HIGH-IMPACT INTERNSHIPS & CO-OPS @UND

Internships and cooperative education (co-op) experiences are a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills developed in a professional setting. Both give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. These experiences can be high impact for students when intentionally organized as an activity that leads to particular learning outcomes; when students apply what they have learned in courses to work experiences, reflect on these experiences, and receive feedback that helps them to improve; when students build mentoring relationships with supervisors, faculty, and peers; when students are exposed to differences across people and in ways of thinking; and when students are asked to use their experiences to clarify their values, interests, and personal goals—including their values, interests, and goals related to careers.

To qualify as a high-impact internship or co-op, **the following three required key elements must be present with at least one additional element chosen from those indicated as encouraged**.

Key Elements	Required?	Expected Features	Illustrative Examples
Significant investment of time and effort by students over an extended period of time	Yes	This committed investment of effort and time (over a semester or summer) is focused on articulated learning objectives and gains on these objectives are documented.	Students should be able to demonstrate work as part of a team, or on a substantive project or service that has outcomes that are easy to assess. For example, a student in an internship in a Congressional office should not just answer constituent phone calls but should be able to work with senior staff to assist constituents with finding solutions to their problems. All CoBPA students doing an internship/co-op for credit must have it approved through his or her internship coordinator. This includes meeting the required number of hours as determined by the coordinator. Learning outcomes are set with coordinator before internship.
Frequent, timely, and constructive feedback	Yes	Formal feedback, minimally from a direct supervisor located at the site of the internship or co-op, is aligned with the articulated learning outcomes and geared towards growth and improvement. Informal feedback is formative and frequent.	Feedback should put the work in a broader context of theory and practice. Regular feedback should be used to improve job performance and move the student toward reaching goals for the internship. Feedback should be from both the supervisor and the instructor to align goals with both the objectives of the organization and university. Direct mentorship is provided by their supervisor and/or a senior colleague both formally and informally of the student's work. In addition to feedback from faculty, direct supervisor's complete performance evaluations in Handshake every quarter.

Opportunities to discover relevance of learning through real-world applications	Yes	These opportunities ae documented through articulation by the student of how they are able to apply the stated learning outcomes to the real-world applications encounter in their internship or co-op. Student must or will be able to link the experience to a career interest and classroom instruction.	Learning should move beyond mere functionality. Students should learn how and why particular courses of action or policy are created and pursued. For example, a legislative intern will not just do research, but will understand how such research helps advance the policy agenda of the person or people they are working for. The student should see and understand the "bigger picture" that is the larger goals of the organization. Students take on the authentic work of the discipline.
Periodic, structured opportunities to reflect and integrate learning	Encouraged	Students are asked to use their experiences to clarify their values, interests, and goals.	Students write a reflective paper on their disciplinary learning in the context of the internship experience.
Opportunities to demonstrate intercultural knowledge & skills, wherein students are exposed to people, circumstances, and ideas that differ from those with which they are familiar	Encouraged	Students are exposed to and formally reflect on differences across people and ways of thinking.	The internship experience has a learning outcome associated with intercultural knowledge and skills, and students are evaluated on their cultural competency.
Performance expectations set at appropriately high levels	Encouraged	Students will have exposure to and demonstrate growth in their internship or coop position.	Expectations are articulated prior to the internship and students are given formative guidance on their progress and performance. Student performance is defined in terms of practitioners in the discipline. Faculty provide a set of learning outcomes and rubrics to guide students understanding of the learning that should result from their experience.
Interactions with faculty and peers about substantive matters	Encouraged	Students build mentoring relationships with supervisors, faculty, or peers at their work site.	Students meet with faculty to discuss their learning in the context of their internship. Department or college requires an interactive workshop on professional behavior in an internship or coop.
Public demonstration of competence	Encouraged	Demonstration meets expectations of faculty and supervisor	Student presentations that showcase the skills developed and acquired follow the completion of their internship. Students present a portfolio of work completed in their coop or internship to a larger audience. Students post a completed project from their internship on Handshake.