

**Using a Web-Enhanced Approach for Internship
Planning, Implementation, and Assessment**

Sean M. Bulger, Ed. D.
West Virginia University

Abstract

Internships and other types of field placements have become a focal point of the senior year experience for students majoring in a wide variety of academic disciplines. The purpose of this paper is to describe some of the key challenges associated with the implementation of an experiential learning requirement and related technology-based solutions that have been implemented and field-tested within a university internship program. The paper also includes practical suggestions for using technology to enhance the supervision of internships and other field placements within the undergraduate curriculum.

Using a Web-Enhanced Approach for Internship Planning, Implementation, and Assessment

Internships and other types of field placements have become a common focal point of the senior year experience for students majoring in a variety of academic disciplines. Experiential learning requirements afford students a number of important benefits as they continue the transition to post-college life. As with any alternative approach to teaching-learning, the inclusion of an off-campus internship within the curriculum provides a distinct set of instructional challenges for the involved faculty. The purpose of this paper is to describe some of the key challenges associated with the implementation of an experiential learning requirement and related technology-based solutions that have been implemented and field-tested within a university internship program.

Experiential Learning: Benefits & Challenges

The senior year experience represents a critical developmental period as undergraduate students prepare to make the difficult transition from college to the world of work (Gardner & Van der Veer, 1997). In many academic programs, transitional issues are frequently addressed during senior seminar or capstone courses (e.g., Catalano, 2004; Sasser, 2005; Shoaf, 2000; Todd & Magleby, 2005). These types of capstone courses have been found to incorporate a broad range of instructional formats including portfolio development, alumni networking, leadership training, service learning, educational travel, oral presentations, major individual or small group projects, comprehensive exams, and so forth (Henscheid, 2000).

Field-based capstone experiences offer a number of distinct advantages for the participating student, employer, and academic program. Perhaps most importantly, an internship or other type of field placement provides undergraduate students with the opportunity to apply everything that they have learned in an authentic work setting. Experiential learning requirements afford students a number of additional benefits that are unlikely to occur in more traditional teaching-learning environments (see Table 1). For the participating employer or supervisor, an internship program represents an excellent opportunity to: incorporate new ideas or best practices being taught at the university level; recruit and observe new talent; and train prospective employees at lower cost (Grantham, Patton, York & Winick, 1998). Academic programs benefit through more direct contact with practitioners working in the field for

the purpose of graduate job placement, curricular evaluation, community advisory boards, collaborative service or research projects, and external funding through private and/or non-profit groups.

Table 1. Advantages Associated with Undergraduate Internships

Advantage	Description
Career exploration	Students get the opportunity to explore the job market within their major or academic discipline.
Resume building	Students earn academic credit while simultaneously enhancing their marketability.
Transitional issues	Students complete a more gradual transition to their first full-time employment opportunities.
Professional networking	Students begin to establish a network of working professionals in the field.
Practical application	Students apply the theoretical concepts learned in the classroom within an applied instructional context.
Knowledge integration	Students enjoy a more balanced college experience including academics, extracurricular activities, and work.

Some of the more significant transitional challenges associated with experientially-based capstone courses relate to the student's ability to: (a) connect disciplinary theory to practice; (b) meet performance standards in the workplace regarding professionalism; (c) continue learning in a highly independent and self-directed manner; and (d) appreciate the value of a liberal education as it relates to their continued personal and professional development. Ideally, the senior year internship or field placement serves as the defining moment of a student's undergraduate education. In some instances, however, students gain practical experience during their internship placement but learn very little. A number of factors can contribute to this undesirable outcome including inadequate academic preparation, lack of accountability, ineffective university supervision, and inappropriate site placement (Campbell & Kovar, 1994).

Furthermore, it is not uncommon for student interns to experience some degree of isolation from their peers and university faculty while engaged in off-campus field placements (Mayer, 2002). In situations where logistical constraints restrict on-site visits from university personnel (e.g., lack of support for travel, student placement at remote locations, multiple interns assigned to a single supervisor), the student intern may experience an even greater sense of isolation and disconnection. Casey, Bloom & Moan (1994) described this common problem in the following statement:

When the supervisee leaves the campus for internship, communication with the supervisor is often limited to phone calls or voice mail messages, periodic supervision meetings held weekly or monthly, and anxiety-filled onsite visits. It can be hours, days, or even weeks before a message is returned. (Internship: Electronic Connectivity section, ¶ 1).

Web-based Technology & Internship Supervision

In response to a number of the previously described challenges associated with internship supervision, faculty members at a regional public university developed a web-enhanced approach for supervising off-campus internships. The primary intent of this curricular innovation was to enhance student learning during the internship placement and facilitate increased communication among student interns and the university internship coordinator. To accomplish these important curricular goals an online learning community was established using Desire2Learn (D2L), a campus management system for web-based and web-enhanced instruction. The D2L operating platform affords course designers the use of a wide range of instructional and communication tools including e-mail, discussion boards, chat groups, electronic drop-boxes, online surveys/quizzes, electronic grade book, and so forth. The following sections of this paper describe the course learning outcomes, teaching-learning activities, assessment strategies, and course evaluation data associated with this web-enhanced approach to internship supervision.

Course Learning Outcomes

All academic programs attempt to instill in their students a passion and capacity for learning that persists long after graduation. Faculty members share the common ambition of producing program graduates who are highly motivated and self-directed lifelong learners. Experiential learning is an instructional approach that has been endorsed as a means for encouraging students to self-reflect and assume increased responsibility for their own learning (Washbourn, 1996). Experiential learning is

perhaps best addressed from an interdisciplinary perspective in which students are required to make meaningful connections regarding content learned in previous academic courses while solving real-world problems (Ryan, 1999; Ryan & Cassidy, 1996). Ryan and Cassidy described that:

Frequently, there is a disconnection between the learning that takes place in the classroom and the knowledge that is needed in a knowledge-based society. The contrast between what is taught in the classroom and what is expected in the professional world is often astonishing, but the goal of experiential education is to make active learning relevant for students in and beyond the classroom and to create lifelong learners. (Introduction section, ¶ 2)

In light of these legitimate concerns, curriculum developers adopted the following learning objectives for the web-based course described in this paper: (a) to help integrate and bring successful closure to the undergraduate experience; (b) to provide regular opportunities for self-reflection regarding one's professional readiness; and (c) to facilitate the students' transition to post-college life (Cuseo, 1997). Faculty members were also concerned with integrating the broader goals of a liberal or general education (e.g., problem solving, self-reflection, communication, ethical behavior) with the more specific technical competencies that are most directly addressed within the internship placement (Carlson, 2001). These important learning outcomes serve as the basis for a course assessment plan that requires students to actively describe and apply what they are learning at their internship placements (Ryan, 1999).

Teaching-Learning Activities & Assessment

A number of instructional approaches have been recommended for facilitating and assessing student learning during internships (e.g., learning contracts, journals entries, portfolios, reading and writing assignments). While the appropriateness of the selected teaching-learning activities and assessment strategies depend on the particular instructional context, students must play a significant role in determining the specific direction of the internship and reflect regularly on the meaning of their own experiences (Ryan & Cassidy, 1996). Ryan and Cassidy suggested that internship programs require students to:

1. Maintain an active role in choosing an internship site;
2. Receive an orientation that focuses on transitional issues;

3. Write a learning plan that identifies goals and assessment strategies;
4. Engage in small group discussions regarding personal learning goals;
5. Invest a sufficient amount of time in the placement; and
6. Maintain a self-reflective journal that promotes critical thinking.

In accordance with this basic set of guidelines, the involved faculty members used individual learning plans, self-reflective journals, electronic bulletin board discussions, and formal performance assessments as the methods for measuring student learning related to the previously described course learning outcomes of integration and closure, self-reflection, and transition to post-college life.

Integration & Closure. In its various forms, the senior year capstone course is regarded as an important curricular component that can be used to bring some measure of coherence and closure to the undergraduate experience (Cuseo, 1997). Capstone courses afford faculty members the opportunity to make interdisciplinary connections that are often overlooked by students as they progress through the undergraduate curriculum. Furthermore, internships and other field placements represent an ideal instructional format for promoting and assessing knowledge integration and synthesis.

Toohy and Ryan (1996) described five models for assessing student learning during an internship placement: the attendance model, the work history model, the broad abilities model, the specific competencies model, and the negotiated curriculum. While academic programs frequently use characteristics from several models of assessment, an emphasis is often placed on one approach over the others. In the interest of accommodating the widest range of individual student interests, course designers in this particular example adopted the negotiated curriculum model in which the internship coordinator, site supervisor, and student intern collaborate to determine the specific learning outcomes and associated responsibilities. Toohy and Ryan described the generalized process of negotiation in the following passage:

Aspects which must be agreed include the learning objectives the student will pursue, the activities to be undertaken, the people from the workplace and the educational institutions who can be called upon to provide instruction or support, the kinds of evidence of achievement that the student will produce, the person/s who will assess the work and often the criteria which will be used as the basis for assessment. (Negotiated Curriculum Model section, ¶ 1)

This process of negotiation is documented in the form of an individual learning plan. Individual learning plans are a form of instructional contract in which the student intern identifies a series of measurable learning outcomes that he or she intends to accomplish during an internship placement. The individual learning plan requires student interns to:

1. Reflect on the knowledge, skills, and abilities that they intend to further develop during the internship;
2. Meet with their internship supervisor for the purpose of setting individual goals and determining how progress toward those goals will be evaluated;
3. Meet with their internship supervisor at the mid-semester point to discuss progress regarding the previously determined goals;
4. Meet with their internship supervisor at the end of the semester to review the internship experience and progress regarding personal goals; and
5. Submit an internship portfolio to the university internship coordinator as evidence of personal achievement.

The student completes the individual learning plan using an online form and receives corrective feedback from the internship coordinator via e-mail. Students must occasionally modify the individual learning plan, with the university internship coordinator's and site supervisor's consent, during the placement if unexpected situations or circumstances prohibit progress toward a previously agreed upon goal.

The internship portfolio is an organized collection of artifacts or documents that summarizes student accomplishment during the internship placement. The students use the internship portfolio to provide evidence that they have made substantial progress toward the individualized goals that were established in consultation with the university internship coordinator and site supervisor at the start of the semester. For each goal in the individual learning plan, the student interns are required to include a section in the portfolio containing a description of the goal, a self-reflective narrative, and a series of artifacts supporting personal progress toward that goal. A student who set a goal of increasing proficiency during an exercise science internship, for example, might include sample physical activity programs developed and the pre- and post- fitness test results for the clients who used them. The individual learning plan and internship portfolio are graded using a scoring rubric (see Appendix A). The student

interns are also required to include a cover letter, resume, letter of reference, and professional development plan. The course website includes an electronic job search and selection handbook that students can use as a resource when preparing these required elements of the internship portfolio.

The internship portfolio is submitted for final grading in hardcopy but future plans include a shift to an electronic portfolio which would enable students to incorporate alternative forms of media (e.g., video clips, PowerPoint slide shows, audio clips) in a more highly integrated manner (Brock, 2004). This movement toward an electronic format will necessitate that the portfolio development process begin at an earlier point in the undergraduate curriculum so that students are more familiar with the available technological resources prior to the start of the internship experience. A portfolio developed in this manner would serve several complimentary purposes: (a) meet curricular objectives related to technology, (b) provide greater flexibility in documenting student performance, (c) be used during the job search process, and (d) allow for ease of dissemination.

Self-reflection. An internship may be of limited educational value if students are not challenged to think about what they learned as a result of their experience. Journaling has received support as an instructional approach for encouraging students to reflect more thoroughly about their experiences during an internship placement (Campbell & Kovar, 1994; Ryan & Cassidy, 1996; Young & Baker, 2004). Students can make self-reflective journal entries daily, weekly, or more infrequently depending on the specific context. The format of the journal entry can also vary considerably. A more structured approach to journaling would require students to respond to a specific set of questions designed to guide self-reflection. A less structured journal would afford students greater flexibility in responding to a general set of self-reflective prompts. Irrespective of the particular journal format selected, it is imperative that student interns “learn the difference between an account of what they did at work on a given day and observation and analysis of their work that sharpens their skills in observing accurately and thinking critically” (Ryan & Cassidy, 1996, Other Options section, ¶ 1).

The most recent iteration of the self-reflective journal, used in the web-based course being described here, requires students to complete electronic journals entries via the course website. An electronic journal format allows for the provision of more immediate feedback from the university internship coordinator in the form of an e-mail response. In order to facilitate more meaningful student self-reflection,

the course instructor provides a weekly behavioral-based question regarding experiences that are both work-related and closely aligned with the goals of a liberal education (see Table 2). Many employers use behavioral-based questioning during the job interview process because past performance is perceived to be the best predictor of future performance and interviewees are required to provide a more objective set of facts regarding their professional qualifications (Society for Human Resource Management, 2006). In responding to behavioral-based questions, the students reflect on and respond to how they handled specific situations in the past. Exemplary journal responses include a detailed description of the situation or problem, the actions taken, and the resulting outcome (see Appendix B). From a transitional perspective, it is critical that students are able to discuss the knowledge, skills, and abilities that they have acquired and their related practical experiences.

Table 2. Sample Behavioral-Based Questions for Self-Reflective Journal

Topic	Journal question
Liberal education	As you complete the transition from student to professional during this internship, the personal characteristics and skill sets developed as a result of the Baccalaureate experience should prove extremely beneficial. How has your transition to this internship placement gone so far? What skills or techniques have you learned in school that made your transition easier?
Evidence-based practice	Describe a situation where you have worked independently or collaboratively with a group of other professionals to enable a client to reach a predetermined goal. What type of data was collected and how was it used in evidence-based practice?
Developmental perspective	Our faculty members believe very strongly in the need for professionals to maintain a developmental perspective. This means that you have the ability to accommodate for individual differences in program design and demonstrate sensitivity toward human diversity issues or problems. By providing specific examples, convince me that you can adapt to a wide variety of people, situations, and environments.

In the future, the author plans to experiment with blogging as a potential format for the internship journal requirement. Over the past decade, blogging has increased in popularity and influence (Wikipedia, n.d.). Blogs are now widely used to communicate ideas about a range of topics including personal, cultural, business, science, education, politics, news media, and so forth. In Wikipedia (n.d.), a free online encyclopedia, blogging is defined as:

A website in which items are posted on a regular basis and displayed in reverse chronological order. Like other media, blogs often focus on a particular subject, such as food politics, or local

news. Some blogs function as online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. Since its appearance in 1995, blogging has emerged as a popular means of communication, affecting public opinion and mass media around the world.

As a format for an educational journal, blogging offers a number of potential advantages:

1. Used by many college students as a type of online diary already;
2. Represents a form of communication that is likely to persist and evolve;
3. Enables students to keep up to date with their peers' experiences at distant or remote locations in a non-intrusive manner;
4. Allows for the convenient and asynchronous exchange of information among group members; and
5. Updated and maintained easily.

There are a number of limitations or concerns that need to be addressed, however, when using blogging within an educational setting. These potentially problematic issues include student confidentiality regarding their personal reflections, technological training and support for faculty and students, appropriateness of the website content, and criteria for assessing student learning.

Transition to Post-college Life. During the senior year experience, undergraduate students are confronted by a number of significant transitional challenges (e.g., engaging in the job search and selection process, relocating to a new city or geographic region, preparing to enter the work force). In the interest of facilitating positive relationships with graduating seniors, colleges and universities should assume a proactive role in supporting and assisting students as they prepare to meet these transitional challenges (Gardner & Van der Veer, 1997). When conducted on campus, senior seminar or capstone courses can effectively be used to engage students in guest lectures and group discussions about a variety of transitional issues including:

Deciding where to live, and work; buy or rent a home, automobile and insurance; alumni involvement and responsibilities; adapting to the first year on the job; traveling for business and pleasure; managing wellness; and how best to adapt to new relationships and lifestyles. (Walls, 2002, p. 118)

The use of field placements or internships as a component of the senior year experience, however, presents some logistical challenges related to the establishment of a supportive learning community in which students are free to exchange ideas regarding their individual transitional concerns. In describing the challenges commonly associated with practicum placements in teacher education, Mayer (2002) indicated that “preservice teachers are often isolated from any type of continuous communication with university lecturers and other preservice teachers, and construct their professional selves in relative isolation of the on-campus components of their programmes (Shlagel et al., 1996; Cohen, 1999)” (p. 181).

In an effort to address this concern, electronic discussion boards were added to the internship requirements in this web-based internship course to promote more frequent interactions among peers, enable students to maintain connections to the university community, and establish a mechanism for exchanging strategies or ideas among placement sites (Mayer, 2002). Formal performance assessments were also used to focus student attention on a number of key work performance issues that occasionally represent a problem for new college graduates (e.g., professional appearance, promptness, written and verbal communication skills, problem-solving ability).

From an administrative standpoint, the student interns enrolled in the course are required to intermittently participate in five electronic discussion groups available through the course website. The student interns are divided into small groups based on their specific internship start date and remain in those groups for the duration of the course. The university internship coordinator provides the discussion topics but otherwise assumes an observational role in each group. The topics focus on the common transitional issues or challenges that students encounter during internship placements (see Table 3). Participation in the discussion groups is asynchronous and the students are required to contribute multiple responses to each discussion forum using proper etiquette (see Appendix C). As an alternative form of assessment, the employed web-based management system allows for the tracking of student participation in the form of messages posted and read.

Table 3. Sample Electronic Discussion Board Topics

Topic	Discussion question
Introduction	Introduce yourself and provide a brief description of your internship facility and your primary daily responsibilities. Explain what motivated you to apply for and accept an internship with this organization.
Self-assessment	Now that you are past the mid-point of your internship, you have a number of new experiences to reflect on. You probably have a much better idea of what it takes to build a successful career in this field. If you were hiring a student to replace you in this internship, what personal characteristics or qualifications would you look for?
Curriculum evaluation	Faculty members frequently make curricular changes based on student comments and feedback. How well did your education prepare you for this internship experience? If you could do so, how would you plan your academic study differently?

In addition to its primary purpose, the discussion board participation enhances student familiarity with technologies like listserv mailing lists and chat rooms that “can assist the professional in connecting with individuals who have similar interests” (Graves, 2000, p. 55). Other discussion boards are established on the course website for student interns to exchange ideas in a less structured manner about a wider range of topics (e.g., social plans, travel stories, questions and answers). Participation in these discussion groups is optional and the intent is to minimize the number of off-topic postings in the main discussion areas.

As an outcome measure of student learning, the internship supervisor and student intern are also afforded multiple opportunities to contribute feedback regarding the internship process. This type of 360 degree feedback is essential because it provides the university internship coordinator with valuable information regarding student performance, course competency attainment, curricular areas in need of

improvement, inherent dangers at the internship site, and quality of supervision or mentorship afforded at the placement (Abar, 1994; Campbell & Kovar, 1994; Foster & Moorman, 2001). The internship supervisor completes a mid-semester and final performance assessment using a form provided by the university internship coordinator that focuses on the key employability skills (e.g., professionalism, self-confidence, ability to learn, written and verbal communication). In order to enhance response rate, the internship supervisors are presented with the option of completing a web-based or hard copy version of the student performance assessment. While the internship supervisor performance assessment does contribute to course grading, "the final grade determination is an academic function that must be retained and made by the university faculty advisor identified as the student's instructor of record" (Miller, Anderson & Ayres, 2002, Internship Evaluation section, ¶ 1).

The student interns complete two site evaluations for which they receive academic credit at the end-of-the-semester. The initial post-work survey provides descriptive information regarding the placement site including general demographic information, hours worked, wages earned, and work-related diversity issues. This data is entered into a career services database that profiles all university affiliates. The second site evaluation allows the student to provide qualitative feedback regarding the strengths and limitations of the internship placement. The university internship coordinator can then use this feedback to make more informed recommendations to future interns regarding the merits and liabilities of possible placements. That data can also be employed to provide both positive and corrective feedback to the site supervisors at the various internship placements.

Course Evaluation Data

Initial attempts to systematically evaluate the web-enhanced approach to internship supervision described in this paper have proved positive and the involved student interns valued their educational experience (Bulger, 2006). After several experimental semesters, this web-enhanced internship course was delivered to 23 undergraduate students completing senior internships. During the final weeks of the semester, students were invited to participate in the program evaluation study by completing an electronic questionnaire that was developed to evaluate the online course component. The questionnaire included 20 closed-ended questions in which the participants were asked to evaluate the instructional design

component of the course and their own learning using a five-point Likert scale with response categories ranging from Strongly Disagree (1) to Agree (3) to Strongly Agree (5). The electronic questionnaire also included three open-ended questions in which students were asked to describe the positives, limitations, and suggested improvements associated with the online component of the course.

The 18 students who responded (response rate of 78.26%) reported little difficulty using the course website and reasonably high levels of engagement regarding the course content. More importantly, students were in almost uniform agreement about their positive progress toward the designated course learning outcomes (integration, self-reflection, and transition). Specific feedback indicated that the students who completed the course appreciated the opportunity to reflect on their internship experience, communicate with peers on a regular basis and progress through required assignments in a self-paced manner. The most prominent limitations related to instructional design included inadequate access to the required technology at certain internship sites, limited interaction with the course instructor when compared to on-campus courses, and assignment specific concerns (e.g., amount of paperwork required, clarity of instructions). See Bulger (2006) for a more complete description of the results of this study.

It should be noted that this initial attempt at course evaluation was based on student perceptions rather than actual student learning or achievement data which would provide more valuable insight regarding the effectiveness of this instructional approach. Rhodes and Agre-Kippenhan (2004) provided a framework for assessing a university-wide capstone initiative in a more comprehensive manner: Conduct student focus group; engage students in a common writing assignment summarizing their progress toward university goals; require students to complete written course evaluations at the end of the term; and conduct external study of the capstone courses' impact on students. Future research in the area of capstone course development could focus on comparing students who have completed capstone courses with those who have not. There is also a clear need for follow-up surveys with program graduates who have finished capstone courses and/or their employers concerning the transition to full-time employment.

Conclusion

An internship experience or field placement represents an important capstone experience for undergraduate students studying in a variety of academic fields. While internships offer a considerable

number of benefits to the participating student, academic program, and employer, they also pose distinct challenges related to course development, implementation, and assessment. These challenges are more pronounced when the internship is conducted away from campus in a remote location that affords limited opportunity for direct student interaction with faculty and peers. Web-based technology offers great promise in actively engaging students outside of traditional teaching-learning environments. This paper was intended to provide an example of a web-enhanced protocol for internship supervision that could be implemented in part or in its entirety to mediate these logistical concerns and help facilitate student transition to post-college life.

While the instructional approach described in this paper will not meet the needs of every internship program (Bulger, 2006), it is likely that faculty members at many institutions will be held accountable for finding similar ways to incorporate online technology into traditional and non-traditional courses. Online education continues to penetrate institutions of higher education and has evolved into a widely recognized component of many school's long-term strategic plans (Allen & Seamen, 2005). Some faculty members view technology integration positively and value it as a resource for interacting with students, extending the classroom, creating learning communities, enhancing student engagement, addressing multiple intelligences, and so forth. According to chief academic officers, however, other faculty members have been more reluctant to accept the value of online education (Allen & Seamen, 2005). Furthermore, Allen and Seamen reported that administrative concerns associated with the use of technology relate to the increased faculty time and effort required to effectively deliver an online course and the perception that students need to be more disciplined to succeed in an online course than in a face-to-face course. These very legitimate concerns can be addressed through a combination of approaches including increased technical support on campus, frequent continuing education opportunities for faculty and academic staff related to instructional technology, increased internal/external funding opportunities for quality online course development, and provision of faculty release time for technology development, implementation, and assessment. Perhaps most importantly, faculty members must continue to experiment with innovative instructional technologies and disseminate the resultant ideas or strategies to colleagues through peer-reviewed publications and conference presentations.

It is the author's experience that these administrative concerns are very legitimate. The initial process of online course development can be labor intensive and the previously described approach to internship supervision increased the amount of time the instructor invested communicating with student interns and assessing their progress. While the distribution of faculty time and effort in the direction of enhanced student-teacher interaction can be considered a definite positive, provisions must be made to maintain the delicate balance among all faculty responsibilities (e.g., teaching, research, service, advising). To that end, a combination of approaches including increased technical support on campus, frequent continuing education opportunities for faculty and academic staff related to instructional technology, increased internal/external funding opportunities for quality online course development, and provision of faculty release time for technology development, implementation, and assessment. Perhaps most importantly, faculty members must continue to experiment with innovative instructional technologies and disseminate the resultant ideas or strategies to colleagues through peer-reviewed publications and conference presentations.

References

- Abar, E.J., (1994, November). *To standardize or not to standardize, that is the question*. Paper presented at the annual meeting of the Speech Communication Association, New Orleans, LA. (ERIC Document Reproductive Service No. ED377526).
- Allen, I.E., & Seaman, J. (2005). *Growing by degrees: Online education in the United States, 2005*. Wellesley, MA: The Sloan Consortium.
- Brock, P.A. (2004). From capstone to touchstones: Preparative assessment and its use in teacher education. *Assessment Update*, 16(1), 8-9.
- Bulger, S.M. (2006). Maintaining connections: A web-enhanced approach to internship supervision. *The Physical Educator*, 63, 114-125.
- Campbell, K., & Kovar, S.K. (1994). Fitness/exercise science internships: How to ensure success. *Journal of Physical Education, Recreation and Dance*, 65(2), 69-72.
- Carlson, J. (2001). Caring about more: An inclusive capstone course connecting religious studies with general education. *Teaching Theology and Religion*, 4, 81-88.
- Casey, J.A., Bloom, J.W., & Moan, E.R. (1994). *Use of technology in counselor supervision*. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproductive Service No. ED372357).
- Catalano, G.D. (2004). Senior capstone design and ethics: A bridge to the professional world. *Science and Engineering Ethics*, 10, 409-415.
- Cuseo, J.B. (1997). Objectives and benefits of senior year programs. In J.N. Gardner & G. Van der Veer (Eds.) *The senior year experience: Facilitating integration, reflection, closure, and transition* (pp. 21-36). San Francisco: Jossey-Bass.
- Foster, S.B., & Moorman, A.M. (2001). Gross v. Family Services Agency, Inc: The internship as a special relationship in creating negligence liability. *Journal of Legal Aspects of Sport*, 11, 245-267.
- Gardner, J.N., & Van der Veer, G. (Eds.) (1997). *The senior year experience: Facilitating integration, reflection, closure, and transition*. San Francisco: Jossey-Bass.
- Grantham, W.C, Patton, R.W., York, T.D., & Winick, M.L. (1998). *Health fitness management*. Champaign, IL: Human Kinetics.

- Graves, B.S. (2000). Web basics for the strength and conditioning professional. *Strength and Conditioning Journal*, 22(4), 55-58.
- Henscheid, J.M. (2000). *Professing the disciplines: An analysis of senior seminars and capstone* Monograph No. 30). Columbia, SC: National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina.
- Mayer, D. (2002). An electronic lifeline: Information and communication technologies in a teacher education internship. *Asia-Pacific Journal of Teacher Education*, 30, 181-195.
- Miller, L.K., Anderson, P.M., & Ayres, T.D. (2002). The internship agreement: Recommendations and realities. *Journal of Legal Aspects of Sport*, 12, 37-60.
- Rhodes, T.L., & Agre-Kippenhan, S. (2004). A multiplicity of learning: Capstones at Portland State University. *Assessment Update*, 16(1), 4-12.
- Ryan, M. (1999). *Standards of excellence for experiential education through internships*. Washington, DC: Institute for Experiential Learning. (ERIC Document Reproductive Service No. ED435820).
- Ryan, M., & Cassidy, J.R. (1996). Internships and excellence. *Liberal Education*, 82(3), 16-23.
- Society for Human Resource Management. (2006). *Workplace planning and employment*. Alexandria, VA: Society for Human Resource Management.
- Todd, R.H., & Magleby, S.P. (2005). Elements of a successful capstone course considering the needs of stakeholders. *European Journal of Engineering Education*, 30, 203-214.
- Toohy, S., & Ryan, G. (1996). Assessing the practicum. *Assessment and Evaluation in Higher Education*, 21, 215-228.
- Walls, J. (2002). *The senior experience: A transition to the world of work*. Paper presented at careers Across America 2002: Best Practices and Ideas in Career Development Conference, Chicago, IL. (ERIC Document Reproductive Service No. ED465923).
- Washbourn, P. (1996). Experiential learning. *Liberal Education*, 82(3), 10-15.
- Wikipedia (n.d.). Retrieved March 16, 2006, from <http://en.wikipedia.org/wiki/Blog>
- Young, D.S., & Baker, R.E. (2004). Linking classroom theory to professional practice: The internship as a practical learning experience worthy of academic credit. *Journal of Physical Education, Recreation and Dance*, 75(1), 22-24, 30.

Author Note

The internship course described in this paper was developed while the author was with the Department of Kinesiology at the University of Wisconsin-Eau Claire.

I would like to extend special thanks and acknowledgement to Donna M. Raleigh and Bill Jacobson for their numerous contributions throughout the course development process.

Appendix A

Senior Year Internship Scoring Rubric for Individual Learning Plan

Course Outcome: To promote conceptual integration and bring closure to the undergraduate experience (Cuseo, 1997). Student performance will be assessed through the completion of an individual learning plan and internship portfolio.

Points	Scoring Criteria
4	<ul style="list-style-type: none"> ① Evidence of exceptional accomplishment ① Goal is specific, measurable, attainable, realistic, and time-limited ① Materials submitted in support of goal achievement are of high quality and include a self-reflective component¹
3	<ul style="list-style-type: none"> ① Evidence of satisfactory accomplishment ① Goal is specific, measurable, attainable, realistic, and time-limited ① Materials submitted in support of goal achievement are of average quality and include a self-reflective component
2	<ul style="list-style-type: none"> ① Evidence of limited accomplishment ① Goal is appropriate but not fully developed ① Materials submitted in support of goal achievement are of low quality and/or fail to include a self-reflective component
1	<ul style="list-style-type: none"> ① Evidence of accomplishment does not meet expectations ① Goal is inappropriate or not fully developed ① Materials submitted in support of goal achievement are unacceptable
0	<ul style="list-style-type: none"> ① Degree of accomplishment is not observable

Individual Learning Plan Grading Summary									
Goal 1	/4	Goal 2	/4	Goal 3	/4	Goal 4	/4	Goal 5	/4














Total Points Earned: _____/20 points

¹ The **self-reflective component** should include a written statement describing (a) the student's rationale for selecting the specific materials submitted in support of goal achievement and (b) the student's self-evaluation of his/her progress regarding each specific goal.

Appendix B

Senior Year Internship Scoring Rubric for Internship Journal Entries

Course Outcome: To provide students with the opportunity to reflect on their own learning and the meaning of their college experience (Cuseo, 1997). Student performance will be assessed through the completion of weekly self-reflective journal entries.

Points	Scoring Criteria
3	<ul style="list-style-type: none">  Journal entry is of exceptional quality  Student provides a specific situation or assigned task that needed to be addressed  Student describes the action(s) taken in response to the situation or assigned task  Student response includes a thorough explanation of the results that were achieved and what was learned from the experience
2	<ul style="list-style-type: none">  Journal entry is of satisfactory quality  Student provides a specific situation or assigned task but lacks adequate detail  Student describes the action(s) taken in response but fails to focus on their own efforts  Student response includes a limited explanation of the results that were achieved and what was learned from the experience
1	<ul style="list-style-type: none">  Journal entry does not meet expectations  Student provides a generalized description of what they have done in the past  Student describes what they might do rather than actual actions taken  Student response includes no explanation of the results that were achieved or what was learned from the experience
0	<ul style="list-style-type: none">  Journal entry is late and/or incomplete

Internship Journal Grading Summary											
Week 1	/3	Week 2	/3	Week 3	/3	Week 4	/3	Week 5	/3	Week 6	/3
Week 7	/3	Week 8	/3	Week 9	/3	Week 10	/3	Week 11	/3	Week 12	/3














Total Points Earned: _____/36 points

Appendix C

Senior Year Internship

Scoring Rubric for Electronic Bulletin Boards

Course Outcome: To facilitate the transition of graduating seniors to post-college life by preparing them for the personal and professional challenges they can expect to encounter in the immediate future (Cuseo, 1997). Student performance will be assessed through participation in periodic bulletin board discussions and formal performance assessments.

Points	Scoring Criteria
3	<ul style="list-style-type: none">  Student contributes <i>an original posting and multiple responses to peers</i>  Bulletin board postings are <i>fully developed</i>  Bulletin board postings provide <i>unique insight and extend other's comments</i>  Student assumes <i>leadership role in discussion and understands alternative viewpoints</i>
2	<ul style="list-style-type: none">  Student contributes at least <i>one original posting and one response to a peer</i>  Bulletin board postings are <i>fully developed but lack clarity</i>  Bulletin board postings provide <i>unique insight but fail to extend other's comments</i>  Student assumes <i>active role in discussion and respects alternative viewpoints</i>
1	<ul style="list-style-type: none">  Student contributes <i>one original posting or one response to a peer</i>  Bulletin board postings are <i>not fully developed</i>  Bulletin board postings provide <i>limited unique insight</i>  Student does <i>not respect alternative viewpoints</i>
0	<ul style="list-style-type: none">  Assignment is <i>not completed</i>

Electronic Bulletin Board Grading Summary

Discuss 1	/3	Discuss 2	/3	Discuss 3	/3	Discuss 4	/3	Discuss 5	/3
------------------	----	------------------	----	------------------	----	------------------	----	------------------	----

Total Points Earned: _____/15 points