



INTERNSHIP INSTRUCTOR HANDBOOK

2025

CCE
ACADEMIC
INTERNSHIPS
OFFICE
CSULB



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INTRODUCTION



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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 instructors, faculty, and staff who teach and/or coordinate college or department level academic internships. It provides details of the procedures in place to ensure alignment with CSU system-wide and campus policies, provides resources and templates for best practices in managing academic internships, and serves as a useful reference for addressing matters concerning academic internships.

[Center for Community Engagement, Academic Internships Office](#)

Location: AS-127

Phone: 562-985-7131

Email: cce-internships@csulb.edu





GOVERNING DOCUMENTS

Executive Order (EO) 1064, issued by the California State University Chancellor's Office, establishes guidelines for CSU campuses to use in the development of policy for administering academic internships.

Per EO 1064, campus internship policies should include, at a minimum, the following:

1. Internship Planning
2. Placement Assessment
3. Internship Site Visits
4. Placement and Orientation
5. Annual Review

PS 24-21 is the CSULB Policy on Academic Internships (Non-clinical/non-licensure). The purpose of the policy is to address Chancellor's Office Executive Order 1064 by establishing guidelines for CSULB's student Academic Internships (non-clinical/non-licensure) policy and procedures. The policy affirms the beneficial educational purpose of student Academic Internships and seeks to maximize educational experiences within internships, while mitigating the risks to participants and minimizing the University's liability exposure.

RISK MANAGEMENT

CSULB is supportive of academic internships that enhances the academic experience and supports the needs of the community. The primary concern associated with academic internship experiences that include academic credit is student safety.

Long-term and short-term agreements between CSULB and community organizations must include understanding and adherence to risk management issues initiated in the Partnership Request and Risk Assessment Form and articulated in the short-term and long-term agreements generated by CSULB and ultimately signed by the University and the partner organization. Such measures include the gathering, retention and disclosure of important information to all parties involved in experiential learning, the utilization of formal agreements that define respective obligations, and a requirement that the learning site maintain a minimum amount of insurance coverage.

CSULB provides two types of professional and general liability insurance for students enrolled in academic internship courses.

[The Student Academic Field Experience for Credit Liability Insurance Program \(SAFECLIP\)](#)

SAFECLIP is designed to protect students from claims arising out of actual or alleged incidents when the loss results from the student's fieldwork experience or internship program. SAFECLIP provides Professional Liability and General Liability for enrolled students in experiential learning courses, including service learning, academic internships, and fieldwork.

[The Student Professional Liability Insurance Program \(SPLIP\)](#)

SPLIP is designed to protect students from claims arising out of actual or alleged incidents when the loss results from the practice of the student's profession during an internship program. SPLIP provides Professional Liability and General Liability for students enrolled in a Health Profession practicum, Social Welfare program, Social Work program, or Education Credential program when required by a host institution for participation in the internship program.

RISK MANAGEMENT

For additional information on student professional liability insurance coverage and limits, please contact the [Risk Management Office](#).

Risk Management
Brotman Hall (BH 346)
1250 Bellflower Blvd.
Long Beach, CA 90840-0123
RiskManagement@csulb.edu

To be eligible for coverage, a student must be enrolled in a course, in good standing, while completing an internship and registered/enrolled in a course that requires the internship experience, including academic breaks during the policy period. A written affiliation agreement between the host institution and the University must also be in place that requires the student to carry Professional Liability and/or General Liability insurance coverage. Students enrolled in a course for which student professional liability and/or general liability coverage is required are protected from claims made at any time provided they were covered at the time the actual or alleged incident occurred.

If a student is injured on site during their internship, they should inform their internship instructor, department or college level internship coordinator/director. In case of emergency, call 9-1-1.

Resources

- [CSU Risk Reduction E-Guides](#)
- [CSU SAFECLIP and SPLIP Information](#)
- [Essential Practices for Service-Learning/Community Engagement Staff to Create Quality Service-Learning Experiences while Mitigating Risk](#)
- [CSU Risk Assessment Rubric](#)



CONTRACT SERVICES

CSULB Contract Services

Academic programs that require fieldwork or internship experience as part of the course requirement need to memorialize the agreement with the internship site through an “Affiliation” or “Student Field Placement” agreement. 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.

An agreement between the University and the internship site is necessary for all fieldwork placements for academic credit, as well as internships that the University is responsible for coordinating or for which the University provides academic credit.

Resources

- [FM - Affiliation Agreement - Affiliation Agreement - Home \(sharepoint.com\)](#) - requires user to send a request to access the SharePoint site.
- Chancellor’s Office [FAQ for Academic Internships](#)

COMMUNITY PARTNERSHIP DEVELOPMENT

Establishing Authentic Partnerships

The CCE utilizes the [Carnegie Classification of Institutions of Higher Learning](#) definition for Communication Engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."



COMMUNITY PARTNERSHIP DEVELOPMENT

Internship partnership development can be transactional- an organization offers an internship, and the university has students to fill those internship positions. To ensure quality experiences for our students, strengthen community engagement, and to align with Beach 2030 action plan to [advance partnerships for the public good](#), we need to rethink how to engage our community partners and develop mutually beneficial and reciprocal partnerships.

Based on the aforementioned, our center defines “community partners” as on- and off-campus entities/organizations collaborating with the CCE; providing service learning, academic internship, and/or community-based research opportunities for CSULB students.

Community partners may include non-profits, grass-roots organizations, government entities, educational institutions, and local businesses that provide formal, hands-on, experiential learning and research experiences and opportunities for students. Community partners offer structured opportunities for students to: engage in meaningful service, develop personal and professional skills, contribute to the public good, and participate in High Impact Practices. To reiterate, the purpose of these formalized partnerships is to integrate classroom knowledge with community experiences centered around mutual needs and assets, civic responsibility, social justice, and the public good.

Our approach to curating, establishing, sustaining, and strengthening community partnerships is based on a set of values focused on **reciprocity, mutuality, authentic collaboration and community engagement**. This includes active involvement in addressing community needs through an asset-based, community-centered vision and mutual understanding around collective impact, student success and the public good.



COMMUNITY PARTNERSHIP DEVELOPMENT

Utilizing a “best practices” approach to experiential learning opportunities, the CCE considers partnerships that uphold the following guiding principles:

- High Impact Practices for Student Success
- Asset- and Strengths- Based approaches that recognize community partners as allies and co-educators in communities with a wealth of knowledge, gifts, talents, expertise and resources and recognition that higher education is not the only place of learning and/or enlightenment;
- Multi-stakeholder, participatory and action-oriented design and approach based on mutually identified needs and issues, and those most affected by decision making are part of the decision-making process as key stakeholders;
- Reciprocity and Mutuality with an emphasis on the mutual benefits and respect in relationships between students, community members and the university and community at large promoting authentic collaboration and a commitment to upholding shared visions/goals, partnership norms, agreements, and agendas;
- Reflection and Learning: Critical thinking about experiences that deepen understanding and identify personal and professional growth areas as well as recognizing individuals’ own social location, perspectives, backgrounds, privilege, in the community and organizational context of power and hierarchical dynamics;
- A commitment to the Public Good, social justice and civic engagement and a dismantling of systems of oppression, marginalization and discrimination that limit full access and inclusion;
- Small business and community development efforts with businesses and companies that focus on responsible economic development, sustainability, and social enterprises that fund, implement and/or support solutions to social, cultural and/or environmental issues.

Our partnership development process is anchored in these values as well as university policies and procedures guiding the formalization of partnerships per CSULB Academic Senate policies [PS 19-31: Policy on Service Learning](#) and [PS 24-21 Policy on Academic Internships, \(non-clinical, non-licensure\)](#).

These policies help to:

- Define Service Learning and Academic Internships
- Outline best practices, guidelines, program planning, assessment and reporting
- Describe course certification processes and affiliation agreement requirements



Partnership Development Process

To provide guidance on the partnership development process, the Center for Community Engagement has created internal procedures to initiate communications with community organizations, screen potential community partners, execute necessary risk assessment protocols and agreements, and maintain partnership data. This four-step partnership process can be broken down to:

- ① **Initiating:** Identify who makes the initial contact- faculty, community organization, student, or other. In the initiating/developing process, we are gathering general information about the organization as well as understanding the community organization's assets and needs and identifying potential engagement opportunities.
- ② **Screening:** After the initial meeting, and it is determined a mutually beneficial partnership can be developed, the CCE reviews guidelines and academic timelines, and provides a [Request to Initiate Partnership](#) link through S4. The organization completes the form on S4 and a CCE staff will review to approve.
- ③ **Executing:** If the request is approved, CCE staff will initiate a Student Fieldwork Placement Agreement (for service learning and unpaid internships) and follow the Financial Management's [Student Fieldwork Placement Agreement DocuSign Instructions](#) to execute the agreement.
- ④ **Maintaining:** Once an agreement is in place, CCE staff will connect the organization to appropriate departments/programs for placement. CCE provides consultation and training to internship site staff and supervisors on how to develop an internship description, interviewing and selecting interns, and best practices for mentoring and supervising diverse college student interns. CCE staff will also maintain and track required partner data including maintaining required forms, monitoring and renewing expiring agreements, maintain and track student placement data, and conduct assessments and evaluations.

In alignment with [PS 24-21](#), Policy on Academic Internships (non-clinical/non-licensure) the following steps address internship planning, internship site assessment, campus affiliation agreements, and document retention.

Initiating

Community organizations connect with CSULB in various ways. Initial introductions can be done by:

1. Student identifying and bringing in an opportunity and new organization to CSULB
2. An organization reaching out and connecting with CSULB faculty and/or staff
3. CSULB faculty and/or staff reaching out to an organization.

How ever the initial contact is made, internship instructors/coordinators need to gather specific information from the potential internship site to meet risk management and department/program academic requirements.





Screening

To align with Chancellor's Office EO 1064, CSULB Risk Management requirements, and CSULB PS 24-21, the following screening guidelines can be used to identify potential risks at the internship site.

CCE recommends using S4 @ The Beach for this process. To begin, provide a [Request to Initiate Partnership](#) (RTIP) link through S4. The organization completes the form on S4. Instruct them to add you at the CSULB contact with your email address and an email will be sent to you to review their RTIP form. The form will gather general information about the site, site contact information, and asks risk assessment questions. Once the form is reviewed, the reviewer can decide to approve the form or follow up with the site if there are more questions.

If your department is not utilizing S4 @ The Beach, CSULB faculty/staff can request internship site supervisors to complete a [Learning Site Self-Assessment](#) to provide necessary risk-assessment information. We also recommend that the internship site submits an internship description to determine if the internship meets department academic requirements. An internship description template and example can be found [here](#).

CSULB faculty/staff can schedule a meeting to review the assessment with the internship site and complete the [Fillable Pre-Placement Risk Assessment](#) form.

Areas to address include:

Site Safety

- Internship site location: would the location be described as a high-crime area, or are there concerns about the parking and work areas being secure or adequately illuminated?
- Criminal activity: Have there been any incidents of criminal activity at the organization within the last year?
- Known Hazards: Are there concerns with the site's physical location, such as physical, environmental, or inherent hazards that are not addressed adequately by training and security measures? Does the placement require working with any hazardous materials, heavy equipment, or heavy machinery?
- Emergency Plan: Are there any concerns as to the internship site's emergency plan or regarding non-working fire-rated doors or blockages to the exits and hallways?

Populations Served

- Will the students be working with "behaviorally challenged" populations?
- Will students be working unsupervised with minors?
- Will the students be working with individuals who have a known criminal background or history of violent behavior?

Supervision & Learning Opportunities

- Will the students be supervised less than 50% of the time?
- Will the supervisor be responsible for overseeing more than 8 people?
- Does the internship site provide relevant education/training and professional work experience in as many aspects of the organization as possible?
- Does at least 60% of the work include professional development activities that involve deliberate learning and is not limited to clerical work?

If a site visit is required, site visits can be conducted in person, virtually (zoom/teams), or over the phone. CSULB faculty and/or staff should document and retain any documentation associated with the internship site screening and site visit (if applicable).

Resources

- [S4 @ The Beach, Request to Initiate Partnership](#)
- [Learning Site Self Assessment](#)
- [Fillable Pre-Placement Risk Assessment](#)
- [Internship Description Template](#)

Executing

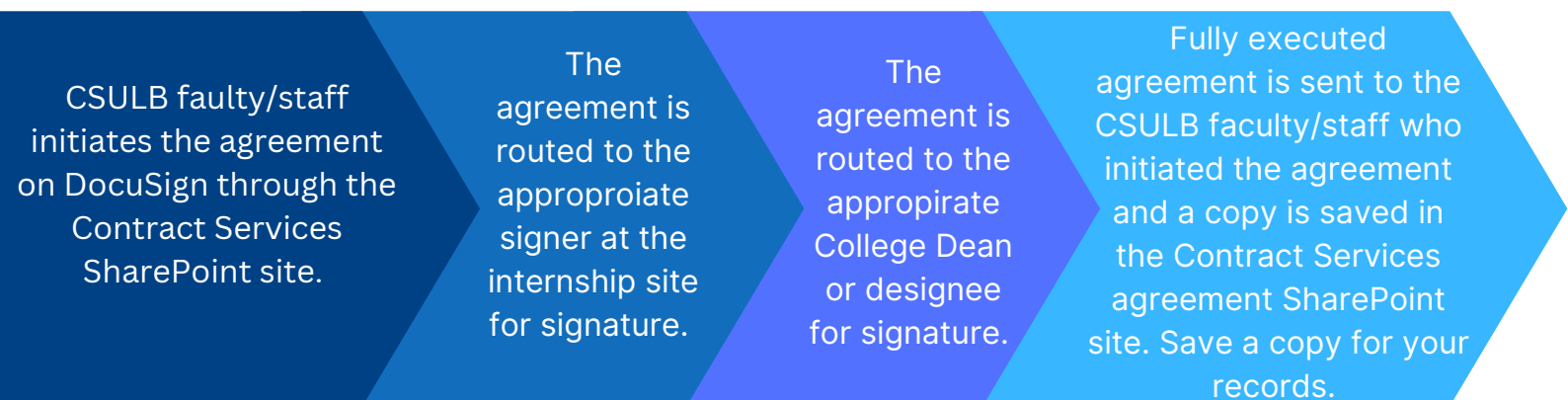
Once a site has been identified as an appropriate internship site, CSULB faculty and/or staff will need to determine if a Student Fieldwork Placement Agreement is needed.

The agreement is required if: (1) the internship is unpaid, (2) the internship is off campus AND (3) the student is receiving academic credit for the internship through a CSULB internship (or other) course.

Before executing an agreement, check with Contract Services to see if an agreement is already in place that can cover your department/program. Email fm-contracts@csulb.edu with the organization name and address. If an agreement is already in place that can be applied to your department/program, request a copy of the agreement for your records.

If an agreement is not in place, you will initiate an agreement following the [Contract Services directions](#). Agreements are executed on DocuSign through the [Contract Services SharePoint site](#) and will require the following information:

- 1) Name and email address of the CSULB faculty/staff initiating the agreement.
- 2) Name and email address of the appropriate person from the internship site that has signing authority and can sign the agreement.
- 3) Official name of the organization.
- 4) Pre-determined expiration date for the agreement. Typically, agreements are set for 5-years. For example, if you initiated an agreement 10/31/2024, you could set the expiration date for 10/31/2029.



If an organization wants to make amendments to the agreement or prefers to use their own template, then complete the agreements review request through the [Contract Services ticketing system](#). Keep in mind, this process can take anywhere from 2 – 12 weeks (or longer) to complete.

Maintaining

Each college and/or department will be responsible for maintaining, tracking, and updating internship placement information and student fieldwork placement agreements.

The Academic Internships Office recommends using S4 @the Beach as a platform to maintain agreements, track student internship placement information, complete forms, and assess internship outcomes. The [Faculty S4 at the Beach Guide](#) provides instructions on how to utilize the platform.

At minimum, departments/colleges should track:

1. Where students are completing their internships (Name and location of internship site).
2. Internship site supervisor name and contact (email and phone number).
3. Number of internship hours the student completed to meet course requirements.
4. Learning agreement that addresses the specific work to be provided by the student, the learning outcomes, and placement logistics (including hours and pay, if applicable).

Departments/Colleges can use their own tracking mechanisms or consult with the Academic Internships Office for resources, best practices, and information about the S4 platform.

Before a student begins their internship, the following forms should be submitted to the internship instructor or faculty/staff coordinating internships for the department or college.

1. Student intern's emergency contact information.
2. Student signed [Acknowledgement of Risk](#) form.
3. Learning agreement signed by the student intern, internship site supervisor, and university representative that addresses the specific work to be provided by the student, the learning outcomes, and the placement logistics (including hours and pay, if applicable).
4. Fully executed Student Fieldwork Placement Agreement (if applicable).

Resources

- [Contract Services Affiliation Agreement Directions](#)
- [Contract Services Affiliation Agreement SharePoint Site](#)
- [Contract Service Ticketing System for Modified Affiliation Agreements](#)
- [S4 @ The Beach Instructor Guide](#)
- [Student Intern Acknowledgement of Risk form](#)

INTERNSHIP COURSE RESOURCES

Academic Internships as High Impact Practices

The American Association of Colleges and universities (AACU) describes high impact practices or HIPS as teaching and learning experiences that are “based on evidence of significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.” [High-Impact Practices | AAC&U](#).

The term HIPS was coined in 2007 by George Kuh, whose pioneering research has shaped the way we understand and implement these student-forward, experiential learning practices. His seminal High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter was the first to delineate the types of practices considered “high impact,” including internships, first-year seminars and experiences, undergraduate research, service learning—and more. Transitioning from theory to practice, Kuh and O’Donnell (2013) in Ensuring Quality & Taking High-Impact Practices to Scale outline the essential criteria that key stakeholders—such as students, faculty, supervisors, and agencies—must meet for an experience to be recognized as a HIP (Manke, Gassior, & Chang, 2024).

At the CSULB Academic Internships Office, we recognize internships as HIPS when they align with the eight key characteristics identified by Kuh (2013). When incorporated into academic internships, these characteristics enhance student engagement and create a meaningful impact on their learning. The table below delineates the eight characteristics and offers implementation examples, showcasing how these principles can be seamlessly integrated into both internship courses and the overall internship experience.



INTERNSHIP COURSE RESOURCES

HIP Characteristic	Examples
Set performance expectations at appropriately high levels, and effectively communicate these expectations to students.	- Clearly articulate learning outcomes to students through course syllabi developed using approved Standard Course Outlines. HDEV 470 Standard Course Outline PSY 405 Course Syllabus CLA 492 Course Syllabus - Assign students to develop Learning Contracts with their site supervisors to set SMART goals. Encourage revisiting these goals throughout the semester and adjust as needed.
Encourage students to invest significant and meaningful time and effort on authentic, complex tasks over an extended period of time.	Assign students to develop Learning Contracts with their site supervisors to set SMART goals. Encourage revisiting these goals throughout the semester and adjust as needed.
Foster meaningful discussions among students and between faculty and students, focusing on substantive and impactful topics.	- Kick off the semester with introductions that establish a foundation for open, inclusive dialogue. Setting the tone encourages vulnerability, the exchange of ideas, empathy, and reflection. You might consider using the Introductions and Artifacts assignment that invites students to use personal artifacts to introduce themselves, fostering a deeper connection. - Moderate group discussions (in person or online) for students to exchange ideas and provide feedback to their peers. The Taking Initiative activity is great for getting students to consider scenarios where they could take initiative and discuss them with their classmates.

INTERNSHIP COURSE RESOURCES

HIP Characteristic	Examples
Challenge students' ways of thinking by encouraging them to engage with diverse individuals whose experiences and backgrounds differ from their own, fostering deeper understanding and meaningful interactions.	• Use activities that encourage students to explore alternative perspectives and experiences of others. For example, the Reframing exercise helps students transform negative thoughts into more constructive ones, while the Cultural Asset Assessment allows them to recognize the unique experiences, knowledge, and skills that both they and their peers bring to their internships. • Additionally, the Microaggressions & Microaffirmations activities provide opportunities to reflect on situations involving microaggressions and explore how to engage in supportive microaffirmations.
Provide frequent, timely, and constructive feedback.	• Assign site supervisors to conduct both mid-semester and end-of-semester evaluations of student interns' performance. Ensure that site supervisors meet with students to review the evaluations and provide constructive feedback. • Consider creating "fillable" evaluation forms that assess a variety of areas, such as professionalism and work ethic, critical thinking and problem-solving, communication and leadership, and teamwork, while also allowing space to highlight students' strengths and areas for growth.

INTERNSHIP COURSE RESOURCES

HIP Characteristic	Examples
Increase periodic, structured opportunities to reflect and integrate learning.	Use classroom activities and assignments that promote self-reflection and growth. • The Taking Initiative activity encourages students to take initiative at their internship sites and reflect on their actions, the impact they had, and how the experience made them feel. • Another activity (Problem Solving) asks students to identify challenges at their internship sites, including how they may contribute to the challenges, and apply the CLIMB framework to develop actionable solutions.
Provide opportunities to discover relevance of learning through real-world applications or add a real-world/authentic experience.	• Encourage students to apply what they are learning in their coursework to their internship experiences, examining how classroom knowledge either supports or challenges their real-world observations. ◦ Connecting Coursework to Internship Experiences • Have students complete an Informational Interview during which they gather information about a particular industry, career path, or role from someone who is already established in that field.

INTERNSHIP COURSE RESOURCES

HIP Characteristic	Examples
Add a public demonstration of competence.	Assign students to present their internship work-through an end of semester poster presentation, video project, or oral presentation. Even simple posters that prompt students to reflect on their internship activities, the lessons and skills they gained, and the impact they made can offer valuable opportunities for them to showcase their work. Invite site supervisors and other constituents to attend presentations. You might also consider having students assemble a portfolio of their internship work and reflections.

Additional Classroom Resources

Each month, the Academic Internship Office will send out an "AIO Update" email featuring a new classroom resource, such as an activity, reading, or video. All new resources will also be added to the handbook. If you have a resource you'd like to share for potential inclusion, we encourage you to submit it for consideration. Contributors will receive credit for any resources we incorporate.



ADDRESSING INTERNSHIP CONCERNS

Throughout the semester, students may encounter issues at their internship site or faculty might suspect internship sites not meeting expectations. Utilize the [Protocol for Internship Site Concerns](#) decision tree to navigate through these concerns.

Communications Protocol for Student Concerns

Student interns are encouraged to bring issues or complaints to their internship site supervisor and/or internship instructor as early as possible. We find that many issues can be resolved informally if brought up early. Interns are encouraged to contact the following personnel with issues and/or complaints:

1. Interns first point of contact for issues and complaints is their internship instructor. Every attempt will be made to reach a resolution through informal discussion and negotiation. If necessary, site supervisors will be included in these discussions.
2. If the issues cannot be resolved in consultation with their internship instructor, the issue can be escalated to a department and/or college internship manager or the department chair. One of them should step in to meet with the student, along with the internship instructor (and site supervisor if relevant).
3. If a resolution cannot be reached, the issue can be escalated to the Academic Internships Office. Staff from the Academic Internships Office will meet with the student, internship instructor, and any department/college level faculty and staff (and site supervisor if relevant).
4. If the issue cannot be resolved, the student intern can be removed from the internship site and documentation of the issue will be retained by the Academic Internships Office. Departments with students active at the internship site will also be informed and recommended to check in with the student intern and/or site supervisor.

*Documentation of all communications should be maintained by the internship instructor.



Addressing Issues with Interns and Internship Sites

Internship site supervisors might contact internship instructors to address concerns with a student intern, or vice versa. The following procedure can be used to assist in mediating an issue between the student intern and internship site.

1. **Gather information from the internship site.** Schedule a time to meet with the internship site supervisor to understand the issue they are facing. During the meeting, ask the site supervisor to:
 - a. Provide specific examples of the unacceptable behavior or situation.
 - b. Share if their concerns have been shared with the intern or how the internship site supervisor has attempted to address this issue with the student intern.
 - c. Provide information on how specifically the behavior or situation is to be corrected and if they have provided a time frame for improvement.

If the internship site supervisor has not had a conversation with the student intern, encourage the site supervisor to meet with the intern and to follow the Addressing Issues with Intern section below ([link to section](#)).

If the internship site supervisor has had a conversation with the student intern and the intern's behavior and/or work performance has not improved, move on to item 2.

2. **Gather information from the student intern.** Schedule a time to meet with the student intern to discuss their internship experience and the conversations they have had with their internship site supervisor. Gather information from the student perspective and provide recommendations on how the student can address and resolve the internship site's concerns. If during the conversation, other issues are uncovered, follow the protocol for [Internship Site Concerns](#) above.

3. **Check in with the internship site supervisor and student intern.** After two weeks, check in with both parties to see if the issue has been resolved. If not, it might be necessary to schedule a meeting with both the internship site supervisor and student intern.

4. **If a Site Visit is needed,** follow the [Site Visit Protocol](#) to schedule a meeting with the internship site supervisor and student intern.



5. Complete a Performance Improvement Plan if necessary. If the unacceptable behavior persists, or if the severity of an action or situation cannot be corrected, a Performance Improvement Plan may be appropriate. The Performance Improvement Plan can be written for a student intern or internship site to improve their behavior and/or performance. A Performance Improvement Plan is typically delivered in a meeting between the student intern and the internship site supervisor, as soon as possible following reporting of an issue that has not been resolved.

Performance Improvement Plans

It is recommended that the internship faculty or department representative facilitates the meeting. During the meeting, the internship site supervisor and student intern will:

- Establish the seriousness of the behavior or situation.
- Review the Performance Improvement Plan and any accompanying documentation with the intern.
- Provide specific examples of unacceptable behavior or situation.
- Specifically state how the behavior or situation is to be corrected and provide a time frame for improvement.
- State the consequences if the behavior or situation is not corrected.
- Obtain the intern's signature on the Performance Improvement Plan. If the intern refuses to sign, this will be noted on the form. (for interns)
- Obtain the internship site supervisor's signature on the Performance Improvement Plan. If the supervisor refuses to sign, this will be noted on the form. (for site supervisors)
- The internship instructor should keep a copy of the Performance Improvement Plan, and a copy can be sent to the department for record keeping purposes.
- For issues with an internship site, please also send a copy to the Academic Internships Office (cce-internships@csulb.edu) to help maintain a centralized location of ongoing internship site issues.

6.If the situation is resolved, the student intern can continue their internship at the internship site.

7.If the situation is not resolved, the internship site can decide to terminate the internship; the student can decide to not continue at the internship site. If the internship is terminated, not at the fault of the student, the internship faculty and/or department coordinator should make every effort to help the student identify another internship site or provide alternative assignments to meet the internship course requirements.



PROFESSIONAL DEVELOPMENT

For Faculty and Staff

There are numerous professional development opportunities available for faculty and staff responsible for overseeing internship programs and courses. The Academic Internships Office periodically hosts workshops and training sessions to provide updates on campus policies and procedures, offer specialized skill-building and certification opportunities, and share best practices. Announcements regarding these sessions will be included in the Academic Internships Office's monthly email newsletter.

Additionally, faculty and staff are encouraged to explore professional development resources offered by other campus units and programs.

Ally Trainings

Several offices offer ally training for faculty and staff. Becoming an ally can send a strong message to students that you and your course or program are an advocate for all students.

- **Autism Ally:** This training, facilitated by the Bob Murphy Access Center, enhances awareness and fosters acceptance of autistic and neurodivergent students by highlighting both their strengths and the challenges they may face. Through this 2.5-hour training, faculty and staff gain a deeper understanding of how autism manifests in higher education and develop practical strategies for supporting neurodivergent students. Participants will learn how to be effective allies, create inclusive policies and course syllabi, and manage challenging situations in real time. Upon completion, participants receive a completion certificate, access to the Autism Ally Canvas course and an Autism Ally sticker. For more information on Autism Ally training, including upcoming sessions and registration details, contact the LIFE Project at the Bob Murphy Access Center. LIFEProject@csulb.edu

- **Safe Zone Ally:** The mission of the CSULB Safe Zone Ally program is to identify, educate, and support allies. Allies are CSULB faculty, staff, administrators, and students who consider themselves to be open and knowledgeable about gay, lesbian, bisexual, transgender, and questioning (LGBTQI) issues and who choose to openly provide support and advocate for LGBTQI individuals. The Safe Zone website and contact information are currently being updated. [Beach Wellness Training | California State University Long Beach](#)
- **UndocuAlly:** This interactive 2-hour training offered by the Dream Success Center was developed to provide educators with the tools to support the retention and graduation of all students regardless of their immigration status. Attendees will learn from best practices and gain an understanding of the context of the AB 540 experience at CSULB. This training will feature engaging discussions on immigration policy, federal and state legislation, financial tools, student perspectives and challenges, and student-centered practices.

Upon completion, participants receive an UndocuAlly sticker. For more information about UndocuAlly training including upcoming training dates and registration information, contact the Dream Success Center: [Faculty and Staff Information | California State University Long Beach](#)

- **VET NET Ally Awareness Program:** This program, a four-hour training facilitated by Veterans Services in Student Affairs, equips members of the university community with the knowledge and tools to better understand and support veteran students. This program fosters a more inclusive and supportive campus environment while establishing a network of visible allies for veterans. Participants who complete the training receive a certificate of completion and a VET NET Ally sticker. For more information, including upcoming training sessions and registration details, contact the program at Marshall@vetnetally.net.



Wellness Advocate Trainings

Surveys conducted by internship programs within the Academic Internships Office indicate that over 50% of student interns encounter significant mental health challenges, such as anxiety, stress, and depression, which hinder their ability to fulfill required internship hours. Faculty and staff have found that wellness initiatives and mental health first aid training programs are instrumental in effectively supporting students in overcoming these challenges.

- **Wellness Ambassador Certificate Training Program:** This 2-hour certificate program facilitated by Basic Needs & Counseling & Psychological Services prepare faculty with tools to engage students who are experiencing basic needs and mental health challenges. This program guides participants through the wellness resources that are available on campus, provides tools for effectively responding to distressed students, and walks through how to make appropriate referrals.

Upon completion, participants receive a completion certificate, email signature graphic and swag items. For more information on this training program, including upcoming sessions and registration details, contact the Basic Needs Office.

[Wellness Ambassador Training | California State University Long Beach](#)

- **Mental Health First Aid (MHFA):** This 9-hour certification program co-facilitated by Dr. Bonnie Gasior (CSULB), Dr. Darci Strother (CSUSM), and Professor Sailesh Maharjan (San Bernardino) is an evidence-based, public education certification course developed by the National Council for Mental Wellbeing. <https://www.mentalhealthfirstaid.org/>

Similar to traditional first aid training, MHFA equips faculty and staff with the skills to assist students in distress until they can connect with professional support. Through interactive role-playing scenarios, realistic videos, and skill-building activities, participants learn how to recognize and respond to common mental health and substance use challenges—issues often intensified by the high-stress college environment. Additionally, the training helps reduce the stigma surrounding mental health and empowers participants to guide students toward social support networks and recovery resources both on and off campus.

The certification program consists of two hours of asynchronous coursework and seven hours of synchronous training, spread over two days. It is offered periodically both by the CSU system and the CSULB College Corps Program. Upon completion, participants receive a three-year certification from the National Council for Mental Wellbeing. If you are interested in participating in the next available certification training, contact Michelle Chang at michelle.chang@csulb.edu.

CSULB Career Development Center

While most of the workshops and trainings offered by the Career Development Center are for students, there are opportunities available to faculty and staff.

- **Career Advocate Program:** The Career Advocate Program empowers staff and faculty to support students in achieving their career goals by providing essential resources, tools, and guidance for informed decision-making. This comprehensive four-part training series enhances participants' understanding of the Career Development Center's Plan Your Future model and employment preparation resources, equipping them to effectively address students' career-related inquiries.

Participants attend four workshops: Becoming a Career Advocate, Online Career Tools, and Adopting "Plan Your Future" Models, and one additional workshop of the participants choosing.

Upon completion, participants receive a completion certificate and a letter of recommendation signed by both Vice President Beth Lesen and Career Development Center Director Erin Booth-Caro. Participants also receive a digital badge that signifies advocacy to share on various platforms such as email signature and LinkedIn. To learn more about the program including program dates, email Maryann Nguyen at Maryann.Nguyen@csulb.edu



Faculty Center Workshops

The Faculty Center, located in Room 276 of Brotman Hall, offers workshops designed to support faculty teaching internship courses. Example workshop topics include:

- Online course design
- Canvas tips and special topics
- Designing engaging micro lectures
- Instructional techniques for teaching online
- Use of artificial intelligence
- Demystifying ADA compliance

A list of upcoming workshops is available here: [Faculty Center | California State University Long Beach](#).

For inquiries about specific workshops, please contact Interim Director Dr. Emily Berquist at Emily.Berquist@csulb.edu or (562) 985-5260. You may also reach out to the Faculty Center directly at fc@csulb.edu or (562) 985-5287.

Academic Technology Services (ATS)

Academic Technology Services (ATS) offers workshops designed to help faculty and staff effectively utilize technology resources for teaching, learning, and workplace applications. Many of these workshops, some in collaboration with the Faculty Center, are particularly beneficial for those who oversee internship programs or teach internship courses.

Example workshop topics include:

- Qualtrics: Introduction to Survey Building
- Boosting Classroom Engagement with Perusall
- Real Talk: How Students Are Using AI Today

Additionally, ATS provides recordings of past events, offering a valuable on-demand resource for continued learning. These recordings can be accessed here: [Events and Workshops | California State University Long Beach](#).

Professional Organizations

Faculty and staff are encouraged to connect with professional organizations such as the [National Association of Colleges and Employers](#), [American Association of Colleges and Universities](#), and [HIPS in the States Assessment Institute](#). These organizations offers valuable resources, including articles on internships, updates on federal and state laws (e.g., the Fair Labor Standards Act), research on the benefits of internship experiences, podcasts, and best practices for supporting student success.

Example articles include:

Hlavac, G.C., Hanna, J. (February 19, 2025). [Legal Issues: Internships](#), *National Association of Colleges and Employers*.

Gray, K. (January 27, 2025). [Students reveal obstacles preventing them from taking internships](#), *National Association of Colleges and Employers*.

Perotti, R. (July 28, 2022). [Careers and the Liberal Arts](#), *Liberal Education*, *American Association of Colleges and Universities*.



PROFESSIONAL DEVELOPMENT

For Students

Students have access to a wide range of professional development training and resources through the [CSULB Career Development Center](#). Workshops and events include:

- Career Counseling – Personalized guidance to explore career paths and set goals
- Job Fairs – Opportunities to connect with employers and explore job openings
- Networking Tips – Strategies for building professional relationships
- Resume & Cover Letter Support – Including access to an AI-powered resume builder
- Interview Preparation – Practical tips and practice sessions to enhance confidence and readiness
- Industry Information Sessions – Insights into various career fields, such as healthcare and education
- LinkedIn Optimization – Strategies for creating a strong online professional presence

Faculty and staff have access to online [Essential Skills Training](#) modules, designed to equip students in internship courses and programs with key professional competencies. The training consists of seven interactive modules, each featuring a video with insights from CSULB students and alumni, followed by a selection of wrap around activities to reinforce learning.

Essential skills covered in the modules include:

- Communication
- Diversity and Inclusion
- Taking Initiative
- Problem Solving
- Professionalism
- Teamwork
- Time Management

The modules are hosted on a centralized Canvas site and can be copied directly to individual course Canvas pages. To gain access, faculty and staff can email essentialskills@csulb.edu. Upon gaining access to the modules, a "Getting Started" module provides step-by-step instructions on integrating the training into courses.

These resources empower students with the skills and knowledge necessary to excel in their careers while supporting faculty and staff in enhancing professional development within their programs.





PROFESSIONAL DEVELOPMENT

For Internship Site Supervisors

“If we subscribe to the belief that all site supervisors are interested in providing quality internship experiences for students, we are obligated to provide training to internship supervisors, who do not necessarily have experience in delegating, providing feedback, or leading with empathy. In fact, many lack all three, and working with interns may be, in fact, their first foray into supervising others, which is unfair to both novice supervisors and student interns” (Manke, Gasior, & Chang, 2014, p.).

Several departments and colleges offer their own orientations and training sessions for internship site supervisors, ensuring clear communication of expectations, university policies, and best practices for mentoring student interns.

In addition, the Academic Internships Office, in collaboration with the Career Development Center, will develop a two-hour information session for new internship site supervisors. This session will launch as a pilot during the fall 2025 semester, following its initial development in spring 2025.

To further support site supervisors, the Academic Internships Office also provides Snackable Insights: Bite-Sized Tips for Internship Site Supervisors—concise, one-page information sheets designed to offer practical guidance. Faculty and staff can utilize these resources to enhance their support for site supervisors.

Current Snackable Insights include:

- Snackable Insights: [Maintaining Professional Boundaries](#)
- Snackable Insights: [Closing Out Internship Placements](#)



EVALUATION

“The biggest impediment to assessing high-impact practices may very well be the name itself. The term, “high-impact,” almost assumes efficacy. With a name like that, what is left to assess? The answer is plenty.” (Finely, 2019, p. 4).

At the Academic Internships Office, we are dedicated to tracking student participation in academic internships while exploring both their benefits and the challenges they present. We strongly advocate for a comprehensive approach to assessment, combining qualitative and quantitative methods—including surveys, focus groups, interviews, and student-generated photos and narratives. Below, we guide you through key decisions regarding where to begin your assessment efforts, what aspects to evaluate, and how to select the most effective assessment tools.

WHERE TO BEGIN

Determining where to begin can be overwhelming, particularly when assessment is treated as an afterthought or conducted solely to meet internal mandates or accreditation requirements. We recommend starting with a clear vision statement—whether for your internship program, course, or in alignment with the university’s broader mission.

One of the key priorities outlined in Beach 2030, the university’s strategic planning initiative, is to “prepare students for their journeys to success in a fast-changing world with a rapidly shifting economy and labor market” (CSULB University Strategic Relations, 2021, p. 13). This commitment encompasses engaging students in meaningful professional internships, fostering critical thinking and problem-solving skills, providing opportunities to develop essential life skills, and supporting students’ socioeconomic mobility.

A well-crafted vision statement should also highlight expected outcomes, including both learning achievements—such as knowledge acquisition and skill development—and personal growth, such as increased self-confidence. By establishing a strong foundational vision, you can create a more intentional and impactful approach to assessing academic internships.

WHAT TO ASSESS

Since students do not experience academic internships in a uniform way, it is essential to assess their exposure to the eight key elements of high-impact experiences—such as opportunities for reflection and the application of coursework to real-world scenarios—as well as their learning gains in areas like problem-solving and leadership. Understanding students' perceptions of their internships, including the nature of their work, networking opportunities, skill development, and overall satisfaction, is crucial in evaluating both the immediate and long-term impact of internships on their post-graduation success.

Moreover, if we expect equitable access to and participation in internships to drive social mobility, enhance students' sense of belonging, improve retention rates, and support post-graduation employment, these outcomes must be intentionally incorporated into our assessment strategies (Manke, Gasior, & Chang, 2024).

HOW TO ASSESS STUDENTS' INTERNSHIP EXPERIENCES

Even after determining what aspects of academic internships should be tracked and measured, the question remains: how can we most effectively capture both their benefits and challenges? We advocate for a multifaceted approach that incorporates diverse assessment methods, including surveys, focus groups, interviews, and student-generated photos and narratives. Additionally, we emphasize the importance of redistributing power in the assessment process, recognizing students as experts in their own experiences and ensuring their perspectives are meaningfully integrated into the evaluation framework.

Surveys

Post-internship surveys, typically administered online, are the most common method of assessing student experiences. When developing your own survey, we recommend leveraging existing resources to avoid starting from scratch. These sources have been rigorously tested and have demonstrated reliability and validity, ensuring more accurate and meaningful assessment outcomes.

- [National Survey of College Internships](#): a standardized tool including 58 items that measure access, value and effectiveness of undergraduate student internships. The survey was developed by Matthew Hora and his colleagues at the University of Wisconsin-Madison and is now administered in partnership with the Strada Education Foundation.
 - [PDF copy of National Survey of College Internships](#)

- [HIPS Quality Assessment Tool](#) – This tool, appended to the National Survey of Student Engagement (NSSE) for first-year students and seniors, evaluates the extent to which internships and other high-impact practices (HIPs) incorporate the eight essential elements that make them transformative (Kinzie et al., 2020). Please note that access to specific survey items requires a fee.
- [CSULB AIO Internship Survey](#)– Developed in collaboration with Jillian Kinzie, Associate Director of the National Survey of Student Engagement (NSSE), this survey is adapted from NSSE items and customized for the CSULB academic internship context. Originally implemented by the HIPS@theBeach team in 2022 to assess internships across campus, it is now used by multiple cross-campus internship programs, including the Long Beach Community Internship Program and the College Corps@the Beach Program. Colleges, departments, and internship programs are encouraged to utilize the full survey or select specific items. Since we deploy the survey through Qualtrics, we can provide access to the survey, eliminating the need for you to input the items manually.
 - Please note: The survey does not include demographic questions. If you wish to disaggregate the data by factors such as gender, class standing, or other variables, you will need to add these questions yourself.

Interviews and Focus Groups

Interviews and focus groups offer significant advantages when assessing the benefits of internships for students. Both methods provide opportunities for in-depth conversations, allowing participants to share their personal experiences, insights, and reflections in greater detail than what might emerge from a survey. They are particularly effective for exploring the complex and nuanced aspects of students' internship experiences, capturing emotions, personal stories, and growth in areas such as sense of belonging, confidence, and professional development—outcomes that surveys often fail to fully capture. Additionally, these methods enable more flexible questioning, allowing for follow-up questions and deeper exploration of responses, leading to a more comprehensive understanding of students' experiences.

In focus groups, the interaction among participants can spark new ideas and encourage individuals to recall additional details based on others' contributions. This dynamic often reveals insights that may not surface in individual interviews or surveys. Overall, interviews and focus groups offer a more holistic, personal, and nuanced understanding of how internships benefit students, making them highly effective tools for assessment.

Photovoice

Storytelling through photos and narratives—known as Photovoice—is an emerging practice in assessing high-impact practices (HIPs). The primary objectives of Photovoice are to raise awareness, amplify the voices of marginalized groups, and foster change through critical dialogue and shared experiences (Wang & Burris, 1997). At CSULB, several faculty members ask their students, who have completed internships, to submit photos that represent their work or the impact the internship had on them. Students are then asked to write a brief narrative (up to 100 words) explaining their photos. As demonstrated in the photos and narratives below, Photovoice is particularly effective in capturing outcomes such as sense of belonging, agency, and self-confidence—outcomes that are often difficult, if not impossible, to measure through traditional assessment methods like surveys.

Example photos and stories from the College Corps @ the Beach and Long Beach Community Internship Program showcase the power of student photos and narratives in effectively conveying the value of completing internships.



“LBCIP was a game changer! Unpaid internships were never an option for me. Previously, professional lab work seemed intimidating, but by working more in a lab and getting hands-on training for multiple procedures, I now feel confident... It now feels easier to talk and connect with other professionals... I now feel more prepared to enter the job market and successfully find a position where I can make a difference.”

~ Paige Barada | Environmental Science & Policy |
Moore Institute for Plastic Pollution Research

Completing my internship with the Shark Lab has been an incredibly rewarding and transformative experience. This opportunity has allowed me to develop a diverse set of skills, including time management, effective communication, and the ability to engage with people of all ages. From volunteering at Shark Shacks to educating the community about sharks, skates, and rays, I have



gained hands-on experience in public outreach and science education. One of the most impactful aspects of my internship has been my role in revamping the third to fifth-grade curriculum. By designing lessons that are both challenging and fun, I have helped create a more engaging learning experience for young students. Developing two coloring books for public distribution has also been a creative endeavor that has taught me how to translate complex scientific ideas into accessible resources, furthering awareness and appreciation for sharks and their ecosystems. On a personal level, this internship has reinforced my values of environmental stewardship and community education. The hands-on experiences, such as dissecting a juvenile great white shark, have strengthened my patience and attention to detail—skills I am eager to carry forward into my future career in medical school. Overall, this internship has not only enhanced my professional capabilities but also solidified my aspiration to combine science, education, and advocacy to make a meaningful impact in my field. ~Alexis Sanchez | Biology | Shark Lab



“As a child, I loved school but that love and motivation was replaced with uncertainty as I questioned my choice to stay in school. My internship showed me that no matter how big the task, I can do it and every problem has a solution. I gained confidence in myself through hands-on experiences. I grew professionally and as a person. Most importantly I rediscovered myself, once again seeing the child in me who loves learning and school and who truly believes the world has endless possibilities and isn't scared to reach for them.”

~Reyna Razo | Community Health Education | City of Long Beach Health and Human Services Department

Direct Assessments

An alternative to the indirect assessments detailed above is the use of more direct approaches like assessing student work products. This might look like the application of rating rubrics to student reflection papers, portfolios, and student presentations to their peers and the community indicating what they did, what they learned, and the impact they made (Benedict & Rust, 2016). And finally, we wonder if there may be benefits to allowing students to choose how they will be assessed. Kinzie (2020) encourages us to cede some of the control over assessment as she notes that, “faculty would do well to offer students agency and encouragement to demonstrate their learning in a format or manner that works best for them” (p. 5).

A NOTE ABOUT SITE SUPERVISORS

At the Academic Internships Office, we advocate for assessment practices that extend beyond evaluating student interns. We actively seek input from site supervisors—not only regarding their interns' performance but also about their overall hosting experiences and interactions with the university. This broader perspective provides valuable insight into internship quality, as supervisors can assess the alignment between student and site goals while offering critical feedback on how internship curricula and student learning meet industry needs. However, if we invite sites to share their perspectives on our programs, we must also be open to counternarratives that challenge our success stories. Rather than dismissing them, we should embrace this feedback as an opportunity to refine and enhance our internship policies and practices (Lange & Stewart, 2019).

SHARING DATA ACROSS CAMPUS

To accurately capture the full scope of academic internships across the CSULB campus, the Academic Internships Office (AIO) is working to aggregate data from departments, colleges, and programs. Comprehensive data collection is essential for understanding which students participate in academic internships, as well as the associated outcomes and challenges. With these insights, we can make informed, system-wide decisions on future investments in academic internships.

In spring and fall 2025, we will establish a committee of faculty and staff dedicated to identifying a core set of survey items. If adopted universally across academic internship programs and courses, these items would provide a valuable opportunity to address campus-wide questions about academic internships. A pilot implementation of the survey is planned, with the goal of encouraging widespread adoption by spring 2026.

If you are interested in joining this committee, please contact Michelle Chang at michelle.chang@csulb.edu.

NOTE: Several of the concepts and material in this Evaluation section, and in some cases, direct excerpts, are derived from the book published by Beth Manke, Bonnie Gasior, and Michelle Chang (2024).

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