GUIDE TO HOSTING ACADEMIC INTERNS

Policy, Process, and Best Practices

GUIDE TO HOSTING ACADEMIC INTERNS

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Juan Benitez, Ph.D.
Executive Director Center for Community Engagement

Michelle Chang, MS
Director Academic Internships Office

Beth Manke, Ph.D.
Senior Faculty Fellow Academic Internships Office; Director, College Corps at The Beach & LBCIP

Kristal Domme
Internship Programs Assistant, College Corps @ The Beach, LBCIP

The Center for Community Engagement (CCE) engages the university and community in creating a just and civil society where every member functions as an agent of social change. The Academic Internships Office housed in the CCE supports this mission by providing institutional infrastructure and support to colleges and programs to sustain and scale academic internships.

This guide is intended for internship site supervisors who oversee and mentor academic interns at their organizations. It provides details of university related policies and procedures, provides resources and templates for best practices in managing academic internships, and serves as a useful reference for addressing matters concerning academic internships.

Adapted from the College Corps Community Host Site Training Guide and Long Beach Community Internship Program Hosting Your Intern Guide

Center for Community Engagement, Academic Internships Office
Location: AS-127   Phone: 562-985-7131   Email: cce-internships@csulb.edu

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Getting Started

What is an internship?

Internships are _high-impact practices_ that align a student's academic work in a meaningful, productive way that can also meet your organization's goals and energize your organization with fresh ideas. An internship formally integrates the student's academic study with practical experience in a cooperating organization.

According to the National Association of College and Employers and The Fair Labor Standards Act, to be considered a high-impact practice, internships must:

- Be an **extension of the classroom**- a learning experience that applies the knowledge gained in the classroom. The internship should not replace a regular employee.
- Have a **defined beginning and end date**, typically aligned with the academic calendar.
- Have **clearly defined learning objectives/goals** related to the professional goals of the student's coursework.
- Be **supervised by a professional**, preferably with expertise and background in the field or function the intern is serving in.
- **Offer routine feedback** from the supervisor and a formal evaluation at the mid-point and end of the internship.
- **Provide resources, equipment, and facilities** that support learning objectives/goals. Student interns should not incur any costs by participating in the internship.

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What is the difference between an intern and an employee or volunteer?
An internship's primary focus is on the student intern's professional development, learning objectives, and mentoring relationship between the intern and their site supervisor(s). Internships include four key components:

Deliberate learning: this includes goal setting, honing professional skills, and developing career specific competencies.

Reflection: interns reflect on their experiences and relate their experiences to coursework

Professional development: interns are trained on and develop essential skills, such as communication, taking initiative, problem solving, and teamwork.

One-on-one mentoring: interns receive ongoing supervision, guidance, and feedback

How does this differ from an employee?
An intern is not expected to have mastered specific professional or technical skills needed to complete the work independently when they begin the internship. Internships are meant to provide students an opportunity to learn, practice, and hone professional skills under the supervision of an experienced professional. For example, if you are interested in launching a social media campaign, an intern should not be expected to create, implement, and manage the campaign on their own. An intern can assist in the process by completing research, creating graphics and content, collecting data, and assisting with completing reports. A staff member with experience or expertise in communications should supervise and mentor the intern. Interns should not replace the work an employee would do at your organization.

How does this differ from a volunteer?
Volunteers are there for the benefit of the organization and typically do not benefit from deliberate learning, reflection, skill development, or mentoring. An intern is also expected to create learning goals and outcomes, engage in a mentoring relationship, keep a consistent work schedule, and are given professional assignments and tasks.

Are you ready to host an intern?

To gauge whether your organization is "ready" for an intern, there are several things to consider.

Resources:

- Do we have the **time and human resources** to support an intern? There will need to be a dedicated staff person, or people, that oversees the orientation, onboarding, training, and supervision of the student intern. Ongoing training and supervision can be completed by multiple staff members depending on the intern's role and assignments, but there should be a dedicated person that oversees the entire internship experience.
- Do we have the **physical and/or technological resources** to support an intern? Things such as a dedicated workspace, computers, internet access, parking, etc. should be provided to the student intern at no cost. If the intern is working remotely, make sure the student has access to the files and software they need to complete their work.

Work/Projects:

- Are there **quality work assignments and projects** for the student intern to work on? This might include: assisting, creating, or overseeing specific projects or programs; participating in staff meetings; shadowing and networking with upper-level leadership.
- Will interns be able to **apply the knowledge** they have learned in the classroom to the workplace?
- Are work **assignments attainable yet challenging** for interns, allowing for the development/enhancement of tangible skills?

Supervision:

- Is there a **dedicated person to train, supervise, and mentor interns**? Responsibilities may include: creating an orientation for interns, holding weekly check-in meetings with interns, available to answer questions, support the intern in meeting their learning objectives, providing the intern with career development opportunities in and out of the organization, and evaluating and providing feedback on the intern's performance.
- Does the **intern's supervisor have some level of expertise** in the areas in which the intern will be working? An intern should not replace the work of an employee and should not be expected to have mastered specific professional or technical skills needed to complete the work independently when they begin the internship.

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Paid vs. Unpaid Internships

We strongly encourage all organizations offer pay to interns. Paid internships ensure that all students, but especially those with compelling financial circumstances, have access to valuable experiential learning opportunities. Most students work part-time to contribute to college expenses and would be unable to leave a part-time position for an unpaid internship. Offering a wage for the internship program will ensure you are attracting the best candidates.

Internship wages vary by industry and job responsibility. Information on California minimum wage can be found at- https://www.dir.ca.gov/dlse/minimum_wage.htm?os=w&ref=app.

For legal guidelines and information on Department of Labor Regulations and hiring an unpaid intern in a for-profit sector, visit https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships

We understand that not all organizations are able to offer an hourly pay to interns. Compensation can include covering transportation costs, parking, stipends, free lunch, subsidized housing, and other benefits.

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Academic Credit: How does it work?

Pursuing academic credit for an internship is determined by the intern and their academic department. An organization cannot give academic credit for an internship. An organization can, however, be supportive of a student completing the internship for academic credit. Most of the required pieces in credit-bearing internships are best practices that organizations should consider implementing anyway (e.g. learning agreements, goal setting, mentoring, feedback, and evaluation). Students completing an internship for academic credit are responsible for the academic work outside of their internship hours.

The items an organization are generally involved in when hosting an intern earning academic credit are:
- Approving the internship and agreeing to the site expectations.
- Reviewing and offering feedback on learning agreements that the student prepares.
- Giving regular informal and formal feedback and support.
- Completing a Final Evaluation and reviewing it with the intern.

Depending on which internship course the student is enrolled in, they might have different requirements to complete. For example, students enrolled in a Journalism Internship Course need to complete 120 hours, whereas students enrolled in the Psychology Internship Course need to complete 90 hours. The internship course will also dictate the assignments interns and supervisors need to complete, such as learning contracts and formal feedback forms.

Please communicate with your student intern at the beginning of the internship to understand their course requirements. You can also request the internship faculty's contact information and communicate directly with the faculty member if you have any questions or concerns.

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How to Become an Internship Partner

The Center for Community Engagement has developed a streamlined four-step process for organizations to become official partners.

Step 1: Complete the Request to Initiate Partnerships Form on Cal State S4.
All interested companies, nonprofits, and City Departments are required to complete an online form to gather general information about your organization. The form can be found on [Cal State S4](#). The form will ask what type of experiential learning opportunities you are selecting, indicate "Academic Internships" for internship position. Through the form you will also complete the necessary risk analysis questions required by CSULB Risk Management and Contract Services. Once the form is complete, it will be reviewed by the Academic Internships Office. If follow up information is needed, someone from the Academic Internships Office will contact you for more information.

Step 2: Submit an internship description for review.
Once your form has been approved. Submit a copy of your internship description for review. Once approved, the internship description will be shared directly with departments and faculty to recruit students. Review the [Internship Description Template](#) for guidelines on how to write an effective internship description.

Step 3: Complete a Student Field Placement Agreement
All businesses, nonprofit organizations, and City Departments, offering unpaid internships must complete an agreement with CSULB through an "Affiliation" or "Student Field Placement" agreement (SFPA). The agreement secures the student's access to the site and ensures that the site's personnel will supervise the student and provide a meaningful experience. The agreement also defines the relationship between the University, the site, and the student and addresses issues of risk and liability.

We will check with CSULB Contract Services office to see if your organization already has a Student Field Placement Agreement. If not, we will contact your organization to execute an agreement via DocuSign, a software that allows users to electronically sign and manage agreements online. Someone with signing power, such as a Director or CEO, will need to sign the agreement. We will need the name and email address of that person to execute the electronic agreement.

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How to Become an Internship Partner

This process can take anywhere from one week to two months depending on any negotiations requested by either party. We recommend organizations complete the SFPA while they are accepting applications and interviewing students so that an agreement can be in place by the time the student begins the internship.

Step 4: Receive applications and interview students.
Students will follow the directions you have provided on the Internship Position Description to apply to your opportunities. Once you receive an application and am interested in interviewing the student, contact them directly to schedule an interview. This is also an opportunity for the students to get to know your organization and identify if your organization is a good fit with their personal and professional goals. The interview process is a professional development experience for students that gives them the opportunity to practice self-presentation, responding to questions, and professionalism.

Interviewing Best Practices

During the interview process you can share information about your nonprofit, share potential projects the student intern will be able to participate in, and identify students who will be the best fit for your organization.

Expect to set aside 30 – 45 minutes for each interview, you can decide to interview students individually or in small groups. People who should be involved in the interview include the internship site supervisor and any additional colleagues who may work with the intern. In this time window, we suggest preparing anywhere from 6 – 10 interview questions. Also, we recommend that you leave time at the end of the interview for students to ask their own questions.

A. Open the interview (1 – 2 minutes)
- Build friendly rapport through small talk.
- Provide an overview of the interview structure.
- Let the student know they will have a chance to ask questions at the end.
- Interviewers introduce themselves.

B. Ask questions and gather information (15 – 20 minute)

General interview questions can include:
- Tell me about yourself and why you're interested in working with our organization?
- How has your education and/or previous experiences prepared you to work with our organization?
- What are your strengths?
- What is an accomplishment that you are proud of and why?
- What motivates you?
- What are your areas of improvement?

Behavioral/Situational interview questions may include:
- Tell me about a time you worked in a team to complete a project.
- Tell me about a time you worked independently to complete a project.
- Tell me about a challenge or conflict you've faced and how you dealt with it.
- Share a time when you went above and beyond the requirements for a project.

Interviewing Best Practices

Questions specific to your needs
You may also want to ask questions more specific to the needs of your organization. For example, if you are looking for a student intern to help with social media and communications, you might ask "Which social media platforms are you most comfortable with and how have you used them in the past?" or "Our goal is to increase the number of followers on our Instagram page, what is an idea you would have to help meet that goal?"

C. Allow the student time to ask their questions (5 – 10 minutes)

D. Wrap up (1 – 2 minutes)
- Thank them for their time.
- Discuss any specific scheduling or in person requirements to ensure your schedules align.
- Share next steps and when students might hear back from your organization.
- End on a positive note.

E. Make an offer and gather necessary internship requirements from students.
Once you have identified a student or students to participate in your internship, contact them to extend the offer. If the student accepts the offer, gather the following information to assist you in communicating effectively with the student and internship faculty.
- Student's preferred email address and phone number.
- Name of their internship faculty and email address.
- Requirements associated with their internship class, including number of hours they need to complete, additional forms to complete, and deadlines.

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CSULB Academic Internship Programs

The Academic Internships Office also houses two academic internship programs and supports a third campus wide program. Organizations can apply to participate in these programs and all students receive an educational award from CSULB.

College Corps at the Beach
With funding from California Volunteers and other state offices, CSULB has partnered with other institutions to develop and provide paid internship opportunities and programs. College Corps @ The Beach works with campus and community partners to place students in two-semester paid internships.

Learn about how to become a community host site with CSULB. Intern placements will focus on key issues related to environmental stewardship, food insecurity, and K-12 education. The goal is to create debt-free pathways to college while engaging students in solving problems in their communities.

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Long Beach Community Internship Program

The Long Beach Community Internship Program (LBCIP) is a collaborative internship program that creates pathways for CSULB juniors and seniors who are Long Beach Promise Students to engage in meaningful paid internship opportunities while they apply coursework to real world settings, hone professional skills, network, and explore local career opportunities.

Learn about how to become a LBCIP host site.

Project Resilience Internship Program

Project Resilience offers opportunities for first-gen, low-income, and/or AANHPI students to gain workplace experience and learn career skills. Through these internships, students are able to explore potential careers and gain invaluable experience working with AANHPI serving organizations.

To learn more about how to be an internship host site, contact cce-internships@csulb.edu.

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Internship Site Roles, Responsibilities, & Expectations

Program events

If your student intern is participating in a specific campus internship program, such as College Corps@The Beach, the Long Beach Community Internship Program, or Project Resilience, throughout the semester internship programs will host networking and professional development events for students and internship partners. We ask that internship sites allow students flexibility to participate in these events. We also strongly encourage internship sites to participate in these events, such as the Program Kick-Off event and Closing Ceremony as it means a great deal to the students, gives us a chance to connect and celebrate the program, and will sometimes incorporate networking opportunities for our students. These dates will be shared before the start of each semester.

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Orientation

An orientation is required to take place during the interns first day or week of the internship. It is very important that interns be warmly welcomed and introduced to your organization, just as you would welcome a new employee. Not only are interns new to your organization, in many cases, they are new to the professional world of work. You can use this [Orientation Checklist](#) to help structure the content of your orientation.

Purposes for an orientation:
- Introduce and welcome the interns to your organization.
- Address logistics such as: schedules, access to technology, organization culture, communication practices, etc.
- For you to reinforce or set joint expectations for the internship.
- Provides a dedicated space to ask questions.
- Establish or begin discussions on goal setting and what you and the student hope to gain from the internship.
- Discuss the process for problem solving during the internship- are there key people or departments the intern should be aware of or who they should speak to if they have issues or questions?
- Clarify policies, such as dress code or communication practices.

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Orientation

Some topics that can be covered during an orientation include:

- A review of the company history, overview, mission, values, and structure. This will help the intern better understand the role they play and how their work fits into the overall organizational structure and mission.
- Discussing paperwork and policies with student interns. If they are going to be late or need to adjust their schedule, who do they talk to? Is there specific onboarding paperwork they need to complete and how do they do so? Who should they speak to if they have questions or concerns?
- Communication practices and expectations. This might be their first professional experience, so they will need some guidance on things such as email etiquette. Also share your communication preferences. Do you want students to email you their questions, drop by your office, or wait until a formal meeting? Setting these boundaries and expectations early can ensure that there is no miscommunication and things run smoothly.

If this is an in-person internship, be sure to review the safety and emergency policies and procedures. Is there a dedicated meeting space they should go to during an emergency? Make sure interns are aware of emergency exits and protocols during an emergency. Also take some time to give them a tour of the facilitates so they know where they can take a break, get materials they need, and introduce them to employees that they might be working with.

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Virtual Internships

You may decide to have your interns completed some, or all, of their internship hours remotely/virtually. If you do, there are several things to consider:

Equity and Access: Keep in mind students come from a variety of socioeconomic backgrounds and opportunities and may not have the technological tools needed for a virtual internship. Ensure the intern has the necessary technology and support prior to the start of the internship, and a provide loaner laptop, internet card, webcam, and/or other equipment if needed. Additionally, ensure the intern is granted access to all necessary systems prior to their start date.

Students engaged in virtual internships should not incur any personal expenses.

Any such costs, including the purchase of software and hardware for the purposes of the internship, should be covered by the internship host site, or alternative arrangements provided to the student prior to starting the internship. If interns express a hardship, please refer them to their internship instructor and we can work with the student to access on campus resources, such as laptop and hotspot loan programs.

Communication: Your interns need a point of contact within your organization. This may be a manager, supervisor, or online instructor. One key individual should oversee intern online assignments and communicate with them directly. The coordinator is also responsible for answering questions, resolving issues, and offering one-on-one support. In some cases, they may even act as a mentor who utilizes their personal experience and skills to enrich the online training experience.

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Pre-arranged Schedules: Although a key feature of remote internships is the flexibility of the work schedule, supervisors and interns should agree upon a definitive time allotment per week and per day for internship activities.

- *Shift caps* – defining the amount of accrued time allotted for any given task - are strongly recommended to avoid unreasonable work demands and any conflict with reported internship hours. If a defined work schedule and/or shift cap is not established, disputes may result as to how long tasks took the student to perform.

Expectations: This may be the first time your intern has worked in an independent work environment which necessitates such high levels of self-motivation and personal organizational skills. The more support and tools you equip them with in this new environment, the more easily they will adapt.

[Best Practices for Virtual Internships,](#) this reference guide provides additional considerations and best practices along with resources to help you structure your virtual internship.

Ongoing Training and Feedback

Regardless of whether your intern works in person or remotely, ongoing training should be provided when new tasks or assignments are introduced and as part of their learning and professional development experience. The training will help to set expectations, practices, and procedures. This can be specific instructions on how to complete assignments or how to engage with and answer client or customer questions. This training also facilitates skill development that the intern needs to complete their work as well as develop their professional skills.

This ongoing training helps to build confidence in the intern's ability to perform and accomplish tasks. When training, try to put the work into context so that interns can understand how their work contributes to the team and how their work helps the organization achieve their mission and goals.

Training can be done in multiple ways.
- You can schedule a dedicated meeting to introduce new tasks.
- Having a written manual or online information for interns to reference and refer to is also helpful. This can also be a great project for an intern. If there is currently no manual, an intern project can be to create a manual or help in updating the manual as they go through their internship experience.
- Training should also be done to explain how to fill out specific forms, such as client in take forms, or supervision of specific procedures and practices, such as data collection and analysis.
- Interns can also learn from others. They can conduct informational interviews or shadow other staff or team members to learn about tasks and assignments.

Interns also need support and timely feedback so that they can continually improve. Providing them with one-on-one guidance can help them identify strengths and weaknesses. As supervisors, you can also turn missteps into learning opportunities and give students the tools they need to expand their knowledge. This may be in the form of peer-based feedback, manager evaluations, or online self-assessments that identify areas for improvement.

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Intern Assignments

Interns should be assigned *meaningful work* that aligns with the organization's priorities and helps the student meet their professional goals. Assignments and tasks should align with the learning outcomes and goals agreed upon by the intern and site supervisor. Students enrolled in an internship course will typically have an assignment where they develop learning goals and objectives for the internship. We encourage you talk with the student about their goals and provide feedback on how they can develop those goals within the internship. If the intern doesn't have this assignment, this is a useful tool for you as an internship supervisor to use to help structure the internship.

Interns typically develop three types of goals:

Knowledge Goal	Skill Goal	Attitude/Values Goal
Pertains to industry specific knowledge. This can be learning a specific software program or procedure that is typically used in the career they are exploring.	This is an essential or transferable skills such as time management, taking initiative, and confidence speaking in front of others.	This goal is focused on honing or changing personal attributes, such as becoming more self-confident or more accepting of diverse opinions.

Review the [Sample Internship Learning Contract/ Goals](#) template to see how you can structure learning goals and tasks with your intern.

Sample projects and assignments:
- Translating documents to provide resources to a larger audience.
- Researching and identifying grant opportunities and assisting in preparing grant applications.
- Reviewing client satisfaction surveys and creating graphics for annual reports.
- Helping to create campaigns and post content onto social media channels.
- Assisting with the development of new programming and implementing initiatives.
- Copy editing marketing and web content.

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Mentoring Interns

Mentoring is typically defined as a relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee). While this definition may sound similar to the relationship of the supervisor and the supervisee, the primary focus of supervision is accountability for the supervisee's performance (e.g., conducting performance evaluations, documenting professional behavior). In contrast, mentoring focuses on creating effective ways to build skills, influence attitudes, and cultivate aspirations.

Mentors teach, support, and evaluate mentees. Mentors dedicate their time to share knowledge, teach skills, and assist the intern in becoming part of the team. Strong mentors are good listeners, able to provide honest feedback, try to understand the intern's strengths and weaknesses, and are concerned with the intern's professional development.

Mentors are Teachers that:	Mentors are Supports who:	Mentors are Evaluators who:
- Provide orientation and introductions to the organization. - Train mentees to prepare for independent work. - Explain projects, policies, and processes. - Correct or redirect inappropriate actions.	- Ease transition to the workplace. - Answer questions and concerns. - Serve as a role model. - Foster the intern's confidence.	- Provide constructive and positive feedback to the intern on a regular basis. - Provide evaluative feedback to course instructors.

Resources:

15 Best Practices for Internship Programs, National Association of Colleges and Employers

Best Practices for Creating a Successful Virtual Internship, Harvard Business School

Creating a Virtual Onboarding Program, LinkedIn

Managers Guide to Giving Feedback to Intern, hubgets

5 Ways to be a Mentor to Your Intern, Business Collective

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Attendance

Interns are expected to show up on time for scheduled training and shifts. Interns should work with the site supervisor to create a predictable schedule that works with the student's academic commitments while meeting the needs of the internship site. Interns should contact the site supervisor as soon as they know that they will be late or will not be able to make a scheduled shift. Throughout the semester, interns should continually progress toward completing their total hours. The total hours are dependent on the interns major/department requirements.

Timesheets

Timekeeping is a critical responsibility, since every intern should document their hours to ensure they complete their major/department requirements. Interns are responsible for tracking their hours and follow directions provided by their internship faculty on how to track those hours. We recommend that timesheets be completed accurately (daily or weekly) and submitted on a regular basis (bi-weekly or monthly) for approval by their internship supervisor(s).

It is the responsibility of the site supervisor to review and approve timesheets in a timely manner that allows interns to:

- Accurately track hours served toward completion of their requirements.
- Meet course requirements and deadlines.

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Internship Site Legal Information

Breaks

If serving for a period of more than five (5) hours in one (1) day, interns must be provided with a meal period of between thirty (30) minutes and sixty (60) minutes, during which time interns are to be relieved of all internship-related duties.
 **Exception: If a period of no more than six (6) hours will completed in one day, and the meal* period has been waived by both the intern and the internship supervisor at the beginning of the shift, then the intern does not need to take a meal period.

The meal period cannot be taken at the beginning or the end of the shift. Interns are expected to clock out for meal periods, so this time will not count towards hours completed. Interns are authorized to take a fifteen (15) minute break for every four (4) hours of work.

Unpaid Internships

We strongly encourage all organizations to offer pay to interns. Paid internships ensure that all students, but especially those with compelling financial circumstances, have access to valuable experiential learning opportunities. Most students work part-time to contribute to college expenses and would be unable to leave a part-time position for an unpaid internship. Offering a wage for the internship will ensure you are attracting the best candidates. Internship wages vary by industry and job responsibility. Information on California minimum wage can be found at-
https://www.dir.ca.gov/dlse/minimum_wage.htm?os=w&ref=app

For legal guidelines and information on Department of Labor Regulations and hiring an unpaid intern in a for-profit sector, visit https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships

We understand that not all organizations are able to offer an hourly pay to interns. Compensation can include covering transportation costs, parking, stipends, free lunch, subsidized housing, and other benefits.

Accommodation Plan for Students with Special Needs

No qualified individual with a disability shall, by reason of disability, be excluded from participation in or be denied the benefits of the program, services, or activities of the program, or be subjected to discrimination by the program. Nor shall the program exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. According to the Americans with Disabilities Act (ADA), the term "disability" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the individual's major life activities, a record of having such an impairment, or being regarded as having such an impairment. "Major life activities" means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A "qualified individual with a disability" is an individual with a disability who with or without reasonable accommodations meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the program. Reasonable accommodations may include modifying rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services.

The university and internship site shall make reasonable accommodations in policies, practices, or procedures when the accommodations are necessary to avoid discrimination on the basis of disability, unless the program can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity, and/or impose an "undue hardship". A reasonable accommodation may include: making facilities readily accessible to and usable by individuals with disabilities; job restructuring; part-time or modified schedules; acquisition or modification of equipment or devices, training materials, or policies; etc.

Student interns may request reasonable accommodations by contacting their internship instructor. Faculty will work with students, the CSULB Bob Murphy Access Center, and internship host sites to implement the appropriate accommodations.

Civil Rights & Non-Harassment Policy

Regulation XIV: Interim CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation

The California State University is committed to maintaining an inclusive and equitable community that values diversity and fosters mutual respect. All Students and Employees have the right to participate fully in CSU programs, activities, and employment free from Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking and Retaliation.

Per the Executive Orders, CSULB employees are required to report forward any potential allegations of Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation will be transferred to Equity & Diversity to first review prior to undergoing the Grade Appeal process (CSU Interim Policy Article V, Section A).

The following person has been designated to handle inquiries regarding the non-discrimination policies:
Larisa Hamada, Title IX Coordinator & DHR Administrator
Location: Foundation Building, Suite 220
Email: larisa.hamada@csulb.edu | Phone: (562) 985-8256

Emergency Response Plan
Emergency plan information is required as part of the partnership request form, an emergency preparedness orientation for the student at the learning site is required, and the internship site must keep emergency contact information for the student on file and accessible in the case of an emergency.

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Addressing Issues with Interns

The internship site supervisor and CSULB internship faculty/staff will work together to address issues that might arise with interns. Issues may arise throughout the semester, such as tardiness, absences, and interns not meeting expectations or completing agreed upon assignments and tasks. We recommend implementing a progressive feedback process. Feedback may take the form of verbal warnings and/or written warnings, and lead to suspension or termination. The process is designed for internship site supervisorsto collaborate with their interns and internship faculty to determine the appropriate response under the circumstances. Because it is based on communication and collaboration, progressive feedback also helps interns improve and succeed in their internship.

Interns must be aware that if behaviors do not improve to meet internship site expectations and requirements, they are jeopardizing their internship position and completing their academic requirements. It is the goal of the Academic Internships Office and CSULB faculty/staff coordinating college and department level internships, to provide clear communication to interns so that each intern can correct, and thereby improve, their behavior and/or performance.

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Issues and Complaint Process

The site supervisor may be the first person that an intern approaches with an issue or complaint. We encourage you to do your best to address the issue with the intern directly and work toward a solution. If that does not seem to be working, please advise the internship faculty so that they can support you and the intern in progressing though the steps to reach a solution.

While interns may experience moments of challenge throughout the semester, we anticipate that most will be able to resolve any problems they face. For some interns, these barriers will require assistance from campus faculty, staff, or possibly campus administrators. If an intern brings an issue or complaint to their supervisor, please work with them to address any issues related to their internship work.

Step 1: Identify the issue.
Student interns may encounter different types of issues throughout the semester. Ask questions of the student to identify what types of issues they may be encountering. Or clearly articulate to the student intern what issues you are observing from the intern.

Potential issues include:

Personal Issues: If students bring up issues related to personal challenges, including food or shelter insecurity, concerns about their academics and coursework, or mental health issues, please advise students to connect with on campus resources for support. You can also recommend the student to communicate these concerns with their internship faculty and/or a trusted staff/faculty member on campus. Here is a reference to CSULB resources for students.

- All Campus Resources
- Basic Needs (food, housing financial) Resources
- Mental Health Resources

Work Performance Issues
There might be times where you need to address work performance issues with student interns. For some students, this is their first professional experience and will need more guidance and support to understand workplace culture and expectations and need more concrete and tangible steps to achieve their goals.

Behavioral Issues
As mentioned, this might be the student's first professional experience, and the student is not familiar with expectations of workplace communication or interactions. Provide specific examples of the behavior, clarify why is it inappropriate in the workplace, provide how the behavior should be corrected, and state the consequences if the behavior is not corrected.

Step 2: Revisit the student's learning plan and create tangible timelines and outcomes.

Continue to document conversations with the student intern. If needed, a written performance improvement plan can be drafted to outline commitments the internship site and/or student will adhere to, to resolve the issue. The internship site supervisor and student should sign the performance improvement plan to indicate both parties agree to the terms and timelines developed.

Work Performance Issues
At the beginning of the internship, students and site supervisors should have completed and signed an agreed upon learning plan. This would be a good opportunity to revisit the learning plan to see if adjustments need to be made.

For some students, this is their first professional experience and will need more guidance and support to achieve their goals. You can assist by breaking down learning goals, implementing a tangible timeline with deliverables, and checking in with students to see what questions or assistance they need along the way.

Keep open lines of communication and hold the student accountable to meeting their internship goals. Keep in mind, student interns are people first and issues in their personal lives and academics might take priority. We encourage you to lead with empathy to understand what support the student intern might need and if it is something your organization can provide. You can also refer students to their internship instructor and/or the resources listed above for additional support.

Behavioral Issues
Address the behavior as soon as possible after observing the behavior. Meet with the student to discuss your concerns and if needed develop a performance improvement plan to guide the conversation and set clear expectations.

During the conversation, the site supervisor will:
- Provide specific examples of the unacceptable behavior or situation.
- Specifically state how the behavior or situation is to be corrected and provide a time frame for improvement; complete a Performance Improvement Plan as necessary.
- State the consequences if the behavior or situation is not corrected.

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Step 3: If the student's performance or behaviors do not improve, or the student needs additional support, contact the internship instructor for support.

We recommend internship site supervisors document any communications, recommendations, feedback, and/or conversations they have had with the student intern. They can contact the internship instructor to share this information and request assistance in mediating a conversation with the student intern. If needed, additional university leadership and organization leadership may be brought into the conversation to mediate.

If the situation cannot be resolved, the internship site can decide to terminate the internship, or the student can decide to not continue at the internship site.

For any additional assistance or support, please contact the Academic Internships Office at cce-internships@csulb.edu.