MASSACHUSETTS COMMUNITY COLLEGES

Experiential Education: Internships & Cooperative Education

A Handbook for Practitioners & Administrators

The Massachusetts Community Colleges

The 15 Community Colleges of the Commonwealth of Massachusetts:

Berkshire Community College
Pittsfield, MA

Bristol Community College
Fall River/Attleboro/New Bedford/ Taunton, MA

Bunker Hill Community College
Boston/ Chelsea, MA

Cape Cod Community College
West Barnstable, MA

Greenfield Community College
Greenfield, MA

Holyoke Community College
Holyoke, MA

Massachusetts Bay Community College
Wellesley Hills/ Framingham, MA

Massasoit Community College
Brockton/ Canton, MA

Middlesex Community College
Lowell/ Bedford, MA

Mount Wachusett Community College
Gardner/ Leominster/ Devens, MA

Northern Essex Community College
Lawrence/ Haverhill, MA

North Shore Community College
Danvers/ Lynn/ Beverly, MA

Quinsigamond Community College
Worcester/Southbridge/ Marlborough, MA

Roxbury Community College
Boston, MA

Springfield Technical Community College
Springfield, MA

Massachusetts Community Colleges
Experiential Education Committee: Internships and Co-ops

The MCC

Cover Designs by Bunker Hill Community College Visual 0 H G L D $ U W V V W X G H Q W $ G U L D Q D $ Q W H] D Q D & K X W D

Acknowledg ements

For several years, internship and cooperative educ ation practit ioners from acr oss the Massachusetts Community College system and beyond have asked questions that eventually led us to develop this guide. Questions regarding the different models for internships and cooperative education that exist in Massachusetts and other states, faculty compensation, and internship/cooperative education credit transferability to upper level institu

Foreword

Over the past two years, Massachusetts Community Colleges internship, cooperative education, and career service professionals have worked together in an effort to develop formal guidelines for experiential education, with a focus on internship and cooperative education (co-op) programs. Experiential education programs are recognized as a valuable component of a student's educational experience and these programs can serve as a bridge between academics and future employment opportunities. As a result of collaborative meetings and sharing best practices among the 15 Massachusetts Community Colleges, the MCC Experiential Education: Internships and Cooperative Education, A Handbook for Practitioners and Administrators was drafted in early 2011.

This handbook outlines "best practices", success factors, federal regulations, and legal implications critical for practitioners and program administrators to understand in designing, implementing, supervising, and assessing internships and co-ops on each of the Commonwealth's community college campuses. Based on

Mary Fifield
President, Bunker Hill Community College

Lane Glenn
President, Northern Essex Community College

Kathleen Schatzberg
President, Cape Cod Community College

Wayne Burton
President, North Shore Community College

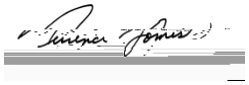


Table of Contents

Introduction 7-8

Definitions 9

Standards: Council for the Advancement of Standards in Higher Education 10-11

Part I: Pedagogy of Experiential Education 12-19

1. History, Theory, and Research
2. Key Success Factors
3. Reflection
4. Importance of Learning Outcomes and Assessment

Part II: Planning 20-26

1. Timeline
2. Student Eligibility
3. International Student Eligibility
4. Transfer
5. Site Selection
6. electi

AppendixA r1	MCC Legal Documents r Administrative Guidelines
AppendixA r2	MCC Internship/Co r op Agreement
AppendixA r3	MCC Internship/Co r op Acknowledgement of Risk and Consent
AppendixB	Sample Student Checklist
AppendixC	Sample Standard Syllabus
AppendixD r í	Sample Site Supervisor Evaluation
AppendixD r î	Sample Student ^ o (r luation
AppendixD r ï	Sample Student Evaluation of / v š Œ v • Z o] P Site } r
AppendixD r ð	Sample Host Site Evaluation of / v š Œ v • Z o] P r o g r a m
AppendixD r ñ	Sample Student Evaluation of / v š Œ v • Z o] P r o g r a m
AppendixE	Sample Learning Outcomes & Objectives Toolkit
AppendixF	CAS Standards
AppendixG	CAGUE Student Learning Outcomes
AppendixH	Internship Programs Under

For the faculty, internship or co-op supervision may offer new community partner linkages and opportunities to keep abreast of the most current trends and emerging needs of the professional work world. Broad exposure to the operating practices of many different organizations can be gleaned through one class of students placed throughout the community. Faculty can gain valuable information to better prepare their future students and aid in the redesign of course or program curricula.

For the college, internships and co-ops offer a robust teaching and learning vehicle to promote increased academic, career, and personal development opportunities for the success of the students we serve. Internships and co-ops also contribute to strengthen the presence of the college in the community through building community partnerships, spurring recognition of various academic departments, and establishing momentum for a stronger workforce development, recruiting pipelines or retraining needs.

For the sponsoring organization, an internship or co-op offers opportunities for real work projects to be completed while investing directly in their local, future talent pool. Organizations gain access to students early on

The table below summarizes the fourteen defined CAS Standards for internship and cooperative education programs. (For the complete document please refer to Appendix F).

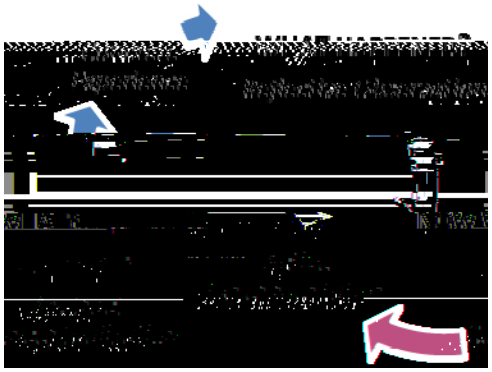
CAS General Standards
1. MISSION æPrograms and services must develop, disseminate, implement, and regularly review their mission.
2. PROGRAM æThe formal education of students, consisting of the curriculum and the co æurriculum, must promote student learning and development outcomes that

Early experiential education theorists were considered ´DFWLYLVWV´ in their time, opposing the existing models of traditional public and private education. Since the work of these early theorists, a variety of experiential education fields have exploded onto the scene and have become widely valued as an integral part of our modern educational systems. This includes such programs as cooperative education, outdoor education, internships, service learning, and study abroad programs.

Traditional, classroom based education enables a critical foundation for experiential learning activities to take place. Experiential education is cultivated

Paulo Freire later contended that traditional classroom education is the opposite of learning that takes place in the crucible of life. He relegated traditional education as operating under an oppressive "banking system concept" where students are viewed as empty bank accounts, waiting to store and file information deposited by the teacher. The use of real life examples would allow students to move beyond past experiences and equip them for a natural flow of learning from one experience to the next. He viewed the world not as a static reality but as a reality in process, in transformation (NSEE Foundations Document Committee, 1997, p. 4). Classrooms may be controlled environments, but not so the real world.

David Kolb built upon this and proposed that "Learning is the process whereby knowledge is created through the transformation of experience" (NSEE Foundations Document Committee, 1997, p. 4). To help educators, Kolb proposed a framework to organize experience so that meaning and knowledge could be made through a cycle of explaining what happened, then analyzing the experience for what it means and then reflecting upon how this learning would shape future actions. The learner is empowered to decide for himself what the valid learning points are and what is next



2. Key Success Factors

The National Society for Experiential Education (NSEE) actively participated in the development of the fourteen approved CAS Professional Standards for Higher Education for experiential education programs, including cooperative education and internships as published in the 6th and 7th editions (CAS, 2009).

NSEE keyed in on eight success factors that all experiential education activities should have:

3. Reflection

Reflection is a critical thinking

Repertoire of Reflection Activities

Expanding the repertoire of reflection activities is another good way to better draw out critical thinking in students doing experiential education.

BRADLEY'S CRITERIA FOR ASSESSING LEVELS OF REFLECTION
LEVEL ONE

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and

4. Importan c e of Learning Outc omes and Assessment

Experiential educ ation settings provide

Planning for a successful internship or co-op requires forethought on the part of

The following table outlines the major activities and timeframes for a student to

4. Transfer

Presently, there are a small number of individual internship and co-op academic programs at various campuses of the Massachusetts Community Colleges which have articulated credit to baccalaureate institutions. A key objective across many faculty, practitioners, and administrators is to increase such opportunities available to students in the future.

With this in mind, the current Associate Commissioner for Academic and Page 16 Policy of the Massachusetts Board of Higher Education has released the following statement in support of the work of the MCCEE Committee in developing this handbook:

The Commonwealth Honors Program (CHP) is a solid statewide model which provides

6. Credit

Students will work a minimum o f 45 hours per one credit hour. The basis for this minimum is the assumption that one hour of academic credit involves 15 hours of instructional time plus 30 hours ehours

The CAGUE rep ort identif ies the ¶ · D V S L Ua d d W L R G H V o f t h e µ

It is important for the success of the internship or co-op experience that each party assume appropriate responsibilities to ensure that the student's experience fulfills the mission and goals of the program.

Below are generally accepted areas of responsibility for students, faculty, site supervisors, and experiential education coordinators. These statements may not fully address unique situations on individual campuses. It is incumbent on all parties to recognize those situations and act accordingly. Internships or co-ops require a combined supervisory effort between the college and the internship host site for the student learning experience.

The CAS Standards (Appendix F) establish further guidelines for each of the roles and activities summarized below.

1. Student Responsibilities

Pre-internship or Co-op

It is the student's responsibility to review the eligibility requirements and complete all paperwork required for participation. Students should familiarize themselves with their program's tasks, as may be listed in a Planning Timeline (Part II. Planning: Section 1) or Student Checklist (Appendix B). Significant work is involved in identifying internships and co-ops of interest, utilizing the coordinator and/or faculty as resources, conducting informational interviews with prospective organizations, developing resumes and cover letters, improving interview skills, and obtaining references, if required. All activities outlined above should reasonably occur the semester preceding participation.

Accepting a Position

Students are encouraged to search more than one avenue for a position. However, once

- evaluation of the experience and assessment of the extent to which desired outcomes were achieved
- course requirements, including criteria for grading

During the Internship or Co-op
Academic Assignments and

3. Site Supervisor Responsibilities

Pre-Internship or Co-op

Position Description:

The host site is responsible to provide a clear job description of the internship or co-op opportunity to the student, coordinator, and/or faculty. The host site is also responsible to provide information on any pre-screening procedures and requirements.

During the Internship or Co-op

Approval of Learning Objectives:

The site supervisor may collaboratively develop the terms of the learning objectives with the student, or may simply review and approve the learning outcomes and associated objectives proposed by the student in consultation with his or her faculty. The site supervisor agrees to provide sufficient job activities to support the student in achieving the desired learning outcomes.

Mentoring, Supervision, and Training:

The site supervisor or Human Resources personnel should provide an orientation to the workplace and staff at the onset of the internship or co-op. This includes practical considerations and any training in safety and workplace procedures, just as a new employee would receive.

The supervisor should help students to understand their job responsibilities as it relates to the organization, and provide mentoring

4. Coordinator Responsibilities

Internship and co-op coordinators work on a variety of program administration, student development and placement, faculty development, and employer relations activities throughout the academic cycle.

Program Administration

Program Marketing:

Coordinators will generally develop and market internship or co-op programs to students, faculty, college administration, and the employer community. This includes the creation of all print and online materials, handbooks, and reference tools.

Institutional Coordination:

Coordinators work with faculty and administrators to develop policies, procedures and forms required to conduct the operations of the internship or co-op program, and to facilitate academic consistency and credibility across the institution. This may include recommendations or inputs on program development, course modificatio

New internship/co-op VLWH VSRQVRUV ZLOO QHHG DQ LQLWLDO RULHQWDWLRQ academic requirements, timelines, and expectations. Often, the host site Human Resources office will also need time to review and approve the legal document of the MCC Internship/Cooperative Education Agreement. First-time employer sponsors may also require further education and consultation on designing and implementing an effective internship or co-op program, including establishing resource, space and supervision requirements as well as appropriate intern work tasks. Additionally, coordinators may need to work closely with potential employer sponsors to help them become more familiar with academic standards and the importance of learning objectives for the award of credit, as ZHOO DV IHGHUDO UHTXLUHPHQWV IRU XQSDLG LQWHUQV DV EHQHILWµ RI WKH VWXGHQWV XQGHU WKH)DLU /DERU 6WDQGDUGV Act (FLSA). Refer to Section 5, and Appendix H).

Coordinators may also invite host site organizations to campus or organize college wide fairs to better

to classes the following term. A Social Security Card is required for tax purposes and can be applied for at the local government office with appropriate documentation from your campus International Student Center. It can take 3-4 weeks after applying for a student to receive their Social Security card at their home address,and will not be valid for any employment off-campus.

Curricular Practical Training (CPT) offered as part of the Academic Program:
The Federal CPT Work authorization program allows an eligible F-1 student to participate in a paid internship or co-op off-campus prior to the completion of their Academic Program in accordance with the following regulations:

Eligibility: An F-1 student may be authorized by the DSO to participate in a curricular practical training program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by

CPT Author ization:

1. Approval: The DSO or International Student Center will approve and issue a new I 20 with notation of the internship on the back. A student can begin their off campus CPT a s of the employment date noted.

OPT Federal Requirements (USICE, 2011)

1. Be in lawful F-1 status for two consecutive, non-ESL semesters
   - F-1 students are not eligible to work off-campus, including paid internship or co-op experiences, at all during the first academic year (9 months), except for rare circumstances of demonstrated and unforeseen severe economic necessity.
   - F-1 students maintain lawful status by being enrolled full-time and in good academic standing. Incomplete grades or withdrawals from a previous semester will not usually qualify for OPT authorization.
   - F-1 students in English language training programs (ESL) are ineligible for practical training.
2. Pursue a co-op or internship related to their field of study
   - Off-campus employment unrelated to their field of study (such as a restaurant or store, unless they are in a Hospitality or Business Management internship) requires special authorization and is approved only in certain circumstances by USCIS.
3. Maintain lawful F-1 status for the duration of the internship or co-op
   - F-1 students must maintain

and award of credit, adequate supervision and support, maintenance of student privacy, appropriate work consultation for student evaluation, and a method of dispute resolution.

For the student, basic responsibilities to the college and the host site include appropriate consultation with college and host site personnel, accurate representation of skills and experience, respect for policies, procedures, and professional ethics to perform the work required, and notification of circumstances that may impair successful completion of the internship or co-op experience.

For the host site, basic responsibilities to the college and student include non-discriminatory access, an accurate representation of the job duties, adequate supervision, tools, and training to perform the work required, a reasonably safe environment, agreed upon compensation, review of and adequate opportunity for the student to meet the academic requirements, and

Liability Insurance Requests

Coordinators of internship or cooperative education programs can expect to be approached by employers, students, or faculty to respond to questions of professional liability insurance and risk:

Student Liability Risk:

Some host organizations may require that student interns have professional liability or malpractice insurance as an additional layer of protection for harm or loss caused by the student's negligence, errors or omissions, particularly in unpaid internship/co-ops. Practitioners and administrators should be aware that in general the Massachusetts Community Colleges do not currently provide blanket professional liability coverage for students serving in an internship or co-op.

5. Internship Programs under

Objective This information is important to obtain agreement for expectations of professionalism, reasonable and achievable learning outcomes, availability of work hours, faculty and site supervisor mentoring, consultation for

The present statement is recommended to

MASSASCHUSETTS COMMUNITY COLLEGES

INTERNSHIP/ CO-OP AGREEMENT

PART A. TO BE COMPLETED BY THE STUDENT (COLLEGE NAME) _____

General Information

6 W X G H Q W ' V 1 D P H _____

Last First Student ID#

Address : _____ City: _____ State: _____ Zip:

PART C. TO BE COMPLETED BY SITE SUPERVISOR: 6 W X G H Q W ¶V 1 D P H _____

General Information

(Internship) Host Site Name: _____

Site Address: _____

Site Supervisor Name: _____ Title: _____

6 L W H 6 X S H U Y L V R U · V 3 K R Q H _____ Email: _____

(Internship) Start Date: _____ & End Date: _____ to Fulfill _____ hours

Student ·V (Internship) schedule: _____

How frequently will the Site Supervisor be meeting with the Student? _____

Will the student be compensated during this (internship)? Yes____ No_____

If yes, describe: _____

Please state specifically the student W ·eV intern duties and responsibilities during this (internship), or attach a Job Description. _____

_____

_____

(Internshi

MASSASCHUSETTS COMMUNITY COLLEGES

Student Internship / Co-op Checklist

Satisfying the terms of the Internship / Co-op Student Name: _____

Pre-Internship

- Review eligibility requirements or course pre-requisites for your major
- Schedule and attend mandatory meeting with Faculty Coordinator

MASSASCHUSETTS COMMUNITY COLLEGES
Internship/Co-op Course Syllabus
(Course Title)

Faculty Member: _____

Office: _____

Office Hours: _____

Phone: _____ Email: _____

COURSE DESCRIPTION
A one to three credit course that offers students an opportunity to learn in work settings while obtaining practical experience in their field of study so to apply and reflect on the connections to academic theory

COURSESTRUCTURE F R Q · W

Students will work a minimum of 45 hours per one credit at their (internship) site during the semester. All students will be evaluated by their site supervisor at mid-term and at the end of the semester. Site supervisors will be asked to evaluate the student's performance on a form provided by the (faculty) and/or (internship) (coordinator) will meet with student and site supervisor to discuss the evaluation at the (internship) site. All logistical issues such as transportation, access to services and resources must be discussed with the (faculty) and/or (internship) (coordinator) prior to the start of the field experience.

ATTENDANCEPOLICY

Attendance at class meetings is mandatory unless other arrangements have been made with the instructor in advance. Work attendance is a reflection of the professionalism and performance expected of interns. All students must meet the total hour course requirement as well as meeting all time commitments they have made to their internship site. Please remember that you are representing the College to the industry.

ROLESAND RESPONSIBILITIES

Students are required to complete all required internship documents and submit on time. The roles and responsibilities required for students, site supervisors, faculty, and/or coordinators are detailed on the MCC Internship/ Co-op Agreement for each party.

1. MCC Internship/ Co-op Ac kno535.4 1 18 389.11 612.82 Tm [(perf ET BT 1 0 0 1 376.27 535.42 Tm)] TJ ET BT 1 0

B0 1 106m [l t 1

MASSASCHUSETTS COMMUNITY COLLEGES

Site Supervisor Evaluation of Student Progress

Student: _____ Company: _____

I.D. No: _____ Supervisor: _____

Semester: _____ Coordinator: _____

Instructions: Please rank the student's performance according to the following scale, indicating the ranking on the line to the right of each category. Please use the comments section at the bottom for clarification or expansion of any ranking.

RATING IDENTIFICATION

5 – Outstanding – Performance is exceptional in all areas and is clearly superior to others.

4 – Very Good – Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.

3 – Good – Competent levels of performance that consistently meet job standards.

2 – Improvement Needed – Performance is deficient in certain areas and improvement is needed.

1 – Unsatisfactory – Results

MASSASCHUSETTS COMMUNITY COLLEGES

Student Self Evaluation

Student: _____ Company: _____

I.D. No: _____ Supervisor: _____

Semester: _____ Coordinator : _____

Instructions: Please rank your performance according to the following scale, indicating the ranking on the line to the right of each category. Please use the comments section at the bottom

M49SS2-7(A)5(SC)- BT 1 0 4.26Tm 6 1>> TJ Etud.48 entUNITY

MASSASCHUSETTS COMMUNITY COLLEGES

Host Site Evaluation of Internship/ Co-op Program

Company Name:

_____

☐ ☐ ☐ ☐

☐ ☐

_____

_____

_____

MASSASCHUSETTS COMMUNITY COLLEGES

Student Evaluation of Internship/ Co-op Program

Student Name: _____ Date: _____

Program of Study: _____ Faculty Supervisor: _____

Placement Site: _____ Work Period: _____

Supervisor Name: _____ Department: _____

Please answer the following:

1. Please rate the following services: (circle one)	Very Satisfied	Satisfied	Neutral	Dissatisfied	Not Applicable
Application Process	1	2	3	4	n/a

Introduction

Learning Outcome	Activities	Assessment
1. Develop technical skills		

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Internship Program (IP) leaders with organizational authority for the programs and services must:

- articulate a vision and mission for their programs and services
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate

Staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the L Q V W L W X W L R Q · V

IP staff and faculty members and internship site personnel engaged in internships must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities.

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

IP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

IP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. IP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is

recognize, honor, educate, and p romote respect a b out commonalties and differenc es among pe o ple within their historical and cultural contexts. IP must address th e charact eristics and needs of a dive rse population when establishing a nd imp lementing

When IP provide student acc essto technology, they must provid e:

- acc ess to polici es that are clear, easy to un derstand, and availa ble to all students acc ess to instruction or tra ining on how to use the technology
- acc ess to information on the leg al and eth ical implications of misuse as it perta ins to intellectual property, harassment, privacy, and so c ial networks

Student violations of technology policies must follow established institutional st udent disciplinary

U.S. Department of Labor
Wage and Hour Division

(April 2010)

Fact Sheet #71: Internship Programs

business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habit will not exclude WKHP IURP WKH)/6$·V Paid Overtime Requirements because the employer benefits from the interns work.

Displacement and Supervi

67 1 0 0 1.511pa1 306d 1.50T 1 228.52 1.511leas.3 Tm8.52 1.64.27 728 1 0 0 0 1.511 461.5in6mBT 1u 461.5 1.5110 1 3age6 64 1.511 BT34

National Association of Colleges and Employers (NACE). (2011, July). Position Statement on U.S. Internships: A Definition and Criteria to Assess Opportunities and Determine the Implications for Compensation. Bethlehem, PA.

National Association of Colleges and Employers (NACE). (n.d.). NACE Knowledge Center. Retrieved March 15, 2011, from NACE Intern/Coop Programs: http://www.naceweb.org/Knowledge/Intern_Coop/Internships,_Coops,_Practicums,_and_Externships__What_s_the_Difference_.aspx

National Society for Experiential Education (NSEE). (1998). Standards of Practice: Eight Principles of Good Practice for All Experiential