designing appropriate and measurable learning objectives.

Learning Outcomes¹

Learning outcomes are intended to integrate the career, professional, personal, technical, theoretical and analytical skills relevant for internship experiences.

1. Develop technical skills and professional communications in a work setting.
2. Understand industry and organizational structures, culture, and ethics.
3. Apply and reflect on the connections to academic theory and practice.
4. Apply critical thinking, research skills, and problem-solving skills.
5. Develop awareness of self, others, and social responsibility in a work, career, and global context.
6. Establish a network of professional contacts, mentors, and references.

Developing & Assessing Learning Objectives

Key elements of a successful internship experience:

Goal setting to include industry knowledge, skills to develop, application to academic theory, reflection on relevance of education, prior life experience, and future aspirations.

Objectives based on goals:

1. what does the student want to learn and how will it change them?
2. how will the student learn it?
3. how will the student demonstrate the learning?
 - must be relevant
 - must be prioritized
 - must be dynamic (modify when and if necessary)

Activities

- developed from formal and informal resources
- must support objectives

Assessment

- development of learning objectives
- how the student meets those objectives
- how the student demonstrates/presents learning

¹ The MCCEE Committee identified six key learning outcomes, which take into account the standards and guidelines set forth by both the [CAS Standards](#) and the [NSEE Eight Principles for Good Practice](#) which include: intention and purposefulness that enables experiences to become knowledge; preparedness and planning; authenticity and reflection; training monitoring and continuous improvement; assessment and recognition of progress and accomplishment.

Career Readiness in Moodle

Encourage students to enroll in the Career Readiness modules on Moodle as they focus on providing students the many soft-skills contained within the Learning Outcomes and offer *Strategies for Developing* competencies listed below:



Professionalism/Work Ethic



Global Perspective



Oral/Written Communication



Critical Thinking/Problem-Solving



Teamwork/Collaboration



Digital Technology



Leadership



Career Management

Develop technical skills and professional communications in a work setting.

LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
Develop information research and management skills	Acquire and evaluate information through reading, research and interviews	journal/ interview reports/ portfolio documenting sources
	Organize and maintain information using database and spreadsheet technologies	review quality of work samples
	Interpret and communicate information through written summaries	review quality of summaries
Demonstrate ability to apply objectives and technological skills	Select appropriate technology through research and interviews with IT/experienced professionals	review of quality/relevancy
	Using appropriate applications, apply technology to task	review of worksite project
Develop awareness of and apply appropriate professional communications	Conduct interviews to practice listening skills	feedback from interviewees
	Present orally, work in team setting, develop appropriate customer service skills	feedback from audience, team/management
	Develop communication documents, such as a resume and cover letter through Career Services	evaluation of portfolio, resume or cover letter

Utilize industry and organizational structures, culture, and ethics.

LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
Understand the business overview/mission of the organization	Study of the organization's mission, core businesses, size and locations	journal/ presentation/ business brief
	Learn the organization's product/service offerings through website and other organizational locations	journal/ presentation/ business brief
	Learn about the organizations clients through meetings, interviews, web site and other communications	journal/ presentation/ business brief
Develop knowledge of organization's structure, culture, values and ethics	Understand the organization's structure through review of organizational charts	portfolio presentation/ business brief
	Understand the organization's policies and procedures through review of employee handbooks or operational manuals	portfolio presentation/ business brief
	Understand the organization's history, leadership team, and community initiatives through review of web site and other organizational communications	journal/ presentation/ business brief
Understand roles and responsibilities of employees in organization	Understand the roles and responsibilities of leaders through review of organizational charts and informational interviews	journal/ presentation/ business brief
	Understand the roles and responsibilities mid-managers through interviews, review of web site and other organizational communications	journal/ interview reports
	Understand the roles and responsibilities co-workers through interviews, review of web site and other organizational communications	journal/ interview reports
Develop knowledge of relevant organizational career paths	Understand the career paths from entry level to senior positions through interviews, review of web site and other organizational communications	journal/ interview reports
	Understand corresponding educational and time-in-position requirements through interviews, review of web site and other organizational communications	journal/ interview reports

Apply and reflect on the connections to academic theory and practice.

LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
Develop an appreciation for the relevance of education	Understand the relationship of education to career and life through career workshop, readings, reflection	journal/reflection assignments/ personal career and education plan
	Assess importance of personal and professional values and interests through completion of various assessment devices	journal/reflection assignments/ group presentations
	Review wage and salary information to understand life style implications	journal/reflection assignments
Develop knowledge of interrelationship between education and work; how each contributes to the economy and society	Understand the needs of society through readings and reflection	journal/reflection assignments
	Understand the functions of the economy through readings and research	journal/reflection assignments
	Understand the relationship between education and work through readings, and interviews with key advisors	journal/interview reports/ reflection/assignments
	Understand the relevance of internship to career planning and career management through career development workshop, readings and interviews	journal/reflection assignments
Demonstrate the application of knowledge and skills to practical issues within the organization	Understand the role of research through involvement in worksite project	evaluation of surveys/ data meeting summaries/ journal
	Understand the role of assessment through involvement in worksite project	evaluation of surveys/date/meeting summaries/journal
	Understand the role of decision making through involvement in worksite project	assessment of project

Apply critical thinking, research skills, and problem-solving skills.

LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
Demonstrate ability to think critically and solve problems	Define critical thinking through research	journal/business brief analysis final presentation
	Complete worksite project utilizing critical thinking and problem solving	journal/final evaluation of project portfolio presentation
Demonstrate ability to locate information relevant to issue(s) and apply	Understand how to evaluate information from lecture, research, and meetings with co-workers/ supervisor	journal/reflection assignments oral presentation
	Understand how to compile information through lecture, research, and meetings with co-workers /supervisor	oral presentation/ portfolio
	Understand how to format information through lecture, research, and meetings with co-workers / supervisor	written report/ portfolio
	Understand how to communicate capably through lecture, research, and meetings with co-workers / supervisor	discussions/ group presentation supervisor performance feedback
Apply adaptive expertise to develop creative solutions	Identify problems or challenges and develop solutions or special worksite project	Assessment of project/ journals case scenario presentation

Develop awareness of self, others, social responsibility in a career, & global context.

LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
Develop attitudes, behavior, knowledge and skills that promote positive esteem	Study identity formation through orientation, Career Services personal assessment	journal/ reflection assignments class discussions
	Understand how to accept personal responsibility for actions through worksite project	journal/ reflection assignments/ case study/midterm and final assessments
	Understand the concept of self-direction and exhibit through worksite project	written learning objectives midterm and final evaluations
Demonstrate ability to work with others effectively	Manage personal and environmental variables through worksite projects, team meetings and customer interactions	journal/ reflection assignments/ case study/midterm and final assessments
	Demonstrate a respect for diversity through participation in worksite project, team meetings and interdepartmental activities	journal/ reflection assignments/ case study/midterm and final assessments
Develop an exploratory attitude	Gain experience in other departments through worksite projects	journal/ reflection assignments manager feedback/ portfolio presentations
	Attend meetings of professional associations	journal/reflection assignments
	Network, conduct informational interviews, or shadow other professionals within the organization	journal/reflection assignments interview reports
Demonstrate an awareness of the value of collaboration	Attend departmental meetings, have discussions with co-workers and participate in worksite projects	journal/reflection assignments/ class discussions
Understand how cultures and ethnicities may differ and identify impact	Study cultural identity through lecture, readings, and informational interviews	journal/reflection assignments/ class discussions
	Identify impact of cultural differences within the workplace through research and readings	journal/reflection assignments/ case study

Establish a network of professional contacts, mentors, and references.

LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
Understand value of networking and make appropriate professional connections	Develop ability to discern appropriate networking connections with Career Services, informational interviews, and meetings with supervisor	career workshop/ personal career plan/ journal/reflection assignments
	Develop and demonstrate ability to communicate appropriately to network through career development workshop	career workshop/social networking tools/ manager feedback and evaluation
	Understand how to organize network utilizing contact management system	portfolio examples- contact systems
	Develop appropriate follow-up skills with network	portfolio examples, social networking tools
Develop relationships with mentors	Complete appropriate number of informational interviews with potential mentors	journal/reflection assignments list of mentors
	Meet at least 3-4 times during internship with faculty sponsor	journal/meeting participation
Develop strategies to enhance references	Understand the importance of references by meeting with counselor in Career Services	career workshops/journal/list of references
	Meet with mid and upper level management on regular basis to develop reference relationship	document meetings/ journal

The Experiential Learning Program is available to assist you with planning, designing, and implementing an internship program specific to your department.

Please contact:

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