



Republic of the Philippines
City of Malolos, Bulacan
BULACAN STATE UNIVERSITY
Office of the Vice President for Academic Affairs
STUDENT POLICY AND PROGRAM DEVELOPMENT

**BulSU ALTERNATIVE INTERNSHIP PROGRAM
IN THE NEW NORMAL**

The impact of the present global pandemic has altered the way people live, think, work, learn, and even feel. It also challenged the current global socio-political, economic, and educational landscapes. According to the World Economic Forum, the COVID-19 pandemic has changed education forever because of the abrupt school closures across the world affecting over 1.2 billion students. Evidently, schools and universities have not faced this level of disruption for generations but this modern era offers us a myriad of technological advances that enable us to continue education remotely despite the challenges to overcome.

In the Philippines, the COVID-19 pandemic has impacted higher education institutions, specifically students who will undergo the internship program. The Bulacan State University is true to its commitment to producing highly competent, ethical, and service-oriented professionals by supporting the successful completion of significant and high-quality internships and field-based learning. These will provide students with opportunities to complement their formal learning with practical knowledge, skills, and desirable attitudes and to gain hands-on experience even during these unprecedented times.

The Internship Program of Bulacan State University is academic in nature. This places the drafting of the BulSU's Alternative Program in the New Normal under the Office of the Vice President for Academic Affairs. The SPPDO as tasked by the VPAA took the initiative of exploring alternative internship programs to cater to the peculiarities of the different colleges in accordance with CMO No. 104, s. 2017 or the Revised Guidelines for Student Internship Program in the Philippines (SIPP) for all programs and the CMO No. 4, s. 2020 or the Guidelines for Implementation of Flexible Learning and in consideration of the University's Vision, Mission, and Goals.

A. Objectives

This BulSU's Alternative Internship Program in the New Normal aims to:

1. provide the different colleges and campuses of the University an option to choose an alternative way to conduct the internship program under the new normal in lieu of the traditional internship program.
2. enable students to undergo alternative/flexible internship programs that ensure the continuity of inclusive and accessible education even during this global pandemic.
3. provide students with the opportunity to gain work-related training and experiential learning opportunities in professional settings without having to work on-site.

B. Types of Alternative / Flexible Internship Program

1. e-Internship

As defined by Bayerlein & Jeske (2018), e-Internships are partially or fully computer-mediated internships provided by an employer or institution to candidates. E-Internship aims to



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provide student-interns the opportunity to gain internship training in professional settings without having to work on-site. The primary benefit of an online internship is that student-interns are safe while allowing them to obtain professional work-related experience that is grounded in an authentic work or project for a host training establishment. BulSU's e-Internship is classified into:

1.1 HTE e-Internship is an innovative approach in learning the ins and outs of the industry virtually using contemporary technology that will strengthen the student's expertise and better prepare them for future workplace environments. It utilizes pure online internships in a work from home arrangement which by far the most preferable mode of internship during this global pandemic.

A list of accredited Host Training Establishments (HTEs) that will offer virtual or remote internships should be generated per College or Department. The College is tasked to determine HTEs who are willing to provide remote internship and work responsibilities as well as to monitor the student-interns progress virtually.

In the event when student-interns may not be accommodated in the list provided by the college, the students may choose their preferred HTEs provided that the requirements for a qualified HTE are met as assessed by their respective Program Chair and SIP Coordinator.

1.2 College-based e-Internship is designed to help students who cannot find an internship assignment that offers purely online tasks from a recognized HTE. It is called "College-based e-internship" because the college will be responsible for providing the students with experiential activities that will complement their classroom-based learning.

The college should provide students with any of the following experiential internship course activities such as, but not limited to, modular output-based, case-based learning projects, service or community-engaged learning, simulation activities, and supplementary webinars to ensure their maximum work experience.

For courses where internship is more than 6 credit units, the college may also choose another alternative internship option specified in this program.

2. Commissioned Project

2.1 Description and Purpose

The commissioned project is a unique internship experience that allows greater independence to the student to propose a project that is best suited to a particular service requirement of an HTE that acts as a client instead of the students' de facto employer for the internship period. This commissioned project would highlight the students' capabilities to perform in the field.

Students may form a group that will act as an independent contractor that virtually meets with the client HTE or partner-institution to discuss the scope and specifications of the client's requirements. The purpose of the commissioned project is to give students the opportunity to



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apply, analyze, synthesize, and evaluate information and to apply their knowledge on a project that will have functional significance to their client HTE.

This alternative internship is for the students to simulate a pseudo-entrepreneurial project without the pressure of finding capital and with the added security of having their SIP coordinator oversee their work.

2.2 Guidelines on the Implementation of Commissioned Project

Students will complete the commissioned project under the direction of their SIP coordinator in accordance with the following guidelines:

2.2.1 The students will propose a specific project relevant to their field of specialization to an HTE which is to be assigned by the College through the SIP Coordinators.

2.2.2 On the MOA

2.2.2.1 The MOA should include all the stages in the project and the tasks/outcomes that the students are expected to deliver by stage.

2.2.2.2 The students' participation in the project must be mostly online.

2.2.2.3 In cases when students' face to face interaction cannot be avoided in the execution of the task, specifications on the conduct of such situations should be clearly stated in the MOA and must follow all the basic health protocols that are being observed by the University and as prescribed by the IATF.

2.2.2.4 The University reserves the right to reject a MOA that is unfavorable to the student especially in terms of safety concerns due to the amount of face-to-face interaction involved in the project.

2.2.3 Except for the expected use of computers and other communication devices, any material costs related to the project must be shouldered by the client HTE.

2.3 Some Sample Commissioned Projects for CAL, COE and CAFA:

- Production and Evaluation of Promotional Video Materials for the Ecotourism Destinations in Doña Remedios Trinidad
- Development of Branding of a Local Festival: the Sukang Sasa Festival in the Municipality of Paombong
- A Creation and Evaluation of Brand Identity for Mandala Art Biennale for the Jefarca Arts and Historical Society
- Development of the Proposed Overhead Distribution System for the 25



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3. Mentoring with a Recognized Expert in the Field

3.1. Procedure on Mentoring

In a growing number of instances when circumstances preclude an in-person experience, such as this pandemic, internships may be done virtually with some in-person elements. A student may seek the mentorship of an expert in the field as an internship option. Before the beginning of the mentorship, the student must ask the potential mentor of the list of tasks that will be required by the mentor. The internship supervisor must approve this list of tasks before the student can begin mentorship. As an alternative, the program coordinator may devise a checklist of tasks that the mentor may require the students to do.

If the internship mentor is able to assign remote projects and work responsibilities and provide mentoring through tele-communications, the internship may proceed.

3.2. *Mentor Remuneration.* Stipulated in RA 10931 also known as the “Universal Access to Quality Tertiary Education Act of 2017” *Rule II, section 7.a. free tuition for all courses/subjects/classes enrolled in during a particular semester, as part of the curriculum and are essential to obtaining a degree.* Therefore, the college may submit an estimate of honoraria for the mentors in their respective colleges. However, the estimate shall be subjected to the transitory provisions in Section 52 and 53 of the IRR, the amount required to implement the provision for the free tuition and other school fees in SUCs shall be determined by the respective Governing Boards of the SUCs based on the projected number of enrollees for each academic year.

The colleges may also follow the approved students’ internship fee based on CHED Memorandum Order No.3, Series of 2012 (CMO No. 03, s. 2012), in the event that the estimate of honoraria will be disapproved and the student still prefers mentoring as their internship alternative.

4. Program Specific Course Substitution

If completing an internship remotely is not an option and all other alternative internship and learning opportunities cannot be accommodated, Program Specific Course Substitution may be considered. The student-interns may opt to take a Major Elective in excess of the required number of major elective credits as an alternative to the internship. Students could petition for this particular major elective.

Primarily, only a major elective with at least 50% of the students petitioning for it may be approved as Program Specific Course Substitution. However, in cases where the number of students majoring in a course is less than the prescribed 50%,



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Program Specific Course Substitution may still be allowed as long as at least 10 student-interns will petition for the major elective as prescribed by BulSU's Undergraduate Student Manual.

Students who choose to take this alternative internship must complete a 3-unit elective for every 120 hours of internship. (i.e. 120 hrs = 3 units, 240 hrs = 6 units). The college will only approve a maximum of 6 units of electives as internship credit. If the internship program is of more than 240 hours, the student intern should consider other internship alternatives for additional real-life experiences in the work place.

5. Equivalency Program

The onset of the COVID-19 Pandemic pushed people to explore possibilities of accomplishing tasks practically within their means. The shifting of the classes to the online mode made the students and their families consider managing the remaining school requirements into their own hands including internship. Some students engaged in quasi-internship activities with the hope that equivalency may take effect based on humanitarian considerations.

Equivalency as defined by CMO No. 54 s.2016 refers to a process that involves assigning equivalent academic credits to the competencies demonstrated by a student through: a) assessment tests and, b) demonstration of competencies or actual workplace performance, thereby providing entry points to the next higher level qualification, the purpose of which is to provide opportunities for the student to continue to learn and to re-enter the educational program at the higher level without having unnecessarily retake courses in which they have already demonstrated competence and knowledge.

To be qualified in the equivalency program, the following should be considered:

1. The HTE's should be at least within the small or medium enterprises bracket as per asset size as shown in Table below.

Table 1. Business Category by Asset Size

Micro	Below P3 Million
Small	P3,000,001 - P15,000,000
Medium	P15,000,001 - P100,000,000
Large	Above P 100,000,000

*Based on Republic Act 9178 Barangay Micro Business Enterprise (BMBE) Act of 2002

2. The HTE is willing to provide a detailed summary of the job specifications performed by the student-intern documented in a training manual specifying among others, the goals and objectives (desired outcomes and how these outcomes will be



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achieved), knowledge, skills, attitudes and competencies that the student trainee should acquire in each learning area, assignments and schedule of activities.

3. The HTE in coordination with the College SIP Coordinator will provide a student-intern performance assessment following the college evaluation system.

Note:

Implementing guidelines must be established by the College/Campus concerned and endorsed by the Local Academic Council for approval of the EXECOM/Academic Council.

6. On-Campus Internship

This applies to skills-based courses where skills application is crucial in the completion of the learning outcomes specified in their professional subjects and in mastering their technical skills for national assessments and evaluation. On-campus internships are offered within the different units/departments/offices of the university where the student interns' expertise and experience will be put into practice.

Colleges who will employ on-campus internships should create clear guidelines that strictly follow the health protocols and requirements of the IATF, DOH, and the university. These guidelines must be presented and approved by the university prior to the internship program.

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*** *The guidelines were approved by the EXECOM during its meeting held last February 24, 2021.*