GUIDELINES FOR DESIGNING AND SUPERVISING INTERNSHIPS

I. STRUCTURE OF INTERNSHIP PROGRAMS FOR CREDIT

The college recognizes that learning through field experience can be a valuable adjunct to classroom learning.

Qualified Agnes Scott academic personnel must be responsible for the overall program and must provide direct supervision of the academic component. These faculty members should be equally responsible for and responsive to the academic and practical aspects of the student's experience.

The student and her instructor should meet regularly and as frequently as possible to help the student relate her internship experience to its academic foundations and to provide the instructor with a basis for evaluating the student's performance. Means to accomplish these ends include tutorials, periodic written reports, reading lists, research projects and papers, direct observation, and examinations.

A responsible intern site sponsor should supervise the practical aspects of the field experience on a regular basis, preferably daily.

An orientation to both the academic and practical aspects of the program should precede the field work, and a reflective integration of theory and practice should follow the experience.

Insofar as possible, both the student and her intern site sponsor should provide the faculty instructor reports evaluating the experience, the student's performance, and the student's preparation.

The college retains ultimate control over the selection and placement of students and over the structure of the program.

International students must obtain approval from the associate dean of international education to ensure compliance with Immigration and Naturalization Service (INS) regulations.

II. CRITERIA FOR DETERMINING THE AMOUNT OF CREDIT

Upon the recommendation of the department, the coordinator of internships may authorize credit for internship experiences. This authorization must be obtained before the student registers for the internship. (See III. Academic Regulations, “Procedures for Awarding Credit for Internships.”)

A. Some internships may be so well structured that the department may feel very confident at the time of application about the number of credit hours to award. Other internships may be less structured, or the department may not have had enough experience with internships to know ahead of time exactly how much credit to recommend. In this case, the department may suggest to the coordinator of internships a range of credit hours. After recommendation by the department, the coordinator of internships will authorize the final amount of credit at the end of the field experience.

B. Although no fixed rules exist for determining the amount of credit for all internships, some guidelines, both quantitative and qualitative, can be helpful to the department and to the coordinator of internships.

1. Qualitative. Although much harder to assess, qualitative factors can help determine credit: the level of skills, the opportunities for participation and observation, and the academic component.
   a. Level of skills
1. pure research skills (learned in theoretical research using disciplinary methods)
2. applied research skills (learned in research relating to academic subjects, but at a specific, practical level)
3. technical skills (the more technical, practical skills helpful in academic disciplines)
4. routine skills ("world of work" skills of office functioning, interpersonal relations, organizational routines)

Generally the higher level of skills utilized in the internship, the more credit the experience should carry, although even the lower level skills can be very useful if they are supplemented by the other qualitative factors of the internship.

b. Opportunities for participation and observation (in order of credit merit) include the following:
   1. opportunities for the student to use academic research or data-gathering methods
   2. direct observation of institutions, activities, and people of significance to the discipline, especially observations not easily conveyed through standard course materials
   3. opportunities to learn from participants or direct observers

c. Academic component
This component includes such elements as readings, journals, tutorials, papers, and tests. To a certain extent, the academic component can be altered to compensate for variation in the other qualitative aspects of the internship.

In conclusion, a guideline for assigning the amount of credit for an internship is, first, to assess the qualitative aspects of the internship. The use of a high level of skills and many opportunities for participation and observation will permit credit awarded with a moderate academic component. If the skills used are less impressive, and if the opportunities for participation and observation are limited, the Agnes Scott faculty sponsor might require a more extensive academic component in order to justify the credit award; or the faculty sponsor might reduce the number of hours earned in the internship.

Next, estimate the number of hours spent per week at the intern site. Students attempting 4 hours of credit should spend 8-10 hours per week (a minimum of 130 hours during the semester) at the intern site. For students attempting less than 4 hours of credit, the requirement of hours per week at the intern site would be reduced on a prorated basis.

2. Quantitative. The amount of time demanded by both the practicum and by the academic component of the internship is important in assessing the amount of credit to be awarded. Based on the generalization that the typical Agnes Scott course requires 2-3 hours of work outside of class for every hour of class work, one can assess credit for an internship by adding the total number of work hours, the hours spent reading, writing, and doing research, and the hours in conference with the internship director.

Adopted by the faculty on May 6, 1983.

PROCEDURES FOR AWARDING CREDIT FOR INTERNSHIPS
The following procedures should be followed for awarding credit for internships. Note that application for credit must be made before a student actually begins work on an internship.

Limitation on Credit. No more than 10 semester-hours of credit for internships may be applied toward minimal requirements for the degree, and no credit from internships may satisfy minimal requirements for the student's major.

Internships are graded on an A-F grading scale. No more than 10 semester hours of internship credit may be applied toward the 128 hours of credit for the degree.

Dropping an Internship. During the regular academic session, the deadlines that apply to dropping courses apply to dropping internships as well. During the summer, a student may drop an internship without academic penalty within one month of its inception.

Tuition and Fees. Tuition for credit internships during the academic session is included in the regular fees. A student may complete the practical component of an internship (370 or 450) while the college is not in session and complete the academic component of the internship during the next semester, receiving credit for the internship during the semester following the practical experience. The internship must be approved before work is begun. If credit is earned when the college is not in session, the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member will apply.

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