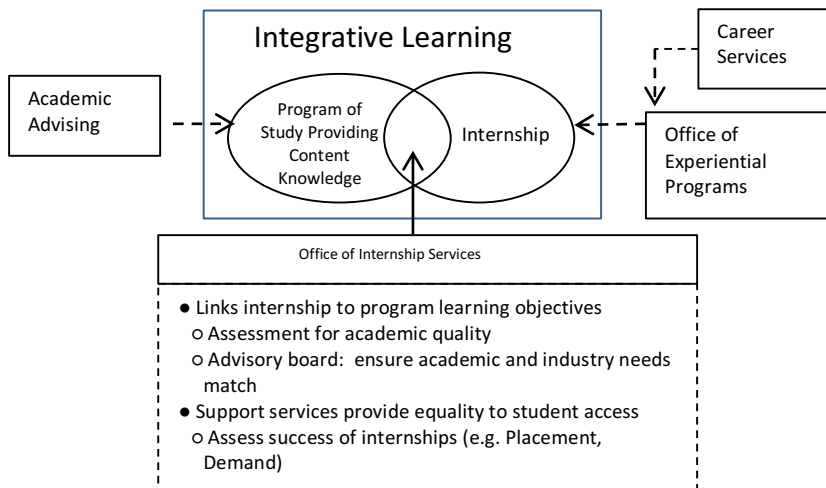


Dear Provost Whitten,

Our working group was assigned the task of exploring strategies that expand and integrate students' academic experiences associated with internships. Our group's recommendations are founded on a model (Figure) that uses integrative learning to bridge the content learning found within a formal course environment with the experiential learning associated with internships. This model creates opportunities that allow

- faculty to align the internship with the learning objectives of a program study and to assess the academic quality of the internship,
- the university to set common expectations of all internship programs,
- the creation of avenues that monitor the equality of student access to internship opportunities, and
- the formation of advisory boards that ensure faculty academic expectations match industry expectations of internships and vice versa.



Recommendation #1

An Internship Support Office should be structured around the above model. Working directly with industry and faculty, this office will have the responsibilities to secure internship positions for the student, match the industry expectations with the academic learning outcomes established by faculty, assess the success of the internship and tracks students as they progress from an internship through gaining employment after graduation. While an Internship Support Office should be established for each college, the activities of each office should be monitored at the university-level in order to exchange information and to create avenues for multi-disciplinary internships. Each college's Internship Support Office should be linked or even blended into services provided by experiential learning offices and academic advising offices. The success of the Internship Support Office can be measured by monitoring the number of internships that are linked to academic learning outcomes the student's program of study and the demand that industry has for hiring UGA students who have completed an internship.

Recommendation #2

The University should set a minimum set of learning outcomes for each internship that is linked to academic credit. These learning outcomes should include curricular skills (e.g. problem

solving, ability to extend knowledge) that are common to programs of study and soft skills (e.g. professionalism, networking, communication) that are capacities developed in any meaningful internship. The Internship Support Office will assess the college's success for providing these learning outcomes.

Recommendation #3

Each Internship Support Office should establish a professional development program that provides resources and support for faculty to engage industry and to identify industry expectations of students hired as interns and as permanent employees. Participating faculty will develop the integrative learning bridge by understanding the capacities that industry expects students to have while in an intern position and upon graduation.

Recommendation #4

The University should conduct an internal audit to determine "what is the current state of internships (and more broadly, career services) at the University of Georgia". Information from this audit should be provided to the Internship Support Offices and used to identify the common academic elements found across the University's programs of study, establish benchmarks for allocating the resources needed by each Internship Support Office, help consolidate efforts, and determine where missed opportunities exist.

Recommendation #5

At the end of each academic year, students who have completed an internship for academic credit should present at a symposium that follows the structure of the CURO Symposium. Each presentation should address questions such as "*What did the internship require the student to accomplish?*" and "*How is this accomplishment linked to the learning outcomes of the student's program of study?*". Each Internship Support Office also should present at this symposium so that individual academic units can exchange ideas.

Broader Impact

The above model creates a clearer approach for documenting the authentic learning provided by an internship, creates the vantage point the University's faculty needs when assessing and rethinking how learning outcomes of a program of study match industry expectations, and creates sites for intervention to the academic fragmentation that often occurs when emphasis is placed on the teaching of more specialized knowledge without considering impact outside academia.

Respectfully submitted

Tim Foutz (Group Facilitator), James Conklin, Yana Cornish, Puneet Dwivedi, Iqbal Khan, Brian Kiepper, Myra Moore, Shannon Wilder and Sheneka Williams