

# COLUMBIA COLLEGE INTERNSHIP PROGRAM AHE FACULTY HANDBOOK

Presented by the Grossnickle Career Services Center  
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The California Mental Health Services Authority (CaMHSA) is an organization of county governments working to improve mental health outcomes for individuals, families and communities. Prevention and Early Intervention programs implemented by CaMHSA are funded through the voter-approved Mental Health Services Act (Prop 63). Prop 63 provides the funding and framework needed to expand mental health services to previously underserved populations and all of California's diverse communities.



# The Columbia College Internship Program

## What is an internship?

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and allow employers to guide and evaluate talent.

Faculty serve a very critical role in the internship. By guiding the students to combine theory with experience, they act as the bridge between the student's academic and professional aspirations.

## What are the qualities of an internship?

- The internship is **professionally supervised**. An intern should be overseen by an individual who holds the position in which the student aspires to and who will benefit the most from the intern's work.
- The internship will be a **new learning experience** for the intern. A repeat of a previously held job or a continuation of a current position does not qualify for an internship unless there will be a substantial change in the student's activities and responsibilities that constitute a definitive new learning experience.
- The intern will have an **intentional and deliberate agenda** as the student begins the experience. Internships qualify for credit by detailing out a student's learning goals and concrete steps on how they will meet those learning goals. It is recommended that even students not looking for credit use a similar process to get the most out of this experience.
- The student will **actively reflect** on what s/he is learning throughout the experience. Active reflection as the experience happens is critical in an internship. Reflection allows both the student and faculty member to tie the internship in with the learning and education in the field. Additionally, reflections encourage students to be aware of their surroundings, the broader meaning of their work, and how workplace activities can intertwine.

## What an internship *is not*:

**Guarantee of a Job Offer:** Although some interns are offered full or part time jobs after the experience, there is no guarantee an internship will translate to full time employment. However, internship experience can help the student find work in the field and give them valuable skills in their chosen field.

**Go-fer:** Interns shouldn't be counted on to perform all the routine or uninteresting work for an organization. Rather, they should be involved in meaningful work experiences in the field to allow for growth. Interns can be expected to perform routine work, as with any staff member, and to pitch in where the organization needs it. Typically we recommend any internship be no more than 30% routine labor.

**A Replacement:** An intern should never be counted on to serve as management or to replace a full time staff member. Interns can have roles of responsibilities, but it isn't appropriate to the student or to the organization to count on an intern to perform as a full staff member.

**Volunteer Experience:** Regardless of the financial arrangements, interns are not the same as a volunteer. They are accountable not only to a site supervisor, but to a faculty sponsor who evaluates the quality of the learning experience. Internships are meant to be more intense than volunteer positions with the idea that this is a professional learning experience.

**"Time-Out":** Although internships usually take place off-campus, they are not meant to be a "break" from school to go to work. Internships are fundamentally an academic experience, where the learning is applied in a work situation. Through reflections and assignments, the experience on the job translates to an academic experience.

**An Easy Grade:** Most students report that their expectations of their internship site can match or exceed the expectations in the classroom. Pursuing an internship requires commitment, follow-through, communication, and can stress an already demanding workload. Students should be careful about planning internships to best fit with their schedule.

#### **Roles:**

- **Students** are responsible for defining their own learning outcomes within the parameters of their work environments. During the internship, students are expected to become participating members of the sponsoring organization. The academic component of the internship allows students to reflect upon and communicate the learning that is occurring. This might include a learning journal, guided readings, regular meetings via phone, web communications (such as Skype), or email with a faculty sponsor, and an extensive final project. Additionally, students are responsible for committing to the internship, submitting all necessary paperwork, tracking their time, and staying in contact with their faculty sponsor.
- **Faculty sponsors** provide academic guidance by helping students combine theory with experience. These sponsors meet with students at regular intervals via phone, web communication, or email with students to raise questions, challenge assumptions, and offer guidance. The faculty sponsor also evaluates the experience and assigns credit.
- **Site supervisors** play an important role in helping interns define realistic expectations for the experience and in providing training and on-site guidance. The supervisor regularly meets with the student and provides feedback to the Internship Coordinator. Supervisors' evaluations also provide valuable information on the students' progress.
- **The Internship Coordinator** is the connection between the faculty, the student, and the supervisor at the work site. The coordinator assists in the development of internships, prepares students, and maintains contact with all of the people involved. The coordinator is available to assist students with any internship related task.

## How Does a Student Find an Internship?

### Step One: Determining Goals

Before embarking on an internship, students must know why they want one. Are they looking to explore a potential career path? Gear up on skills needed for a profession? How much time are they looking to spend at the internship? Where are they willing to go for the experience? Thinking these ideas out beforehand will help determine searching for the internship.

### Step Two: Finding the Internship

Students can contact the [Internship Coordinator](#), their faculty members and/or campus staff to brainstorm options and prepare job search materials. Additionally, CC's online job posting database, CCNet, is a resource for searching current opportunities. Students should begin preparing for internships at least three months prior to the academic term they hope to intern.

### Step Three: Getting Hired

Career Services can assist the student in developing a resume, cover letter and any other job materials the student may need. Students should apply to as many internships as their schedule allows, and be aware that the process is typically very similar to job searching. Employers will often expect a cover letter and a resume as part of the application, followed by an interview if it gets to that point.

## Administrative Policy and Procedure

### General Policies Regarding Internships

*\*Note that certain departments may have unique or additional eligibility requirements. See the [eligibility page](#) for specific information on departments.*

1. Students must have completed at least 52 credit hours and have a minimum 2.5 GPA (typically) for a 399 level internship. For a 499 level internship, the student must have 84 credit hours a 3.0 GPA. Note that not all departments offer both classes.
2. Generally internships can be taken for 1 – 3 credit hours. Each hour of credit translates to 45 clock hours of on-site work. Specific departments may offer a larger amount of credits.
3. All college departments award elective credit for an internship.
4. Credit is awarded on a pass/fail basis, *unless the department has specified otherwise.*
5. **No retroactive internship credit will be awarded.**
6. The department that houses the faculty sponsor awards academic credit. Therefore, if the faculty sponsor is in the Psychology department, the internship will be a PSYC 399 level course.
7. A student may receive no more than 12 hours of internship credit within an academic department
8. All internships must be approved by the department in which the credit will be awarded. Students can complete internships outside the major, with approval from the sponsoring department.
9. If a student wishes to turn a current position into an internship they will need to follow these guidelines:
  - a. A student *cannot* get credit for simply continuing with a current job. An internship must involve new learning experiences and skill development.
  - b. A student should work with their employer to carve out a unique position within the organization that will offer the intern to work in a unique role within the organization. The intern will need to be very specific in the Learning Contract about what *new* skills s/he will develop and how this position differs from their current position. It's

important that a student delineates that when s/he is working as an intern, that this role is unique and is unavailable to do their regular job unless absolutely necessary.

- c. These guidelines are true as well as a student completes an internship one semester and wishes to continue a following session. The internship cannot count for credit, unless the position evolves and offers the student a chance to gain new professional skills.

## **Administrative Procedure and Deadlines:**

### **Step One**

The student should locate, apply for, and receive an internship offer. Student can utilize Career Services, faculty, their campus, and their own network to obtain an internship.

### **Step Two**

If attempting to do the internship for credit, the student should:

- Contact the Internship Coordinator to receive a copy of the [Internship Contract](#) and get instructions on how to proceed.
- With input from the Faculty Sponsor and Site Supervisor, fill out and get the needed approvals for the Internship Contract.
- The Internship Contract should then be submitted to the Internship Coordinator. The Internship Coordinator will then either approve or not approve the Contract.
  - If approved, the student will then receive instructions on registering for the class and if necessary, determining payment method. The deadline for registering for the class is the add/drop date for any given term.
  - If denied, the student will be notified.

### **Step Three**

- Throughout the internship, the student should work towards the determined learning goals. The student should communicate through journal entries with the faculty sponsor at times and via methods dictated on the learning contract.
- If a student needs to drop the internship, they should follow the same procedures they would with any other class
- At the end of the internship, the student and the site supervisor will complete an evaluation and submit it to the faculty sponsor.
- Additionally, the student will complete a final project as determined by the faculty sponsor.
- Utilizing the journal entries, the final project, and the evaluations, the faculty sponsor will register a grade for the student's internship (typically pass/fail).

### **Intern Time Commitment**

For each credit hour the student hopes to receive, the intern must work a minimum of 45 clock hours per credit. Unless prior arrangements are made with the Faculty Sponsor and the Site Supervisor, the hours should take place at the work site. Note that this is just a minimum number of hours, a student may offer more hours to their employers if mutually agreeable. Additionally, the priority is that the student completes the number of hours their internship needs, not the number of weeks they are on the internship.

Note that an internship needs to be finished in the term in which it is housed. At the discretion of the faculty sponsor, an internship can begin prior to the registered term, but the bulk of the hours and the final date must take place within the registered term. Additionally, Columbia College will not grant retroactive credit at any time.

Credit hours earned	Hours worked on internship	Hours worked per week	Number of weeks
1	45	6 - 8	7 – 8
2	90	12 – 15	6 – 8
3	135	17 – 20	7 – 8

## Learning Contract

The learning contract is a document that the intern writes in consultation with both the faculty sponsor and the site supervisor. It is a statement of what the student plans to learn from the internship, how they will learn, and how they will demonstrate their learning to the school for academic credit.

Through the development of the learning contract, the student and faculty sponsor are detailing a for-credit academic course as well as writing a job description.

A learning contract contains 4 parts:

1. Objectives for the internship
2. Strategies on accomplishing those goals
3. Evaluation methods with due dates, communication schedule and method
4. Appropriate approvals from faculty sponsor, site supervisor, and internship coordinator

Objectives usually fall into the following categories:

- **Academic Learning** - The student can apply and test knowledge learned in the classroom to the workplace.
- **Career Development** – The student gains knowledge of the qualifications and duties of a position and can explore their interest in a field.
- **Skill Development** – The individual gains an understanding of the skills and knowledge required for success in the workplace.
- **Personal Development** – The student gains decision making and critical thinking skills, increased confidence and self-esteem.

Faculty sponsors should help guide this process by assisting the student in discovering what goals will benefit them the most and what is realistic for an internship. The faculty sponsor should also be clear about their academic expectations, schedule and method of communications, and the final project. The faculty sponsor is also encouraged to assign readings or assignments relevant to the internship to help the student understand the experience in a broader context or from a theoretical perspective. The purpose is to enable the student to see the relevance of their courses in an actual work setting.

Developing a Learning Contract is one of the most important academic processes the intern will engage in during the internship. However, it's important to note that Learning Contract objectives are *goals*, not a concrete plan. Internships will often take unexpected twists and turns, and goals can be amended to reflect an evolving experience. There is no set amount of goals the intern must accomplish to receive academic credit. Different experiences will warrant a different number of goals; it will be the faculty sponsor's discretion to ensure the goals represent a substantial learning experience. The following pages include a blank copy of the learning contract, followed by an example of a completed

contract. Additional copies are available online or through the Internship Coordinator at [edgomezpalacio@ccis.edu](mailto:edgomezpalacio@ccis.edu) or call the main office of the Career Center at 573-875-7425.

Faculty sponsors should feel empowered that if they need any further information or clarifications, they can speak directly to the intern's Site Supervisors.

### **Assignments**

Faculty sponsors are urged to be creative in their periodic and end assignments. Oftentimes, papers are a great way to cap an experience. Other effective options faculty has used are online or written portfolios, or presentations to fellow students. Think broadly about what will best round out the experience for the student.

Additionally, perhaps there is something the student is already doing for the workplace that you could build the final project off of. Are they doing a presentation for management? Did they put together an event? Develop training for volunteers? These may great opportunities for final assignments and connect their work with academics.

### **Virtual Internships**

Virtual internships are generally acceptable, if they follow these criteria:

- 1) The employer should offer a clear, detailed positions description with covers all expectations and which outlines what will constitute a "successful" internship.
- 2) A type of online project management tool like Google Docs should be used to complete and monitor work accomplished
- 3) Constant and consistent communication between the supervisor and student
- 4) If the virtual is "local" – that is the site isn't far from the student's residence, then the employers must be required to meet in a public



## Internship Program – AHE

Thank you for your interest in an internship at Columbia College! Your internship is a carefully monitored experience that combines intentional learning with professional and personal development opportunities.

To be eligible for a 399 level internship, you must be at least Junior standing (having completed 52 credit hours) and maintain a 2.5 GPA. Additional eligibility may exist in specific academic departments. Below, you will see the steps needed to take to finalize your credit-bearing internship.

If you have questions or need further information, contact Dan Gomez-Palacio at [edgomezpalacio@ccis.edu](mailto:edgomezpalacio@ccis.edu) or call the Career Center's main number at 573-875-7425.

### Guidelines for AHE Students:

#### *Prior to the Internship Starting*

- Locate and receive an internship, use assistance from the College as necessary.
- Contact the Internship Coordinator ([edgomezpalacio@ccis.edu](mailto:edgomezpalacio@ccis.edu)) or call the Career Center's main number at 573-875-7425 for information on how to receive credit.
- The Internship Coordinator will connect you with a faculty sponsor in your field and send you the Internship Contract that needs to be completed in order to register, along with due dates.
- To register for the internship the student submits an Internship Contract with all three pages completed prior to the add/drop date, with appropriate approvals and a job description to the Internship Coordinator. If approved, the Internship Coordinator will guide the student on how to register and make payment arrangements.

#### *During the Internship*

- Stay in touch with your faculty sponsor at pre-determined intervals, completing assignments as given and offering up status updates.
- Contact your faculty sponsor immediately if there is any change to your internship terms, you cannot continue or the position ends prematurely.
- Complete your prescribed final project and submit it to your faculty sponsor before the end of the term to assure you will receive a grade.

#### *After the Internship*

- Complete an evaluation online.



## AHE Program - Internship Learning Contract

(THIS 3-PAGE FORM MAY BE COMPLETED ELECTRONICALLY -- Typed names will suffice for signatures.  
An \* indicates *required* information)

<b>TO BE COMPLETED BY COLUMBIA COLLEGE STAFF:</b>	Location:	Term:	
	Course Prefix:	Course Number:	Credit Hours:

PART A - DETAILS OF INTERNSHIP (to be completed by the student)			
Student Name*:			
Student ID No.*:		Campus*:	
Daytime Phone*:	Evening Phone:	Cell Phone:	
Email*:			

Faculty Sponsor*:	
Phone:	Email:

Site Supervisor Name and Title*:	
Name of Organization*:	
Phone*:	Street Address*:
Email*:	

Dates of Internship*:	From:	To:
Compensation:	Paid: Y / N	If yes, describe salary: _____

Note a job description must accompany this Internship Contract. If one is not readily available, a template is attached at the end of the contract that can be completed and submitted.

I understand that my enrollment in the Internship Program is contingent upon approval of a supervising faculty member. I agree to perform the Internship under the conditions agreed upon in this contract. I will immediately report any change in conditions of this Internship to my Faculty Sponsor. I understand that failure on my part to abide by the conditions of this Internship Contract could result in my receiving a less than satisfactory grade.

Student's Signature*:	Date*:
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**LEARNING CONTRACT – PART B**

A learning contract is an agreement between the student, the faculty sponsor, and the site supervisor to understand that there are specific educational objectives involved in an internship. Additionally, it offers a clear guideline on how the student will be academically evaluated for the internship. Use a separate page if necessary.

Learning Objective:	Strategies to achieve this objective:
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Learning Objective:	Strategies to achieve this objective:
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Learning Objective:	Strategies to achieve this objective:
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Communication method between student and faculty sponsor and schedule:	Expected evaluation methods: <i>Including periodic and final assignments</i>
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**PART C**

**Verification by Faculty Sponsor**

I have verified the information in this form and the job description. I have read over the Learning Contract and understand the purpose, procedures, and scope of this Internship. I understand I will be responsible for evaluating the student throughout the internship and to connect the student's academics to the workplace.

**Signature:**

**Date:**

**PART D**

**Verification by Site Supervisor**

I have verified the information in this form and have provided a job description for this position. I agree to contact the Faculty Sponsor or Columbia College Internship Coordinator immediately if any of the following occurs:

- Any change in the conditions and terms of the Internship;
- A pattern of unexcused absences by the student; or
- Unsatisfactory progress on the part of the student.

**Signature:**

**Date:**

**PART E**

**Internship Program Review**

Internship is:       approved                       not approved

**Comments:**

**Signature:**

**Date:**

## Eligibility Requirements for Internships at Columbia College

Below are the internship requirements for different academic departments. If you do not see your major area listed, contact Dan Gomez-Palacio at [edgomezpalacio@ccis.edu](mailto:edgomezpalacio@ccis.edu) or 573-875-7425 for options. If nothing is noted in the box, it means the class conforms to requirements detailed in the next two paragraphs.

***Unless stated otherwise below, the internships carry these general guidelines:***

**A 399 – level internship:** Can be taken for between 1 – 3 credits, where 1 credit is equal to 45 clock hours of work at the internship. To be eligible for a 399 level internship, you must be at least Junior standing (having completed 52 credits) and have maintained a cumulative 2.5 GPA. A student can sign up for no more than 12 internship credits within an academic department during their time at Columbia College.

**A 499 – level internship:** Each credit hour is equal to 45 clock hours of work at the internship. Student must be at least Senior standing (84 credits) and have a 3.0 GPA in your major core classes. A student can sign up for no more than 12 internship credits within an academic department during their time at Columbia College

Dept	399	499
<b>ARTS</b>	Must have completed at least 1 introductory course in their Major. (Example: For a Graphic Design major this would be ARTS 216 Graphic Design 1. For Photography majors this would be ARTS 150 or ARTS 152.)	1 – 3 credit Hours. Min. twelve hours in specific art/design major.
<b>BIOL/CHEM/ENVS</b>		1 – 3 credit hours. Min. of 15 hours of science coursework.
<b>BUSI</b>	3.0 GPA. Senior Standing. No more than 3 credit hours.	TBD
<b>CJAD</b>	Must have completed CJAD 101.	1 -3 credit hours. Min of 9 hours of CJAD coursework
<b>COMM</b>	Must have a 3.0 GPA	1 -3 credit hours. Must have completed a COMM 399 level course. Must have a maintained a cumulative 3.0 GPA
<b>CISS</b>	A 399-level CISS class is not offered	1 – 6 credit hours. Declared major in Comp. Science, Computer Information Systems, or Management Information Systems. Students may register for no more than 6 hours of CISS 499 during their time at Columbia College
<b>ENGL</b>	At least one 200 – level English Course	1 – 3 credit hours. Min. of 9 hours of English Coursework
<b>HIST</b>	3 completed hours of history credit	1 – 3 credit hours. Min. of 9 hours of history coursework.
<b>HUMS</b>	A 399-level CISS class is not offered	Min. 2.5 GPA. HUMS 495 completed
<b>POSC</b>	Must have completed POSC 111. May register for no more than 12 POSC internship credits (399 and 499)	1 - 12 credit hours. . Min. of 9 hours of POSC coursework.
<b>PSYC</b>	PSYC 101. Min. 3.0 GPA. No more than 6 credit hours over the course of the degree	1 – 3 credit hours. 9 hours of PSYC coursework. No more than 6 credit hours over the course of the degree. Must have maintained a 3.0 GPA in PSYC coursework and cumulative



**Internship Position Description**

*This form will made available to students. Complete the information and if you have questions or need clarification, contact Dan Gomez-Palacio at [edgomezpalacio@ccis.edu](mailto:edgomezpalacio@ccis.edu)*

**Position Title:**

**Organization:**

**Address:**

**City:** \_\_\_\_\_ **St.** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Time Preference:**  Part-time (8 - 20)  Full-time (20+)

**Schedule:**  Mon  Tues  Wed  Thu  Fri  Sat  Sun

**Start - End Date:** \_\_\_\_\_ to \_\_\_\_\_

**Compensation\*:**  Paid  Unpaid

Description of Compensation:

**Job/Project Description (use separate sheet if necessary):**

**Experience/Skills Desired:**

Below is an example of a Learning Contract completed for a student doing a Psychology internship at an alcohol treatment facility.

<b>LEARNING CONTRACT</b>	
<p>A learning contract is an agreement between the student, the faculty sponsor, and the site supervisor to understand that there are specific educational objectives involved in an internship. Additionally, it offers a clear guideline on how the student will be academically evaluated for the internship. Use a separate page if necessary.</p>	
<p><b>Learning Objective:</b> Develop an understanding on how a patient qualifies for inpatient/outpatient treatment.</p>	<p><b><u>Strategies to achieve this objective:</u></b></p> <ul style="list-style-type: none"> <li>• Observe patients behaviors and responses to intake questions</li> <li>• Participate in group sessions to understand group dynamics and better comprehend how to lead a session</li> <li>• Receive a case study patient (with permission from lead psychologies) through the intake process. Observe and detail process, treatment plan, and have it reviewed by Dr. Higgs.</li> </ul>
<p><b><u>Learning Objective:</u></b> Understand and be able to explain how a Social Worker learns about the patient’s past history of drug and alcohol use, as well as other areas of their lives.</p>	<p><b><u>Strategies to achieve this objective:</u></b></p> <ul style="list-style-type: none"> <li>• Learn the items/questions Dr. Stimson asks his patients while completing assessments</li> <li>• Accompany Dr. Stimson on Joe’s meetings with patients (as confidentiality will allow) and how he encourages patients to answer honestly</li> <li>• Ask Dr. Stimson to clarify any treatment decisions and to explain parts of the assessment I don’t understand</li> </ul>

<p><b><u>Learning Objective:</u></b> Understand and be able to explain the steps taken for an individual to go through detoxification.</p>	<p><b><u>Strategies to achieve this objective:</u></b></p> <ul style="list-style-type: none"> <li>• Read the policy manuals that explain the detox procedure</li> <li>• Follow up on the progress of my case patient and ask questions</li> <li>• Ask Dr. Stimson about process and procedures during our weekly meeting</li> </ul>
<p><b>Communication method between Student and Faculty Sponsor and schedule:</b> I will email Dr. Higgs every other week on Thursdays at 3:00 to discuss progress towards my learning goals and issues that have come up.</p>	<p><b>Expected evaluation methods:</b> <i>Including periodic and final assignments</i></p> <p>Upon completion of the first week of work, I will submit a two page autobiography about my background, education, extracurricular activities, career goals</p> <p>Upon completion of the second week of work, I will write a two page paper on the organization I am working with. I will explain their mission, key leaders, and provide a organizational history.</p> <p>Upon completion of forth week, I will interview my supervisor and submit a 2 page report on the contents of that interview, discussing, among other things, my supervisors career path, education, and other information I learned.</p> <p>Upon completion of the fifth week, I will prepare a personal resume that will include items I am learning during this internship (Contact Career Services on the main campus at 573-875-4564 for assistance).</p> <p>Finally, upon completion of the internship, I will prepare a 10 page report on the tasks I performed on this internship and my accomplishments. Items to be included are: What I learned from my experience; ideas I submitted to my supervisor about improving the organization, their operations, or programs; What I will take away with me from my internship and how I will use it as I pursue my next steps of my career.</p> <p>All assignments will be completed using Microsoft Word using one inch margins and Times New Roman 12 pitch font (double spaced). If you do not have access to Microsoft Word let me know so we can figure out a work around. They will be emailed to me by the date listed on the assignment work sheet. Penalty assessed if late.</p>

