



BUFFALO STATE

The State University of New York

Internships

Faculty Handbook

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INTRODUCTION: Internships Defined

An Internship is a tripartite relationship among academic institution, host site, and student intern. The synergy among these partners creates valuable opportunities for experiential learning outside the standard classroom setting, with the potential to serve as an important bridge for interns between the academic and professional spheres. Many academic programs at both the baccalaureate and graduate levels incorporate Internships, either among their required coursework or as an elective component. Internships may also be served in virtual environments, contributing to the opportunities Buffalo State offers its students for global learning experiences. In an ideal Internship setting, all parties work cooperatively towards achieving mutual goals in the service of a core educational mission.

SUNY Works and 21st Century Education

SUNY is committed to experiential learning as a well-documented component of a successful educational process. Initiatives defined under the SUNY Works rubric—Internship, Practicum, Clinical Placement, and Clinically Rich Practice—offer students the benefits of innovative higher education as the essence of 21st Century education.*

Buffalo State defines Internships as:

applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full- or part-time, on- or off-campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning.

SUNY Internship Guiding Principles

University Faculty Senate Resolution 170-02-1 (April 2015, p. 7) establishes Guiding Principles that apply to SUNY credit-bearing, non-credit, and zero-credit internships, as summarized below (for complete Principles, see *Internships and Co-ops: A Guide for Planning, Implementation, and Assessment* under Bibliography-Internet Resources):

- SUNY Internships are guided by qualified faculty who serve the academic department in the discipline in which the Internship is offered.

* “SUNY Serves” and “SUNY Discovers” experiential education components are discussed in [Section 6: Approved Applied Learning \[AAL\] Internships](#).

- Faculty define Student Learning Outcomes [SLOs] and determine the role of experiential learning in the disciplinary major or program.
- Credit-bearing experiential education shall be delivered with academic rigor and attention to educational effectiveness.
- Faculty compensation and schedule for instruction and supervision of credit-bearing experiential education courses shall be commensurate with compensation and schedule adjustment of any other credit-bearing course taught by that faculty member.
- When possible, faculty and student development personnel, including Offices of Career Development, shall work together to enrich the student educational experience.

Benefits to Students, Faculty, and Host Sites

With feedback from employers and career centers, the National Association of Colleges and Employers (NACE) developed a definition of *career readiness* and identified eight related competences. According to NACE, career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. Mastering the career readiness competencies below can help students to become competitive candidates for future employment.

- Critical thinking/problem solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- Oral/Written Communication: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- Teamwork/collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- Digital technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- Professionalism/work ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- Career management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- Global/multi-cultural fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

The primary focus of a successful Internship program is providing a quality educational experience to student interns that facilitates their mastery of career competencies and offers the opportunity to apply knowledge and skill sets gained at the academic institution to new situations in real-world settings.

Supervising faculty may gain insight into current industry requirements and practices throughout their disciplines. Faculty also enjoy an array of pedagogical and scholarly benefits associated with applied and experiential learning:

- Contributes to SUNY Buffalo State's mission, values, and Institutional Learning Outcomes <https://institutionaleffectiveness.buffalostate.edu/institutional-learning-outcomes-0>.
- Creates novel opportunities for professional development in the area of scholarship on applied learning. This can lead to conference presentations and/or publications.
- Creates opportunities to network with other instructors who are involved in applied learning.
- Promotes student engagement with the course content.
- Creates opportunities to become engaged in the community.
- Accelerates the learning of course content and career competencies.
- Strengthens faculty-student relationships.
- Increases awareness of community and societal needs.
- Reinvigorates teaching.
- Enhances student retention.

Internships also provide a platform for host sites to contribute to the trained work force essential to their growth and development.

SECTION 1: Legal and Financial Issues

It is essential for Buffalo State to retain “ownership” of its Internship programs in order to successfully export campus standards for student protections, safety, and learning to the off-campus environment. Potential host site relationships that lack compliance in these areas should be deemed unsuitable for intern placement by supervising program faculty, despite the educational benefits offered.

Fair Labor Standards Act [FLSA]

Legal exclusion from FLSA minimum wage requirements is permissible only under clearly defined categories:

- Public/Non-Profit Volunteer (volunteers are prohibited from serving in for-profit entities)

Student Interns serving in government and non-profit organizations are not considered “employees” under FLSA, and thus not governed by its minimum wage regulations.

- For-Profit Entities: Primary Beneficiary Test

Student Interns may serve in private entities without financial remuneration or other compensation by meeting the *Primary Beneficiary Test*. This is a 7-factor non-exhaustive list that has been used collectively by courts to determine exemption from FLSA-governed “employment” relationships:

- (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 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.

Source: U.S. Department of Labor, Wage and Hour Division, Fact Sheet #71: *Internship Programs Under the Fair Labor Standards Act* (updated January 2018), <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>.

Note that the receipt of academic credit alone does *not* guarantee FLSA exemption. Rather, the primary query applied by courts is whether, and to what extent, the host site benefits economically from the presence of the student intern. The host site may benefit as a bonus of the relationship, but the student intern must remain the Primary Beneficiary of the Internship in order to be considered exempt from FLSA minimum-wage regulations.

FLSA-Exempt Compensation

Internship programs may maintain standards of compensation for their students. It is up to individual departments to establish compensation/credit policies. FLSA-exempt interns who are paid should receive at least minimum wage. Employer-offered stipends must also meet the minimum-wage standard. Employers may legally offer the student intern a “scholarship” in lieu of minimum wage compensation; however, all scholarship monies must flow through Financial Aid and the Buffalo State Foundation.

Indemnification and Liability

Buffalo State employees and staff normally receive indemnification against legal liability in the responsible performance of their official duties. Campus Internship programs are responsible for maintaining adequate communication with students placed in off-campus venues. Supervising faculty should avoid making unfounded assurances to student interns beyond known fact and respond promptly to stated student concerns. It is advisable to maintain a written record of student interactions, especially those in which issues associated with the Internship experience arise.

- **General Liability Insurance**

Student interns should receive the same General Liability insurance protections as regular employees of the host site, for job-related injuries not covered by Workers’ Compensation Insurance. Host site policies that cover employees typically include interns. Supervising faculty should confirm with each site at which student interns are placed.

Affiliation Agreement: SUNY offers additional insurance coverage to host sites, upon execution of a standard Affiliation Agreement, for liability protection associated with intern duties and actions at approved programs. The Buffalo State Financial Operations office maintains a list of approved programs and a history of previously executed Affiliation Agreements for each major.

Current SUNY template documents are available for use for both *Clinical* and *Non-Clinical* placements, and those executed after August 2017 must be **renewed every five years**. Templates are sent to departmental Internship Coordinators by the Financial Operations office whenever they are updated, and are also available on the Career Development Center (CDC) Internship Coordinators' resource webpage at http://cdc.buffalostate.edu/content/faculty/Resources_for_Internship_Coordinators/.

It is not necessary to re-execute an Affiliation Agreement should the signatory site supervisor change (as the Agreement will continue to apply to the entity), but Buffalo State recommends that Affiliation Agreements be updated to reflect current site personnel.

Clinical Affiliation Agreements are **required** to be completed with the host site, and the Internship **must** be credit-bearing. The Clinical Affiliation Agreement consists of the **AAMC Universal Agreement and Implementation Letter**, and must be executed by all parties and filed with the Buffalo State Financial Operations office before the Internship begins. Exhibit A ("Teacher-Learner Expectations") is included as part of the Uniform Agreement.

Non-Clinical Affiliation Agreements are prepared by faculty in cooperation with the host site for credit-bearing Internships. Affiliation Agreements must be executed by all parties and filed with the Buffalo State Financial Operations office before the Internship begins. A copy of the **Internship Course Syllabus** should be attached to the Non-Clinical Agreement instrument as **Exhibit A**.

For non-clinical host sites that do not request general liability protection (typically large corporate entities; e.g. Disney, Sony), a Letter of Agreement suffices in lieu of the Affiliation Agreement.

Memorandum of Understanding: SUNY maintains Memorandum of Understanding templates for use with internships served at SUNY or New York State entities. Current templates may be obtained through departmental Internship Coordinators or the Financial Operations office.

COVID-19 notice: As a result of the Covid-19 crisis, the SUNY Office of General Counsel issued guidelines to be followed for both remote and on-site internships as of May 2020. Revised Affiliation Agreement templates were issued for all new host sites, along with a suggested notification for use with existing site affiliations, until further notice.

Affiliation templates may be found on the CDC Internship Resource webpage: https://cdc.buffalostate.edu/content/faculty/Resources_for_Internship_Coordinators/.

- **New York State Workers' Compensation Law**

New York State Workers' Compensation Law requires student interns to be covered by the host site's policy for Workers' Compensation Insurance, which provides protection for both parties. Student interns (paid or unpaid) providing non-manual services to a Section 501(c)(3) religious, charitable, or educational institution are exempt from mandatory coverage, but can be covered voluntarily.

- **Student Health Insurance**

Although Student Health Insurance is not required by Buffalo State, a disciplinary program may choose to require it as a condition of the Internship placement.

- **Professional Liability Insurance**

Disciplinary programs may also require students interns to maintain Professional Liability insurance, especially if it is a standard requirement in the discipline.

Intellectual Property

If the host site contemplates engaging the student intern in the production of intellectual property (either individually or as part of a group) or the creation of original works, written agreements among all parties should be executed covering ownership/exploitation of property, copyright, patent, trademark protection, and/or trade secret issues prior to the commencement of the Internship.

Rules-Based Regulations

- **New York State Human Rights Law**

Student interns (both paid and unpaid, credit-bearing and zero-credit) are entitled to equal-opportunity protections under the New York State Human Rights Law, which covers discrimination based on age, race, creed, color, national origin, sexual orientation, military status, sex, gender identity, disability, predisposing genetic characteristics, marital status, or domestic violence victim status.

Internship program faculty and other representatives should refrain from discussing any of the above listed protective classes with host sites with respect to the prospective intern. Internship Coordinators have an obligation to investigate student reports of alleged violations to ensure a safe work environment. Students also have the option of reporting alleged violations to the Buffalo State Equity and Diversity Office. Internship Coordinators should exercise caution in placing student interns at sites where alleged violations have been reported.

- **Family Education Rights and Privacy Act [FERPA]**

Internship programs should be aware that Family Education Rights and Privacy Act [FERPA] regulations apply to communications with the host site and other off-campus entities. No information or document defined as contributing to an “educational record” may be shared without written consent of the student intern. Protected categories include students’ personal information (date/place of birth, address, e-contact information, Social Security number, picture); family contact information; and academic, disciplinary, or medical/health records. **Any such information requested by the host site should be provided directly by the student intern.**

- **Americans with Disabilities Act – Title IX – Sexual Harassment**

Host sites should provide appropriate accommodation in compliance with the Americans with Disabilities Act. Sites should be apprised of Title IX (Education Amendments of 1972) regulations, which prohibit gender discrimination in education programs/activities that receive Federal funding, as well as SUNY’s obligation to investigate and respond to claims of sexual harassment. All instances of alleged violations of Title IX are **required** to be reported to the Buffalo State Office of Equity and Diversity.

Buffalo State should not affiliate with partners who do not uphold its core values. All student reports of violations should be investigated promptly and documented in writing.

SUNY “Move-the-Box” Policy

Pursuant to the SUNY Office of Enrollment Management, Document 3200 (effective 1 July 2017):

State University of New York (University or SUNY) policy prohibits University-wide and individual SUNY campus admission applications from inquiring into an applicant’s prior criminal history. After an applicant has been accepted as a student, campuses shall inquire if the student previously has been convicted of a felony if such individual seeks campus housing or participation in clinical or field experiences, internships or study abroad programs. The information required to be disclosed pursuant to this policy regarding such felony convictions shall be reviewed by a campus committee consistent with the legal standards articulated in New York State Corrections Law.

Pre-Admission Inquiry

Neither the University-wide nor individual SUNY campus applications shall inquire about prior criminal history.

Post-Admission Inquiry

After a student has been accepted for admission, if such student seeks campus housing, or seeks to participate in clinical or field experiences, internships or study abroad programs, campuses shall inquire if the student has a prior felony conviction.

The Buffalo State Dean of Students Office administers the campus review committee procedure required under SUNY policy. Requirements and responsibilities associated with the review process are detailed at <https://deanofstudents.buffalostate.edu/admission-persons-prior-felony-convictions>. Risk assessment instruments commonly used in rehabilitation efforts typically identify nine factors that govern analysis of potential recidivism: criminal history; school adjustment/education; employment and finances; residential stability and/or neighborhood characteristics; family and marital relationships; other interpersonal relationships; including criminal associates as well as social supports; emotion, personality and/or attitude constructs; substance abuse; and mental health.

* Disciplinary programs should be aware that SUNY “Move-the-Box” regulations permit a student to be lawfully excluded from consideration for an Internship placement as a result of agency background checks. The non-discrimination clause included in the standard SUNY Affiliation Agreement does *not* prohibit such background checks of potential student interns, which are routinely performed in fields such as Education, Social Work, Criminal Justice, and Pre-Law studies.

It is therefore the responsibility of program faculty to encourage students to discuss potential obstacles to gaining Internship placement, pre-professional training, or employment in their selected field in order to properly advise students in making informed choices.

SECTION 2: Departmental Internship Programs

Role of Faculty Internship Coordinator

Most academic departments at Buffalo State designate a qualified faculty member as Internship Coordinator to serve as liaison with the Career Development Center [CDC] each year.

Department Internship Coordinators are tasked with:

- Collaborating with CDC to advise Faculty Internship Supervisors on Buffalo State policies governing the administration and monitoring of student intern cohorts, and to identify and assess Internship opportunities relevant to departmental programs.
- Networking with faculty colleagues and alumni to identify relevant Internship opportunities in their fields, and maintaining a repository of such sites for the benefit of program faculty. Some departments will require students to locate their own Internship placement sites. The Internship Coordinator must review and ensure that sites are appropriate and fulfill the designated Student Learning Outcomes for their program.
- Collaborating with program faculty to advise departmental majors on appropriate site selection, preparation for, and academic administration of Internships in their fields of study, including co-curricular CDC services on career counseling and workshops on resume/cover letters, mock interviews, professional attire, networking, etc.
- Maintaining records on departmental Internship populations for annual reporting to CDC, and monitoring departmental Affiliation Agreements for annual reporting to Buffalo State's Financial Operations office.
- Faculty are advised to include detailed SLOs on the Internship Course Syllabus, provide the host site with a copy, and discuss intern evaluation methods with the host site supervisor at the inception of the Internship experience. Faculty should review the progress made by student interns towards the achievement of Learning Outcomes at multiple points during the Internship semester.

Department Internship Coordinators are encouraged to maintain relevant Internship information for students on their department websites (e.g., pre-requisites, GPA requirements, site hosts, etc.). CDC maintains relevant documents, regulations, and other helpful information on the Internship process for the benefit of Coordinators on their website at

http://cdc.buffalostate.edu/content/faculty/Resources_for_Internship_Coordinators/.

Coordinators are encouraged to attend periodic Internship Coordinator meetings to review current trends and discuss issues of interest to Internship program stakeholders.

Internship Curriculum – DOPS Guidelines

Curricular guidelines for Internship courses at Buffalo State are governed by the *Directory of Policy Statements [DOPS] § IV:02:02–Curriculum–Proposals for Internship Courses* (rev. April 2020).

- **Course Proposal**

Internship course proposals are subject to the standard course approval process that applies to all curricular offerings at Buffalo State. In addition to using the BSU Senate Curriculum Committee forms and processes, the following components should be included in the appropriate section of the course proposal: (1) a written Learning Agreement between the student, faculty supervisor, and the site supervisor that specifies all roles and responsibilities regarding academic objectives, field experience objectives, and the relationship between the academic and field experience components; and (2) mechanisms for preparation, orientation/training, continuous improvement, and structured self-reflection.

- **Prefix/Code and Credit Hours**

The prefix and code number for all departmental Internships at Buffalo State has been designated XXX 488. Credit level may be variable within a parameter of 1-15 credit hours per semester. The catalog description should list the course as per the following example: XXX 488 – Internship – 1-15 credits.

- **Carnegie Unit Designation – DOPS § IV:02:02 Recommendation**

The SUNY-University Faculty Senate *Guide* (§ I:21-26) recognizes the *Carnegie Unit* designation as a uniform standard for establishing host site and academic component requirements for each credit hour earned by the student intern. The Carnegie Unit establishes a minimum of 45 hours of combined instructional time and supplementary work in order to earn one academic credit.

DOPS § IV:02:02 recommends the following minimum hours:

Field work on the site: 30-40 hours per unit of credit

Academic component: 5-10 hours per unit of credit

Class meetings and/or individual student contact hours included as part of Internship XXX 488 courses may be applied towards the DOPS recommended academic component. Faculty may be flexible in establishing Internship requirements beyond the DOPS and Carnegie Unit guidelines, but should be judicious in applying the SUNY standard to correlate intern work load, credit hour designation, and faculty/student contact hours.

- **Student Learning Outcomes**

Student Learning Outcomes [SLOs] for the Internship should reflect the institutional mission, disciplinary practices, departmental program goals, and the specific requirements of the field placement. Effective Learning Outcomes are designed for maximum student engagement and should therefore be as specific as possible. If the Internship is to be served online (or includes a significant virtual element), roles and responsibilities of all parties should be clearly delineated. Online internships are defined among the non-traditional course delivery methods given in the *Directory of Policy Statements* [DOPS] § IV:07:00–Instructional Modalities and governed by DOPS § IV:07:00–Distance Education Policy. Online Internships must satisfy the same academic criteria as those offered under traditional and hybrid modalities.

- **Prerequisite/Corequisite, Credit Level, and GPA Requirements**

Buffalo State defines undergraduate Internships as an upper-division curricular experience, and graduate Internships as a significant pre-professional experience. Therefore, DOPS § IV:02:02 (rev. April 2020) has established the following minimum GPA requirements:

The minimum required GPA for an **undergraduate** student to register for an internship course is **2.0**.

The minimum required GPA for a **graduate** student to register for an internship course is **3.0**.

Departments should carefully consider the course prerequisites/corequisites, credit level, and minimum GPA requirements in preparatory coursework (overall and in the major) beyond the DOPS requirement deemed advisable for the achievement of designated Learning Outcomes.

- **Course Syllabus**

An Internship Course Syllabus that documents curricular requirements, student responsibilities, grading criteria, and other policies should be prepared for XXX 488 designated courses. Buffalo State views the Course Syllabus as a *contractual* document between instructor and student, as well as an *assessment* document for the department and University.

Syllabi may be differentiated according to specific requirements and SLOs for each departmental degree program offered, as well as those for common field placements. The Course Syllabus should be shared with the student intern during the first meeting of the Internship semester and may additionally be posted on the course Blackboard site.

SECTION 3: Supervisory Roles & Responsibilities

Supervisory Roles

- **Host Site Supervisor**

The Host Site Supervisor fulfills the central role in site supervision during the Internship experience. For this reason, program faculty should consider the quality of this relationship when determining whether a site is appropriate for student intern placement generally, as well as during the site selection process for individual prospective interns. The Site Supervisor should be a qualified individual in the field represented by the placement and prepared to participate responsibly in the delivery of a quality educational experience.

- **Faculty Supervisor**

The Faculty Supervisor acts as the principal liaison between the Site Supervisor and the student intern. Internship Faculty Supervisors should discuss site orientation procedures for student interns with the Site Supervisor. Orientation may be conducted by either the Faculty Supervisor on campus or by the Site Supervisor at the host site. Students should also receive appropriate preparatory training in workplace safety at the host environment, if applicable, prior to the inception of commencing Internship duties at the site.

Faculty should also participate in the Internship orientation process by providing adequate instructional support in the development of *Career Competencies* (see NACE listing in Section 1), and/or other *Professional Dispositions* (“soft skills”) specific to the discipline, with interns during the academic component of the Internship experience. These may include fundamental topics such as professionalism, effective work habits, appropriate attire, digital communication, privacy and confidentiality issues, and workplace safety.

Student interns should be informed of procedures for reporting violations regarding workplace safety, rules-based regulations (New York State Human Rights Law, Family Education Rights and Privacy Act [FERPA], Americans with Disabilities Act, Title IX–Sexual Harassment), and other Internship concerns to the Faculty Supervisor. Interns should be specifically directed to report concerns (such as hostile work environment, sexual harassment, discrimination) in a timely manner so that issues may be addressed promptly without impinging on the quality of the Internship experience. Interns should also be advised that they may immediately leave an unsafe situation, or others that may occur in violation of workplace rules, without incurring academic penalty.

Supervisory Responsibilities

- **Site Visit**

SUNY's University Faculty Senate guidelines recommend, in accordance with SUNY legal counsel, that a Site Visit report be completed by the Internship Coordinator and/or other departmental faculty members, in consultation with prospective Site Supervisors, for each new Internship venue at which placement of student interns is contemplated. A sample *On-Site Visit/Consultation* report template is included in the SUNY-University Faculty Senate *Guide* (Appendix B) for the purpose of evaluating facilities, training, and personnel in the proposed Internship environment.

- **SUNY Internship Learning Agreement**

The *Internship Learning Agreement* plays a vital role, beyond the Course Syllabus, in the documentation and management of the tripartite relationship among student intern, host site, and academic institution. Departments are advised to execute a Learning Agreement instrument among all parties for each Internship placement, in order to formally record the cooperative agreement and specific learning activities that serve the core educational mission of the Internship experience. The Learning Agreement may assist in achieving uniform course expectations for student interns hosted at disparate sites, and function as a central point of reference should any dispute arise with respect to Internship site hours, schedules, or duties.

The SUNY-University Faculty Senate *Guide* (Appendix D and Appendix E) provides two sample Learning Agreement format templates for use by Faculty Supervisors. Program faculty may wish to design their own departmental instruments, or supplement the SUNY templates, with components specific to their disciplinary needs.

SUNY Internship Learning Agreement elements typically include:

- **Internship Semester/Period – Credit Hours – Contact Hours**

The Agreement should clearly specify when the Internship period begins and ends, the number of credit hours for which the student intern has registered, and the corresponding number of site contact hours to be performed. The Faculty Supervisor may also specify the number of additional academic instructional hours required.

- **Contact information for all parties (faculty supervisor, site supervisor, student intern)**

Faculty and Site Supervisors may wish to include cell/text numbers, especially if the Internship is to be served outside the parameters of typical campus contact hours, or during the Summer Sessions period.

Student intern contact information should include alternative contact methods (include campus and personal e-mail addresses, if applicable, as well as cell/text numbers), in order to maintain efficient channels of communication in the off-campus environment.

- **Student Intern Duties and Schedule**

The Faculty Supervisor should ensure that a variety of differentiated Internship duties are enumerated, and that these contribute in the aggregate to a quality educational experience and progressive achievement of specific Student Learning Outcomes commensurate with the number of academic credits for which the student intern has registered. Student Interns and Site Supervisors should be advised to communicate with the Faculty Supervisor immediately if a significant change in duties from those delineated occurs during the Internship period.

- **Site Supervisor and Faculty Supervisor Duties**

The Faculty Supervisor may include in the Learning Agreement document specifics on the frequency of planned contact hours with the student intern, as well as the joint plan anticipated with the Site Supervisor for ongoing monitoring of Internship progress and subsequent on-site feedback to the student intern. The SUNY University Faculty Senate sample *On-Site Visit/Consultation* report template (Appendix B) may also be used for this purpose.

- **Signatory/Date – Course Syllabus**

A Course Syllabus that contains specific SLOs should be attached to the completed Internship Learning Agreement, which all parties are required to sign and date before the Internship commences. The Faculty Supervisor should distribute fully executed copies to the Site Supervisor and student intern.

SECTION 4: Student Intern Responsibilities

Internship Eligibility

Buffalo State departments may impose academic restrictions (both within the major and in supplementary coursework) that govern student eligibility for Internship registration, in order to ensure sufficient academic preparation and pre-professional training for site experiences in the field. Any prerequisite and/or corequisite requirements should appear on the course proposal, as required by the Buffalo State curricular process, and as part of the approved course's catalog listing on Banner. It is also advisable to include Internship policies in student resource materials (such as handbooks) and in course descriptions posted on the department website.

- **Prerequisites/Corequisites**

Departments should closely monitor eligibility/availability restrictions on prerequisite and/or corequisite courses in order to ensure optimal sequencing of the Internship course among other program requirements for timely degree conferral. This is especially important for degree programs in which the Internship is a required component.

- **GPA Requirements**

DOPS § IV:02:02 (rev. April 2020) has established the following minimum GPA requirements:

The minimum required GPA for an **undergraduate** student to register for an internship course is **2.0**.

The minimum required GPA for a **graduate** student to register for an internship course is **3.0**.

Departments may impose minimum earned GPA requirements (both overall and in the major) beyond the DOPS requirement for Internship course registrants. Faculty should provide timely advisement to prospective student interns who may be in danger of falling below the minimum requirements, especially if the Internship is a required component of their degree program.

- **Credit Levels**

Departments may restrict Internships to upper-division students (those who have earned a minimum of 60 academic credits), or to the final semester or year of study in a program. Transfer students should be advised to seek timely transcript review of any disputed courses or equivalent credit-bearing experiences in order to remove any barriers to eligibility that may impede time to graduation.

Professional Development Requirements

Departments may require the submission of formal application documents (e.g. resume, cover letter, or proof of attendance at CDC preparation workshops) as part of their Internship process.

Host sites may also require such documents and/or a personal interview in order to evaluate and select student interns for placement. Faculty are encouraged to utilize resources and services provided by the Career Development Center, such as campus workshops and online tools, that are designed to assist students in achieving satisfactory professional dispositions.

*If applicable, students should be advised if failure to achieve an approved site placement may prevent degree program completion, or jeopardize their expected timeline for degree completion, well in advance of the deadline for fulfilling departmental requirements.

SECTION 5: Monitoring and Assessment **Evaluation, Program Review, and Improvement**

Internship Monitoring and Assessment

The SUNY-University Faculty Senate *Guide* (Appendix B and Appendix C) offers an array of sample tracking and evaluation templates that may be adapted for use as assessment instruments for interactions among student interns, faculty supervisors, and host site supervisors.

Program faculty may wish to design their own departmental instruments, or supplement the SUNY templates below, with components specific to their disciplinary needs:

- **Internship Site Supervisor Evaluation of Student Intern**
- **Evaluation of Student Intern – Detailed Rubric of Skill Sets/Deliverables**

Faculty Supervisors are advised to transmit the specific evaluation instrument(s) they will require the host site to complete before the Internship begins, in order that Site Supervisors may familiarize themselves with clear expectations on skill sets to be developed and criteria for assessment of associated deliverables.

- **Internship Faculty Supervisor Assessment of Student Accomplishment of SLOs**
- **Student Internship Learning Outcomes Met by Internship Activities**

Faculty Supervisors may wish to infuse assessment activities as part of the academic component of the Internship course curriculum required by DOPS. This may be accomplished with periodic assignments, discussions, presentations, and/or meetings through which the student intern progressively connects curricular SLOs to experiential components of the Internship during the period of service.

Program Evaluation, Review, and Improvement

Data collected during evaluation processes may serve evidence-based program review and improvement functions. Regular assessment can also be used to provide evidence of program effectiveness to professional and regional accrediting bodies.

The results of any course or program review should be disseminated to all appropriate constituencies, describing what was learned from the assessment and what improvements resulted. Feedback that links assessment to positive change (“closing the loop”) is a regular component of effective program assessment. Assessment principles are set forth in the State SUNY University Faculty Senate *Guide for the Evaluation of Undergraduate Academic Programs* at <https://system.suny.edu/academic-affairs/acaproplan/assessment/>.

SECTION 6: Approved Applied Learning [AAL] Internships

Applied Learning at SUNY

In 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make Approved Applied Learning [AAL] activities available to all SUNY students. The resolution adopts language from the 2015-16 Enacted State Budget (in an “Article VII” bill).

Buffalo State subsequently convened an Applied Learning Task Group, with representation from campus stakeholders, under co-leadership with the BSU Senate. A definition of [Applied Learning](#) for Buffalo State was approved (below), and a [set of definitions for the types of applied learning was adopted](#):

Applied Learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories, and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The Applied Learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course. This strategy promotes student success outcomes like increased retention, graduation, engagement, employment and well-being.

Buffalo State’s President approved the BSU Senate resolution [DOPS Policy on Approved Applied Learning](#) (February 2020), which governs curricular approval and program assessment and oversight procedures for implementing Approved Applied Learning courses, in accordance with the definitions and guidelines stated in SUNY’s Applied Learning Plan and the Buffalo State Strategic Plan.

Types of Applied Learning

As a comprehensive institution, Buffalo State’s commitment to Applied Learning permeates campus culture. The majority of its academic programs require an applied component, including discipline-appropriate high-impact learning practices such as internships, student research, service learning, global learning, field experiences, and culminating senior experiences.

SUNY recognizes Applied Learning functions and student opportunities within three constituent categories:

- **SUNY Discovers** <https://www.suny.edu/applied-learning/suny-discovers/>
 - Research
 - Entrepreneurship
 - Field Study
 - International & Domestic Travel/Exchange and Study Away
 - Creative Works

- **SUNY Serves** <https://www.suny.edu/powerofsuny/vibrant-community/>
 - Service Learning
 - Community Service
 - Civic Engagement
 - Volunteerism

- **SUNY Works** <https://www.suny.edu/suny-works/>
 - Internships
 - Work Study
 - Clinical and Co-op Placements
 - Clinically Rich Practice
 - Practicum

Criteria for Approved Applied Learning Experiences

SUNY has developed five essential criteria for Approved Applied Learning experiences, adapted from foundational principles of the National Society for Experiential Education [NSSE] <https://www.nsee.org/>. A proposed Applied Learning experience must meet the criteria set forth by SUNY in order to be receive the Approved Applied Learning designation.

The SUNY definitions below are followed by suggested implementation for AAL Internship curricula:

- **The Activity is Structured, Intentional and Authentic** - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have hands-on and/or real-world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.
 - Internships must be structured with clear understanding and agreement from all parties on how the learning experience will unfold, occur, and conclude.
 - ❖ Course Objectives and Student Learning Outcomes
 - ❖ Learning Agreement among student intern, supervising faculty, and host site

- **The Activity Requires Preparation, Orientation and Training** - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.
 - Students must be prepared with all necessary foundational education and training to be successful at the Internship.
 - ❖ Course pre-requisites/co-requisites
 - ❖ Orientation (on campus and at the Internship host site)
 - ❖ Students expectations, prior knowledge, and learning style

- **The Activity Must Include Monitoring and Continuous Improvement** - Applied learning activities are dynamic. Therefore, all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.
 - Faculty Supervisors must ensure that both the host site and student intern are meeting expectations for experiential learning components that occur outside the classroom
 - ❖ Supervisor and peer reviews
 - ❖ Faculty Supervisor reviews
 - ❖ SLO checkpoints (academic component: assignments, discussions, meetings)

- **The Activity Requires Structured Reflection and Acknowledgment** - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student's articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.
 - As each Internship is unique, Faculty Supervisors must provide ways in which the student intern can analyze the experience, reflect on their achievement of learning outcomes, and identify applications to possible future careers.
 - ❖ Self-assessment of professional dispositions common to discipline
 - ❖ Personal reflections on pre-professional development (academic component: assignments, discussions, meetings)

- **The Activity Must be Assessed and Evaluated** - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.
 - Students and Internship sites must be evaluated on their role in the learning experiences outlined at the inception of the Internship.
 - ❖ Site Supervisor evaluation(s) of student intern
 - ❖ Faculty Supervisor evaluation(s) of student intern
 - ❖ Faculty Supervisor host site visit(s)
 - ❖ Student intern evaluation of host site

APPENDIX: RESOURCES

Buffalo State, Academic Affairs, *Directory of Policy Statements* [DOPS], Section IV: Curriculum, <https://academicaffairs.buffalostate.edu/directory-policy-statements-dops>.

Buffalo State, *Experiential Learning*, <https://experiential.buffalostate.edu/>.

Buffalo State, Career and Professional Education [CAPE], *Internship Support*, <https://cape.buffalostate.edu/internship-support>.

Buffalo State, Dean of Students Office, *Admission of Persons with Prior Felony Convictions* (effective Spring 2018 semester), <https://deanofstudents.buffalostate.edu/admission-persons-prior-felony-convictions>.

Buffalo State College, Equity and Campus Diversity, <https://equity.buffalostate.edu/>.

- *Faculty/Staff Sexual Harassment Prevention Training*, <https://equity.buffalostate.edu/faculty-and-staff-sexual-harassment-training-instructions>
- *Title IX Compliance*, <https://equity.buffalostate.edu/title-ix>

Buffalo State, Office for Institutional Research, Effectiveness, Planning, and Strategy, <https://institutionaleffectiveness.buffalostate.edu/quality-assurance-continuous-improvement>

- *Institutional Learning Outcomes*, <https://institutionaleffectiveness.buffalostate.edu/institutional-learning-outcomes>

Chronicle of Higher Education, <https://www.chronicle.com/> (freely accessible through Butler Library databases <https://library.buffalostate.edu/az.php?a=c>).

- Blumenstyk, Goldie. “How ‘Micro-Internships’ Could Make All Types of Students More Employable.” *Chronicle of Higher Education* (January 15, 2019), <https://www.chronicle.com/article/How-Micro-Internships-/245470>.
- Hora, Matthew T. “What’s Wrong with Required Internships? Plenty.” *Chronicle of Higher Education* (March 4, 2018), <https://www.chronicle.com/article/What-s-Wrong-With-Required/242727>.

National Association of Colleges and Employers [NACE], *Current Research on the Impact of Internships*, https://www.nacweb.org/job-market/internships/nace-center-current-research/?utm_source=spotlight-college.

National Society for Experiential Education [NSEE], *Eight Principles of Good Practice for All Experiential Learning Activities*, <https://www.societyforee.org/8-principles>.

New York State, Governors' Office of Employee Relations, *Workers' Compensation*, <https://goer.ny.gov/workers-compensation>.

State University of New York, Academic Affairs, *Assessment*, <https://system.suny.edu/academic-affairs/acaproplan/assessment/>.

State University of New York, *Applied Learning at SUNY*, <https://www.suny.edu/applied-learning/>.

State University of New York, *Guide to Applied Learning at the State University of New York* (2016), https://www.suny.edu/media/suny/content-assets/documents/applied-learning/ppt-files/Affiliation-Guide_1-25-17.pdf.

SUNY Office of Enrollment Management, Document 3200, *Admission of Persons with Prior Felony Convictions* (effective 1 July 2017), https://www.suny.edu/sunypp/documents.cfm?doc_id=846.

SUNY University Faculty Senate, *Resources*, <https://system.suny.edu/facultysenate/resources/>.

- SUNY University Faculty Senate, *Guide for the Evaluation of Undergraduate Programs* (2012), <https://system.suny.edu/fccc/resources/>.
- SUNY University Faculty Senate, *Internships and Co-ops: A Guide for Planning, Implementation, and Assessment* (2016), [https://www.suny.edu/media/suny/content-assets/documents/applied-learning/Internship-Guide-FINAL-\(3.22.16\).pdf](https://www.suny.edu/media/suny/content-assets/documents/applied-learning/Internship-Guide-FINAL-(3.22.16).pdf).

SUNY Works, <https://www.suny.edu/suny-works/>.

U.S. Department of Labor, Wage and Hour Division [WHD], Fact Sheet #71: *Internship Programs Under the Fair Labor Standards Act [FLSA]* (updated January 2018), <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>.