

HOLYOKE COMMUNITY COLLEGE



RESOURCE GUIDE
COMMUNITY PARTNERS

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/>

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Introduction

The Holyoke Community College (HCC) Experiential Learning (ExL) Program would like to thank you for your interest in becoming a Community Partner. We promote quality internships as we recognize their importance in preparing our students for their future careers.

The purpose of this guide is to provide you with information and guidance through the stages of creating, managing, and supervising an academic internship program in your organization. This guide will also illustrate the benefits of investing in HCC students.

HCC has over 7,000 students enrolled in nearly [100 degree and certificate options](#). Our students represent a diverse mix of backgrounds, experiences, and comprise of both traditional and non-traditional students ranging from recent high school graduates to seasoned professionals looking to change or grow their careers.

We are committed to working closely with you to design quality internship opportunities that enrich students' lives and cultivate community partnerships.

Why Should I Sponsor HCC Student Interns?

Academic internships are a part of the Experiential Learning (ExL) Program at HCC. They follow a model developed by a group of professionals from the 15 Massachusetts Community Colleges in collaboration with their Executive Office.

The group published the [MCC Experiential Education: Internships and Cooperative Education, A Handbook for Practitioners and Administrators](#).³ 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.

³ 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.

Our Commitment

We are committed to making the internship experience valuable and beneficial to both the community partner and the student intern. To ensure this, the ExL Program will:

- Visit your organization to better understand your needs and the internship opportunity
- Assist in designing or enhancing an internship program
- Promote your opportunity to students and faculty
Please note: The ExL Program cannot guarantee a student intern for any given semester.
- Troubleshoot problems or issues that may arise with an internship
- Ensure the student meets the academic eligibility to participate
- Encourage the student's productive contribution to the overall mission of your organization
- Designate a campus-based faculty sponsor to: assist the student in setting learning objectives; confer with the student's supervisor; monitor student's progress; and assess the academic performance of the student
- Inform the student prior to the internship that they are not entitled to employment, or unemployment compensation benefits upon completion of the experience
- Maintain the confidentiality of any information obtained about your organization
- Enforce any additional rules and procedures that are mutually agreed upon between your organization and the College

Adding Value to Your Organization

One of the more significant advantages of offering academic internships is the opportunity to select and develop future talent. Sponsoring student interns will allow you to evaluate and screen potential employees prior to making a full-time position offer. If hired for a permanent position, student interns assimilate faster to their new roles and have shorter learning curves than external hires. Another important advantage of sponsoring interns is your connection to higher education in your community.

Sponsoring interns will also:

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

Student Eligibility Requirements

HCC students enrolled in academic internships must 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 the College’s policies and procedures and adhere to the [MA Community Colleges Student Code of Conduct](#)⁴ via the Statement of Understanding⁵
- Sign an [Academic Internship of Risk and Consent](#)⁶ which states they have acknowledged and considered the risks involved and are physically and mentally capable of participating

Preparing Students for the Workplace

Students enrolled in academic internships complete online Career Readiness Modules carefully guided and monitored by their faculty sponsors addressing soft skills necessary for success in the workplace. The modules provide students with a deeper appreciation for work culture and expectations and how to think and act professionally. As students reflect on the competencies, they are preparing to meet the challenges of the workplace while developing the agility and the capacity to embrace change.

In addition, the modules are designed to allow students to adjust 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.

⁴ 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: demonstrate professional behavior; confidentiality; appropriate dress; punctuality; and work their scheduled hours.

⁵ See Appendix II – Academic Internship Statement of Understanding

⁶ See Appendix I – Academic Internship Risk and Consent

Career Readiness and Competencies

As a result of a study based on extensive research among employers,⁷ NACE developed a definition for “career readiness”⁸ and eight competencies associated with it:

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.

⁷ 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/>

⁸ Career Readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

Academic Internships at Holyoke Community College

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

- 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 NACE:⁹
 - 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

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

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

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

The FLSA¹⁰ 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.

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 reveal 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.

¹⁰ The Fair Labor Standards Act <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>

Memorandum of Understanding

A Memorandum of Understanding (MOU)¹¹ was developed to protect the interests and promote the benefits of an academic internship arrangement between your organization and the College. It is a mutual agreement that delineates the responsibilities of your organization and the College.

Disclosure

There have been occasions when a community partner encounters issues with a student intern. The following are some warning signs that might need further exploration:

- The student is overwhelmed with their assigned duties and/or responsibilities
- The student is never available to receive guidance and/or feedback
- The duties are outside the scope of the student's knowledge and/or abilities
- The student is unable to work the hours agreed upon
- The internship is adversely affecting the student's academic coursework

If a student fails to fulfill the agreed upon terms of the internship, the ExL coordinator will work with you 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, we will request the supervisor disclose the reason to the student, the faculty sponsor, and/or ExL coordinator.

¹¹ See Appendix II – Internship Memorandum of Understanding

Designing an Academic Internship Program

Since organizations vary in age, size, industry and product, so should your academic internship program. Designing a program to meet your organization’s needs is simple if you follow the steps below:

Developing a Plan

It is important to understand what you hope to achieve and how interns will fit into your organization’s goals and culture.

Questions to consider:

- Do you need additional help on a project or general support around the workplace?
- Is there an employee with knowledge and experience willing to onboard and supervise?
- Do you have adequate workspace?
- Will there be special training or meetings required?
- Are you able to pay or offer a stipend?

Creating a Timeline

Academic internships typically are:

⇒ Concurrent with academic semesters

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

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

⇒ 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*)

Writing an Internship Job Description

The internship description should detail the responsibilities and expectations of your opportunity. It will be publicized to students and faculty. Resumes will be forwarded to you; you decide whom to interview and accept.

Questions to consider:

- How many hours are you able to provide?
Which of the eight career readiness competencies will you require?
- What academic background and experience will you require?
- Does your opportunity illustrate how it will be a unique experience?

Please note: The ExL Coordinator is available to support you with drafting an internship job description.

Providing Supervision

The supervisor will be responsible for overseeing the work of the student intern. It is imperative that they have experience and knowledge in the area in which the student is interning. Ideally, they will serve as a mentor and offer advice about the industry and ways to succeed.

Learning Objectives: Learning Agreement

The Learning Agreement¹² will list the learning objectives¹³ and will delineate the responsibilities and obligations of the student intern, the site supervisor, and the faculty sponsor.

Prior to the internship, the student will have created learning objectives with guidance from their faculty sponsor that will serve as the academic and professional roadmap during their time with your organization. The interns will share their Learning Agreement with their assigned supervisor to ensure that the learning objectives are in line with the internship job description and your organization's goals.

¹² See Appendix IV – Academic Internship Learning Agreement

¹³ Learning objectives are statements that define the expected goal of a curriculum, course, lesson or internship in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

The Onboarding Process

It is important that the student intern is welcomed into your organization and its culture. The sooner the intern understands your organization and how it operates, the sooner the intern can assume assigned responsibilities and contribute. Expectations can vary based on your organization, but in general, be sure to review:

- Schedule
- Responsibilities
- Expectations
- Dress code
- Absenteeism

Assigning Responsibilities and Providing Feedback

The beginning days of the internship are often its defining days. When you give a student intern their first task, you're signaling what can be expected in the future. If you assign duties that are career-related, progressive and challenging, the intern will be able to contribute to your organization's mission and goals.

An internship can only be a true learning experience if constructive feedback is provided. It is recommended that the supervisor meet regularly with the intern to provide feedback concerning their performance and the industry as a whole.

Discussion topics to consider:

- Industry and organizational structures, culture, and ethics
- Reporting on a project's status
- Sharing how they are contributing to the organization
- Assessing their strengths
- Discussing areas needing growth and development

Assessing the Experience

An HCC student participating in an academic internship receives college credit for their experience with you. Therefore it is critical for supervisors to provide an Academic Internship Assessment¹⁴ of their progress midway and at the end of the term. An effective assessment will focus on the career readiness competencies and the student's Learning Agreement.

¹⁴ See Appendix IV – Academic Internship Assessment

Conclusion

Thank you for your interest in sponsoring HCC student interns. Your participation provides our students with the opportunity for both personal and professional growth. Our interns have been recognized for their diligence, work ethic, and professionalism. We are confident that you will find them a welcomed addition to your staff!

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

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

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

Please contact:

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