



CREDIT-BEARING INTERNSHIP FACULTY SPONSOR RESOURCE

1. Criteria

- Faculty members must have faculty status to be eligible to serve as a Faculty Sponsor for a student intern.
- Faculty members considering serving as a Faculty Sponsor need to be able to commit at least two hours a week per student intern for 8-10 weeks for a summer internship or 12 weeks for an academic semester internship (this includes weekly or bi-weekly communications with the student intern, student intern blog reading/responding, and final grading).

2. Compensation

- Faculty members who serve as Faculty Sponsors for students pursuing an internship for academic credit during the summer semester will receive \$100 per student. Faculty members will receive compensation through the September 20th payroll date.
- There is no additional compensation for faculty members who serve as a Faculty Sponsor during an academic semester.

3. Expectations

- Faculty members will serve as a Faculty Sponsor for only one student per academic semester and up to five students per summer semester.
- The Faculty Sponsor will assist the student in the creation of the Student Learning Internship Plan (SLIP), which serves as the syllabus for this experience. Academic requirements and expectations should be consistent with the implications of the 300-level designation.
- It is the Faculty Sponsor's responsibility to encourage and maintain regular (weekly or bi-weekly) communications with the student intern throughout the internship experience via in person meetings, phone, Skype, and/or e-mail.
- Faculty Sponsors will positively collaborate and communicate with the Center for Careers, Life, and Service (CLS) and the Office of the Registrar regarding each student intern pursuing academic credit with routine processes as well as with concerns or challenging situations that arise.
- Student interns will be asked to rate their experiences with the Faculty Sponsor. Should concerns arise regarding the quality of the Faculty Sponsor's performance in this role, the CLS and Registrar will follow-up with the student and faculty member to address these concerns.

4. Academic Credit Process and Responsibilities

Pre-Internship

- There are many initial reasons a student who is considering pursuing a credit-bearing internship may contact a faculty member to serve as the student's Faculty Sponsor:



- Academic credit is required for major or concentration (e.g. Global Development Studies or Technology Studies);
- The student has an F-1 visa and is getting paid, so therefore needs academic credit for Curricular Practical Training (CPT) work authorization;
- Academic credits are needed to meet graduation requirements;
- Academic credit is required by the internship employer.

It is important that faculty members determine if the student's desire to pursue an internship for academic credit moves beyond the initial reason to understand the student's commitment to the academic component of the internship and the student's desire to take the internship to a new level by adding an academic component. The initial reasons for are not sufficient enough for the student to be granted academic credit for an internship.

- The student and the Faculty Sponsor create the Student Learning Internship Plan (SLIP) collaboratively, which serves as the syllabus for this experience. The instructions for completing the SLIP are accessible to the student and Faculty Sponsors on the CLS's Internship website. Requirements and expectations should be consistent with the implications of the 300-level designation. The Faculty Sponsor needs to scale the workload for the student based on if the student is pursuing two or four academic credits for the internship experience.
- The student will compile all the materials needed to apply for academic credit: resume, unofficial transcript from the Office of the Registrar, Confirmation of Intern Acceptance (completed by the Internship Supervisor), Intern Waiver, Release, and Indemnification (signed by the student and guardian), SLIP, Credit-Bearing Internship Form (signed by the student, Faculty Sponsor, and Faculty Adviser).
- The student will apply through the CLS's online application process the deadline set forth by the CLS for each semester.
- The CLS Internship Coordinator and Registrar will review the application and approval will be granted for academic credit if all criteria are sufficiently met. The CLS Internship Coordinator will notify both the student and their Faculty Sponsor if the student's application is approved or if additional information is needed for approval to be granted.
- If approved, the student is required to attend a pre-internship orientation given by the CLS Internship Coordinator prior to the start date of the internship. Students who are on approved OCS programs at the time of application will receive the orientation materials electronically if they are unable to attend the orientation on campus.
- The CLS Internship Coordinator will email the Internship Supervisor prior to the start of the internship experience to introduce the CLS as a resource as well as to provide the student with the Grinnell College Internship Program Employer Handbook.
- Grinnell College's academic policy is that a student is not allowed to withdraw after registration of the internship to ensure preservation of a positive relationship between Grinnell College and the Organization/Employer.



During the Internship

- Faculty Sponsors will receive the student's Mid-Term and Final Evaluations, completed by the student's Internship Supervisor at the internship site, from the CLS when the evaluations are received from the Internship Supervisor.
- Faculty Sponsors need to maintain weekly or bi-weekly communication with the student during the internship experience to provide guidance and support; contacts could take the form of in-person meetings, phone calls, Skype sessions, or e-mails.
- Faculty Sponsors need to monitor the students' progress in the context of their Student Learning Internship Plan (SLIP) and guide the student's academic and professional development to achieve the goals outlined in the SLIP.
- Contact (via phone, email, or site visit) with the site supervisor during the internship experience to discuss the student's performance and the applicability of theory to the field experience is highly encouraged, but not required.
- Faculty Sponsors are encouraged to contact the CLS Internship Coordinator as a resource should any student-site supervisor issues/problems arise with an employer that need to be resolved.

Post Internship

- Collect and evaluate the student's journal/blog, final intellectual product/project, and any other academic components of the internship.
- Discuss with the student their overall performance evaluation. Be sure to review the student's SLIP to determine how successful the student was with achieving the student's goals. Discuss next steps for learning (integrating field learning back into classroom experience, presenting the student's experience to the campus community to benefit others (e.g. post presentation, serving on a panel, etc.), thinking ahead to the next internship or other steps as appropriate).
- Encourage the student to submit the post-internship requirements to the CLS.
- Encourage the student to do an on-campus presentation or poster session about the internship (if applicable).

5. Grading

- Granting letter grades is only an option available to students who request the academic credits count toward their graduation requirements within their major or concentration. All other academic credit for internships will be the S/D/F grading option.
- When determining the student's final grade, please use the following evaluation factors:
 - Mid-Term and Final Student Evaluations completed by the Internship Supervisor;
 - Quality of weekly/bi-weekly communications;



- Completion of assigned readings;
 - Completion and quality of the student’s final “intellectual product” (a piece of writing, an experiment, a performance);
 - Any other academic assignments as outlined in the SLIP.
- Refer to the “Faculty Important Dates to Remember” webpage on the Academic Affairs and Dean of the College’s website for grade submission deadlines. Faculty Sponsors will need to go online and submit the student’s grade.

6. Center for Careers, Life, and Service (CLS) Support and Requirements

- The CLS acts as a liaison with all those involved in the internship and is responsible for:
 - Encouraging students to identify and clarify internship goals and learning outcomes;
 - Supporting students before, during, and following their internship experience;
 - Mediating any conflicts that may arise between your Internship Supervisor and you;
 - Soliciting evaluations from students and Internship Supervisors;
 - Providing information to internship site supervisors to clarify Grinnell College policies and procedures;
 - Maintaining the confidentiality of any information obtained about a student’s internship site;
 - Encouraging the student’s productive contribution to the overall mission of the internship site;
 - Enforcing any additional rules and procedures that are mutually agreed upon in advance in writing between Grinnell College and the internship site;
 - Ensuring that students successfully complete all internship requirements.
- The CLS will provide the student with a pre-internship orientation which covers:
 - Getting the most out of an internship;
 - Setting internship learning goals, objectives and outcomes;
 - Stages of an internship;
 - Professional conduct and etiquette;
 - Organizational culture;
 - General tips and networking;
 - Internship supervisor relationship;
 - Internship reflection and processing.
- In addition to academic completion of academic components, students must also meet all CLS requirements during and after their internship to receive their grade. Students will receive detailed instructions regarding these requirements. These requirements include:
 - Write regular guided reflections through blogging via PioneerWeb or journaling during the internship experience to address the student’s professional development (this is separate from any field notes, journals, etc that might be required for the academic component of the internship).
 - Submission of a Final Learning Summary – This is a 2-3 page, double-spaced report that should be viewed as a personal and professional reflective tool. Students are encouraged to include accomplishments and the experience, knowledge, and understanding gained while completing their internship. The Final Learning Summary is used to think critically and analyze what was learned to help the student move beyond “what I have done” to “what does it mean” with respect to their future academic and ultimate career goals.
 - Completion of a final survey to evaluate the overall internship experience
 - Any requirement required by a grant program that funded the student’s internship (if applicable).

Center for Careers, Life, and Service

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