

University of Wisconsin-Stevens Point STUDENT AFFAIRS INTERNSHIP CRITERIA

STUDENT AFFAIRS “CREDIT BEARING” INTERNSHIP CRITERIA


An internship that is attached to an academic program or major/minor graduation requirement. These internships have criteria set by the academic department. However, as a minimum, they should include:

- Clearly outlined duties and expectations for success.
- Intentional development of at least 5 HIP learning objectives (see attached High Impact Practices (HIP) Rubric) that are structured into the experience and supervised by a professional with relevant and related background.
- Promotion of academic, career and/or personal development.
- Completion of learning objectives, observation, reflection, and evaluation.
- Balancing intern’s learning goals with sponsoring department/program needs.
- Last at least one academic semester. The number of internship hours should reflect the goals of the internship for both the intern and the sponsoring department/program.

STUDENT AFFAIRS “NON-CREDIT BEARING” INTERNSHIP CRITERIA

An internship is a carefully monitored meaningful learning experience in which an individual has intentional professional goals and reflects actively on what the intern is accomplishing throughout the experience. A student affairs non-credit bearing internship should include:

- Clearly outlined duties and expectations for success.
- Intentional development of at least 5 HIP learning objectives (see attached High Impact Practices (HIP) Rubric) that are structured into the experience and supervised by a professional with relevant and related background.
- Promotion of academic, career and/or personal development.
- Completion of learning objectives, observation, reflection, and evaluation.
- Balancing intern’s learning goals with sponsoring department/program needs.
- Last at least one academic semester. The number of internship hours should reflect the goals of the internship for both the intern and the sponsoring department/program.

Element	Milestone 1	Milestone 2	Milestone 3	Milestone 4
	GOOD PRACTICES	HIGH-IMPACT PRACTICES 		
Appropriately high-performance expectations	Expectations for student performance are stated, but may be vague	Expectations for student performance are clearly stated	Expectations for student performance are clear and appropriately demanding	Expectations for student performance are clear and appropriately demanding, with high standards in place
Significant investment of time/effort by students over extended time	Structure encourages general research and study of topic outside the designated experience hours	Structure encourages general research and study of topic in addition to time spent on application of concepts	Structure encourages general research and study of topic, application of concepts, and connections to self	Structure encourages general research and study of topic, application of concepts, connections to self, and sustained inquiry
Faculty/peer interactions regarding substantive matters	Some opportunities for students to interact meaningfully with others but on an irregular basis	Some opportunities for students to interact meaningfully with others for a purpose related to learning outcomes	Regular opportunities for students to have meaningful interactions with others for a purpose related to learning outcomes	Regular opportunities for students to have meaningful and collaborative interactions with others for a purpose related to learning outcomes
Experiences with diversity Definition: engage in activities and inquiry regarding diverse communities, cultures, and/or ideas	Some diversity opportunities exist, but on an irregular basis and/or opportunities are not explicitly linked to learning outcomes	Some diversity opportunities exist, with a purpose directly related to learning outcomes	Regular diversity opportunities are embedded within the experience, with a purpose directly related to learning outcomes	Regular diversity opportunities are embedded within the experience, with a purpose directly related to learning outcomes. These opportunities are meaningful and collaborative
Frequent, timely, and constructive feedback All milestones assume that feedback is frequent, timely, and constructive.	Summative one-way feedback	Summative and formative one-way feedback	Summative and formative feedback, both one-way and two-way	Varied forms of summative and formative feedback, including rich two-way dialogues regarding progress
Periodic & structured opportunities to reflect & integrate learning	Prompts allow surface examination only and repeating of ideas without requiring understanding	Prompts encourage connection to concepts and promote basic understanding. Students describe the "what?"	Prompts encourage deeper understanding by asking students to connect to personal/practical situations. Students elaborate on the "so what?"	Prompts encourage critical reflection in which students examine their views and understanding. Students elaborate on the "now what?"
Opportunities to discover relevance of learning through real-world applications	Few opportunities to apply concepts to real-world applications	Regular opportunities to actively apply concepts to real-world applications within mentor-provided parameters	Systematic and regular in-class and/or out-of-class opportunities to actively apply concepts to real-world applications with mentor-provided parameters	Systematic and regular in-class and out-of-class opportunities to apply concepts to real-world applications with student-initiated and/or mentor-provided parameters
Public demonstration of competence	Implicit opportunities for students to publicly share knowledge	Few explicit opportunities for students to publicly share knowledge	Some explicit opportunities for students to share knowledge in and/or outside HIP experience	Multiple explicit opportunities for students to share knowledge in and outside HIP experience

Kuh, G.D. & O'Donnell, K. (2013). *Ensuring Quality and Taking High-Impact Practices to Scale*. Washington, DC: American Association of Colleges and Universities.