

# Towson University

## Internship Coordinator Handbook

Faculty/Staff

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# TU DEFINITIONS, BASELINES & DATA COLLECTION

## TU DEFINITIONS

### COMMON TERMINOLOGY

Acknowledging that terms and definitions will vary according to academic program and industry, for purposes of this handbook, the following terms will be used to refer to the various roles affiliated with the internship experience:

- **Intern:** Refers to the student enrolled in the internship course/experience
- **Site Supervisor:** Refers to the supervisor/mentor at the internship site; this is typically a non-Towson University affiliate
- **University Supervisor:** Refers to the Towson University faculty or staff involved with evaluating and/or coordinating the intern's experience

### TU ACADEMIC INTERNSHIP DEFINITION

The following definition was compiled by the Towson University Cross-Campus Internship Coordinating Committee's Best Practices Sub-Committee and approved by Deans' Council (fall 2014):

***An academic internship is a form of experiential education that integrates knowledge and theory learned in an academic discipline with practical application and skill development in a professional setting. The experience is distinguished by one or more forms of structured and deliberate development and reflection guided by performance-based learning outcomes. It will connect to the academic objectives of the student's program of study.***

#### ***Internships include:***

- ***Credit:*** students can earn academic credit per guidelines stated by the student's academic unit
- ***Supervision:*** work/learning arrangement is overseen by a faculty or appropriate staff member of Towson University and by a designated, qualified representative of the internship site
- ***Length:*** usually the equivalent of an academic term
- ***Hours:*** may be part-time or full-time
- ***Compensation:*** may be paid or unpaid as determined by program-specific guidelines

### NON-CREDIT INTERNSHIPS

There are TU students that will secure internship positions but will not pursue academic credit for these experiences. This decision may be based on a variety of factors, including:

- Financial considerations (especially during the summer term)
- Internship course pre-requisite deficiencies (class standing, GPA, required pre-requisite courses)
- Prior internship course completion
- No need for additional credits to aid degree completion
- Lack of understanding a program's internship course processes and timelines
- Securing of an experience outside the timeline of a typical academic term, etc.

Many of the benefits of an internship can still be found in a non-credit internship (e.g., hands-on experience/exposure, network building, resume development, skill growth, etc.), but what is often lacking is self-reflection, assistance with connecting theory to practice, and university oversight and advocacy. We encourage university supervisors to promote the value of academic internships but to encourage students who chose to participate in non-credit internships to evaluate the opportunity carefully (see: [Evaluating an Internship Opportunity \(PDF\)](#) handout) and to share their experiences with the Career Center and appropriate faculty and staff in their program.

#### MATRIX OF EXPERIENTIAL LEARNING TYPES

In addition to academic and non-credit internships, there are other types of applied experiences in which Towson University students will engage. “Internship” could also include experiences labeled co-operative education, field work, field experience, etc. In order to assist with defining and differentiating these experiences, the following matrix is provided:

EXPERIENTIAL LEARNING COMPARISONS

	ACADEMIC INTERNSHIP*	PRACTICUM/CLINICAL PLACEMENT/TEACHER INTERNSHIPS	NON-CREDIT INTERNSHIP	APPLIED RESEARCH	PART-TIME JOB	VOLUNTEER / COMMUNITY SERVICE	SERVICE-LEARNING	INDEPENDENT STUDY
<b>Compensation</b>	Sometimes paid	Unpaid	Sometimes paid	Unpaid	Always paid	Unpaid	Unpaid	Unpaid
<b>Academic Credit</b>	Yes	Yes	No	Sometimes	No	No	Yes	Yes
<b>Learning</b>	Tasks of role + student's professional learning goals	Tasks of role + student's professional learning goals + required for certification or licensure	Tasks of role + student's learning goals	Student/faculty-determined learning goals of both academic and organizational value	Tasks of role	Tasks of role	Tasks of role + reflection to complement classroom learning	Student/faculty-determined learning goals
<b>Reflection</b>	Yes	Yes	Yes	Yes	No	No	Yes	Yes
<b>Duration</b>	Typically one academic term with a defined end date	Typically one academic term with a defined end date	Typically one academic term with a defined end date	One or more academic terms	Could be indefinite or limited	Could be indefinite or limited	Typically one academic term	One academic term
<b>Hours</b>	Min. 37.5 but typically 40-50 hours/credit hour; part-time or full-time	Typically full-time for one or more academic terms	Part-time or full-time; hours negotiated with site supervisor	Standard course hours	Part-time (fewer than 30 hours/week)	Typically less significant time commitment; could be a one-time experience	Typically 10-30 hours/academic term if added as a component of a course	Standard course hours
<b>Supervision</b>	Work/learning arrangement is overseen by faculty or appropriate TU staff member + a designated, qualified representative of the internship site	Work/learning arrangement is overseen by TU faculty and by experienced licensed/certified professional at the internship site	Report to designated, qualified internship site supervisor	Work/learning arrangement is overseen by faculty or appropriate TU staff member and by a designated, qualified representative of the internship site	Report to manager or designee serving as site supervisor	Report to volunteer coordinator serving as site supervisor	Work/learning arrangement is overseen by faculty or appropriate TU staff member + community partner affiliated with the project	Learning arrangement is overseen by faculty or appropriate TU staff member
<b>Skill Development</b>	Task-oriented + professional/transferable skills + connecting theory to practice + moral/personal/social development	Task-oriented + professional skills + connecting theory to practice + ethical/moral/personal/social development	Task-oriented + professional/transferable skills + connecting theory to practice + moral/personal/social development	Varies based on determined learning goals (e.g., research, increased knowledge in specific topic)	Task-oriented + transferable and possible professional skills	Task-oriented + moral/personal/social development	Task oriented + academic learning and civic engagement + moral/personal/social development	Varies based on determined learning outcomes (e.g., research, increased knowledge in specific topic)
<b>Goal</b>	Gain applied experience in student's field of interest	Qualify for professional certification/licensure	Gain applied experience in student's field of interest	Gain applied experience in student's field of interest	Earn a paycheck	Provide meaningful service	Enhance classroom learning	Enhance classroom learning
<b>Primary Beneficiary</b>	Student with some employer benefit	Student	Student with some employer benefit	Student with some employer benefit	Student + employer	Student + community	Student + community	Student

\* "Internship" could also include experiences labeled co-operative education, field work, field experience, etc.

## TIME COMMITMENT BY CREDIT UNITS

The table below reflects the minimal expected time commitments associated with the federal definition of credit hours. For internship courses, the minimum number of hours the intern should be spending engaged in the internship experience is 37.5 hours per credit hour being earned.

Units	Practicum Time - Minutes	Practicum Time - Hours (50 minute hours) - minimum
1	2250 (37.5 hours)	45
2	4500 (75 hours)	90
3	6750 (112.5 hours)	135
4	9000 (150 hours)	180
5	11250 (187.5 hours)	225
6	13500 (225 hours)	270
7	15750 (262.5 hours)	315
8	18000 (300 hours)	360
9	20250 (337.5 hours)	410
10	22500 (375 hours)	450
11	24750 (412.5 hours)	495
12	27000 (450 hours)	540

## DATA COLLECTION

The Career Center runs reports in PeopleSoft each term to tally the total number of Towson University students enrolled in identified internship and internship-related courses. Please be sure to regularly review and verify the course(s) listed for your program [[TU INTERNSHIP COURSE NUMBERS](#)] to ensure the accuracy of university-wide data reporting of internship course enrollments.

In addition, to expand the quality of this data, we ask university supervisors to do the following:

1. Report internship site data by completing the [TU Internship Reporting Matrix \(Excel\)](#) and emailing it to [ghenkel@towson.edu](mailto:ghenkel@towson.edu) no later than two weeks after the drop/add date each term.

Here are some [Internship Course Data Reporting FAQs \(PDF\)](#).

2. Ask students who may be doing non-credit internships to complete the **online Student Job/Internship Reporting Form** by the drop/add deadline date each term: <http://www.towson.edu/careercenter/students/internships/reporting.html>.

**PLEASE NOTE:** If you are aware of students engaged in a non-credit internship, please encourage them to complete this form.

# LEARNING OUTCOMES: DEVELOPING AND EVALUATING

## ESTABLISHING LEARNING OUTCOMES

All interns should develop/identify learning outcomes for the internship experience. Some programs assign learning outcomes or link them to existing sources (professional standards; college-developed knowledge, skills and abilities; etc.), often giving the intern the opportunity to develop specific strategies to reach the designated outcomes. Other programs provide flexibility with the development of learning outcomes.

Based on the [Towson University Core Learning Goals and Course Outcomes \(PDF\)](#) and the [NACE Career Readiness Competencies](#), university supervisors and interns are encouraged to incorporate the following **TU Common Internship Learning Outcomes** as a resource in developing new and/or supplemental course and individual intern learning outcomes for internship experiences. Doing this will provide a common, cross-campus vocabulary and framework to use when assessing career readiness and performance. In addition to the outcomes below, interns also should consider developing learning outcomes specific to the experience, their discipline, and career goals. Developing and ultimately assessing three to six learning outcomes is typical.

Learning outcomes should include action verbs, be measurable, delineate the context for learning, and include criterion for expected level of achievement.

It's recommended that the intern, along with the university supervisor, identify both the desired learning outcomes of the internship experience, as well as tasks/strategies to be used to reach the desired outcomes. The outcomes and tasks/strategies should be developed and documented by the intern, reviewed by the site supervisor, and approved by the university supervisor.

Many programs provide learning contract/learning plan forms which are used to formalize the setting of and commitment to established learning outcomes. Most forms require university supervisor approval of the contract/plan and many require signatures from the intern, university supervisor and site supervisor (see: Career Center [Internship Learning Plan](#) template). These plans typically are finalized prior to or at the very beginning of the internship experience to ensure all parties are on the same page and to allow adequate time to promote thought and action that ensure obtainment of the agreed upon learning outcomes. Additionally, the contract/plan is typically referenced throughout and at the conclusion of the internship to ground and support internship course assignments and evaluations.

## TU COMMON INTERNSHIP LEARNING OUTCOMES

- 1. Connect theory to practice:** Integrate and connect the theoretical components of an academic program and classroom learning with the practical aspects of an organizational setting.
- 2. Critical Thinking/Problem Solving:** Collect, connect, interpret, analyze and evaluate concepts and empirical evidence in logically coherent, valid and compelling ways; construct and assess possible solutions to problems or dilemmas within an informed ethical and societal context. [TU Core Learning Outcomes: (1d) (3b) (9d) (10d) (14d)]
- 3. Oral/Written Communication:** Articulate thoughts and ideas clearly and effectively in written and oral forms; express ideas and communicate arguments and/or conclusions to others; recognize and

employ models and practices of written and verbal communication specific to a particular discipline or profession. [TU Core Learning Outcomes: (3d) (9a)]

**4. Teamwork/Collaboration:** Build collaborative relationships with diverse colleagues and stakeholders; work within a team structure to negotiate and manage conflict and address and solve problems. [TU Core Learning Outcome: (1f)]

**5. Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. Demonstrate effective adaptability to new and emerging technologies.

**6. Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others; assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; organize, prioritize and delegate work.

**7. Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits; demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and show ability to learn from mistakes. [TU Core Learning Outcome: (14c)]

**8. Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals; identify areas necessary for professional growth.

**9. Global/Intercultural Fluency:** Engage in a critical assessment of one's own beliefs, assumptions and experiences; demonstrate understanding of a perspective other than one's own; acknowledge challenges and opportunities presented by the existence of diversity and difference. [TU Core Learning Outcomes: (5d) (13 b, d, e)]

## ASSESSING LEARNING OUTCOMES: EVALUATIONS AND ASSIGNMENTS

### LEARNING OUTCOMES – CONTRACT/PLAN

Interns should develop learning outcomes for the internship experience, with input/review by the site supervisor and university supervisor. Some programs assign learning outcomes or link them to existing sources (professional standards, college-developed Knowledge, Skills and Abilities (KSAs), etc.), giving the intern the opportunity to develop the specific strategies; others provide flexibility with the development of learning outcomes. Programs are encouraged to include/integrate some/all of the [Time Commitment by CREDIT Units](#).

Many programs have learning contract/plan forms which are used for this purpose. Most require university supervisor approval of the plan and many include signatures from the intern, university supervisor and site supervisor. Learning outcomes (and plans/contracts when utilized) are typically finalized within the first week or so of the internship experience and are often used during and at the conclusion of the internship (often in conjunction with site supervisor and intern self-evaluations) to assess the intern's performance in the course.

### EVALUATIONS

To expand learning in an internship experience, guided reflection, in any of its myriad forms, should be required. Guided reflection requires examination, analysis and critique; and it's this which allows students to connect theory to practice and separates an internship from a part-time, field-related job.

- Intern evaluated by Site Supervisor: Most programs require a site supervisor evaluation of the intern at the mid-point and at the conclusion of the internship and have a form to facilitate the evaluation. Common elements of the evaluation include an assessment of the intern's overall performance, strengths, weaknesses/areas for improvement, progress towards set learning goals, evaluation of identified skill/competency areas, etc. University supervisors should encourage site supervisors to discuss the evaluation with the intern.
- Intern self-evaluation: In addition to the common practice of the site supervisor evaluation, some programs have interns evaluate themselves according to criteria similar to those the employer is using. It could be helpful to have the intern complete a self-evaluation prior to the site supervisor to aid in the evaluation discussion.
- Site evaluated by Intern: Some programs ask interns to provide an evaluation of/feedback on their internship experience in an effort to inform future students deciding on internship sites.
- University Supervisor meeting with Intern: Most internship courses require meetings with the university supervisor (either prior to, during, and/or at the conclusion of the internship). This could be in the form of individual meetings or in the context of a concurrent class. Discussion points include the setting/review of learning outcomes and progress towards outcomes, intern's impression of the site supervisor and internship site, impact of experience related to academic/career goals, the intern's role, etc.
- University Supervisor meeting with Site Supervisor: This can include visit(s) to the internship site and/or off-site conversations. If a site visit is conducted, it may include a tour, meeting with the site supervisor, introductions to the intern's co-workers, and observation of the work conditions. On- and off-site conversations can include the intern's learning outcomes and progress towards outcomes, successes, issues and challenges, extent to which the university/department has prepared the student, etc.

- University Supervisor evaluation of student
- Student course evaluations completed by Intern

## ASSIGNMENTS

Below are some assignment examples that may be included on internship course syllabi.

- Reflective Journals/Work Reports: Many programs require interns to submit reflective journal entries, often 1-2 pages weekly. You'll want to provide interns with some direction or prompts (e.g., address "Aha" moments, insights and observations; discuss what is being learned related to learning outcomes; use it as an avenue for students to solicit university supervisor advice)
- Research/Analytical Papers: This assignment can be open topic (requiring university supervisor approval of topic) or directed. Most require 10-15 pages.
- Projects: Projects vary, according to the focus of the academic program. Some examples include an organizational needs assessment and/or strategic plan, the assumption of responsibility for a program/project at the site, creation of a career development plan, etc.
- Reflective Papers/Reports/Essays: Reflective papers/reports take the reflective journal assignment to the next level, allowing students to synthesize and summarize observations, progress towards objectives and accomplishments, areas of growth, significant experiences, career insights, etc. Length requirements are typically five pages.
- Portfolios: Portfolios allow interns a venue to provide "proof" of obtained skills, competencies, and experiences and typically include samples of work completed during the internship experience. In addition to work products, internship portfolios also often include resumes, cover letters and other career-oriented assignments. University supervisors will want to consider providing guidance to interns on obtaining necessary permissions from the internship site before including (recording/sharing) work products, as well as privacy concerns if interns are using online portfolio options.
- Presentations/Posters: Many programs require interns to develop a presentation (with or without a poster) to deliver to the university supervisor, class, or other audience. Often the presentation covers content pulled together for other assignments (e.g., reflective paper, project, research project).
- Other: Could include case studies, annotated bibliographies, informational interviews with professionals, exams, direct skill observations, personal mission statements, discussion forums, resume/cover letter assignments, etc.

## ACTIVITY/WORK HOURS/DAILY LOGS

Most university supervisors require their interns to track hours and/or daily activity (with any reflection captured via a separate format). Typically the intern and the site supervisor will verify/sign the completed work/activity logs. As a reminder, internship course require, at a minimum, 37.5 hours/credit.

# RISK MANAGEMENT

## SITE CONSIDERATIONS

### SITE CONSIDERATIONS CHECKLIST

- Organization
  - Years of established operation and success in the industry (some departments require 3 – 5 years of existence; no start-ups)
  - Minimum number of staff (some departments require a 5-employee minimum)
- Work responsibilities
  - Intern orientation and training
  - Established guidelines and protocols
  - Appropriate amount of administrative work relevant to the industry (some departments have a maximum of 20% administrative work in the job duties)
- Supervisor
  - History of industry-related experience (some departments require 3 – 5 years of experience in the field)
  - Supervisor’s role and responsibilities relate to intern’s career interests
- Resources for intern
  - Adequate space (desk, office, etc.)
  - Access to appropriate and related technology
  - Appropriate pay and funds for travel expenses on behalf of the organization
  - Opportunity for student to work sufficient number of hours to fulfill course/credit requirements and achieve learning outcomes
- Professional development opportunities
  - Networking events
  - Meetings, conferences, training as available and appropriate
  - Introduction to/ meetings with executive officers and employees in other departments to understand overall organization structure and how each position relates to the intern’s and site supervisor’s roles
- Compliance with academic department requirements
  - Willingness to complete and sign necessary forms, including evaluation of intern performance
  - Willingness to host site visits with university supervisors if requested

### SITE CONSIDERATION RED FLAGS

The site specifications and criteria may be set by an academic department, but here are some red flags that the Career Center has identified as indicators of positions that might require further investigation into the value of the experience.

- Residential address for the company/organization
- Virtual work responsibilities
- Phrases and descriptions that indicate an intern’s work will replace that of a full-time employee, e.g. “must be able to work with little direction and supervision”

- ❑ Internship schedule doesn't align with academic semesters, e.g. "Start date: ASAP"
- ❑ Expectation to pay money up front
- ❑ Commission-based
- ❑ Campus representative or brand ambassador positions for the organization
- ❑ Supervisor title is not relevant to the industry
- ❑ Non-compete agreements
- ❑ Excessive administrative/clerical work

#### SITE AGREEMENTS SIGNATURE PROTOCOLS

Many programs enter into formal arrangements with internship sites via a site agreement (also referred to as an MOU, contract, etc.). Agreements aim to:

- Provide clarity from the beginning of the experience
- Provide protections for all parties
- Detail the roles and expectations of each party (intern, site/site supervisor, and university/university supervisor)

**All agreements, whether created by a Towson University program, or by the external internship site, should be vetted by the TU Office of the General Counsel. Before signing an agreement, faculty and staff should review the campus's [Contract Execution Policy \(PDF\)](#).**

While agreements need to be customized to fit individual circumstances and vetted by TU Office of General Counsel, the Career Center's University and [Employer/Sponsor Agreement sample template \(PDF\)](#) can serve as a starting point for crafting a specific agreement.

For information on other types of agreements university supervisors and/or interns may encounter, see the Employer Agreement section of the [LEGAL ISSUES: INTERNSHIPS](#) section of this handbook.

#### LIABILITY INSURANCE

The Maryland state treasurer purchases professional liability insurance for health professions interns only. Other interns wanting/needing to purchase professional liability insurance will need to do so independently. Possible providers of liability insurance are plentiful; as a starting point, interns might look into professional associations and insurers (car, home, renters) with which they're already affiliated.

#### OUT-OF-STATE SITES: RECIPROCITY/DISTANCE EDUCATION AGREEMENTS

Towson University has approval from a number of states to offer coursework to residents of that state when the student is not in residence in Maryland. The state authorization process is complex and constantly changing due to the regulatory requirements in each state and the fee structures associated with approval.

Approvals for coursework are typically sought for the ability to offer online courses/programs and approval to offer courses with a physical presence in the student's home state of residence.

Towson University has also been approved by the Maryland Higher Education Commission to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). This is a voluntary, regional approach to state oversight of postsecondary distance (online) education.

Learn more about the current status of [State Authorizations](#) here.

## SPECIAL CONSIDERATIONS

### STUDENTS WITH DISABILITIES - INTERNSHIP ACCOMMODATIONS

Please be aware that students may request an accommodation for an internship. An internship accommodation may more closely resemble a job accommodation rather than an academic accommodation. Internship accommodations require advance planning and often involve a significant amount of interaction between the academic program, [Disability Support Services](#) and the student. If a DSS-registered student will be participating in an internship experience, the student should plan to discuss whether accommodations will be needed with their DSS specialist as early as possible.

### VIRTUAL INTERNSHIP

Virtual internships are those where a student works from a remote location rather than in a corporate or organizational setting. Advantages to the student include convenience, flexibility, less expense and, perhaps, more options. Drawbacks include possible limitations to the mentoring relationship, networking opportunities and the advantages of learning in a professional environment (protocols, corporate culture, state-of-the-art technologies and practices).

Disciplines, academic departments, and even individual faculty members within departments hold differing opinions about the value or lack thereof that virtual internships offer.

Download the [Elements of a Successful Virtual Internship \(PDF\)](#).

### INTERNATIONAL STUDENTS

Please be aware that there are rules, regulations, and limitations regarding student employment (including internships) for international students. For more information, please review resources on Employment page of the [International Students and Scholars Office](#) website and/or contact [ISSO](#) directly. International students must contact ISSO even if internships are unpaid and/or on campus.

### INTERNATIONAL INTERNSHIPS

International internships provide interns with real world experience in a global setting. Interns can gain a unique perspective on their career field while building cross-cultural skills and creating an extensive professional network.

TU students can search for approved international internship opportunities through the TU Study Abroad web-based management system – [Horizons](#).

**All interns earning credit at TU for an internship experience outside the U.S. must adhere to TU Study Abroad policies and procedures. Please refer all students to the TU Study Abroad Office.**

Considerations:

- Internship placements abroad can be more difficult to oversee and regulate than internships conducted within the U.S.
- Students who wish to undertake an internship abroad should demonstrate high levels of academic and personal maturity
- Students who wish to intern in a country with a U.S. Department of State Travel Warning are required to complete a Study Abroad Travel Waiver acknowledging the associated risks at the time of application
- Laws pertaining to the workplace, liability coverage, worker's compensation, etc. may differ in other countries

## INTERNATIONAL INTERNSHIP OPTIONS

### *TU GLOBAL INTERNSHIPS PROGRAM*

The [TU Global Internships](#) program is administered by the Study Abroad Office and offers internship opportunities in Australia, China, France, Ireland, Italy, Spain, and the United Kingdom. Placements, housing, and in-country support services are arranged by an affiliate provider – Global Experiences. Interns are registered by the Study Abroad Office and pay a separate program fee. They do not enroll in the academic department or program's internship course through the regular TU registration and billing process but will be assigned an internship coordinator in the relevant academic department in coordination with the Study Abroad Office.

### *AFFILIATE PROVIDER INTERNATIONAL INTERNSHIP PROGRAMS*

TU interns can complete an internship abroad through an approved, third party provider and transfer credit back to TU. The internship may be taken in combination with regular courses or can be the sole focus of the experience.

### *INDEPENDENT INTERNSHIPS ABROAD*

Interns who wish to earn credit at TU for an international internship that is not facilitated through a credit issuing provider must obtain approval from the appropriate TU academic department and/or program and the TU Study Abroad Office. Students will enroll in and be billed for the academic department or program's internship course through the regular TU registration and billing process. Students participating in an independent internship abroad will not be charged the TU Study Abroad fee. Please see the *Guidelines for Independent Internships Abroad* below.

## GUIDELINES FOR OBTAINING APPROVAL FOR INDEPENDENT INTERNSHIPS ABROAD

The Faculty Committee for Study Abroad recognizes that students enrolling in internship courses through their academic departments and/or programs may involve placements abroad. The steps for approval of an internship placement abroad are as follows:

- (1) The student submits a copy of these guidelines and a written proposal to the chair/director of the relevant department/program or designated internship coordinator for approval. The student's proposal should include details of the proposed placement including anticipated

duties and/or assigned projects and work hours, site location, facilitating organization or provider (if any), and support services available on site (if any).

- (2) The department chair, program director, or designated university supervisor reviews the proposal and determines the number of credits (see [TIME COMMITMENT BY CREDIT UNITS](#)) and course(s) to be awarded for the proposed internship. The department/program indicates its approval of the internship in the form of an email or letter to the student. It should include confirmation that the proposed internship can be undertaken at the proposed site and that the TU department/program approves the placement as described.
- (3) The student submits a copy of the proposal and the approval email or letter to the Study Abroad Office, so that the activity can be logged into the Horizons system and the student may receive applicable support services.
- (4) The student also must register and will be billed for the academic department or program's internship course through the regular TU registration and billing process. Students participating in an independent internship abroad will not be charged the TU Study Abroad fee.

NOTE: It is the student's responsibility to complete all steps of the process prior to the beginning of the relevant term. Students must ensure that their department or program approves the internship and corresponding number of credits.

### LEGAL ISSUES: INTERNSHIPS

by George C. Hlavac, Esq., and Edward J. Easterly, Esq.  
*NACE Journal*, February 2015 (Reprinted with permission)

Employers must be wary of how they classify interns, how they structure an internship, and what benefits they will provide to interns.

Based upon recent court decisions and lawsuits, new laws, and the heightened scrutiny of internships, employers should review several areas when determining how and when interns will be used. Since colleges and universities are often where students find out about internships, career services also should be aware of these issues.

### COMPENSATION

Disclaimer: All employers should be in compliance with the Fair Labor Standards Act. For the latest updates and information, visit the [U.S. Department of Labor](#).

The biggest issue continues to be the payment, or nonpayment, of interns. As many employers are aware, in May 2010, the U.S. Department of Labor (DOL) issued a six-part test to determine if an employer is required to provide payment for an internship. Under this test, an employer is not required to pay an intern if these criteria are met:

- The internship, even though it includes actual operation of the facilities of the employer, is similar to training that would be given in the educational environment;
- The internship experience is for the benefit of the intern;
- The intern does not displace regular employees;
- The employer that provides the training derives no immediate advantage from the activities of the intern, and on occasion its operations may be impeded;
- The intern is not necessarily entitled to a job at the conclusion of the internship; and
- The employer and the intern understand that the intern is not entitled to wages.

Since that test was enacted, a flood of lawsuits has been filed against employers, and websites have been established solely to recruit interns to join such lawsuits. In October 2014, approximately 9,000 unpaid interns were part of a class-action lawsuit with NBCUniversal that was settled for \$6.4 million dollars. The interns in that matter claimed that NBCUniversal failed to provide them payment of minimum wage for performing actual “employee” work. In addition to the NBCUniversal claim, International Creative Management, CBS, and Fox Searchlight have also been subject to recent class-action lawsuits filed by individuals who claim that they were wrongly classified by employers.

Employers may be subject to liability through more than just lawsuits. The DOL has begun to conduct its own investigations into allegations that employers have misclassified interns. These investigations have focused on smaller claims (in some cases \$700 in back pay), but any violation also subjects an employer to liquidated damages and additional penalties.

Employers, therefore, must be mindful when classifying an intern as “unpaid.” An employer must focus on the productive work performed by the intern. If the productive work outweighs the training and supervision burden imposed on the employer, an employee/employer relationship may be present, and an employer may be subject to liability under the Fair Labor Standards Act (FLSA).

Employers also have attempted to rely upon the fact that an unpaid intern receives college credit to support its position that regardless of the duties performed, the intern is technically “compensated.” Recent case law, however, essentially has blown that argument out of the water. Courts have recently stated that receiving college credit in and of itself does not establish an unpaid internship and is of “little importance” in determining if interns must be paid. The true test is whether the internship is structured to benefit the intern and not the employer.

As such, an employer must focus on the work performed by the intern, the training provided by the employer, and who, ultimately, receives the benefit of the internship.

## UNEMPLOYMENT

A second issue that is tied to compensation is unemployment benefits. As an initial matter, each state has its own specific unemployment compensation regulations. Generally, to collect unemployment, one must be “able and available” for work. As a practical matter, interns, as college students, are usually not available for work at the conclusion of an internship because they must return to college. It is unlikely that interns, whether paid or not, will be able to collect unemployment benefits at the conclusion of an internship.

## WORKERS' COMPENSATION ISSUES

Workers' compensation provides benefits to individuals who suffer injuries during the course of and arising out of the scope of their employment. Workers' compensation laws vary from state to state, with each state determining an individual's right to benefits.

For example, the New York Workers' Compensation Board specifically states: "An unpaid student intern providing services to a for-profit business, a nonprofit, or a government entity is generally considered to be an employee of that organization and should be covered under that organization's workers' compensation insurance policy. Workers' compensation law judges have ruled that the training received by student interns constitutes compensation (even though the student interns may not be receiving actual "cash payments" for their efforts)."

Other states such as Utah look at the relationship between the intern and the employer to determine eligibility. As such, questions about whether an individual is an employee and whether the intern is paid or unpaid are essential to determining coverage under some applicable workers' compensation statutes, but each determination must be made on a state-by-state basis.

Regardless, it is imperative to make a determination prior to implementing an internship program. In most instances, workers' compensation claims bar recovery by the intern for any work-related injuries. So if an intern is injured while on an employer's premises, his or her sole recovery would be under the applicable workers' compensation statutes. Further, if an employer fails to include a covered employee on its workers' compensation coverage, it could be subject to additional penalties from its carrier.

### STATE LAW CLARIFICATION (TU LEGAL COUNSEL, SPRING 2016)

*Under Maryland law (e.g., for internships in Maryland), the appropriate local school board provides worker's compensation insurance for student teachers. A volunteer worker for a unit of state government is a covered employee for worker's compensation purposes. If the intern is paid for the internship, the intern is covered by the employer's worker's compensation insurance. Otherwise, the intern is not covered by the internship site's worker's compensation insurance unless there is a contract in which the site agrees to provide worker's compensation insurance for the intern.*

*Internships outside Maryland are not covered by Maryland law. Consult the law of the state in which the internship is located.*

## DISCRIMINATION CLAIMS

Both federal and state statutes provide protections for individuals to be free from discrimination at the workplace. Generally, such antidiscrimination statutes only protect "employees." Accordingly, unpaid interns were left without coverage under such statutes. Recently, however, several states have passed laws that protect unpaid internships. New York, Oregon, and California have all passed statutes that ban harassment and discrimination against unpaid interns in the workplace.

By way of example, California was the latest of the three to pass its law, which went into effect January 1, 2015. The law amended the current statute to make it unlawful to discriminate or harass an unpaid

intern or volunteer on the basis of a legally protected classification (e.g., race, national origin, gender, sexual orientation—which is protected in some states, disability, or age). New York’s statute took effect July 22, 2014, and also prohibits employers from refusing to hire, discharging, or discriminating against an intern on the basis of a protected classification. Tellingly, New York’s statute provides a definition of “intern” that essentially mirrors the six-part test.

If an internship does not take place in one of those three states, the key inquiry remains whether the intern falls within the definition of an employee. New York’s amendment came about, in part, as a result of a lawsuit filed by a former Syracuse University intern who alleged that she was subject to harassment during her internship. That student’s case was eventually dismissed because, as an unpaid intern, she was not a protected employee under state or federal law.

Other courts have made similar determinations. Regardless of the issues presented, the key issue is generally whether there was remuneration provided to the intern in exchange for services. The question is what happens when the individual is not provided with pay but with other types of compensation. Courts have stated that nonfinancial benefits that create or relate to career opportunities may suffice. For example, free training and educational opportunities (such as a corporate leadership course) may establish an employer/employee relationship where the individual can demonstrate an economic dependence upon the training and not a mere pleasure from the “compensation.” Also, at least one court has found that where a volunteer was provided with a “clear pathway to employment” deriving from her position as a volunteer, she could establish the plausibility of an employment relationship under federal antidiscrimination laws. If an intern can establish that he or she was provided with some form of remuneration for services provided, a court may find that the intern is afforded protections under federal and state antidiscrimination laws.

Additionally, both employers and universities can be subject to common law tort theories of liability. If the unpaid interns are unable to use the statutory protections, they may still file suit for intentional infliction of emotional distress for harassment or discrimination. As a result, employers should treat interns the same as regular employees and investigate all claims of discrimination promptly and effectively.

Whether an intern is paid or unpaid, it is recommended that employers take all claims of harassment or discrimination seriously and conduct a thorough investigation. Merely because an employer believes an intern is not an employee does not mean a court will make the same determination.

## EMPLOYMENT AGREEMENTS

Some employers require interns to sign employment agreements at the commencement of the internship. Such agreements provide the scope of the intern’s duties, along with the inclusion of restrictive covenants. Such agreements may include noncompete, nonsolicitation, or nondisclosure provisions. Both the intern and the employer should have an attorney review the agreement to ensure they understand the legal requirements that come along with entering into such terms and conditions.

Whether such agreements are valid, however, is an entirely different issue. In general, employment agreements are necessary if an employer wants to define the manner in which an employee can be

terminated, to specify the terms of severance, and to provide certain restrictions on employment. Regarding interns, most of the foregoing terms are unnecessary as the scope and duration of the internship is definite and certain. The only true need to have an intern sign an employment agreement is to protect the employer's business interests.

#### *NONDISCLOSURE AGREEMENTS*

A nondisclosure agreement prohibits an employee or intern from disclosing an organization's confidential and/or proprietary information to third parties during both the tenure of employment and after termination. The individual agrees that he or she will not reveal anything the company considers confidential (e.g., customer lists or research and development plans). Unlike other forms of restrictive covenants, a nondisclosure agreement does not restrict an individual's ability to obtain work upon the termination of employment, but merely protects an employer's proprietary information. As interns are generally provided with unlimited access to an employer's business, it is not unusual for a company to require interns to sign a nondisclosure agreement upon the commencement of the program. Employers should have interns sign such agreements to protect the company's interests. These agreements should be explained and given to interns during the orientation period. Provided the nondisclosure agreement is not overly broad and is explained to an intern prior to execution, a court will likely find such an agreement valid.

#### *NONCOMPETE AND NONSOLICITATION AGREEMENTS*

Unlike a nondisclosure agreement, noncompete and nonsolicitation agreements limit an individual's ability to perform work in his or her chosen profession for a certain period of time. As of today, no court has determined whether a noncompete or nonsolicitation would be deemed valid and enforceable against an intern, but it is unlikely that a court would find such an agreement valid. The reason is that an employer would be hard-pressed to point to the "legitimate interest" it is trying to protect with the use of such an agreement. Further, a court is unlikely to restrict the ability of a college student to engage in his or her chosen profession when he or she is entering the work force. While an employer may have interns sign such an agreement, the likelihood is that they are not going to be worth the paper on which they are drafted.

#### *AFFORDABLE CARE ACT*

In March 2010, the Affordable Care Act (ACA) was signed into law by President Barack Obama. At its heart, the ACA is a set of health insurance reforms intended to make healthcare more accessible to Americans. The consequence of such accessibility is increased responsibilities for employers. Not all employers, however, are impacted by the ACA's requirements and not all interns are required to be covered.

In this regard, only "covered employers" are bound by the requirements of the ACA. A covered employer is any employer that employs 50 or more employees working an average of 30 or more hours per week. This includes nonprofit organizations. The determination of a "full-time" employee also includes a "full-time equivalent" (FTE) employee. An FTE employee equals the total number of full-time employees plus the combined number of part-time employee hours divided by 30. Provided an employer's number of full-time employees exceeds 50, it is covered under the ACA.

A full-time employee does not, however, include independent contractors or unpaid interns (as defined above), as both are excluded from the definition of “employee” under the FLSA. If an internship is paid, however, there are additional exclusions available. “Seasonal employees” can also be excluded from the ACA. Seasonal employees are defined by the ACA as an individual hired to work for a position that is customarily six months or less at approximately the same time each year. Additionally, the ACA allows parents to keep their children on their insurance until the age of 26. If coverage is provided in that manner, the intern is not required to be covered by the employer.

Notwithstanding the foregoing, if an employer has more than 50 FTE employees, it must provide health insurance for its full-time employees, or pay a per-month “Employer Shared Responsibility Payment.” This is essentially a penalty assessed to employers that fail to comply with the ACA. Regarding interns, such positions are usually short-term assignments, lasting only a semester or a few months during the summer. For an individual to be considered fulltime under the ACA, he or she must average more than 30 hours per week for 120 days. The 120 days do not have to be consecutive but must occur during a 360-day period. Accordingly, provided an intern works less than 30 hours per week, or does not work 120 days for an employer, he or she is not covered under the ACA and an employer is not required to provide healthcare coverage. However, if the alternative is true, the intern must be provided coverage and also must be counted toward the number of full-time employees when determining whether an employer is covered by the ACA.

Employers should also be fully aware that the ACA protects against retaliation. If an individual complains about an employer’s implementation, or lack thereof, of any requirement of the ACA and is either terminated, disciplined, or not hired as a result of that complaint, he or she may file a complaint against the employer and seek damages. Employers should be wary of how they treat a new hire or intern who asks relevant questions related to the ACA and the employer’s responsibilities for compliance.

Internships provide a benefit to both employers and the interns. Given the current legal landscape, however, employers must be mindful of how they structure such relationships. Each day more lawsuits are filed, more statutes are proposed, and new laws are implemented that impact the internship dynamic. Employers have a legal requirement to keep abreast of such changes to avoid significant liability.

George C. Hlavac, Esquire, and Edward J. Easterly, Esquire, are attorneys in the Labor and Employment Law Department at Norris, McLaughlin & Marcus, P.A. Copyright 2015 by the National Association of Colleges and Employers. All rights reserved.

## SAFETY

### POLICY ON SEXUAL MISCONDUCT INFORMATION FOR INTERNSHIP COORDINATORS

The Policy on Sexual Misconduct applies to all students, faculty, and staff of the University, as well as third party contractors under University control.

#### **What does this mean for University Supervisors?**

Primarily it means that there are rights and responsibilities under the policy that apply both to you and your students. For example, if a student intern you were working with experienced sexual harassment

while at their internship, they have the right to request an accommodation related to that internship, perhaps a new placement or to leave the internship early. It is important that you are aware of the policy and what it covers, so you can appropriately respond when something happens.

We encourage you to include the Office of Inclusion and Institutional Equity's (OIIE) statement in your syllabus (see [Addendum](#)). *If a student discloses a concern about sexual misconduct to you, you are **required to report that to the University's Title IX Officer**.* You can do so by contacting [titleix@towson.edu](mailto:titleix@towson.edu). Additional resources for faculty and staff regarding handling disclosures can be found on [OIIE's website](#).

The following constitute violations of the Policy on Sexual Misconduct: dating violence, domestic violence, sexual assault (including rape), sexual exploitation, sexual harassment, sexual intimidation, stalking, and retaliation.

#### **Examples of sexual misconduct concerns that may come up during internships:**

1. Jaime is interning at Corporation A. Jaime's supervisor is Taylor. Taylor and Jaime sometimes joke around during downtime at work. Yesterday, Taylor sent Jaime a "joke" via email, the joke included sarcastic comments about rape. Jaime did not appreciate the email and told you about it because she doesn't know what to do. (*sexual harassment*)
2. Sam is interning at Company B. Sam dresses pretty conservatively, preferring pants over skirts and long sleeves. During a meeting with their supervisor, the supervisor tells Sam that that office culture would be accepting of Sam wearing shorter skirts from time to time and that Sam might see some benefit from doing so. (*sexual harassment*)
3. Cam is starting an internship at Employer and spoke with you prior to their start date about the best way to request that their boss use Cam's preferred pronouns: "they, them, and their". About a month into the internship Cam tells you that their boss has repeatedly used the pronouns "she, her, and hers" despite Cam's request. (*sexual harassment*)
4. Blair is halfway through the semester in her internship with Business Place. Some of the employees are going to happy hour after work and invite Blair (who is over 21). Prior to calling it a night, another employee JJ asks Blair to go home with him. Blair declines and JJ tells Blair that if she doesn't accept his offer to come home, he'll tell her boss that she's almost missed two deadlines and he's covered for her. (*sexual intimidation and possibly sexual assault*)

Each of these scenarios presents behavior that would violate Towson University's Policy on Sexual Misconduct. While the perpetrators of the bad behavior are not associated with the University, we still owe a duty of care to our student interns.

#### **What to do:**

- Tell the student that you are required to report this information to Title IX Coordinator.
- Contact the Title IX Coordinator ASAP.
- Let the student know the Title IX office may reach out to them (students are not required to follow-up with the University, but they will receive an outreach email offering a meeting and accommodations).

- If the student is requesting a change to their internship related to a sexual misconduct concern, the Title IX Coordinator can help come up with options to support the student.

**What if the student intern is the perpetrator of a violation?**

*It is important to know that the Policy on Sexual Misconduct and the Code of Student Conduct both apply to students both on and off campus.*

If a student commits a violation of either policy while on an internship their behavior will be addressed by the University.

You should still contact the Title IX Coordinator immediately to report the concern. You may be asked to fill out an additional reporting form, but the Title IX Coordinator will guide you.

**CAMPUS RESOURCES**

<b>Department</b>	<b>Description</b>	<b>Phone</b>
University Police	Emergencies	410-704-4444
Career Center	Internships guidelines and resources; online internship database	410-704-2233
Communications and Media Relations	Main contact for media representatives; news reporting services for university departments and groups	410-704-6055
Counseling Center	Support and advice for faculty and staff dealing with students in distress; training for faculty and staff	410-704-2512
Disability Support Services	Accommodations requests and support for students with disabilities	410-704-2638
General Counsel	Consultation regarding legal matters related to contracts, labor and employment, and academic issues	410-704-4003
International Student and Scholar Office	Support services for international students; immigration regulation information	410-704-2421
Office of Inclusion and Institutional Equity	To report sexual misconduct and sex discrimination	410-704-0203
Office of Student Conduct and Civility Education	Code of Student Conduct; disciplinary records and sanctions	410-704-2057
Study Abroad Office	Policies, regulations, and support services for students conducting internships outside the United States; online international internship database	410-704-2451
Tutoring & Learning Center	Online and in-person tutoring services for students	410-704-2291

## ROLES AND CHECKLISTS

### EMPLOYER/SITE SUPERVISOR RESPONSIBILITIES CHECKLIST

- Identify internship responsibilities and projects
- Identify a working space and appropriate tools/technology for the position
- Create a schedule for ideal internship dates and develop content for orientation/ training sessions (if applicable)
- Consider offering a competitive wage, salary or stipend
- Draft a position description
- Recruit through necessary means (Handshake, university supervisor)
- Conduct interviews and hire a candidate
- Develop a schedule for duty days (work with intern's academic schedule)
- Discuss and identify, with intern, goals and learning outcomes for the internship
- Sign necessary forms through academic department (intern is responsible for bringing these to the employer)
- Develop a timeline for reflective evaluation and feedback
- Throughout the internship, offer intern mentoring and growth opportunities
  - Networking events
  - Meetings with colleagues
  - Insight into typical industry career paths
- Sign appropriate evaluation forms at the internship's conclusion
- Consider the intern for future full-time hiring needs
- Reflect on future site and supervision improvements

## INTERN RESPONSIBILITIES CHECKLIST

- Locate internship using departmental, [Career Center](#), and personal resources
- Apply to and obtain internship (including creating resume and cover letter and interviewing)
- Seek departmental approval of internship experience and permission to enroll in internship course
  - Fill out necessary forms
- Report internship site data each semester, no later than two weeks following that semester's drop/add date, by completing the [TU Internship Reporting Matrix \(Excel\)](#) and emailing to [ghenkel@towson.edu](mailto:ghenkel@towson.edu). Here are some [Internship Course Data Reporting FAQs \(PDF\)](#).
- Create learning outcomes plan with site supervisor and report to university supervisor for approval
- Make the most of the internship by:
  - Setting goals with your site supervisor
  - Showing up on time
  - Demonstrating initiative
  - Seeking feedback
  - Finding a mentor
  - Applying classroom knowledge
  - Creating a network with coworkers and mentors
  - Updating network on post-graduation career goals
- Complete mid-term (if required) and final evaluation with site supervisor by viewing the [Addendum](#) section
- Complete any assignments for university internship course
- Complete student evaluation of internship

## University Supervisor Internship Responsibilities Checklist

- Promote value of internship experience and encourage all students to participate
- Depending on your department's model, assist students with finding an internship\* through placement, referral to [Career Center](#), network of employers, or Study Abroad office for internships outside of the U.S.
- Continue to develop relationships that could lead to additional internship sites
- Monitor [TU INTERNSHIP COURSE NUMBERS](#) and keep the Registrar and the Career Center up-to-date
- Verify students have secured academically worthy internships
- Give students appropriate permissions to enroll in internship course
- Advise any international student(s) to consult with the International Student and Scholars Office before taking any action
- Instruct students to follow relevant Study Abroad procedures for any international internships
- Report internship site data by completing the [TU Internship Reporting Matrix \(Excel\)](#) and emailing it to [ghenkel@towson.edu](mailto:ghenkel@towson.edu) no later than two weeks after the drop/add date each term. Here are some [Internship Course Data Reporting FAQs \(PDF\)](#).
- Track the time spent at internship site to ensure it corresponds to credit requirements
- Communicate course requirements to students (assignments, evaluations, etc.)
- Provide student with orientation information
- Share information about risk management and site considerations with intern
- Keep in touch with intern to ensure quality experience and troubleshoot any issues that may arise
- Meet/speak with site supervisor and/or possibly visit internship site
- Help intern engage in reflection about internship experience
- Report final grades for interns

\*Note that as a part of faculty's advising role, all faculty are advised to assist students in developing research, internship, and service learning opportunities (see [The New Student Guide: Advising and Registration Handbook \(PDF\)](#)).

## HOW THE CAREER CENTER CAN HELP UNIVERSITY SUPERVISORS

- Pre-internship workshops
  - Staff deliver presentations in the classroom on internship search and application processes that are catered by industry, discipline and/or area of student interest. Click here for [workshop request form](#).
- Employer relations and vetting
  - Refer employers looking to hire for their internship programs to an internship coordinator at the Career Center, who can help them develop and recruit for their program
- Criteria for approval
  - Meet one-on-one with Career Center staff to discuss the internship site criteria that your department looks for when approving internships for academic credit
  - The Career Center can communicate this information to students and employers and take it into consideration when reviewing internships for posting on the online job database, Handshake
- Handshake
  - Provide students a broader scope of opportunities that may be appropriate to your course
  - Set up a [Handshake student account](#) to help advise students looking for internships

## HOW THE CAREER CENTER CAN HELP STUDENTS

Career Center staff are available to meet with students in one-on-one appointments or present a workshop to students in a classroom setting on any of the following topics:

- Internship search
- Marketing materials
  - Resume and/or curriculum vitae
  - Cover letter
  - Writing samples
  - Portfolio review
- Mock interviews
- Personal and online branding
- Networking skills
- Informational interviewing
- How to maximize your internship

## HOW THE CAREER CENTER CAN HELP SITE SUPERVISORS/ EMPLOYERS

- Internship program development
  - Work with employers to develop an internship program that incorporates responsibilities and professional development opportunities intended to enhance student learning and complement coursework that faculty facilitate
- Recruitment
  - Help edit and modify internship position descriptions so that they reach and appeal to a greater student audience
  - Help employers post their internships to Handshake and other means on campus, including relevant newsletters, email listservs and social media
- Communication of academic program requirements
  - Career Center staff are well-versed on the internship requirements for each academic department and are able to communicate this to employers looking for interns from specific programs of study

## ADDENDUM

### HELPFUL LINKS AND RESOURCES

- [Career Center Employer Standards of Ethical Conduct and Career Services Policies](#)
- [Internship Programs Under the Fair Labor Standards Act](#) (U.S. Department of Labor Wage and Hour Division Fact Sheet #71)
- [TU Internship Program: Faculty Contacts/University Supervisors \(PDF\)](#)
- [TU Internship Program: Learning Plan \(PDF\)](#)
- [TU Internship Program: University and Site Agreement \(PDF\)](#)
- [TU Internship Program: Work Hour Log \(PDF\)](#)
- [TU Student Employee Competencies Evaluation Form \(PDF\)](#)

## TU INTERNSHIP COURSE NUMBERS

Course	College	Course Title	In PeopleSoft Query	Component
ACCT 497	CBE	ACCOUNTING INTERNSHIP	Y	INT
ACCT 697	CBE	GRADUATE ACCOUNTING INTERNSHIP	Y	INT
ACSD 690	CHP	AUDIOLOGY CLINIC ON CAMPUS I	Y	PRC
ACSD 745	CHP	AUDIOLOGY CLINIC ON CAMPUS II	Y	PRC
ACSD 746	CHP	AUDIOLOGY CLINIC ON CAMPUS III	Y	PRC
ACSD 747	CHP	AUDIOLOGY CLINIC OFF CAMPUS I	Y	PRC
ACSD 748	CHP	AUDIOLOGY CLINIC OFF CAMPUS II	Y	PRC
ACSD 790	CHP	AUDIOLOGY CLINIC ON CAMPUS CONTINUUM	Y	PRC
ACSD 847	CHP	AUDIOLOGY CLINIC OFF CAMPUS III	Y	PRC
ACSD 848	CHP	AUDIOLOGY CLINIC OFF CAMPUS IV	Y	PRC
ACSD 849	CHP	AUDIOLOGY CLINIC OFF CAMPUS CONTINUUM	Y	PRC
ACSD 998	CHP	AUDIOLOGY CLINICAL EXTERNALSHIP	Y	PRC
AIT 710	FCSM	CASE STUDIES INFORMATION SECURITY	Y	PRC
AIT 715	FCSM	CASE STUDIES INTERNET APPLICATIONS	Y	PRC
AIT 720	FCSM	CASE STUDIES NETWORKING TECHNOLOGY	Y	PRC
AIT 725	FCSM	CASE STUDIES SOFTWARE ENGINEERING	Y	PRC
AIT 730	FCSM	CASE STUDIES INFORMATION SYSTEMS	Y	PRC
AIT 735	FCSM	CASE STUDIES DATABASE MANAGEMENT SYSTEMS	Y	PRC
AIT 880	FCSM	GRADUATION PROJECT		RCS
AMST 497	CLA	INTERNSHIP IN AMERICAN STUDIES	Y	PRC
ANTH 491	CLA	INTERNSHIP IN ANTHROPOLOGY I	Y	INT
ANTH 492	CLA	INTERNSHIP IN ANTHROPOLOGY II	Y	INT
ANTH 591	CLA	INTERNSHIP IN ANTHROPOLOGY	Y	INT
ANTH 592	CLA	INTERNSHIP IN ANTHROPOLOGY II	Y	INT
ARED 481	COFAC	INTERNSHIP IN ELEMENTARY EDUCATION-ART	Y	INT
ARED 483	COFAC	INTERNSHIP IN SECONDARY EDUCATION - ART	Y	INT
ART 490	COFAC	INTERNSHIP IN ART	Y	INT
ART 491	COFAC	INTERNSHIP IN ART	Y	INT
ART 492	COFAC	INTERNSHIP IN ART	Y	INT
ARTH 498	COFAC	INTERNSHIP IN ART HISTORY	Y	INT
ARTH 698	COFAC	MUSEUM STUDIES INTERNSHIP	Y	INT
ASST 494	CLA	INTERNSHIP IN ASIAN STUDIES	Y	INT
BIOL 493	FCSM	INTERNSHIP IN BIOLOGY	Y	INT
BUSX 460	CBE	PROFESSIONAL EXPERIENCE	Y	PRC

Course	College	Course Title	In PeopleSoft Query	Component
CHEM 395	FCSM	INTERNSHIP IN CHEMISTRY	Y	INT
CHEM 396	FCSM	INTERNSHIP IN CHEMISTRY	Y	INT
CIS 397	FCSM	INTERNSHIP IN CIS	Y	INT
CLST 495	CLA	INTERNSHIP IN CULTURAL STUDIES	Y	INT
COMM 470	COFAC	SPECIAL TOPICS PUBLIC SPEAKING PRACTICUM	N	
COMM 490	COFAC	INTERN COMM STUDY	Y	INT
COSC 397	FCSM	INTERNSHIP IN COSC	Y	INT
COSC 880	FCSM	COSC PROJECT/INTERNSHIP		RSC
CRMJ 491	CLA	INTERNSHIP IN CRIMINAL JUSTICE I	Y	INT
CRMJ 492	CLA	INTERNSHIP IN CRIMINAL JUSTICE II	Y	INT
DANC 490	COFAC	ELEMENTARY CAPSTONE INTERNSHIP	Y	INT
DANC 492	COFAC	PRACTICUM IN DANCE TECHNIQUE	N	PRC
DANC 494	COFAC	SECONDARY CAPSTONE INTERNSHIP	Y	INT
DFST 410	CHP	INTERNSHIP IN DEAF STUDIES	Y	INT
EBTM 497	CBE	e-BUSINESS INTERNSHIP	Y	INT
EBTM 498	CBE	PMBA INTERNSHIP	Y	INT
EBTM 797	CBE	INTERNSHIP IN SUPPLY CHAIN MANAGEMENT	Y	INT
ECED 343	COE	PRE-PRIMARY PRACTICUM	Y	PRC
ECED 344	COE	PRIMARY PRACTICUM	Y	PRC
ECED 351	COE	INTERNSHIP: PRIMARY	Y	INT
ECED 352	COE	INTERNSHIP III: PREPRIMARY	Y	INT
ECED 355	COE	DIFFERENTIATED INTERNSHIP IN EARLY CHILDHOOD EDUCATION	Y	INT
ECED 692	COE	GRADUATE INTERNSHIP: PREPRIMARY	Y	INT
ECED 693	COE	GRADUATE INTERNSHIP: PRIMARY	Y	INT
ECED 694	COE	INTERNSHIP IN EARLY CHILDHOOD EDUCATION PROGRAMS	Y	INT
ECON 497	CBE	INTERNSHIP IN ECONOMICS	Y	INT
ECSE 316	COE	INFANT AND TODDLER INTERNSHIP	Y	INT
ECSE 342	COE	FIELD PLACEMENT IN THE PRE-PRIMARY INCLUSIVE CLASSROOM I	Y	INT
ECSE 352	COE	FIELD PLACEMENT IN THE PRIMARY INCLUSIVE CLASSROOM II	Y	INT
ECSE 451	COE	INTERNSHIP IN EARLY CHILDHOOD/SPECIAL EDUCATION	Y	INT
EDUC 797	COE	INTERNSHIP I/SEMINAR	Y	INT
EDUC 798	COE	INTERNSHIP II WITH SEMINAR	Y	PRC
ESEE 474	COE	ELEMENTARY EDUCATION / SPECIAL EDUCATION INTERNSHIP I	Y	INT

Course	College	Course Title	In PeopleSoft Query	Component
EESE 476	COE	ELEMENTARY EDUCATION/ SPECIAL EDUCATION INTERNSHIP II	Y	INT
ELED 311	COE	CHILDREN AND THE ELEMENTARY SCHOOL CURRICULUM AND ASSESSMENT	Y	INT
ELED 312	COE	PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP I	Y	INT
ELED 363	COE	LANGUAGE AND LITERACY INTERNSHIP	Y	INT
ELED 399	COE	DIFFERENTIATED INTERNSHIP- ELEMENTARY	Y	INT
ELED 468	COE	PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP II	Y	INT
EMF 460	COFAC	INTERNSHIP IN ELECTRONIC MEDIA AND FILM	Y	INT
ENGL 497	CLA	ENGLISH INTERNSHIP	Y	PRC
ENGL 498	CLA	CAPSTONE INTERNSHIP IN ENGLISH	Y	INT
ENR 498	CBE	ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT	Y	INT
ENVS 485*	FCSM	ENVIRONMENTAL INTERNSHIP	Y	INT
ENVS 485*	CLA	ENVIRONMENTAL INTERNSHIP	Y	INT
FIN 497	CBE	INTERNSHIP IN FINANCE	Y	INT
FMST 397	CLA	INTERNSHIP IN FAMILY AND HUMAN SERVICES	Y	INT
FMST 497	CLA	ADVANCED INTERNSHIP IN FAMILY STUDIES & COMMUNITY DEVELOPMENT	Y	INT
FMST 697	CLA	GRADUATE INTERNSHIP IN FAMILY STUDIES & COMMUNITY DEVELOPMENT	Y	INT
FREN 497	CLA	INTERNSHIP IN FRENCH	Y	INT
FRSC 787	FCSM	GRADUATE INTERNSHIP IN FORENSIC SCIENCE	Y	INT
GEOG 491	CLA	GEOGRAPHY/ENVIRONMENTAL PLANNING INTERNSHIP	Y	INT
GEOG 582	CLA	GEOGRAPHY/ENVIRONMENTAL PLANNING INTERNSHIP	Y	INT
GERM 497	CLA	INTERNSHIP IN GERMAN	Y	INT
GERO 397	CHP	GERONTOLOGY INTERNSHIP	Y	PRC
GERO 684	CHP	GERONTOLOGICAL PRACTICUM	Y	PRC
HCMN 495	CHP	HEALTH CARE MANAGEMENT INTERNSHIP	Y	INT
HIST 493	CLA	INTERNSHIP	Y	INT
HLTH 487	CHP	INTERNSHIP IN SCHOOL HEALTH	Y	INT
HLTH 488	CHP	INTERNSHIP IN SCHOOL HEALTH	Y	INT
HLTH 421	CHP	FIELD WORK IN COMMUNITY HEALTH	Y	PRC
HLTH 422	CHP	FIELD WORK IN COMMUNITY HEALTH	Y	PRC

Course	College	Course Title	In PeopleSoft Query	Component
HONR 493	HC	HONORS INTERNSHIP	Y	INT
HRD 696	CLA	INTERNSHIP IN HUMAN RESOURCE DEVELOPMENT	Y	INT
HRD 697	CLA	PRACTICUM IN HRD	Y	PRC
IDIS 495	CLA	INTERNSHIP IN INTERDISCIPLINARY STUDIES	Y	INT
IDIS 496	CLA	INTERNSHIP	Y	INT
IDIS 497	CLA	INTERNSHIP	Y	INT
IDIS 498	CLA	INTERNSHIP	Y	INT
ILPD 797	COE	INTERNSHIP IN INSTRUCTIONAL LEADERSHIP	Y	INT
INST 493	CLA	INTERNSHIP IN INTERNATIONAL STUDIES	Y	INT
ISTC 789	COE	PRACTICUM AND PORTFOLIO IN SCHOOL LIBRARY MEDIA	Y	PRC
ISTC 797	COE	GRADUATE INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY	Y	INT
ITAL 497	CLA	INTERNSHIP IN ITALIAN	Y	INT
ITEC 397	FCSM	INFORMATION TECHNOLOGY INTERNSHIP	Y	INT
KNES 324	CHP	TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL	Y	INT
KNES 325	CHP	TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL	Y	INT
KNES 345	CHP	SEMINAR AND FIELD EXPERIENCE IN SPORT MANAGEMENT		SEM
KNES 369	CHP	CLINICAL COMPETENCY FIELDWORK EXERCISE SCIENCE	Y	CLN
KNES 381	CHP	BASIC CLINICAL ATHLETIC TRAINING I	Y	CLN
KNES 382	CHP	BASIC CLINICAL ATHLETIC TRAINING II	Y	CLN
KNES 385	CHP	INTERMEDIATE CLINICAL ATHLETIC TRAINING I	Y	CLN
KNES 386	CHP	INTERMEDIATE CLINICAL ATHLETIC TRAINING II	Y	CLN
KNES 388	CHP	ADVANCED CLINICAL ATHLETIC TRAINING I	Y	CLN
KNES 389	CHP	ADVANCED CLINICAL ATHLETIC TRAINING II	Y	CLN
KNES 492	CHP	ELEMENTARY INTERNSHIP	Y	INT
KNES 494	CHP	SECONDARY INTERNSHIP	Y	INT
KNES 395	CHP	INTERNSHIP IN SPORT MANAGEMENT	Y	INT
KNES 397	CHP	INTERNSHIP IN CAMPING OR OUTDOOR EDUCATION	Y	INT
KNES 398	CHP	INTERNSHIP IN EXERCISE SCIENCE	Y	INT
KNES 423	CHP	ADAPTED PHYSICAL EDUCATION		
KNES 445	CHP	INTERNSHIP IN SPORT MANAGEMENT	Y	INT
KNES 492	CHP	ELEMENTARY INTERNSHIP	Y	INT

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KNES 493	CHP	SECONDARY INTERSHIP	Y	INT
LAST 497	CLA	INTERNSHIP IN LATIN AMERICAN AND LATINO/A STUDIES	Y	INT
LBPS 796	CLA	INTERNSHIP IN PROFESSIONAL STUDIES	Y	INT
LGBT 485	CLA	INTERNSHIP IN LGBT STUDIES	Y	INT
LJCS 618	CLA	SUPERVISED JEWISH COMMUNAL SERVICE INTERNSHIP	Y	INT
LWAC 497	CLA	PRACTICUM IN LAW AND AMERICAN CIVILIZATION	Y	PRC
MATH 324	FCSM	SUPERVISED OBSERVATION/PARTICIPATION IN ELEMENTARY SCHOOL MATH	Y	INT
MATH 397	FCSM	INTERNSHIP IN MATHEMATICS	Y	INT
MATH 424	FCSM	SCHOOL-BASED METHODS FOR MIDDLE SCHOOL MATH TEACHING	Y	INT
MATH 426	FCSM	INTERNSHIP IN SECONDARY EDUCATION-MATHEMATICS	Y	INT
MATH 791	FCSM	MASTERS INTERNSHIP I	N	LEC
MATH 792	FCSM	MASTER'S INTERNSHIP II	N	LEC
MCOM 460	COFAC	INTERNSHIP IN ADVERTISING AND PUBLIC RELATIONS	Y	INT
MCOM 461	COFAC	INTERNSHIP IN JOURNALISM AND NEW MEDIA	Y	INT
MKTG 497	CBE	MARKETING INTERNSHIP	Y	INT
MNGT 497	CBE	MANAGEMENT INTERNSHIP	Y	INT
MNGT 498	CBE	PRACTICUM IN MANAGEMENT	Y	PRC
MSED 383	COE	STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN ENGLISH	Y	INT
MSED 389	COE	STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN HISTORY	Y	INT
MSED 393	COE	STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN SCIENCE	Y	INT
MSED 426	COE	STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN MATH	Y	INT
MTRO 497	CLA	METROPOLITAN STUDIES INTERNSHIP	Y	INT
MUED 391	COFAC	STUDENT INTERNSHIP IN ELEMENTARY SCHOOL MUSIC	Y	INT
MUED 392	COFAC	INTERNSHIP IN SECONDARY SCHOOL MUSIC	Y	INT
MUED 403	COFAC	METHODS OF TEACHING PREK-8 VOCAL-GENERAL MUSIC	Y	LEC
MUED 404	COFAC	PRACTICUM IN PREK-ELEMENTARY VOCAL-GENERAL MUSIC EDUCATION	Y	PRAC

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MUED 405	COFAC	METHODS OF TEACHING SECONDARY VOCAL-GENERAL MUSIC	Y	LEC
MUED 406	COFAC	PRACTICUM IN SECONDARY VOCAL-GENERAL MUSIC EDUCATION	Y	PRAC
MUED 407	COFAC	METHODS OF TEACHING ELEMENTARY INSTRUMENTAL MUSIC	Y	LEC
MUED 408	COFAC	PRACTICUM IN ELEMENTARY INSTRUMENTAL MUSIC EDUCATION	Y	PRAC
MUED 409	COFAC	METHODS OF TEACHING SECONDARY INSTRUMENTAL MUSIC	Y	LEC
MUED 410	COFAC	PRACTICUM IN ELEMENTARY SCHOOL MUSIC	Y	PRAC
MUSC 497	COFAC	INTERNSHIP IN MUSIC INDUSTRY	Y	INT
MUSC 597	COFAC	INTERNSHIP IN MUSIC INDUSTRY	Y	INT
NURS 356C	CHP	NURSING AND HEALTHCARE I: FOUNDATIONS CLINICAL	Y	CLN
NURS 358C	CHP	NURSING AND HEALTHCARE III: MENTAL HEALTH CLINICAL	Y	CLN
NURS 360C	CHP	NURSING AND HEALTHCARE II: ADULT HEALTH & ILLNESS CLINICAL	Y	CLN
NURS 472C	CHP	NURSING AND HEALTHCARE V: FAMILY HEALTH CLINICAL	Y	CLN
NURS 474C	CHP	NURSING AND HEALTHCARE VI: CHILD HEALTH CLINICAL	Y	CLN
NURS 476C	CHP	NURSING AND HEALTHCARE VII: COMMUNITY HEALTH CLINICAL	Y	CLN
NURS 485	CHP	CLINICAL PRACTICUM	Y	PRC
NURS 489	CHP	DEGREE COMPLETION PRACTICUM	Y	PRC
NURS 538	CHP	COMMUNITY-BASED CLINICAL PRACTICUM	Y	CLN
NURS 800	CHP	ADVANCED COMMUNITY BASED NURSING PRACTICE	Y	PRC
NURS 802	CHP	ADVANCED POPULATION BASED HEALTH PRACTICUM	Y	PRC
NURS 810	CHP	TEACHING PRACTICUM	Y	PRC
OCTH 319	CHP	PHYSICAL DYSFUNCTION LEVEL I FIELDWORK	Y	CLN
OCTH 320	CHP	PSYCHOSOCIAL LEVEL I FIELDWORK	Y	CLN
OCTH 326	CHP	CHILDREN AND YOUTH LEVEL I FIELDWORK	Y	CLN
OCTH 435	CHP	PHYSICAL REHAB LEVEL II FIELDWORK	Y	INT
OCTH 436	CHP	PSYCHOSOCIAL LEVEL II FIELDWORK	Y	INT
OCTH 619	CHP	ADULT PHYSICAL REHABILITATION LEVEL I FIELDWORK	Y	PRC
OCTH 620	CHP	PSYCHOSOCIAL LEVEL I FIELDWORK	Y	PRC

Course	College	Course Title	In PeopleSoft Query	Component
OCTH 624	CHP	OCCUPATIONAL THERAPY PRACTICE WITH CHILDREN AND YOUTH	Y	PRC
OCTH 626	CHP	OCCUPATIONAL THERAPY PRACTICE WITH CHILDREN AND YOUTH	Y	PRC
OCTH 628	CHP	CONTEMPORARY OT PRACTICE	Y	PRC
OCTH 635	CHP	PHYSICAL REHAB LEVEL II FIELDWORK	Y	INT
OCTH 636	CHP	PSYCHOSOCIAL LEVEL II FIELDWORK	Y	INT
PAST 653	CHP	PA CLINICAL PRACTICUM III	Y	INT
PAST 654	CHP	PA CLINICAL PRACTICUM IV	N	INT
PAST 655	CHP	PA CLINICAL PRACTICUM V	Y	INT
PAST 756	CHP	FINAL CLINICAL PRACTICUM	N	INT
PHIL 497	CLA	PHILOSOPHY INTERNSHIP	Y	INT
PHSC 360	FCSM	INTERNSHIP IN PHYSICAL SCIENCE	Y	INT
PHYS 391	FCSM	INTERNSHIP IN PHYSICS	Y	INT
PHYS 799	FCSM	PHYSICS MASTERS INTERNSHIP	Y	INT
POSC 465	CLA	EDITORIAL WORK - TOWSON JOURNAL OF INTERNATIONAL AFFAIRS	Y	INT
POSC 493	CLA	INTERNSHIP I	Y	INT
POSC 494	CLA	INTERNSHIP	Y	INT
POSC 593	CLA	INTERNSHIP IN POLITICS	Y	INT
PRWR 797	CLA	INTERNSHIP PROF WRITING	Y	INT
PSYC 433	CLA	GROUP PSYCHOTHERAPY INTERNSHIP	Y	INT
PSYC 435	CLA	INTERNSHIP IN PSYCHOLOGY	Y	INT
PSYC 454	CLA	INTERNSHIP IN PSYCHOTHERAPY	Y	INT
PSYC 697	CLA	PRACTICUM IN CLINICAL PSYCHOLOGY	Y	PRC
PSYC 745	CLA	PRACTICUM IN COUNSELING PSYCHOLOGY	Y	PRC
PSYC 793	CLA	INTERNSHIP IN COUNSELING PSYCHOLOGY	Y	INT
PSYC 794	CLA	INTERNSHIP IN SCHOOL PSYCHOLOGY I	Y	INT
PSYC 795	CLA	INTERNSHIP IN SCHOOL PSYCHOLOGY II	Y	INT
PSYC 796	CLA	INTERNSHIP IN SCHOOL PSYCHOLOGY II	Y	INT
PSYC 797	CLA	INTERNSHIP IN CLINICAL PSYCHOLOGY	Y	PRC
REED 626	COE	CLINIC INTERNSHIP IN READING	Y	INT
REED 726	COE	ADVANCED CLINIC INTERNSHIP IN READING	Y	INT
SCED 383	COE	INTERNSHIP IN SECONDARY EDUCATION-ENGLISH	Y	INT
SCED 384	COE	INTERNSHIP IN SECONDARY EDUCATION-FRENCH	Y	INT
SCED 386	COE	INTERNSHIP IN SECONDARY EDUCATION-GERMAN	Y	INT

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SCED 389	COE	INTERNSHIP IN SECONDARY EDUCATION-HISTORY	Y	INT
SCED 394	COE	STUDENT TEACHING IN SECONDARY EDUCATION- SPANISH	Y	INT
SCED 396	COE	INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE	Y	INT
SCED 399	COE	DIFFERENTIATED INTERNSHIP - SECONDARY	Y	INT
SCED 499	COE	INTERNSHIP IN SECONDARY EDUCATION	Y	INT
SCIE 393	FCSM	INTERNSHIP IN SECONDARY EDUCATION-SCIENCE	Y	INT
SEMS 498*	COE	U TEACH - INTERNSHIP IN MATH & SCIENCE SECONDARY EDUCATION	Y	INT
SEMS 498*	CSM	U TEACH - INTERNSHIP IN MATH & SCIENCE SECONDARY EDUCATION	Y	INT
SOCI 491	CLA	INTERNSHIP IN SOCIOLOGY I	Y	INT
SOCI 492	CLA	INTERNSHIP IN SOCIOLOGY II	Y	INT
SPAN 497	CLA	INTERNSHIP IN SPANISH	Y	INT
SPED 491	COE	INTERNSHIP: STUDENTS WITH DISABILITIES IN ELEMENTARY/MIDDLE GRADES	Y	INT
SPED 496	COE	INTERNSHIP: STUDENTS WITH DIABILITIES (SECONDARY/ADULT PROGRAMS)	Y	INT
SPED 497	COE	INTERNSHIP: STUDENTS WITH DISABILITIES IN INFANT/PRIMARY PROGRAMS	Y	INT
SPED 498	COE	INTERNSHIP: SPECIAL EDUCATION	Y	INT
SPED 741	COE	INTERNSHIP: STUDENTS WITH DISABILITIES	Y	INT
SPPA 487	CHP	CLINICAL INTERNSHIP	Y	PRC
SPPA 488	CHP	INTERNSHIP COMM SCI & RELATED	Y	INT
SPPA 690	CHP	CLINICAL PRACTICUM ON-CAMPUS	Y	PRC
SPPA 745	CHP	ADVANCED CLINICAL PRACTICUM ON-CAMPUS	Y	PRC
SPPA 746	CHP	ADVANCED CLINICAL PRACTICUM OFF-CAMPUS	Y	PRC
SPPA 747	CHP	ADVANCED CLINICAL PRACTICUM IN SCHOOLS	Y	PRC
SPPA 748	CHP	ADVANCED PEDIATRIC PRACTICUM	Y	PRC
SPPA 798	CHP	ADVANCED CLINICAL PRACTICUM CONTINUUM ON-CAMPUS	Y	PRC
SPPA 799	CHP	CLINICAL PRACTICUM CONTINUUM OFF-CAMPUS	Y	PRC
THEA 487	COFAC	PROFESSIONAL THEATRE SEMINAR	Y	INT
THEA 490	COFAC	PERFORMANCE PRACTICUM	Y	PRC
THEA 492	COFAC	THEATRE PRODUCTION: ACTING	Y	PRC

<b>Course</b>	<b>College</b>	<b>Course Title</b>	<b>In PeopleSoft Query</b>	<b>Component</b>
THEA 494	COFAC	THEATRE PRODUCTION: SCENIC ELEMENTS	Y	PRC
THEA 495	COFAC	THEATRE PRODUCTION: LIGHTING & SOUND	Y	PRC
THEA 496	COFAC	THEATRE PRODUCTION: COSTUME	Y	PRC
THEA 497	COFAC	THEATRE PRODUCTION: RUNNING CREW	Y	PRC
THEA 498	COFAC	THEATRE PRODUCTION: ADMINISTRATION	Y	PRC
WMST 496	CLA	INTERNSHIP IN WOMEN'S STUDIES	Y	INT
WMST 620	CLA	FIELD EXPERIENCE	Y	PRC

## NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION STANDARDS

### EIGHT PRINCIPLES OF GOOD PRACTICE FOR ALL EXPERIENTIAL LEARNING ACTIVITIES

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Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. **Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.
2. **Preparedness and Planning:** Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.
3. **Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. **Reflection:** Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.
5. **Orientation and Training:** For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.
6. **Monitoring and Continuous Improvement:** Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against

intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

7. **Assessment and Evaluation:** Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.
8. **Acknowledgment:** Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA;  
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## SYLLABUS STATEMENT RECOMMENDATIONS

Office of Inclusion & Institutional Equity  
Title IX Coordinator

The Office of Inclusion & Institutional Equity (Title IX Coordinator) recommends the following statements to be added to syllabi. These statements clearly state your role as a responsible employee required to report disclosures of sexual misconduct and provide guidance to students on TU support resources.

Towson University (TU) is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence [Policy 06.01.60]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. It is a goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is required to share information with the Title IX Coordinator regarding disclosures, but know that the information will be kept private to the greatest extent possible. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the TU Counseling Center 410-704-2512 to schedule an appointment, and locally within the community at TurnAround, Inc., 443-279-0379 (24-hour hotline) or 410-377-8111 to schedule an appointment.

For more information, please consult [TU policies](#).