

Internship Task Force Report May 4, 2011

Committee Charge

The Provost's Office established the Internship Task Force to study and make recommendations on how students can be better served with our current internship programs and how to enhance future internship efforts. Specifically, the Internship Task Force was charged with the following:

- Create an inventory of current AU internship programs;
- Recommend best practices;
- Suggest networking mechanisms to communicate internship opportunities;
- Recommend how future internship opportunities can be enhanced.

Overview

The task force met ten times from May 2010 through March 2011. Each meeting was approximately 90 minutes. Initially, college representatives focused on gathering information about existing internships in programs within their units. Representatives from other units focused on gathering information from various institutional websites and professional articles about best practices. In addition, Dr. Ainsley Carry, Vice President for Student Affairs, attended a meeting to discuss opportunities for campus-based internships. Career Development Services (CDS) provided a demonstration of its Tiger Recruiting Link (TRL), an online system that currently includes internship information for AU students. This office also hosted a demonstration of TRL's Experiential Learning Module, a system supplement that is available but not currently utilized by AU.

The report of the Internship Task Force is organized into the following sections:

- Operational Definition of Internships – To focus its work, the task force developed a working definition of internships.
- Summary of Current AU Internships – The task force worked with college representatives and associate deans to create an inventory of required and optional credit bearing internships that are currently components of undergraduate programs. The report includes a summary of this information. The inventory, provided in Appendix A, provides additional information about these internships.
- Best Practices - Based on a review of professional literature, investigations of related websites, and discussions with campus personnel, the task force identified four key areas of best practice: (1) centralized support, (2) planned expansion, (3) equal access, and (4) ongoing assessment. For each key area, the report provides a description of best practice, a comparison to AU current practices, and a brief discussion of related challenges and issues.
- Recommendations – Based on a study of best practices, the task force presents nine recommendations for enhancing future internship opportunities for AU's undergraduate students.

Operational Definition of Internships

Internships provide opportunities to integrate career related experience into an undergraduate education. In these temporary work arrangements, students lend their budding expertise to schools, hospitals, community/government agencies, and business/industry in exchange for the opportunity to engage in supervised, on-the-job training.

These educational work experiences are typically exploratory/career-related opportunities or culminating experiences for upperclassmen. They may be part-time or full-time; paid, unpaid, or

partially paid (e.g., in a stipend); as long as a year or shorter than a semester; a required or optional component of the curriculum; off campus or on campus; and arranged by the program area or secured by the student. Although aspects of internships vary among programs, the most successful internships represent collaborative efforts among the faculty and participating employers for creating educational experiences that include planned observation and practice as well as systematic reflection and feedback.

Internships create win-win situations for all involved. The benefits to interns are numerous, including valuable work experience, professional development, and networking opportunities. For these reasons, internships provide students with a clear edge in the job market. The primary benefit to participating employers is the opportunity afforded them to preview potential employees, “sell” their organizations, and/or supplement their work force. The primary benefit to participating university programs is the opportunity to build and maintain important relationships between university programs and the professional settings for which faculty are preparing students. At Auburn University, credit bearing undergraduate internships are identified through course numbering (i.e., 4920).

Note: Other types of credit-bearing experiential learning options are supported by the University and include practicums (e.g., courses numbered 4910), and undergraduate research (e.g., courses numbered 4980), and honors thesis (4997). Non credit-bearing programs such as co-operative education (co-op), job shadowing, service learning, and work study were not investigated for the purposes of this report; however, these programs are viable experiential options as well. Also excluded from the report were externships, including those occurring in professional schools such as pharmacy and veterinary medicine. In summary, the task force restricted its review and recommendations to course work identified as internships by the course number 4920.

Summary of Current AU Internships

The following summary is based on information reported to the task force. The inventory of internship information that was submitted is provided in Appendix A. A total of 127 programs submitted information although some of the submissions had missing values. According to the Office of Institutional Research and Assessment, of the 3,979 students completing a bachelor's degree in 2009-2010, 981 or 25% completed an internship for academic credit (i.e., a course numbered 4920).

Internship Required/Optional/No Option Available. Thirty percent of the 127 undergraduate programs submitting information require an internship, and 40% offer an optional internship. Of the programs that offer an optional internship, the majority have less than 50% student participation in internships. Thirty percent of programs have no internship option available.

Semester Credit Hours. Seven is the average number of semester credit hours offered for internship. Ten is the most frequently appearing number of semester credit hours offered, with a range of 1-12 hours.

Clock Hours. The average number of clock hours for an internship is 455 per semester, with a range of 150-600 hours.

Grade Type. Internship grade types are classified as either satisfactory/unsatisfactory or regular grading (i.e., A,B,C,D,F). Among the required internships that reported a grade type, 86% noted satisfactory/unsatisfactory while 14% noted regular grading. Among the optional internships that reported a grade type, 73% noted satisfactory/unsatisfactory and 27% noted regular grading.

Compensation. The majority of internships (52%) are unpaid. Of the remaining internships (48%), 29% are paid, and 19% allow students the option of serving in either paid or unpaid positions.

Administration. At the university level, there is no consistency of administrative structure and no centralized internship supervision for credit bearing internship courses. Based on the responses received, among the required internships that are graded, administrative responsibility is assigned to an internship coordinator or an internship director in the majority of cases. Among required internships that are satisfactory/unsatisfactory, administrative positions are assigned to a faculty advisor, clinical coordinator, undergraduate program coordinator, or faculty preceptorship coordinator. Many of these administrative positions involve coordination with the department head. Among optional internships that are satisfactory/unsatisfactory, administrative positions are assigned to a faculty advisor or a coordinator of undergraduate studies. Among optional internships that are graded, administrative positions are assigned to the director of student services.

Best Practices

Results from the 2010 Job Outlook Survey conducted by the National Association of Colleges and Employers (NACE) indicate that 77% of employers who responded prefer to hire candidates with relevant work experience and that half of those preferred internship/coop experiences.¹ In addition, results of NACE'S 2011 Internship and Co-op Survey noted the following: "The survey finds that employers expect to increase internship hiring by about 7 percent this year and co-op positions by nearly 9 percent. Furthermore, they will draw approximately 40 percent of their new college hires for 2011 from their internship and co-op programs. These figures demonstrate the central role that experiential education plays in the overall college recruiting process."² Clearly, exploring best practices associated with strong internship programs and other experiential learning opportunities is one way Auburn University can provide its students with an edge in an increasingly competitive job market.

The task force identified four key areas of best practices: centralized support, planned expansion, equal access, and ongoing assessment. For each key area, the report provides a description of best practice, a comparison to AU current practices, and a brief discussion of related challenges and issues. Recommendations of the task force pertaining to these areas are presented in the final section of the report.

1. Centralized support

Best practice. Exemplary campus-wide internship programs are supported by centralized resources, including network mechanisms, administrative support, and legal considerations. These resources, noted below, support not only internships but also a wide array of experiential learning opportunities, both credit bearing and non-credit bearing.

- A campus-wide network mechanism that consolidates job postings and employer profiles, collects applications, coordinates interviews, tracks placements, and provides a wide range of reporting capabilities.
- An institutional Web page from which the network is accessed and that provides general information as well as links to college or program specific internships information. This

¹ NACE Research (November 2009). *Job Outlook 2010*. National Association of Colleges and Employers.

² NACE Research (April 2011). *2011 Internship & Co-op Survey: Key Findings*. National Association of Colleges and Employers.

information includes topics such as: What is an internship?, Paid vs. unpaid, How to find an internship, and Receiving course credit.

- Legal counsel that assists in the negotiation of contracts with agencies (including common contracts for multiple campus programs placing students at a single site) and in dealing with matters related to background checks, drug screening, and professional liability when required by internship sites.
- Full-time and/or part-time position(s) with responsibilities for oversight of a structured process for students seeking internships and other experiential learning experiences. In addition, the position(s) would support continuous improvement of internship experiences.

Current AU practice. Career Development Services (CDS) hosts the Tiger Recruiting Link ([TRL](#)), a network mechanism powered by the Symplicity Career Services Manager (CSM) system. This system is used by many other colleges and universities across the United States. TRL allows employers to create an account, post internships, review resumes, schedule interviews, and track placements. Students are able to search for and apply to positions by submitting a resume they have uploaded to the system or by applying to company websites. CDS encourages but does not currently require employers to report internship placements in TRL. Symplicity also offers an experiential learning module in the CSM resource that creates a more structured application and hiring process for internship employers. This component can be activated at no additional cost. At this time, the College of Business' Office of Professional and Career Development is the only academic unit that routinely uses TRL although the College of Nursing has expressed an interest in utilizing this resource. Most units use Excel or Access to manage information related to internships. The College of Education has begun implementation of a Web-based data management system, Tk20, which provides specialized modules for field experiences and assessment that meet their accreditation needs.

Along with the services available in TRL, CDS provides additional resources and tools to assist students in securing internships (see Appendix B). In addition, CDS has compiled an internship directory of campus contacts in each academic department and utilizes this list to forward internship information and announcements received from employers and hiring agencies to the appropriate department for distribution to students. Students are also referred to these individuals as a resource to use in broadening their internship searches. CDS also maintains general internship information on their web site; however, currently there is no coordinated effort to consolidate information from all campus areas into one centralized web site. At this time, most academic units handle internship placements for their students by maintaining their own list of opportunities and developing partnerships with employers.

The University's legal counsel and risk management offices provide advice and assistance as requested with regard to professional liability, background checks, drug screening, and contracts (clinical affiliation agreements). However, the ways programs address these issues appear to be inconsistent and void of common guidelines; thus, there is little opportunity for programs to become aware of and benefit from the experiences, practices, and established contracts of other programs. For example, some but not all programs have contracts for internship placements that have been vetted through the Office of the Provost; some but not all programs require professional liability for interns through the Risk Management Office; and some but not all programs have agreements with internship sites that require clear background checks and/or drug screening, particularly those responsible for meeting accreditation/licensure standards.

According to information provided to the task force, most colleges/schools have one or more designated individuals for assisting with internship activities (see Appendix C). Currently CDS has one professional staff member who manages internships as a part of their job responsibilities. There is not a designated fulltime staff position dedicated to internship programs and experiential learning.

Challenges/issues. Although centralized resources for internships provide an efficient way to support an increase in internship opportunities, an appropriate balance of centralized and decentralized resources must be considered. This balance is particularly important given the unique tasks and responsibilities embedded in internships required by some undergraduate programs, particularly those leading to certification or licensure programs (e.g., nursing and education). The importance of communication between academic units and offices providing centralized resources is essential to developing programming to increase student awareness and involvement, establishing strong recruiting relationships between employers and Auburn University, and helping students form connections between their education and experience to promote professional development.

2. Planned expansion

Best practice. Exemplary campus-wide internship programs have a systematic plan for continued expansion of internship sites, ranging from schools, hospitals, community/government agencies, and business/industry to state, regional, national, and even international placements. Efforts to expand internship opportunities are integrated throughout the work of the institution. Although most of these opportunities are grounded in partnerships formed at the program or unit level, the range of internship sites can be substantially expanded by an institution's participation in Web-based networks as well as consortiums with other institutions. One example is the University Career Action Network (UCAN), accessed through a Web site provided by the [College of William and Mary](#). In addition, a planned expansion of internships ideally includes intentional cross campus efforts to cultivate internship opportunities. For example, the Office of Development and the Office of Alumni Affairs can assist in expanding internship opportunities in their conversations with alumni and other donors. The Office of Contracts and Grants can encourage the inclusion of internship opportunities in the agreements that are developed with business, industry, government, and other agencies.

Current AU practice. CDS supports the TRL web-based link to internship opportunities, provides general information about internships and experiential learning experiences, and coordinates cross disciplinary internship opportunities such as the Disney College Program and Auburn on the Hill – Washington, DC. Most internships, however, are currently cultivated and coordinated at the school or college level. Some colleges participate in consortiums that promote international internships such as the Consortium for Overseas Student Teaching (COST). Recently, Dr. Ainsley Carry, Vice President for Student Affairs, proposed a campus-based internship program which is summarized in the Recommendation section. In addition, the Office of Sustainability recently distributed information for unpaid internships beginning fall 2011.

Challenges/issues. If AU is committed to increasing the number of undergraduate students benefitting from internship experiences, it will need to develop a plan and resources to cultivate significantly more placements. If faculty are to be integrally involved in this endeavor, attention needs to be given to incentivizing their participation.

3. Equal access

Best practice. Ideally campus-wide internship programs provide equal access for all students, independent of a student's financial situation. The cost of an internship, particularly a non-paid internship, can be significant. For example, an internship may entail an extra term of tuition for students whose curricula already include eight full terms of course work. In many situations, students are required to relocate and find temporary housing; in other cases, they have to commute significant distances from campus. Because many internships occur during the summer and are unpaid, students also are unable to benefit financially from a paid summer job.

Institutions address the financial aspect of internships in innovative ways. For example, some institutions alleviate the cost of housing by arranging for accommodations in a nearby college dormitory or corporate housing; this "bundling" of costs is most common for international internships. In other circumstances, placements are made within driving distance of campus so students may maintain current living arrangements or arranged at a site near the student's permanent address so that they can live with family or friends during the internship. Some institutions address financial considerations through tuition/fee structuring. For example, credit (and tuition) for summer internships may be delayed until the following fall semester when the student is already paying full tuition and the additional internship hours is at no additional cost. Other possibilities include charging an internship fee rather than tuition, a practice particularly beneficial for students paying out-of-state tuition. An internship fee would reflect the level of university resources and support provided during the experience. This model would be parallel to the ways that undergraduate students are charged a study abroad fee and graduate students are charged a distance education fee, rather than tuition. Finally, some institutions have designated scholarship funds for deserving students who wish to participate in unpaid internships.

Current AU practice. The task force uncovered multiple ways that programs assist in easing the financial burden of unpaid internships, including all those mentioned above. However, the task force is not aware of any university level conversations about how to make internships more financially feasible for students or initiatives to establish policy regarding the cost of internships.

Challenges/issues. Ideally, paid internships would be the norm; realistically, most internships will remain unpaid given the current economy. If the University is committed to increasing the number of students participating in internships and ensuring equal access, there needs to be a concerted effort to explore a range of possibilities that would make internships financially feasible for more students.

4. Ongoing assessment

Best practice. In the 2008 report *High-Impact Educational Practices: What They Are, Who Has Them, and Why They Matter*, published by the Association of American Colleges and Universities, internships are included in the list of high-impact experiences for undergraduate programs. According to this report, internships, like other high impact practices, are not equally valuable. While internships that engage students in meaningful work, provide onsite supervision, and include structured reflection have a significant impact on a student's professional development and success in the workplace, internships which fill a student's day with trivial work at best serve as a "resume filler." Clearly, the best internship programs are grounded in ongoing assessment that results in continuous improvement of these experiences. This ongoing assessment begins with identifying learning objectives that are used to design student assignments and employer agreements.

Assessment efforts are structured to address academic, developmental and program goals and include periodic visits to the internship site and interviews with both interns and site supervisors. Feedback from the assessment plan routinely leads to strengthening of the internship experiences.

Current AU practice. Instances of formal assessment efforts are program specific, typically consisting of obtaining/using end-of-semester and end-of-year surveys and reports. Additional assignments include activity logs, employer- or faculty-assigned projects, reviews of pertinent publications and books related to career/professional development topics, and portfolios. Although some programs have staff assigned to administering assessment activities, others do not. The depth/quality of assignments and the use of learning outcomes vary as does the application of internship program results to assist with academic/career outcomes.

Challenges/issues. Creating a system of ongoing assessment that results in continuous improvement of internships is a challenging enterprise because it involves collaboration among multiple participants. This task can be supported with templates for student work summaries, project guidelines, performance evaluations, etc. Programs can then tailor the templates to reflect the unique aspects of their programs. Similarly, continuous improvement efforts could be supported with guidelines for using the assessment data to strengthen internships (e.g., using resources more efficiently, making curricular changes to address areas for improvement as identified by student performance data and/or survey data, enhancing the reputation of the program among prospective employers).

Recommendations

Based on a review of best practices cited in the literature and an analysis of current AU practices, the Internship Task Force offers the following recommendations for the enhancement of internship opportunities at Auburn University.

1. **Create a fulltime position to oversee centralized coordination of internships.** Although most of the recommendations of the task force focus on the use of current resources in more efficient ways, the task force agrees that successful implementation and maintenance of a centralized internship initiative will require a dedicated staff person assuming the responsibilities noted below. The task force recommends that the person be a part of Career Development Services (CDS) and support not only internships but other experiential learning activities.
2. **Establish an Internship and Experiential Learning Advisory Council.** The purpose of this council would be to meet with the coordinator of internships and experiential learning on a regular basis to identify specific areas for improvement of internship/experiential learning programs and strategies for addressing these areas.
3. **Expand use of Tiger Recruiting Link (TRL), to include implementation of the Experiential Education Module.** The task force determined that this networking mechanism is the best choice for a Web-based platform to coordinate information pertaining to internships. This system meets our needs and is currently used by CDS and the College of Business' Office of Professional and Career Development (COB-OPCD) to coordinate jobs and internships across campus for students of all majors. The annual fee for the system is \$20,000; currently, CDS pays \$13,000 and COB-OPCD pays \$7,000. As the use of the system is expanded to other units and additional modules are utilized,

cost sharing and/or centralized funding will need to be revisited. No additional costs are passed to employers for posting internships on TRL or to students for internship searches. For TRL and the Experiential Learning Module to be utilized more widely, CDS needs to provide training for interested personnel on how to use the system and to provide technical support when problems arise.

4. **Develop a comprehensive internship web site with coordinated links to related information on college, department, and/or program web pages.** Although TRL provides a Web-based platform for organizing information related to internships, this mechanism needs the support of a Web site with interactive links to college and school specific information. As with any web site, information needs to be maintained. In addition, web-based information presented at the university level needs to be coordinated with more specific information presented at the college, department, and/or program levels.
5. **Initiate a campus-wide effort to expand off-campus internship opportunities.** Throughout the university, attention needs to be drawn to ways to publicize and prioritize the cultivation of internship opportunities. Several university offices, such as CDS, the Office of Alumni Affairs, the Cooperative Education Office and Contracts and Grants Administration, have contacts with potential internship partners through daily operation and professional organizations. If personnel in these offices become aware of the need for internship partners, they can play important roles in expanding internship opportunities. Examples of potential partners include vendors, research contractors, parents/relatives of current students, and alumni who could provide valuable internship opportunities that would be of mutual benefit to the student and the company or agency. In addition, individual departments and faculty members have contacts through a variety of activities, such as research, professional societies and alumni events that could serve as a springboard for cultivating internship opportunities. These opportunities are not currently pursued in a coordinated or pro-active manner. University marketing of internship resources with appropriate incentives could prove beneficial. However, faculty involvement in the supervision and/or assessment of these activities is critical. A coordinator of internship and experiential learning would support and collaborate with program faculty to develop internship experiences appropriate for the academic major.
6. **Support and facilitate expansion of campus-based internships.** Currently a variety of campus units offer internships in discipline specific fields (e.g., accounting, communications). Expanding such opportunities to include other units would provide more students opportunities for practical experience in their disciplines. For example, Dr. Ainsley Carry, Vice President of Student Affairs, has proposed a campus-based internship program that would provide students from different program areas the opportunity to work on interdisciplinary teams, utilizing their unique skill sets in support of a campus project identified by one or more units. Students could enroll in these internships through their colleges or a yet to be developed UNIV 4920 Internship. The proposal for this internship program is in the information sharing stage with constituents across campus, and discussions are ongoing as to what resources are needed and what steps are involved in creating and administering such a program. In general, campus-based internships, both traditional and interdisciplinary, enable students to utilize their skills and experiences for the benefit of the university, avoid duplicate living expenses and restrictions on being able to take classes while interning, and increase the number of internships available to students. In addition, supervising faculty may find it easier to work with and support students involved in campus-based rather than off-campus internships.

7. **Develop strategies to ensure equal access to internship opportunities.** Some students face barriers to participation in internships. Barriers can be financial, such as those associated with living expenses or payment of tuition and fees. In addition, issues related to coordinating internship activities with the academic terms or finding appropriate short-term housing can discourage or prevent some students from pursuing internships. While the particular barriers, and thus also the corresponding solutions, may vary between academic programs and individual students, the accessibility of internships to all interested students is an important consideration in the development and expansion of internship activities.
8. **Support communication with university offices on matters related to contracts, professional liability, and background checks/drug screening.** Multiple issues related to these topics arise in dealing with internship site agreements. Navigating the university's policies and procedures can be confusing. A "go to" person for assistance in working through these issues with the Office of the Provost, Legal Counsel, and/or Risk Management is needed (e.g., a coordinator of internships and experiential learning). This "go to" person would become aware of the issues shared across colleges and be in a position to increase the efficiency in the ways we address these issues. For example, if multiple colleges are developing contracts with a health administration agency such as the East Alabama Medical Center, their efforts could be consolidated through a single contract; or if multiple colleges were dealing with issues related to required background checks or drug screening, the "go to" person would be aware of the common issues and assist in bringing personnel from different colleges and University offices together to address the matter at hand.
9. **Develop guidelines for continuous improvement of internship and other experiential learning experiences.** For internship and experiential learning experiences to be successful, there must be an effective assessment effort as a part of the pre- and post-experience process. Learning objectives and student learning outcomes should also be developed to guide the internship/experiential education process from an academic standpoint as well as the employer (business, industry, etc) standpoint. Assessment data are important and should be tailored to the unique individual program needs and goals. Assessment data should be gathered from the student perspective as well as the employer perspective to evaluate whether or not program requirements are being met.

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Appendix A
Inventory of Existing Internships

College	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours (Based on 15 weeks unless the exact total number of hours was stated)	Temp- late	Paid/ Unpaid	Grade Type
AGRICULTURE	Agricultural Business & Economics	O						
	Agricultural Communications	R		3	600	Y	P and UP	GR
	Agronomy and Soils - Production Track	O		3	600	Y	P	S/U
	Agronomy and Soils - Business Track	O		3	600	Y	P	S/U
	Agronomy and Soils - Science Track	O		3	600	Y	P	S/U
	Agronomy and Soils - Turfgrass Track	R		3	600	Y	P	S/U
	Animal Sciences - Muscle Foods option	O	<50%			Y	P- At least food and housing covered	
	Animal Sciences - Production option	O	<50%			Y	P- At least food and housing covered	
	Animal Sciences - Equine science option	O	<50%			Y	P- At least food and housing covered	

	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
AGRICULTURE (continued)	Animal Sciences - Preprofessional option	O	<50%			Y	P- At least food and housing covered	
	Environmental Science	No option available						
	Fisheries & Allied Aquacultures	O				N		
	Horticulture Nursery and Greenhouse	O	<50%	4	400	Y	P	GR
	Horticulture Landscape	O	<50%	4	400	Y	P	GR
	Horticulture Prelandscape Architecture	O	<50%	4	400	Y	P	GR
	Horticulture Fruit and Vegetable	O	<50%	4	400	Y	P	GR
	Poultry Science Poultry Production	R		3	400	Y	Most are P	S/U
	Poultry Science Pre Vet	R		3	400	Y	Most are P	S/U
	Poultry Science Poultry Processing and Products	R		3	400	Y	Most are P	S/U

ARCH.	Architecture	No option available				Y		
	Building Science	O	>50%			Y	P	
	Graphic Design	O	<50%	4	600	Y	UP	
	Interior Architecture	No option available						
	Industrial Design	O	<50%			Y	P	

College	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Templ ate	Paid/ Unpaid	Grade Type
BUSINESS	Accounting	O	50%	3.5 Average	320	Y	Most are P	S/U
	Finance	O						S/U
	Human Resources Management	O						S/U
	Entrepreneurship and Family Business	O						S/U
	Information and Systems Management	O						S/U
	Management	O						S/U
	Marketing	O						S/U
	Aviation Management	O						S/U
	Professional Flight Management	O						S/U
	Supply Chain Management	O						S/U
	Other	O	BUSI 4920 used as general elective credit					S/U

EDUCATION	Agriscience Education	R		10	490	Y	UP	S/U
	Business and Marketing Education	R		10	490	Y	UP	S/U
	Early Childhood Education	R		10	490	Y	UP	S/U
	Elementary Education	R		10	490	Y	UP	S/U
	English Language Arts Education	R		10	490	Y	UP	S/U

EDUCATION (continued)	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
	Foreign Language Education/French	R		10	490	Y	UP	S/U
	Foreign Language Education/German	R		10	490	Y	UP	S/U
	Foreign Language Education/Spanish	R		10	490	Y	UP	S/U
	General Science Education/Biology	R		10	490	Y	UP	S/U
	General Science Education/Chemistry	R		10	490	Y	UP	S/U
	Physics Education/Physics	R		10	490	Y	UP	S/U
	General Social Science Education/History	R		10	490	Y	UP	S/U
	Geography Education/Geography	R		10	490	Y	UP	S/U
	Mathematics Education/Mathematics	R		10	490	Y	UP	S/U
	Music Education/Instrumental	R		10	490	Y	UP	S/U
	Music Education/Vocal	R		10	490	Y	UP	S/U
	Music Education/Instrumental and Vocal	R		10	490	Y	UP	S/U
	Physical Ed/Teacher Education	R		10	490	Y	UP	S/U
	Early Childhood Special Education	R		10	490	Y	UP	S/U
	Collaborative Teacher Education	R		10	490	Y	UP	S/U
	Exercise Science	No option available						
	Health Promotion	R		12	360	Y	UP	S/U
	Rehabilitation Services	R		9	600	Y	UP	S/U

	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
ENGINEERING	Aerospace Engineering	No option available						
	Biosystems Engineering	No option available						
	Ecological Engineering option	No option available						
	Forest Engineering	No option available						
	Chemical Engineering	No option available						
	Civil Engineering	No option available						
	Computer Science	No option available						
	Software Engineering	No option available						
	Electrical Engineering	No option available						
	Wireless Engineering	No option available						
	Wireless Software Engineering option	No option available						
	Industrial & Systems Engineering	No option available						
	Mechanical Engineering	No option available						
	Materials Engineering	No option available						
	Polymer & Fiber Engineering	No option available						

College	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
FORESTRY	Forestry	No option available						
	Wildlife Science	O	2 students participated to date	3	600	Y	P	GR

HUMAN SCIENCES	Human Development & Family Studies	R		12	450	Y	UP	GR
	Nutrition	O	Post graduation			N		
	Interior Design	R		8	400	Y	Open to Negotiation	GR
	Hotel & Restaurant Management	O	<50%	10	400	Y	P	GR
	Apparel Merchandising and Design	R		8	400	Y	P	GR

LIBERAL ARTS	Anthropology	O				N		
	Art	No option available				Y		
	Communication	R	N	4.5 Average	337.5 Average	Y	Most are UP; Some pay hourly or stipend	S/U
	Communication Disorders	No option available				Y		

College	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
LIBERAL ARTS (continued)	Economics	O	<50%	2 Average		Y	P and UP	S/U
	English	O	<50%	3	150	Y		S/U
	French	O				Y		
	French-International Trade	O				N		
	German	O				Y		
	German-International Trade	O				N		
	Health Services Administration	R		4.5 Average	450	Y		
	History	O	<50% (none)	3		Y	UP	GR
	Journalism	R		3	600	Y	Either P or UP	GR
	Radio, Television, and Film	R	3 or 6 hrs. credit. 225 clock hrs for 3 credits; 450 clock hours for 6 credits	4.5 Average	337.5 Average	Y	Most are UP; Some pay hourly or stipend	S/U
	Philosophy	No option available				Y		
	Political Science	O	50-60 per year, + 20 in another section. (For PoliSci & Public Admin)	4.5 Average	240 Average	Y		S/U

College	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
LIBERAL ARTS (continued)	Psychology	O				Y	UP	
	Public Administration	O	50-60 per year, + 20 in another section. (For PoliSci & Public Admin)	4.5 Average	240 Average			S/U
	Public Relations/Speech	R	3 or 6 hrs credit. 225 clock hrs for 3 cr.; 450 clock hrs for 6 cr.	4.5 Average	337.5 Average	Y	Most are UP; Some pay hourly or stipend	
	Social Work	R		9	480	Y	Most are UP; Potential stipend	S/U
	Sociology	O				N		
	Spanish	O				Y		
	Spanish-International Trade	O				N		
	Theatre	O				Y		
	Studio Art	No option available						
	Art History	O				N		
	Music	No option available				Y		
	Theatre Design and Technology	O				N		
	Theatre Performance	O				N		
	Theatre Management	O				N		

	Theatre Music Theatre	O				N		
	Major	Required, Optional, or No Option Available	Notes	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
NURSING	Nursing	R	*Semester credit hours will drop to 5 spring 2011, Clock hours for preceptorship will change	8	304 (48 leadership and 256 preceptorship)	Y	UP	S/U

COSAM	Botany	No option available						
	Chemistry	No option available						
	Biochemistry	No option available						
	Geography	No option available						
	Geology	No option available						
	Laboratory Technology (Note: Data for clock hours and sem. credit hours not used in overall AU Internship Statistical Overview)	O		22	2040	Y	UP	S/U
	Medical Technology (Note: Data for clock hours and sem. credit hours not used in overall AU Internship Statistical Overview)	R		22	2040	Y	UP	S/U

College	Major	Required, Optional, or No Option Available	<i>Notes</i>	Semester Credit Hours	Clock Hours	Temp- late	Paid/ Unpaid	Grade Type
COSAM (continued)	Mathematics	No option available						
	Applied Mathematics	No option available						
	Microbiology	No option available						
	Cell and Molecular Biology	No option available						
	Physics	No option available						
	Zoology	No option available						
	Marine Biology	No option available						
	Biomedical Sciences	No option available						

Appendix B

Current AU Internship Resources Inventory

Current Resources Available through Career Development Services (including TRL)

<i>Individual career counseling</i>	• Career counselors and advisors available to assist students with internship search strategies, writing resumes and cover letters, and preparing for interviews
<i>Job shadowing</i>	• Graduate assistant responsible for connecting students interested in shadowing with a professional in their industry of interest
<i>On-campus interviews</i>	• Career Development Services and the Office of Professional and Career Development offer employers interview rooms on Auburn's campus • Students sign up for interviews through Tiger Recruiting Link system
<i>Supporting programs</i>	• <i>Auburn on the Hill</i>: Career Development Services staff member assists students with locating and applying for internships in Washington, D.C. with congressmen. • <i>Disney College Program</i>: Career Development Services supports activities with the Disney College Program which provides paid internships in Orlando and Anaheim. Students are also able to take academic and professional development courses and can potentially receive course credit*. (*Credit depends on academic unit)
<i>Career fairs</i>	• Career fairs provide opportunities for students to network with employers • Career Development Services and the Office of Professional and Career Development host several career fairs and networking events throughout the year to include but not necessarily limited to: Internship and Summer Job Fair (annually in spring), Business and Non-Technical Expo (semi-annually), Engineering and Technical Expo (semi-annually); OPCD Supply Chain Management Fair (semi-annually), All Business Majors Fair (semi-annually) • Career Development Services also provides support for the Building Science Career Fair (semi-annually)

Online Resources

<i>Internships.com</i>	• Nationwide internship database with approximately 46,000 internships located in over 2,000 U.S. cities
<i>Career Shift</i>	• Job database that will compile every publicly posted job (from places such as Monster.com, Career Builder.com, and company job boards) • Allows students to search for company information and identify contacts within a company • Students can identify Auburn University graduates employed at particular companies/organizations

Appendix C
College/School Internship Contacts

College or School	Designated individual to assist with internship activities
College of Agriculture	No
College of Architecture, Design, & Construction	No ³
College of Business	Yes (School of Accountancy); ⁴ Office of Professional and Career Development
College of Education	Yes ⁵
Samuel Ginn College of Engineering	No
School of Forestry and Wildlife Sciences	Yes ⁶
College of Human Sciences	Yes ⁷
College of Liberal Arts	Yes ⁸
School of Nursing	Yes ⁹
College of Sciences and Mathematics	Yes (Department of Chemistry and Biochemistry: Medical Laboratory Scientist) ¹⁰

³ The **College of Architecture, Design, and Construction** has three employees responsible for internship coordination activities in each of the following academic areas: Building Science, Graphic Design, and Industrial Design.

⁴ The **School of Accountancy** in the College of Business employs one person with responsibilities (40% of load) for internships.

⁵ The **College of Education** employs a non-tenure track faculty member to oversee and coordinate internships for teacher education majors. Departmental advisors provide assistance for coordinating all other internships.

⁶ In the **School of Forestry and Wildlife Sciences**, the Director of Student Services and faculty members assist students with internship activities

⁷ Depending upon the academic department involved, internships in the **College of Human Sciences** are approved by internship coordinators/directors, department heads, and faculty advisors.

⁸ Individuals within the **College of Liberal Arts** are available to assist students interested in internships. Assistance is available from the following academic departments: Communication & Journalism; English; Political Science; and Sociology, Anthropology, and Social Work.

⁹ In the **School of Nursing**, internships are coordinated by an Administrative Assistant to the Dean and the Faculty Preceptorship Coordinator. All new internship contracts are reviewed and signed by the Dean and AU Provost.

¹⁰ The **Department of Chemistry and Biochemistry** (Clinical Laboratory Sciences) within the **College of Sciences and Mathematics** has an employee responsible for coordinating the internship activities of Medical Laboratory Scientist (previously Medical Technology) students.