Office Review for Eligibility Requirements Only - Office of Internships and Career Readiness (HIP - INT)

Important: Courses submitted for review of internship or similar guided professional work experience toward meeting HIP requirements will need to meet the following criteria:

- Work takes place under the mentorship/supervision of a subject matter expert, who when necessary for the desired level of experience, carries the required professional credentials.
- Work practices align with professional standards (e.g., NACE, Carnegie, industry/profession specific)
- Experience involves an acceptable and applicable number of continuous and/or sequential work hours (approved by the instructor and verified by the supervisor).
- Work initiates a learning plan through which the student develops professionally and achieves desired performance outcomes. Significant attention and time is invested in the supporting the Student Learning Outcomes
- Work is completed within settings, developing skills, and gaining competencies that will enable the student to advance their career goals and interests.
- Learning is enhanced and captured through critical reflection, which may include the Career Readiness Badging Program and/or eportfolio.

Course Components needed

- Course process/content
- Syllabus/assignments
- Internship Host information and Vetting process

Syllabus Components needed

- Syllabus clearly identifies course as an "internship" course (see below; applicable descriptions of acceptable experiential learning activity may be included in the course description; however, to meet requirements, including those for excess hours the course must include "internship" in the title.)

Course Objectives –– HIP Student Learning Objectives

- Please assure that your course enables students to:
  - Engage in meaningful critical reflection in required coursework
  - Under professional oversight, apply contextually appropriate behaviors, tools, techniques and/or dispositions with relevant course-related experiences
  - Apply classroom knowledge to critically consider and address issues relevant to the field
  - Provide discipline appropriate evidence of their learning in the course via a culminating assignment (e.g., essay, portfolio, performance, etc.)

Internship Host/Site Supervisor Review and Vetting

- Please assure that the vetting process for internship hosts is clearly identified and sufficient to assure the following:
  - The process for establishing needed documentation (e.g., internship agreement or facility MOU) is defined
  - The host site provides an onboarding process for the intern and appropriate safety, HR and job role training/orientation
  - The host site provides professional supervision by a mentor who carries needed credentials (degree, certification) and the relationship/responsibilities between course instructor and host supervisor are clear.
  - The host site provides students with professional experiences to advance their knowledge, skills, abilities, and dispositions.
  - The host site supports attainment of the student's SLOs and Internship Learning Plan objectives via ongoing supervision/mentoring and developmental feedback processes.
  - The student's hours and experience are verifiable and sufficient to earn course credit
  - The host site complies with the US Department of Labor Fair Labor Standards Act for intern pay (regardless of course credit)
  - The host site provides a safe and effectively equipped work space for the student intern (as applicable to internship)

Critical Reflection – Recommended Practices

- Students will be provided with prompts (via course instructor, site supervisor, portfolio, Career Readiness Badging Program, or other, as appropriate for discipline) to foster critical reflection relevant to their role and learning outcomes.
- Critical reflection provides the intern with opportunities to connect their classroom learning with their work experience in industry appropriate forms.
- Critical reflection encourages students to consider their immediate experience to set goals, assess their own performance, and consider how they are transferring skills and developing competencies from one context (e.g., class) to the next (e.g., future employment).
- Assessment of the critical reflection assignment in whatever form required should align with course SLOs