# INTERNSHIPS

IUPUI HIGH-IMPACT PRACTICE TAXONOMY

## Description

IUPUI is an urban-serving institution committed to fostering student engagement with the communities of Central Indiana and beyond through high quality internships. An internship is academically-recognized, experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

Internships provide opportunities:

- for students to gain valuable experience and demonstrate learning as they make professional connections and validate their choice of career field and work environment
- for employers to guide, assess, and develop workforce talent
- for educators to demonstrate the social relevance and practical applications of their disciplines and learning outcomes
- for IUPUI to forge sustainable, mutually-beneficial relationships with the community.

## Purpose

**Improving practice**

1. Identifying best practices and resources for enhancing experiential learning to support and improve internship course design.
2. Coaching internship instructors and internship employers on incorporating principles of learning into internship experiences.
3. Providing higher quality learning experiences for students completing internships for credit.
4. Providing consistency in quality of experience for students across schools/majors that complete internships for credit.
5. Providing multiple avenues for students to assess and reflect upon their internship experience.
6. Building working relationships with internship sites that allow for collaboration on student learning outcomes.

**Improving assessment**

1. Moving beyond the number of hours at the internship site being the major criterion of internship learning.
2. Collecting and assessing feedback from students and internship sites in multiple areas to improve internship courses.
3. Reflecting becomes a larger factor in assessing student learning from internship.

## Suggested Citation

Benedict, B.J. & Rust, M.M. (2016). IUPUI Taxonomy for Internship Courses. Retrieved from:
https://rise.iupui.edu/resources/course-development/taxonomies/

## Levels of Impact

| ATTRIBUTE | HIGH IMPACT | HIGHER IMPACT | HIGHEST IMPACT |
|---|---|---|---|
| **Internship Expertise** | 1) Instructor is new to coordinating internships but has reviewed this taxonomy and the best practices resources cited below.<br>2) Instructor is familiar with the industry (or industries) related to their program(s). | 1) Instructor has previous experience coordinating internships and is familiar with the best practices resources cited below.<br>2) Instructor is well-versed in the industry (or industries) related to their program(s).<br>3) The instructor is familiar with career development theory.<br>4) The instructor has contacts in relevant industry (or industries) where students intern. | 1) Instructor has previous experience coordinating internships; is familiar with the best practices resources cited below; and is an active participant in the IUPUI Internship Council.<br>2) Instructor has expert knowledge of the industry (or industries) related to their program(s).<br>3) The instructor has expert knowledge in career development theory.<br>4) The instructor has an established network in relevant industry (or industries) where students intern.<br>5) The instructor is experienced in leading students through the process of critical reflection. |
| **Internship applies and further grows knowledge and skills learned through classroom experiences in a professional environment.** | 1) Student performs some menial tasks at internship site but majority of work is directly applying classroom learning, under the close supervision of a professional.<br>2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is merely on what the student did during the internship.<br>3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship. | 1) Student performs very few menial tasks at internship site; majority of students' work is directly applying classroom learning, under the supervision of a professional.<br>2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship.<br>3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship.<br>4) Instructor conducts mid-semester visit to internship site and discusses progress to that point and opportunities for further learning with student and internship supervisor. | 1) Student performs no menial tasks at internship site; students' work is directly applying classroom learning, under the supervision of a professional, but with a few opportunities for discretionary decision-making.<br>2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship.<br>3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship.<br>4) Instructor conducts mid-semester visit to internship site and discusses progress to that point and opportunities for further learning with student and internship supervisor.<br>5) Instructor conducts end of internship debrief meeting with student to discuss learning that occurred during internship and steps for further learning post internship.<br>6) Students present to their peers about internship experience, learning outcomes, and next steps in their academic and career plan. |
| **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** | 1) The instructor encourages the internship site to include the student in organizational activities.<br>2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure. | 1) The instructor encourages the internship site to include the student in organizational activities.<br>2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure.<br>3) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group | 1) The instructor encourages the internship site to include the student in organizational activities.<br>2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure.<br>3) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester.<br>4) End of internship report prompts student to reflect on areas of growth and further development, particularly in areas of organizational communication and leadership. |

| ATTRIBUTE | HIGH IMPACT | HIGHER IMPACT | HIGHEST IMPACT |
|---|---|---|---|
| **Critical reflection is well integrated into student learning during the internship experience.** | 1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, and end of internship report.<br>a) Student reflects on classroom knowledge and skills applied at internship.<br>b) Student reflects on how work experience benefits classroom learning<br>c) Student reflects on personal growth.<br>d) Student reflects on both major related skills and transferrable skills learned during the internship.<br>e) Student reflects on how experience influences academic and career plans. | 1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, and end of internship report.<br>a) Student reflects on classroom knowledge and skills applied at internship.<br>b) Student reflects on how work experience benefits classroom learning<br>c) Student reflects on personal growth.<br>d) Student reflects on both major related skills and transferrable skills learned during the internship.<br>e) Student reflects on how experience influences academic and career plans.<br>2) The instructor provides reflective discussion forums in the Canvas course site 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 report using a structured method—such as the DEAL Model (Ash & Clayton, 2009)—to guide the reflective activities.<br>a) Student reflects on classroom knowledge and skills applied at internship.<br>b) Student reflects on how work experience benefits classroom learning<br>c) Student reflects on personal growth.<br>d) Student reflects skills (major related and/or transferrable skills) learned during the internship.<br>e) Student reflects on how experience influences academic and career plans.<br>f) Student reflects on the benefit of the internship to the employer and the university.<br>2) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester.<br>3) The instructor debriefs with the student post internship and discusses reflective outcomes and future application of learning.<br>4) The student completes a presentation where they share their reflective outcomes of the internship. |
| **Assessment is used for course improvement.** | 1) The instructor articulates student learning outcomes and administers a measure of *indirect* assessment to the student (e.g., a survey of self-reported learning).<br>2) The instructor articulates student learning outcomes and administers a measure of *direct* assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).<br>3) End of course evaluations are reviewed for student feedback. | 1) The instructor articulates student learning outcomes and administers a measure of *indirect* assessment to the student (e.g., a survey of self-reported learning).<br>2) The instructor articulates student learning outcomes and administers a measure of *direct* assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).<br>3) End of course evaluations are reviewed for student feedback. | 1) The instructor articulates student learning outcomes and administers a measure of *indirect* assessment to the student (e.g., a survey of self-reported learning).<br>2) The instructor articulates student learning outcomes and administers a measure of *direct* assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric).<br>3) End of course evaluations are reviewed for student feedback.<br>4) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship site to aid in development of higher quality future internships. |

| ATTRIBUTE | HIGH IMPACT | HIGHER IMPACT | HIGHEST IMPACT |
| --- | --- | --- | --- |
| **Mutually beneficial relationships are built with internship sites to increase the quantity and quality of internships.** | 1) Internship sites are invited to complete survey to provide input on internship and course guidelines.<br>2) Internship sites are visited during student internships for input on internship and course guidelines. | 1) Internship sites are invited to complete survey to provide input on internship and course guidelines.<br>2) Internship sites are visited during student internships for input on internship and course guidelines.<br>3) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship site to aid in development of future internships and attract students. | 1) Internship sites are invited to complete survey to provide input on internship and course guidelines.<br>2) Internship sites are visited during student internships for input on internship and course guidelines.<br>3) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship site to aid in development of future internships and attract students.<br>4) Internship supervisor invited to reflect on the benefits of the internship to the student, employer, and university.<br>5) Internship sites are invited to provide feedback on school curriculum to align student learning to industry needs.<br>6) Internship employers are invited to participate on school advisory boards. |
| **Health, Safety, and Security** | 1) Employer is checked against the blocked employer list on http://www.iupuitalent.net<br>2) Employer is researched on the web to verify information (e.g., company website, Google street view, Better Business Bureau for complaints).<br>3) Employer (intern supervisor) is contacted to verify information and student intern position.<br>4) Employer has signed an internship agreement that lists relevant information pertaining to the particular student's experience. | 1) Employer is checked against the blocked employer list on http://www.iupuitalent.net<br>2) Employer is researched on the web to verify information (e.g., Company website, Google street view, Better Business Bureau for complaints).<br>3) Employer (intern supervisor) is contacted to verify information and student intern position.<br>4) Employer has signed an internship agreement that lists relevant information pertaining to the particular student's experience. | 1) Employer is checked against the blocked employer list on http://www.iupuitalent.net<br>2) Employer is researched on the web to verify information (e.g., company website, Google street view, Better Business Bureau for complaints).<br>3) Employer (intern supervisor) is contacted to verify information and student intern position.<br>4) Employer has signed a university approved internship agreement that lists relevant information pertaining to the particular student's experience. |

# References

Ash, S. L. & Clayton, P. H. (2009). Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48. Retrieved from https://scholarworks.iupui.edu/handle/1805/4579

Association of American Colleges and Universities. (2007). *College Learning for the New Global Century*. Retrieved from Association of American Colleges and Universities website: https://www.aacu.org/sites/default/files/files/LEAP/GlobalCentury_final.pdf

Council for the Advancement of Standards in Higher Education. (2015). *Internship Programs: CAS Contextual Statement*. Retrieved from the Council for the Advancement of Standards website: http://standards.cas.edu/getpdf.cfm?PDF=E86CFB4D-0B9E-4853-6D82720BE0779895

Heinemann, H. N. & Wilson, J. W. (1995). Developing a Taxonomy of Institutional Sponsored Work Experience. Journal of Cooperative Education, Win 1995, 30(2), 46-55. Retrieved from the Work Integrated Learning Research Portal: https://wilresearch.uwaterloo.ca/content/legacy/3021995HeinemaDeveloping.html

Maltz, M. & Ursin, E. (2016). Taking Internships to a Higher Level: Using Internship Evaluations to Inform Curriculum Development. *NACE Journal*, February 2016. Retrieved from the National Colleges and Employers Association website: http://www.naceweb.org/j022016/using-internship-evaluations-in-curriculum-development.aspx

O'Neill, Nancy. (2010). Internships as a High-Impact Practice: Some Reflections on Quality. *Peer Review*, Fall 2010, 12(4). Retrieved from the Association of Colleges and Universities website: http://www.aacu.org/publications-research/periodicals/internships-high-impact-practice-some-reflections-quality

Schutte, K. J. (2007). Journey or Destination: A Study of Experiential Education, Reflection, and Cognitive Development. Journal of Cooperative Education and Internships, 41(1), 117-128. Retrieved from the Work Integrated Learning Research Portal: https://wilresearch.uwaterloo.ca/Resource/View/469