



11th Version

# CAS PROFESSIONAL STANDARDS FOR HIGHER EDUCATION



**Council** for the  
**Advancement** of  
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# CAS PROFESSIONAL STANDARDS FOR HIGHER EDUCATION

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# INTERNSHIP PROGRAMS

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During the social upheaval of the 1960s, a movement gained considerable momentum to make the college curriculum more relevant and to apply the knowledge of theoretical disciplines to address societal problems. As institutions of higher education revamped their curricula, they began to recognize that supervised, out-of-classroom learning experiences, defined as “experiential education,” were relevant to the educational process and student learning and development. Thoughtful application of experiential education practices to internships emerged and evolved as an increasing number of academic departments established criteria for structuring internship learning experiences, for assessing the intended outcomes, and for awarding academic credit. Internships have become one of the most common and recognized forms of experiential education.

As internships became more integrated into the academic curriculum of higher education, those who worked with these programs sought ways to assemble and centralize resources to help administer internship programs. The Society for Experiential Education (SEE, formerly NSEE), the primary, professional association focused on internships and other forms of experiential student learning, was established in 1978, merging the Society for Field Experience and National Center for Public Service Internship Programs. With the expansion of internship programs into areas such as global education, other professional organizations began providing support to members who administer these programs. They include NAFSA: Association of International Educators, the Cooperative Education and Internship Association, the Association for Experiential Education, the National Association of Colleges and Employers, and Campus Compact.

While the professionalism of internship programs developed steadily since the late 1970s, the establishment of CAS Internship Programs (IP) standards in 2003 was of compelling importance to the field, following the codification of principles of experiential education by SEE in 1998. The CAS IP standards define an internship within the context of an academic institution of higher education. They emphasize that within both academic and co-curricular areas, careful thought, planning, administration, implementation, and

feedback are important to the entire learning process. Additionally, intentionality of purpose and sufficient resources need to be available to accomplish the established outcomes of the learning experience.

Increasingly, discipline-based academic associations have developed recommended practices for internships within their fields and in alignment with students’ developmental needs by academic level (undergraduate vs graduate student status). SEE offers a series of training modules, known as the Experiential Education Academy, to guide academics and others who design internships.

A goal of internship-focused organizations has been to advance the practice, advocate for the inclusion of experiential and related forms of active or engaged learning, within and outside the classroom or campus setting, and establish appropriate principles, standards, and ethics to guide the work. As a result of the efforts of these organizations, reinforced by demands of students and parents for a more applied curriculum, internships have become an integral part of a college education at both two- and four-year institutions. In part, what identifies a quality internship, as it does other experiential “high impact practices,” is the degree of faculty or professional staff direction and support of the process and the expectation for student self-study. Together, support and self-study enable the intern to “learn by doing” and to reflect upon that “doing” to achieve specific learning outcomes (Kuh, 2008).

Internship-focused organizations also wrestle with complications associated with unpaid internships and distinguishing those opportunities from volunteering. According to Sweitzer and King (2014), what distinguishes an intern from a volunteer is the intentional learning shaped by experiential pedagogy. In contrast, volunteers are motivated by a desire to engage in the common good by helping others. Assessment feedback for student learning and the clarification of the relationship of an internship experience to its specific learning outcomes are essential. Additionally, the development of this experiential learning environment provided by the internship is the responsibility of the student, the student’s academic program, the institution, and the internship site partner (Inkster &

Ross, 1995, 1998). Each party shares in the responsibility to ensure that the experience addresses intentional and collaboratively framed learning outcomes that are sufficiently rigorous to warrant academic credit or to ensure personal developmental outcomes (Hesser, 2014).

### Type of Internships

The type of internship experience sanctioned by an institution may vary. Some emphasize a form of cooperative education in which compensation for professional work is an expectation and where credit for the experience is not necessarily expected. Some involve a heavily supervised semester or summer-long experience, which may or may not award academic credit. Others utilize a form of externship, which is similar to short-term, field-based learning with minimal or limited interaction with an organization. Regardless of the structure and as a result of the application of CAS Standards, particularly standards pertaining to liability concerns, an increasing number of institutions are now taking a more active role in evaluating placements and in incorporating their institutional expectations into the internship process.

Setting standards for internship programs establishes benchmarks for administrators, faculty, and staff that identify a quality internship and an effective learning experience. Within this framework, it is also important to address the similarities and differences of an academic internship within academic affairs and a co-curricular internship supported by a student affairs division. The CAS IP standards address each of these areas to meet student development, academic, career, and personal goals. Additionally, these standards assume there is sufficient communication between the two areas to ensure that appropriate expertise is utilized across divisions and throughout the campus.

Another new development in the field has been the creation of remote, virtual, and hybrid internships, during which students engage in communication, special projects, and other activities while not physically located at the primary internship site. Still in its infancy, these types of internships give greater flexibility to the student who cannot afford to live in another city or to take time away from employment or from one's campus. As the convenience of such arrangements becomes more attractive, and aligns more closely with evolving employer culture, institutions will need to adapt their evaluation of such arrangements and to consider the impact of these offerings on their ability to supervise, support, and assess the intended learning

(Wortham, 2013). Additionally, as this form of internship begins to overlap with the field of distance learning, there may be complex issues with federal and state authorization of these programs, which may be quite impactful for higher education as internships and other learning opportunities extend beyond the boundaries of the primary location of the home institution. Higher education institutions are legally required to seek individual authorization, or approval, to facilitate or provide educational activities in locations outside the state of the home institution. The CAS IP standards provide guidance for these new challenges.

Of considerable significance is the intent of CAS that the IP standards apply to all internship offerings, regardless of their placement within academic, student services, or individualized settings within or external to the institution. Many colleges and universities are establishing coordinating committees to ensure viability of learning outcomes and to address issues of risk management in their internship program offerings. As they consider internships a high-impact component of students' curricula, the need to adequately train professional staff and faculty as they guide students' experiential education is an essential, institutional duty for knowledgeable and professional delivery of programmatic services.

### Impact of Law and Policy

In 2010, the U.S. Department of Labor's Wage and Hours Divisions' interpretation of the Federal Fair Labor Standards Act addressed the legal expectations of internships and internship programs. This attention generated significant conversation about the responsibilities and ethics of program offerings. The Department (2010) has stated that if an employment relationship is deemed to exist, the intern must be paid at least the required minimum wage and any appropriate overtime compensation. Updated in 2018, the department provides guidance on a seven-factor "primary beneficiary test" to determine whether an intern or student should be legally classified as an employee. With regard to the issue of paid versus unpaid interns, recent court decisions seem to have broadened the protection of companies using unpaid interns when internships are designed chiefly for educational purposes and the majority of the benefit derived from the experience is to the intern (Wang v. Hearst Corp, 2015; McKay v. Miami-Dade County, 2022).

Legal cases are clarifying national and regional expectations of acceptable practice in internship programs. Educational institutions using CAS and other

standards of good practice are helping address these complex matters by educating staff members, students, and internship sites regarding pedagogy, expectations, and the law. Internship program directors should consult with institutional officials on legal and business matters as part of their application of the CAS standards to their programs.

To minimize the risk associated with off-campus internships, there is a trend for institutions to select third-party organizations with personnel who are expert in these programmatic areas to place and supervise students. Appropriate evaluation of the performance of these organizations must be an integral part of the internship process. Institutions must ensure that third-party organizations incorporate relevant CAS criteria to assure adherence to institutional and best practice internship program expectations.

Internships and other forms of experiential education have become fully accepted as part of the college experience. Many new faculty members are former interns who understand the value of an internship and understand appropriate methods of measuring student performance. More off-campus agencies and site partners understand the law and the necessity to provide substantive work and responsibilities to the student intern. To advance equity in the internship landscape, more financial assistance is available either through the institution or the placement site to help cover students' costs. Technology is providing career centers, internship offices, and off-campus programs with the ability to more efficiently and effectively evaluate additional placement opportunities and to match student interest and internship requirements with appropriate placements. Additionally, the implementation of online portfolio systems allows more involvement by students in their development and in assessment of their learning when all participants in the internship experience collaborate.

The evolution of experiential learning and recent developments, reinforced by the application of uniform standards available through CAS and use of rigorous experiential pedagogy, will provide internship programs the ability to offer and evaluate comprehensive learning experiences grounded within the application of effective experiential education methods. Evaluating how such changes improve internship programs will be vital to practitioners and faculty helping students learn and develop as a result of these experiences.

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# INTERNSHIP PROGRAMS

## 3 GUIDING PRINCIPLE: STUDENTS AND THEIR ENVIRONMENTS

### PART 1. MISSION

#### 1.1 Functional Area Mission

Internship Programs (IP) must engage students in planned, practical, educationally purposeful experiences in professional, work-related settings that relate to or complement students' academic and career goals.

The IP mission must be aligned with the mission and core values of the department, college, division, institution, and applicable professional standards.

The IP mission must be appropriate for the institution's constituents.

Regardless of its organizational structure, IP must collaborate and consult with its constituents to advance its mission.

#### 1.2 Mission Statements

IP must develop, implement, disseminate, regularly review, and update its mission statement.

IP mission statements must reference student learning, development, and success.

### PART 2. PROGRAMS AND SERVICES

#### 2.1 Functional Area Goals

Internship Programs (IP) must be guided by a set of written goals directly related to its stated mission, priorities, institutional core values, and expectations.

When expected or required to use standards set forth by associations, governmental agencies, licensing or related types of accrediting entities, IP should augment those standards or criteria with the CAS Internship Programs Standards and Guidelines.

IP's goals must be aligned with institutional vision, mission, and core values.

IP must develop goals addressing access, diversity, equity, justice, and inclusion.

IP must annually determine, review, assess, and consider revising its goals.

IP must determine and define its constituents.

#### 2.2. Achieve and Communicate Functional Area Goals

IP must examine how its programs and services goals align with the IP mission and core values.

IP must provide programs and services addressing the diverse needs of its constituents.

IP must offer a wide range of internship experiences appropriate for all students served by the institution and for the types of academic, career, or professional programs offered.

IP experiences can include but are not limited to the following: discipline-specific course-based internships, student-initiated internships, short-term internships, group-based project internships, and virtual internships.

Internships may be paid or unpaid, optional or a degree requirement, credit- or noncredit-bearing, and for a variety of lengths or terms.

Internships that are credit-bearing, part of a course, or an academic requirement must be described in the course syllabus and academic planning documents and included in the course catalog. Course requirements must be explained, including criteria for grading and consequences or options if students fail to achieve expected outcomes.

When course credit is offered for an internship, the amount of credit should be determined by the extent to which the student is engaged in work/activities related to identified learning goals and not solely by hours accrued at the site.



IP should advocate that common criteria are used across the institution for determining how course credit is awarded.

IP must communicate with internship sites and monitor any course requirements when the internship is credit-bearing or an academic requirement.

IP must establish and communicate internship eligibility requirements; assess and monitor student eligibility.

IP must determine criteria for internship sites.

IP must outline roles and responsibilities of IP and site personnel.

IP must secure written/signed agreements from all parties.

IP must ensure that essential implementation information, such as job description, internship responsibilities and expectations, and policies for behavior and performance are given to the student.

These policies and expectations may include time/hours required, transportation options, credit/non-credit, paid/unpaid, financial factors, benefits, reporting structure, risk factors, policies on use of technology at work site, personnel policies such as working hours, dress code, and management of misconduct.

In identifying internship sites, IP must ensure site personnel

- i determine the selected site supervisors are qualified to supervise interns and have a supervision plan in place
- i provide appropriate orientation and training to internship site personnel on facilitating learning experiences for students
- i ensure all parties involved conform to standards of privacy and other relevant standards, policies, and regulations
- i provide reasonable disability accommodations in accordance with applicable laws
- i ensure risk management and personal safety factors are identified, including both emotional and physical, and that specific, viable safeguards and procedures are in place

- i establish an evaluation process, including feedback from site supervisor to the student and student evaluation of the experience

IP must provide programs and services addressing access, diversity, equity, justice, and inclusion.

IP must partner with institutional and external organizations to address the needs of special populations for internship experiences.

IP must include its constituents when developing programs and services.

Through collaborative relationships and partnerships with faculty and other institution personnel, IP must

- i establish common standards and guidelines for the design and implementation of internship experiences
- i facilitate internship employer connections within the institution
- i expand internship opportunities by promoting community-employer relations
- i ensure utilization of the internship expertise available across the institution
- i facilitate greater access to internships for all students

IP must communicate at least annually to its constituents its progress toward meeting the mission, goals, and intended outcomes.

IP must develop and implement strategies for outreach, marketing, and promotion of its programs and services that are consistent with the IP mission and goals.

To ensure institutional awareness of internship organization and policies, IP leaders must disseminate information to academic and co-curricular departments.

IP should establish a system for centralizing information relevant to its program.

IP must use multiple modes of delivery to meet the needs of its constituents.

### 2.3 Program Structure

IP must provide a research-informed, theory-informed, or evidence-based rationale for

designing programs and services, strategies, and tactics intended to influence student learning, development, and success goals.

**IP must establish and communicate a clear organizational structure for the implementation of its programs and services.**

IP may be structured as a central office or organizing committee, located within an academic department or division, or offered through a student or academic affairs department.

**IP must align the components, strategies, and tactics of its programs and services with IP goals and the corresponding student learning, development, and success outcomes.**

**IP must be structured and resourced to**

- i balance efficiency and effectiveness
- i respond to the needs of its constituents and distinct populations
- i ensure access for its constituents

Regardless of its organizational structure, IP must work in close consultation and collaboration with experts and utilize resources to meet the needs and interests of its constituents.

If more than one institutional unit facilitates internship experiences, IP must encourage those offices to share information and collaborate as appropriate.

**IP must collaborate with colleagues and departments across the institution to develop programs and services consistent with the institutional core values and department functions.**

### **PART 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS**

#### **3.1 Student Learning, Development, and Success**

Internship Programs (IP) must contribute to student learning, development, and success by offering programs and services that support curricular and co-curricular experiences.

Internship experiences must provide opportunities for the critical exploration of the relationship between knowledge, concepts, theories, and models resulting from college/university and those

from work settings; development of skills, attitudes, values, and interests; and the exploration of career options in a professional setting.

Internships should provide opportunities and incentives for students to think about social processes (e.g., organizational development) and issues (e.g., the distribution of power in the site and in society, the impact of diverse identities on social relations and practices) within the context of a professional setting.

**To ensure a focus on student learning, IP must**

- i ascertain that tasks or assignments are related to academic, career, professional, and/or personal goals
- i confirm that the purpose and the expected student learning outcomes for the internship are appropriate, relevant, and achievable
- i maintain written documentation of the internship goals, objectives, and expected student learning outcomes agreed to by institution personnel, site personnel, and the student
- i document and ascertain students' progress toward achievement of goals, objectives, and learning outcomes
- i ensure that students are prepared to engage in and learn from their internship experiences
- i build in processes for student self-assessment, reflection, application, and integration of the learning experience, particularly as it relates to students' academic and career-decision-making and personal/professional development

To enrich students' global education and experience, IP should seek internship opportunities in global settings and with global organizations or other settings that promote a broad worldview and experience.

**IP must select relevant [CAS Student Learning and Development Domains and Dimensions](#) or other recognized outcomes frameworks to help create written goals and intended outcomes for its programs and services. Outcomes must be developed within one or more of the following areas:**

- i Cognitive Complexity
- i Knowledge Acquisition
- i Interpersonal Development



- i Intrapersonal Development
- i Local and Global Humanitarianism and Civic Engagement
- i Practical Competence

IP must provide educational opportunities and experiences for students targeting goals based on relevant [CAS Student Learning and Development Domains and Dimensions](#) or other outcomes frameworks.

IP must align predetermined student learning, development, and success outcomes with the institutional framework for student outcomes.

IP must collaborate with institutional leaders to identify relevant, desirable, and feasible student learning, development, and success outcomes.

IP must document the extent to which intentionally designed programming, strategies, and tactics are implemented as planned.

IP must ensure that assessment of learning outcomes is a focus of program evaluation efforts.

## PART 4. ASSESSMENT

### 4.1 Assessment Culture, Plans, and Processes

Internship Programs (IP) must create and sustain a culture of assessment that is transparent and valued by its constituents.

IP must create assessment plans and processes in alignment with its mission and the core values of the institution. These plans and processes must

- i be created in collaboration with IP constituents
- i include IP goals, objectives, and outcomes
- i engage IP in an ongoing cycle of assessment activities
- i incorporate assessment of student learning, development, and success
- i address the role of power and positionality for those conducting assessment
- i be both ethical and equity-centered
- i incorporate different approaches to creating, collecting, and measuring evidence of progress towards achieving goals, objectives, and outcomes

IP must implement strategies, practices, services, and programming toward achieving its stated goals and evaluating intended outcomes.

IP must use data-informed decision-making.

IP must document progress toward goal, objective, and outcome achievement.

IP must implement and communicate its self-assessment and program review timeline as determined appropriate by department, divisional, and/or institutional leaders.

IP must commit fiscal, human, and technological resources to develop, implement, and improve assessment plans.

IP must support professional development for those responsible for assessment.

IP must collaborate with appropriate departments on assessment of IP outcomes.

IP must involve faculty and internship providers in the development and implementation of the assessment and evaluation process.

IP must use assessment data, research, and theory to review and revise program mission, goals, and outcomes in a regular cycle.

### 4.2 Goals, Objectives, and Outcomes

IP must clearly define goals, objectives, and outcomes for what IP intends to achieve.

IP must develop student learning, development, and success outcomes using relevant frameworks.

IP must review and revise goals, objectives, and outcomes annually, using data and relevant research to inform revisions.

### 4.3 Implementing Strategies to Achieve Goals and Outcomes

IP must use theory, research, and evidence to develop and implement its programs and services to achieve stated mission, goals, and outcomes.

### 4.4 Gathering Evidence and Data

IP must gather evidence and utilize equity-centered data collection processes.

IP must utilize multiple methods and measures of data collection.

The internship experience evaluation process must include feedback from the site supervisor to the student and from the student to the site supervisor.

Feedback from both site supervisor and student must address the student's achievement of learning outcomes as well as work performance.

IP must regularly evaluate and update methods of data collection.

IP must develop manageable processes for gathering and evaluating data.

IP must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

IP must adhere to institutional policies related to data access and management.

#### 4.5 Reviewing and Interpreting Findings

IP must analyze and interpret data using appropriate methods for the outcomes and questions developed in the planning processes.

IP must identify and address bias regarding analysis and interpretation.

IP must disaggregate data to identify issues related to equity and inclusion.

IP must compare findings to relevant literature on assessment areas of focus or interest.

#### 4.6 Reporting Results and Implementing Improvement

IP must use data to demonstrate achievement of program outcomes and student learning, development, and success outcomes.

IP must avoid deficit-based reporting of assessment results.

IP must articulate potential bias in data and reported findings when sharing or reporting results.

IP must communicate results and findings to its constituents using formats tailored to them.

IP must use evidence from assessment activities and research to inform decision-making and continuous improvement.

IP must suggest strategies for using results and findings.

IP must monitor improvements made based on assessment results.

IP must provide annual reports regarding how results and findings are used for continuous improvement.

IP must apply results to future planning.

### 3 GUIDING PRINCIPLE: ADVOCATING FOR DIVERSE, EQUITABLE, AND INCLUSIVE COMMUNITIES

#### PART 5. ACCESS, DIVERSITY, EQUITY, INCLUSION, AND JUSTICE

##### 5.1 Inclusive and Equitable Educational and Work Environments

Internship Programs (IP) must establish goals for access, diversity, equity, inclusion, and justice and a process to review, evaluate, and update the goals as appropriate.

IP must create and maintain accessible, equitable, and inclusive educational and work environments for its constituents in accordance with the context of each institution's mission, institutional policies, and applicable codes and laws.

IP must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; language; family educational history; political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital and family status; socioeconomic status; housing status; veteran or military status; or any other basis included in codes, laws, and institutional policies.

IP personnel must select sites that adhere to equal opportunity and nondiscrimination policies, codes, and laws.

IP must address non-adherence by employers to equal opportunity and nondiscrimination policies, codes, and laws.

IP must be sensitive to identities and characteristics in accordance with [Aspects of Identity in the CAS Standards](#) that may be used to discriminate or cause harm to others using its programs and services.

### 5.2 Organizational Aspects of Access, Diversity, Equity, Inclusion, and Justice

IP must provide equitable access to facilities, resources, and digital spaces for its constituents.

IP should work with and seek internship opportunities for students with various abilities and life circumstances. IP should provide opportunities that are accessible to students with limitations on their time due to factors, such as employment, family caretaking, or part-time status, and to students with particular needs, such as veterans and students with disabilities.

IP must consider the needs of its constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

IP must identify and address actions, policies, and structures within its operation that perpetuate systems of power, privilege, and oppression.

### 5.3 Advocating for Access, Diversity, Equity, Inclusion, and Justice

IP must advocate for inclusion, cultural humility, and social justice.

IP must enact culturally responsive, inclusive, respectful, and equitable practices in providing programs and services.

IP must develop plans for ongoing professional development on cultural humility and workplace equity and inclusion.

### 5.4 Implementing Access, Diversity, Equity, Inclusion, and Justice

IP must collaborate with diverse constituents to address their needs through the development and implementation of culturally relevant, accessible, and inclusive programs, services, policies, procedures, and practices.

IP must document the extent to which programs, services, policies, procedures, and practices contribute to student perceptions of belonging.

IP must ensure that its personnel are trained to recognize and apply concepts of access, diversity, equity, inclusion, and justice and are held accountable for applying the training to IP and its work.

IP must follow institutional protocol for bias incident investigating and reporting.

IP personnel must cultivate cultural humility.

IP must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, IP must provide individuals with an interactive process to determine reasonable accommodations.

## 3 GUIDING PRINCIPLE: ORGANIZATION, LEADERSHIP, AND HUMAN RESOURCES

### PART 6. LEADERSHIP

#### 6.1 Create and Advance Vision, Mission, Goals, and Core Values

Internship Programs (IP) leadership must align the vision or purpose, mission, goals, and core values for the area with that of the institution.

IP leadership must facilitate the shared vision or purpose, mission, goals, and core values for the area.

IP leadership must facilitate goal setting and development of goals and professional expectations in collaboration with their team.

IP leadership must determine the supervisory structure best suited for the ongoing operations of IP.

IP leadership must advocate for and actively promote IP and institution's vision, mission, goals, and values.

IP leadership must model, encourage engagement, and create space for discourse on the vision or purpose, mission, goals, and core values.

IP leadership must identify and address individual, organizational, and environmental conditions that inhibit the pursuit of mission, goals, and outcomes.

IP leadership must demonstrate a set of professional ethics and core values.

### 6.2 Cultivate Access, Diversity, Equity, Inclusion, Justice, and Well-Being

IP leadership must cultivate an environment of access, diversity, equity, inclusion, and justice in the design and delivery of programs and services and in the workplace.

IP leadership must cultivate an environment of team well-being in the workplace and through programs and services developed for its constituents.

IP leadership must encourage others to contribute to the well-being and effectiveness of the unit and institution.

IP must have a published protocol for its constituents to request disability accommodations for its programs and events.

IP leadership must encourage personnel to engage in reflection about their work.

IP leadership must delegate tasks based on talent and interest.

IP leadership must develop and empower new leaders from within the organization.

IP leadership must engage team members in discourse to reconcile conflict, address complaints, and improve team morale as needed.

IP leadership must develop plans for research, assessment, scholarship, leadership, and service to the institution and the profession.

### 6.3 Create Collaborative Communities

IP leadership must create collaborative communities by building a network of its constituents for sharing of ideas, strategizing on change and improvements, collaborating on programs and services, and advocating for additional resources.

IP leadership must facilitate dialogue with its personnel and constituents about program advancement through processes that include assessment, strategic planning, and continuous improvement.

### 6.4 Operate with Integrity, Transparency, and Accountability

IP leadership must operate with integrity, transparency, and accountability.

IP leadership must incorporate both research, evaluation, and outcomes assessment data in review of operations and in decision making.

IP leadership must provide updated operational reports to its constituents based on assessment and feedback of activities.

IP leadership must communicate with its constituents about current issues affecting the work of IP and the profession.

IP leadership must advocate for resources to address IP and team member needs.

IP leadership must plan for, allocate, and monitor the responsible use of fiscal, physical, human, intellectual, and technological resources.

### 6.5 Act Strategically to Bring About Positive Change

IP leadership must act strategically to bring about positive change in the unit and engage the team in strategic planning processes aligned with the institution's strategic plan and with the IP mission, vision, goals, and values.

IP leadership must utilize research, scholarship, evidence, philosophies, principles, and values to guide the work of IP.

IP leadership must set goals, objectives, and outcomes based on the needs of the populations served, intended learning, development, success outcomes, and program outcomes.

IP leadership must develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, current research, and evolving institutional priorities.

IP leadership must engage diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the strategic planning process.

IP leadership must advocate for representation in strategic planning processes at unit, divisional, and institutional levels.

## PART 7. HUMAN RESOURCES

### 7.1 Staffing and Support

Internship Programs (IP) must communicate and collaborate with institutional and/or divisional human resource departments.

IP must use professional standards to identify the staffing needs to achieve its mission and goals.

IP must be staffed by personnel qualified to accomplish its mission and goals.

IP must have access to technical and support personnel to accomplish its mission.

IP personnel must possess an appropriate combination of educational credentials and equivalent experience.

IP personnel must demonstrate knowledge of experiential learning and its pedagogy and be able to enact an experiential and learning-outcome based internship program.

IP personnel should be familiar with

- › career, industry, and workforce trends
- › knowledge and skills students are expected to derive from their majors/disciplines
- › strengths or unique features of academic disciplines
- › pedagogical strategies and techniques for promoting reflection and learning

### 7.2 Employment Practices

IP must have clearly stated, current, relevant, and documented responsibilities and performance expectations for personnel.

IP must have clearly stated, current, relevant, and documented organizational charts demonstrating reporting structures.

IP must align employment practices with institutional procedures and expectations for recruitment, selection, onboarding and training, supervision, performance management and coaching, evaluation, and professional and organizational development of personnel.

IP must determine and implement practices that achieve the goals of successful recruitment,

selection, onboarding and training, supervision, performance, and evaluation when institutional practices do not meet expectations.

IP must supplement institutional approaches when necessary for personnel to demonstrate their competence.

IP leadership must ensure that all personnel have written position descriptions in a format consistent with institutional and/or divisional practices.

IP leadership must regularly review position descriptions.

IP leadership must conduct searches that candidates describe as fair and equitable.

IP leadership must implement recruitment and selection/hiring strategies that comply with institutional policy and demonstrate a deliberate effort to diversify the workforce.

IP leadership must develop promotion practices that are fair, inclusive, proactive, non-discriminatory, and in alignment with institutional policy.

IP leadership must establish, in partnership with personnel and aligned with institutional policies, work arrangements, scheduling, and modality that achieve department goals, objectives, and outcomes.

### 7.3 Recruitment

IP must develop strategies for talent sourcing and recruitment including

- i creating a positive brand or message in alignment with the IP and institutional mission and values to attract potential personnel
- i proactively searching for diverse candidates
- i developing personnel from within IP and the institution
- i hiring from outside of the institution
- i investing in multiple and continuous sourcing methods to diversify its personnel
- i using technologies, such as social media and applicant tracking software, to support sourcing and recruiting approaches

IP must identify metrics and capture data in support of staffing strategies including



- i costs associated with sourcing, recruiting, hiring, and onboarding
- i percentage of applicants moving on to the next stage in the hiring process and number of days to fill the position
- i factors associated with turnover for reasons other than termination

#### 7.4 Selection Process

IP must use a well-defined and transparent selection process that is fair and equitable.

IP must utilize a selection process that

- i communicates with applicants throughout its process and timeline
- i develops applicant evaluation criteria based on the position description
- i ensures interviewers are familiar with position duties, requirements, and selection criteria, and are trained on appropriate and legal interviewing techniques
- i designs interview questions and processes to assess applicants' qualifications, skill level, knowledge, overall competence, and alignment with the organization's needs
- i notifies non-selected applicants promptly

#### 7.5 Onboarding, Training, and Development

IP must provide a comprehensive professional development plan that includes onboarding, training, and development.

IP personnel must receive training when hired and professional development throughout their employment.

IP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.

IP personnel must engage in continuing professional development activities to apply current research when developing new programming, improving existing programming, or advocating for the discontinuation of existing programming.

IP must provide personnel with appropriate professional development opportunities or

resources that facilitate individual goals and improve competence, skills, and leadership capacity.

When creating training and development programs or experiences, IP must

- i account for different learning styles
- i use a variety of delivery methods
- i provide accessible platforms for delivering training and development programs
- i encourage discussion and challenge to ideas and respect for opinions
- i provide additional resources for learning outside of training

IP personnel must have access to resources and receive specific training on policies, procedures, and laws related to

- i the IP and institutional mission, goals, and core values
- i the programs and services they support
- i administrative and operational policies, procedures, and protocols
- i resource allocation and planning
- i privacy and confidentiality
- i student records and sensitive institutional information
- i access, diversity, equity, inclusion, and justice
- i systems and technologies necessary to perform their assigned responsibilities
- i sexual misconduct, harassment, and workplace violence
- i all laws and policies that directly affect the delivery of IP programs and services

Training for IP personnel should include

- › criteria for identifying appropriate internship sites
- › building and maintaining relationships with site supervisors
- › articulating and recognizing student learning and development outcomes
- › using pedagogical strategies and techniques to promote reflection and learning
- › assessing sites as well as learning and other outcome achievement



- › appropriately responding to problem situations

The training and development of IP professional personnel should enhance knowledge and abilities to

- › design a program that enhances student learning
- › manage the program
- › evaluate the program
- › determine acceptability of internship experience/site
- › establish relationships
- › communicate effectively with students

To enhance IP personnel's ability to design a program that enhances student learning, IP should provide training in

- › use of standards and best practices in support of experiential learning
- › use of effective pedagogy, active learning strategies, and resources effective in achievement of learning outcomes
- › structured practices that engage students in reflection on what they have learned from the internship experience, including personal and professional skills; knowledge, values, and attitudes; and application to future endeavors

To enhance IP personnel's ability to manage the program, IP should provide training in

- › fostering participation by and with diverse populations
- › developing fiscal and other resources for program support
- › promoting the value, benefits and outcomes of internship experiences

To enhance IP personnel's ability to evaluate the program, IP should provide training in

- › use of standards for conducting program evaluation
- › techniques, tools, and strategies for evaluating extent to which an internship site and experience provide learning value, quality supervision, overall safety
- › methods for assessing learning and other outcomes

To enhance IP personnel's ability to determine acceptability of internship experience/site, IP should provide training in evaluating

- › compatibility between expectations, objectives, and needs of the student and the internship site
- › likelihood of student achieving desired learning outcomes
- › proportion of time spent in activities related to learning outcomes
- › appropriateness of the site personnel to supervise interns and facilitate learning and development experiences

To enhance IP personnel's ability to establish relationships, IP should provide training in

- › developing collaborations/partnerships with academic divisions and departments, career centers, alumni and corporate relations, media relations, and other campus units on strategies for cultivating internship opportunities with businesses and other organizations
- › fostering genuine and active commitment of students, the institution, and internship sites
- › developing and maintaining close working relationships with relevant offices across the campus in order to be fully prepared to handle situations that require the expertise of other campus personnel, such as risk management, counseling, legal, and communications

To enhance IP personnel's ability to communicate effectively with students, IP should provide training in

- › preparing, mentoring, and monitoring students to fulfill internship requirements
- › apprising students of legal and risk management policies and safety protocols (physical and emotional)
- › clarifying responsibilities of the student, the institution, and the internship site
- › identifying sources and availability of assistance and support services, and referral processes while participating in internships

**IP personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.**

IP personnel must be trained on how and when to refer those in need of additional assistance to qualified staff and must have access to a supervisor for assistance in making these judgments.

IP supervisors must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

IP supervisors must seek input from their personnel during the process of writing performance goals, objectives, and outcomes to be used to plan, review, and evaluate work and performance for each performance cycle.

IP supervisors and personnel must update performance plans and job descriptions regularly to reflect changes during the performance cycle.

Performance plans must be consistent with institutional, divisional, departmental, and individual expectations of personnel.

IP supervisors and personnel must have periodic conversations to discuss progress towards goals and needed changes to performance plans.

IP supervisors must use the results of performance evaluations to measure job competencies, identify growth opportunities, and implement individual and/or collective professional development and training programs.

### 7.6 Undergraduate and Graduate Student Employees

IP must verify that undergraduate and graduate student employees working in IP meet the eligibility and requirements for the position.

Undergraduate and graduate student employees working in IP must be carefully selected, trained, supervised, and evaluated by supervisors with applicable educational credentials, work experience, and supervisory experience.

Training for undergraduate and graduate student employees must address privacy standards when working with sensitive information and data.

IP undergraduate and graduate student employees must be representative of the institution's student

body, reflecting the diversity of the institutional community.

IP supervisors must adhere to the parameters of undergraduate and graduate student employees' job descriptions.

IP supervisors must articulate relevant student learning, development, and success outcomes in undergraduate and graduate student employees' job descriptions.

IP supervisors must comply with institutional policies regarding standards of work for undergraduate and graduate student employees and adhere to agreed-upon work hours and schedules.

IP supervisors must offer flexible scheduling options for undergraduate and graduate student employees.

IP supervisors must create an environment that welcomes feedback from undergraduate and graduate student employees.

IP supervisors must conduct evaluations and provide feedback.

IP supervisors must support undergraduate and graduate student employees with a specific emphasis on supervision, management, coaching, and mentoring.

IP supervisors must inform undergraduate and graduate student employees of compensation options in circumstances that necessitate additional hours.

## PART 8. COLLABORATION AND COMMUNICATION

### 8.1 Collaboration

Internship Programs (IP) must collaborate and consult with constituents essential to its success.

IP must develop productive working relationships with a wide range of institutional offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions.

Institutional offices may include academic departments and divisions, civic engagement and service learning, career services, risk management, legal counsel,

enrollment management/registrar, and international student programs.

IP must collaborate with its constituents to address and achieve shared program and student learning, development, and success goals and outcomes.

IP must participate in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, and academic courses or workshops in career planning, leadership training, and student organization programs.

IP may collaborate with external communities and organizations including governments, private businesses, and nonprofit organizations at the local, state/provincial, national, or international levels.

IP must ensure that external communities and organizations

- i receive meaningful services and benefits
- i are treated professionally
- i address concerns involving the student intern or the internship in a timely and appropriate manner
- i have relationships that are mutually beneficial with the institution

IP must collaborate with its constituents to determine ways to build trust.

IP must collaborate with its constituents to define their respective roles and responsibilities in the collaboration.

IP must collaborate with its constituents to disseminate information about programs and services and garner support and resources.

IP must exchange information with the academic administration and faculty concerning preparation of student interns, internship requirements, labor market trends, and specific internships that may be relevant to academic planning and curriculum development.

IP must collaborate with constituents to meet their needs.

IP must collaborate with its constituents to engage diverse populations to enrich the educational environment.

IP must collaborate with its constituents to solve problems pertinent to the student population, other constituents, or the organization.

IP must collaborate with its constituents to assess, evaluate, and improve programs and services.

IP must refer its constituents to appropriate resources when assistance beyond the scope of IP is needed.

## 8.2 Communication

IP must provide information, services, and resources that explain its mission, goals, and outcomes.

IP must develop and implement strategies for outreach and promotion to constituents who use or might benefit from the programs and services.

IP must create and implement a schedule regarding the places, formats, and timing of communications to its constituents.

IP promotional and descriptive information must be accurate, transparent, and free of deception and misrepresentation.

IP must communicate with its constituents using accessible formats and modalities.

## 8.3 Effective Approaches

IP must have and follow procedures and guidelines consistent with institutional policy for

- i communicating with the media
- i distributing information through print, broadcast, and digital platforms
- i using social media and streaming services
- i providing programs and services through multiple modalities
- i contracting with external organizations for delivery of programs and services
- i developing relationships with donors
- i disseminating relevant information in a timely manner to its constituents
- i adhering to the institutional style and branding guidelines

### 3 GUIDING PRINCIPLE: ETHICAL CONSIDERATIONS

#### PART 9. ETHICS, LAW, AND POLICY

##### 9.1 Ethical Statements, Policies, and Procedures

Internship Programs (IP) must review and adopt appropriate policies and standards of ethical practice including those of applicable professional associations.

IP must have or be able to easily retrieve institutional policies that clearly define and document ethics addressing

- i conflicts of interest including financial interest, or appearance thereof, by personnel in the performance of their work
- i management of institutional funds
- i acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
- i solicitation of gifts, in accordance with institutional advancement policies
- i research and assessment with human participants and animal subjects
- i confidentiality of research and assessment data
- i safe retention of and destruction of student information
- i development and implementation of an information retention policy
- i the rights and responsibilities of its constituents
- i disclosure of information in constituents' records
- i what is considered speech of its personnel compared to that of a private citizen

IP must have written policies and procedures for operations, transactions, or tasks with ethical and legal implications.

IP must have and follow a timeline for formally reviewing policies and procedures.

The creation and revision of IP policies and procedures must be informed by feedback from its constituents, other available evidence, and procedures often used across higher education.

IP must adopt institutional policies for threats, emergencies, and crises and supplement with approaches that make sense for its specific programs and services.

IP personnel must ensure internship sites and any accompanying residential facilities have safety and emergency procedures and policies. IP must review these policies and procedures with interns.

##### 9.2 Ethical Practice

IP personnel must employ ethical decision-making in the performance of their day-to-day duties and responsibilities.

IP personnel must recognize and avoid conflicts of interest that could adversely influence their judgment and, when unavoidable, recuse themselves from the situation.

IP personnel must be honest, fair, and multipartial in interactions with their constituents.

IP personnel must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

IP must develop and publish a process for its constituents to report and address unethical behavior.

When IP personnel, site personnel, or student interns identify unethical standards, behavior, or practices, the IP personnel must bring these to the attention of site personnel, the student intern, faculty, and/or appropriate institutional personnel for resolution.

IP personnel must make referrals when issues presented by constituents exceed the scope of their position.

##### 9.3 Legal Obligations and Responsibilities

IP personnel must comply with laws, regulations, policies, and procedures that relate to their responsibilities and pose legal obligations, limitations, risks, and liabilities for individuals and the institution.

IP personnel must be aware of and seek advice from the institution's legal counsel or other appropriate professional resources on

- i any experiential learning agreements not in accord with the institution's existing terms and conditions for such agreements
- i privacy and disclosure of student information contained in educational records to internship site personnel
- i defamation law regarding references and recommendations on behalf of students and other designated clients
- i laws regarding employment referral that may pertain to how students are referred for internships; affirmative action regulations and laws
- i liability issues pertaining to experiential learning programs
- i laws regarding eligibility to work in paid or unpaid internships

IP must be aware of risk management issues and consult with appropriate campus offices and officials to ensure compliance with institutional policies and procedures and verification of similar compliance at placement sites.

IP must raise issues and concerns with the institution's legal counsel regarding compliance with employment and labor laws and regulations as they pertain to internships.

IP personnel should monitor rulings pertaining to unpaid internships and criteria established by governmental agencies at federal/national, regional, provincial, or state levels (e.g., U.S. Department of Labor) to determine the classification of a worker. For internships in other countries, IP personnel should familiarize themselves with applicable provincial, regional, or national labor regulations.

IP personnel who are concerned about students' well-being must ensure that students are referred to appropriate resources in accordance with laws, governmental and institutional policies, and standards of good professional practice.

IP must have a process for accessing legal advice needed to carry out their assigned responsibilities.

IP must not discriminate against students in its services and programs in compliance with laws, institutional policy, and standards of good professional practice.

IP must purchase or obtain permission to use and appropriately cite protected intellectual property resources.

IP must comply with institutional and governmental reporting obligations.

#### 9.4 Communication of Ethical and Legal Obligations

IP must educate new personnel about relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

IP must inform its constituents of ethical and legal obligations and limitations emanating from laws, regulations, policies, and procedures.

IP personnel must inform site personnel of their responsibility to adhere to and monitor ethical standards, behavior and practices in the student's learning experience and work environment.

IP must inform students and internship site personnel about legal obligations, risks, liabilities, and limitations relating to their respective responsibilities as interns, as internship employers and supervisors, and as the institution's coordinator of internship programs.

IP personnel must provide its constituents with information about privacy rights and the disclosure obligations of its personnel.

IP leaders must inform personnel about internal and external governance organizations that affect IP.

IP leaders must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

#### 9.5 Addressing Harassment and Hostile Environments

IP must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

IP must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

IP must have policies and procedures consistent with institutional policies to address bias incidents.

### 3 GUIDING PRINCIPLE: LEARNING-CONDUCTIVE STRUCTURES, RESOURCES, AND SYSTEMS

#### PART 10. FINANCIAL RESOURCES

##### 10.1 Financial Planning

Internship Programs (IP) must provide a clear and accurate financial plan and budget.

In establishing and prioritizing funding needs, IP must conduct comprehensive analyses to determine

- i relevant expenditures required to advance the mission of the unit
- i unmet needs of the unit
- i resources needed to develop innovative strategies to advance the mission of the unit
- i potential funding sources, both internal and external, to the institution
- i potential influence on its constituents and the institution
- i future expenditures related to planned growth and maintenance

The IP financial plan must be used in decision-making.

##### 10.2 Funding

IP must have the funding necessary to accomplish its mission and goals.

IP should actively seek internal and external funding for internship stipends for students with financial need.

IP should seek institutional or external funds to provide financial assistance to students whose financial circumstances may prevent them from engaging in an unpaid internship.

IP must use benchmarks and other relevant data to advocate to financial leadership for necessary funding.

IP must maintain funding for programs, services, and personnel to effectively meet the stated mission, goals, and outcomes.

IP must allocate funds equitably across its units.

IP must have the funding to maintain, retain, and promote personnel.

IP must have the funding to support the professional development of personnel.

##### 10.3 Financial Management

IP leaders must have administrative responsibility for the budget.

IP must manage funds in accordance with established governmental and institutional laws as well as institutional policies, procedures, and guidelines.

IP must have procedures and guidelines consistent with the institutional policy for applying to and managing funds from external resources.

IP must have procedures and guidelines consistent with the institutional policy for applying and managing funds from student fees.

IP must demonstrate responsible stewardship and use of fiscal resources.

IP procedures must

- i be consistent with institutional policies
- i ensure that purchases comply with laws and codes for usability and access
- i account for the ethical, environmental, and equity implications of expenditures

#### PART 11. TECHNOLOGY

##### 11.1 Systems Management

Internship Programs (IP) must have current technology to support the fulfillment of its mission and goals.

IP must ensure that technology used is accessible to diverse users.

IP must incorporate accessibility features into technology-based programs, services, and communications.



IP must ensure that personnel have computers, software, tools, and other technology to enact their responsibilities effectively.

IP must ensure that personnel have access to training and support for the strategic application of technology.

IP must implement a technology (hardware/software) replacement and/or update plan and cycle with attention to sustainability.

IP must have a backup plan to ensure access to data when systems are down or compromised by malware attacks.

### 11.2 User Engagement

IP must use institutionally supported and up-to-date technologies to enhance the delivery of programs and services for all users.

IP must ensure that technology addresses the needs of its constituents, including its provision of multi-modal programs and services.

IP must employ technologies facilitating user interaction.

IP must ensure secure access to departmental data for appropriate personnel.

IP must have policies and practices to ensure the integrity of departmental data.

### 11.3 Compliance and Information Security

IP must have policies on the appropriate use of clear and easily accessible technology.

IP should advise internship site personnel and students to review policies and codes of conduct pertaining to use of technology.

IP must comply with governmental codes and laws and with institutional technology policies and procedures.

IP must work with IT professionals to ensure data and systems are secure.

IP must provide a secure platform for managing operations involving personal information or records, in accordance with industry best practices and institutional policy and practices.

### 11.4 Communication

IP must have websites and digital platforms adaptable to multiple devices that provide information to its constituents in accessible formats.

IP must use technology that allows users to communicate sensitive information in secure formats.

IP must evaluate digital platforms for collaboration and communication and implement those that best meet the needs of its constituents.

IP should maintain a centralized information management system that is easily accessed by students, faculty, advisers, other institutional personnel, employers, and internship providers.

IP must develop contingency plans regarding the continuance of university communications and operations in the event of an operational disruption such as a pandemic, natural disaster, or criminal act.

## PART 12. FACILITIES AND INFRASTRUCTURE

### 12.1 Space and Facility Design

Internship Programs (IP) spaces must be in suitable facilities with equipment designed to support the IP mission, goals, programs, services, and diverse users.

IP must advocate for its involvement when designing spaces and facilities associated with its programs and services.

IP spaces must be intentionally designed to engage diverse students and other users.

IP spaces must promote learning, development, and success.

IP spaces must support various program and educational needs.

IP spaces must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

IP must incorporate universal design principles.

IP spaces and facilities must be designed and constructed to be energy-efficient and sustainable.

If IP has personnel who work remotely, the remote facilities and technology must be integrated to support collaboration and efficiency of a hybrid workforce.

IP personnel must have well-equipped, clean, and operable workspaces designed to support their work, responsibilities, and well-being.

IP facilities and equipment must be inspected on an established cycle and comply with codes, laws, and established practices for accessibility, cleanliness, health, safety, and security.

IP must assess the effectiveness of its facilities and equipment to ensure they are meeting facilities and equipment goals, program outcomes, and diverse user needs.

IP must utilize current technology when designing and using the facilities.

### 12.2 Access to Spaces

IP spaces must be accessible and welcoming.

IP must have a process in place to provide reasonable spaces, facilities, and equipment accommodations when universal design does not meet an individual's accessibility needs.

IP personnel must have access to private spaces for confidential conversations with its constituents.

IP personnel must be able to safeguard the privacy of their work within the space.

### 12.3 Equipment Acquisition and Management

When acquiring capital equipment, IP must consider expenses related to the life cycle, repair, replacement, and depreciation.

IP must incorporate sustainable practices when purchasing equipment.

IP must plan expenses for regular maintenance, repair, replacement, and renovations.

IP must promptly report damaged, malfunctioning, defective, unusable, or faulty facilities, and equipment to the entity responsible for maintenance.

IP must have access to properly trained and skilled personnel to maintain the facility and equipment.

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General Revision based on 2022 CAS General Standards.

Comprehensive Revision(s) to Internship Programs (IP) in 2006 & 2015.

The Internship Programs Standards and Guidelines should be considered in conjunction with the [CAS Guiding Principles](#), Internship Programs Contextual Statement, [CAS Glossary of Terms](#), [CAS Learning and Development Domains and Dimensions](#), and [Aspects of Identity in the CAS Standards](#).