

Internship & Co-op Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
<p>Internship or co-op expertise</p>	<p>1) Instructor is new to coordinating internships or co-ops but has reviewed this taxonomy and the best practices resources cited below. 2) Instructor is familiar with the industry (or industries) related to their program(s).</p>	<p>1) Instructor has previous experience coordinating internships or co-ops and is familiar with the best practices resources cited below. 2) Instructor is well-versed in the industry (or industries) related to their program(s). 3) The instructor is familiar with career development theory. 4) The instructor has contacts in relevant industry (or industries) where students intern.</p>	<p>1) Instructor has previous experience coordinating internships or co-ops; is familiar with the best practices resources. 2) Instructor has expert knowledge of the industry (or industries) related to their program(s). 3) The instructor has expert knowledge in career development theory. 4) The instructor has an established network in relevant industry (or industries) where students intern. 5) The instructor is experienced in leading students through the process of critical reflection.</p>
<p>Internships or co-ops apply and further grow knowledge and skills learned through classroom experiences in a professional environment.</p>	<p>1) Student performs some menial tasks at internship or co-op site but majority of work is directly applying classroom learning, under the close supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship or co-op report). Focus is merely on what the student did during the internship or co-op.</p>	<p>1) Student performs very few menial tasks at internship or co-op site; majority of students' work is directly applying classroom learning, under the supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship or co-op report). Focus is on what the student did during the internship or co-op.</p>	<p>1) Student performs no menial tasks at internship or co-op site; students' work is directly applying classroom learning, under the supervision of a professional, but with a few opportunities for discretionary decision-making. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship or co-op report). Focus is</p>

		<p>3) Surveys are used to gauge learning in defined areas and administered to both the student and internship or co-op supervisor at the mid-point and end of internship or co-op.</p>	<p>on what the student did during the internship or co-op. 3) Surveys are used to gauge learning in defined areas and administered to both the student and internship or co-op supervisor at the mid-point and end of internship or co-op. 4) Instructor conducts mid-semester visit to internship or co-op sites and discusses progress to that point and opportunities for further learning with student and internship or co-op supervisor. 5) Instructor conducts end of internship or co-op debrief meeting with student to discuss learning that occurred during internship or co-op and steps for further learning post internship or co-op. 6) Students present to their peers about internship or co-op experience, learning outcomes, and next steps in their academic and career plan.</p>
<p>Interpersonal Development - The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them</p>	<p>1) The instructor encourages the internship or co-op sites to include the student in organizational activities.</p>	<p>1) The instructor encourages the internship or co-op sites to include the student in organizational activities. 2) Mid-point and end of internship or co-op surveys include opportunities to reflect on student’s experience within the context of the organization’s values and structure. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.</p>	<p>1) The instructor encourages the internship or co-op sites to include the student in organizational activities. 2) Mid-point and end of internship or co-op surveys include opportunities to reflect on student’s experience within the context of the organization’s values and structure. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.</p>

			4) End of internship or co-op report prompts student to reflect on areas of growth and further development, particularly in areas of organizational communication and leadership.
Critical reflection is well integrated into student learning during the internship or co-op experience.	1) The instructor provides reflective questions and students reflect on their entire experience(s) in their end of internship or co-op report.	1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, and end of internship or co-op report. a) Student reflects on classroom knowledge and skills applied at internship or co-op. b) Student reflects on how work experience benefits classroom learning c) Student reflects on personal growth. d) Student reflects on both major related skills and transferrable skills learned during the internship or co-op. 2) Student reflects on how experience influences academic and career plans. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.	1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, or end of internship or co-op report using a structured method—such as the DEAL Model (Ash & Clayton, 2009)—to guide the reflective activities. a) Student reflects on classroom knowledge and skills applied at internship or co-op. b) Student reflects on how work experience benefits classroom learning c) Student reflects on personal growth. d) Student reflects skills (major related and/or transferrable skills) learned during the internship or co-op. e) Student reflects on how experience influences academic and career plans. f) Student reflects on the benefit of the internship or co-op to the employer and the university. 2) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.

			<p>3) The instructor debriefs with the student post internship or co-op and discusses reflective outcomes and future application of learning.</p> <p>4) The student completes a presentation where they share their reflective outcomes of the internship or co-op.</p>
<p>Assessment is used for course improvement.</p>	<p>1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning).</p> <p>2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).</p> <p>3) End of course evaluations are reviewed for student feedback.</p>	<p>1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning).</p> <p>2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).</p> <p>3) End of course evaluations are reviewed for student feedback.</p>	<p>1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning).</p> <p>2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).</p> <p>3) End of course evaluations are reviewed for student feedback.</p> <p>4) Instructor collaborates with internship or co-op sites to assess internship or co-op course structure and programs offered at sites. Instructor provides feedback to internship or co-op sites to aid in development of higher quality future internships or co-ops.</p>