



ACADEMIC INTERNSHIPS

A RESOURCE GUIDE

FOR STUDENTS

2023-2024



Preparing people to lead extraordinary lives

The Center for Engaged Learning, Teaching, & Scholarship

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THE MISSION OF LOYOLA UNIVERSITY CHICAGO

We are Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith.

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Dear Loyola Students:

Welcome to the Center for Engaged Learning, Teaching, & Scholarship (CELTS) and the Academic Internship Program!

We are glad you are interested in the Academic Internship Program at Loyola University Chicago. Internships are valuable educational experiences that may enhance your academic program, provide you with significant experience in a professional field, and contribute to your career development.

This resource manual will provide you with important resources and information to help you get started with your academic internship process. Included in this packet are the following:

- Opportunities for Experiential Learning at Loyola
- Academic Internships at a glance...
- Planning for a Successful Academic Internship Experience
- Making the Most of Your Academic Internship
- Important Academic Internship Program Resources and Documents

Please review these documents so that you are aware of the components of this program. We look forward to hearing about your internship experience and all you have learned through your experiences.

Our Mission

Advancing Loyola's Jesuit, Catholic mission of "expanding knowledge in the service of humanity through learning, justice, and faith," the Center for Engaged Learning, Teaching, and Scholarship (CELTS) is a teaching and learning center that sits at the intersection of innovative experiential learning pedagogy, community-engaged learning, and the scholarship of engagement.

The goal of CELTS is to foster community-engaged, high-impact experiential learning in collaboration with faculty, staff, community partners, and undergraduate and graduate students. Through this collaboration, each participant serves as a co-educator, developing creative pedagogical approaches and producing scholarly initiatives focused on teaching, learning, and community engagement.



Learning *beyond* the walls of the classroom...

There are many opportunities for Loyola students to engage in experiential learning locally, nationally and internationally, through community service, service-learning, internships, community-based Federal Work-Study employment, and field experiences associated with Loyola's undergraduate and graduate schools.

CE LTS provides the following opportunities to Loyola students.

ACADEMIC INTERNSHIPS: As interns, individual students engage in a commitment of at least **one semester** with intensive work responsibilities in an internship position (usually **10-15 hours/week**) to gain professional experience. Students may intern in-person, virtually, or in a hybrid role. Internships may be **paid or unpaid**. *Academic* interns are also enrolled in an academic course at Loyola which requires them to reflect on their community-based experiences through readings and assignments. Students receive academic credit for their internships, depending on program requirements, faculty/department approval, and position availability.

SERVICE-LEARNING: Each semester, students have the opportunity to enroll in one of more than 25 **service-learning courses** at Loyola. These courses generally require students to do **20+ hours of unpaid service** in the community at organizations whose mission relates to the class' academic topic. This allows students to enhance their understanding of academic material through community-based experiences while meeting real community needs.

- Susan Haarman, Associate Director – Service-Learning
shaarman@LUC.edu, 773-508-3366

UNDERGRADUATE RESEARCH: The Loyola Undergraduate Research Opportunities Program (LUROP) promotes one-on-one research collaboration between undergraduate students and faculty researchers. Numerous students have also presented their research with faculty mentors at national or international academic conferences.

- Kevin Kaufmann, PhD Undergraduate Research Program Manager, Kkaufm2@luc.edu, 773-508-7716

LEARNING PORTFOLIO : The Learning Portfolio Program at Loyola University Chicago is designed to support students, faculty, and staff in the process of creating dynamic, engaging ePortfolios as a tool for teaching, learning, reflection, transformation, and assessment.

- Alli Sanchez, Learning Portfolio Program Manager asanchezperry@LUC.edu, 773-508-3952

An Internship...

Nowadays, **internships** are all the rage for college students. **Advisors and academic mentors** talk about their importance; **career counselors** point out that employers are looking for them on students' resumes; **parents** ask about them when visiting colleges with their children. And yet, many students don't really know what an internship is, or **why an internship experience can be so beneficial** to their academic *and* professional development.

The National Society for Experiential Education defines an internship as "a **carefully monitored work experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.**" Students can do internships with **for-profit or not-for-profit** organizations. Intern positions may be **paid or unpaid**.

Why?

Students should plan their internship in order to:

- Apply what you've learned in the classroom to **real work experience** and "real-life" situations
- An internship is an appropriate way to "**reality test**" a **career in a chosen field of study** (It may also help to define career choices for a job after graduation)
- Build a strong **resume** (Students with internship experience are highly sought out by companies looking for entry-level candidates because you have already proven skills in the workplace)
- Develop a **network** of professional contacts for future opportunities and references (You may also be able to acquire a mentor in the field to help you in your career)
- Learn which **workplace skills** you need to develop.
- If the internship is paired with an academic course, students can **receive academic credit**



Student reflections:

While working as an Information and Referrals Intern, I have become more familiar with the various social services available to people with disabilities....While I readily provided consumers with as much information that I could provide, I wanted to do more. I want to do more. So, as a result of this internship, I realize that I want to do advocacy work and help amplify the voice of people with disabilities. Access Living has encouraged me to apply for employment there after I graduate, so I will entertain working with their advocacy department."

***Evan Jay Peterson**
(SOCL 380, Access Living)*

The internship course that I took through the Center for Experiential Learning to supplement my experience at PAWS provided me with valuable resources that I will be able to use in the future as I pursue a career in the medical field. For instance, I learned how to structure and organize my resume in order to best appeal to potential employers and how to utilize learning objectives to ensure that I am able to accomplish as much as possible and grow throughout experiences such as my internship.

***Madison Meder**
(UNIV 390, PAWS)*

Remote/Virtual Internships

What are virtual or remote internships?

Virtual internships are internships that are done online or remotely anytime of the year. This allows you to work on a global scale but stay local. You are placed with a company and report to a supervisor. You are in regular contact with that supervisor/team via virtual methods such as a video call, phone call, email and instant messenger. For more information go to Virtual Internships FAQ's page - <https://virtualinternships.com/faqs/>

What makes a remote internship different?

Internships have historically been used to introduce students to the working world. Foundational transferable skills are learned in the internships, as are norms and workplace expectations. They serve as an opportunity for an intern to ask a multitude of questions, given that practically everything about the experience is new. However, remote internships are unique in one primary way – there is no physical office involved and lack of in-person interactions with site supervisors and coworkers.

The drawback of virtual internships includes the lack of in-person relationship building, immersion in the physical and cultural spaces of a company or organization, and fewer opportunities to engage in ad hoc interactions that typically arise during an on-site experience.

What are the benefits of an remote internship?

The primary benefit of a remote internship at this point in time is that they can provide students with a safe, work/project-based learning experience that is grounded in an authentic task or project for an organization or company. A remote internship can provide students experience with engaging in online project management and communications, which are common modes of project and task performance in many organizations. A remote internship generally includes no travel or housing costs, and thus may be a solution for those who cannot afford to relocate to expensive cities for extended periods. Lastly, a remote internship can include new professional contacts, introduction to professional norms, and so on. But for these benefits to be experienced in an online setting, either third-party organizations, employers, or faculty instructors need to carefully design an experience that is more than a mere short-term project out-sourced

Best practices for employers offering a virtual internship

Virtual internships, when properly delivered, can be a rewarding experience for both the student, faculty member, and employer. For companies and organizations that are considering hosting virtual internships here are some suggestions:

- Allocate enough time before the start of the virtual internship to
 - Select and test the right equipment/software for managing work
 - Staff training to use the new software/systems (if students are expected to use new software or information technology, it should be provided free of charge).
 - Develop a work plan for the intern, training materials, activities, and tools that the intern will need to be successful in the role.
 - Clearly define expectations for both the intern and the supervisor/mentor. These need to be agreed upon before the start of the internship. Goals and expectations should be reinforced on a regular basis.

- It is essential that all tasks and projects are carefully prepared and planned so the virtual intern will be able to manage the work effectively by themselves. The creation of a written workplan that covers the entirety of the experience is suggested.
- Because the intern will not have the opportunity to have the everyday interactions of the workplace, the materials, instructions and task descriptions need to be well prepared and available online so that they have access to that information when it is needed. For the supervisor, it is suggested that you engage the rest of your team in the delivery of the virtual internship experience. By doing this the intern will have the opportunity to interact with several individuals throughout the course of the experience. Team members need to be committed and available to engage with virtual interns on a daily basis (and sometimes multiple times a day).
- Create and deliver a well-balanced experience for the intern that includes the opportunity for the intern to:
 - Learn about the organization
 - Focus on professional development
 - Engage in meaningful projects and work that will help to develop their overall ability to become a valuable member in the future.
- Put a mechanism in place to track the intern's hours (daily or weekly work log) to ensure they are meeting university required internship hours if for academic credit.

Policies and procedures for an effective remote internship

Ensure viability of intern host organizations: Confirm that the organization or company is established or legitimate business or organization. This involves documenting that the host has a physical location, a working website, a tax ID number, and contact information that is valid and up to date.

Adequate and appropriate compensation: While we would love for all students to have paid internship opportunities, we know this is not the case for a variety of organizations and companies. Therefore, it is good to confirm whether the organization or company will provide compensation to the intern.

Student Learning: Confirm with the site supervisor that the remote internship project is beneficial for the student and their professional and academic development. The faculty member will need to continually evaluate the academic value of the intern's proposed projects.

Legal implications: The legal aspects of a remote internship must be carefully considered with the protection, well-being and education of the student the primary concern. Confirm any agreements between the student and the organization/company. Any legal Affiliation agreement should be forwarded to the Center for Engaged Learning, Teaching, & Scholarship to review and request review, approval, and signatures from the Office of the Provost.

High-quality mentorship: Faculty will need to evaluate the presence and quality of supervision within a remote internship. While in some cases little to no supervision may be acceptable to a college or university, ideally the student will have the opportunity to learn from a professional in their field.

General Internship FAQs

What is an internship?

An internship is an on-site work experience that is either directly related to your major or your career interest. It can be paid or unpaid and held during the summer, individual semester or throughout the academic year.

What are the benefits of an internship?

An internship gives you the opportunity to:

- Gain valuable work experience and transferable skills before you graduate
- Develop new skills and refine others
- Apply knowledge gained from coursework to on-the-job situations
- Experience tentative career choices and new work environments
- Meet and network with professionals in your field, for references and future opportunities
- Possibly earn course credit or earn money for tuition or expenses
- Gain confidence in your abilities

How do I find an internship?

The most effective internship searches utilize a variety of different search strategies. A great place to start is Career Services' website or CELTS' Seeking Academic Internships page.

When is a good time to start looking for an internship?

It's never too early to start looking for an internship. Career Services recommends allowing yourself at least one semester of academic study to adjust to life at Loyola. Then, depending on your major, GPA, and course load requirements, you may be ready to intern.

Career Services receives and posts internship listings regularly throughout the year on Handshake. It is best to begin your internship search the semester prior to your desired placement so you'll have time to respond to listed positions and initiate contacts on your own. Lead time can give you a competitive edge when it comes to writing an effective cover letter or tailoring your resume for a desired internship.

Can I get academic credit for my internship?

It may be possible to get academic credit for your internship, but not from Career Services. Only academic departments can offer credit, and policies differ greatly from one department to the next. For more information see the Academic Internship FAQs below.

What if I am an international student?

There are different requirements for international students who wish to obtain work authorization. For more information, consult an advisor in the Office of International Programs.

General Internship FAQs (continued)

How can I get an internship if I have no experience?

Employers value skills developed through academic work, volunteer, extracurricular or other experiences which demonstrate skills useful in the workplace. Not all of these skills are job type specific; some are general skills such as communication and analytical skills and can transfer to different settings. Any routine type of experience or leadership skills can demonstrate to employers that you will be a successful employee.

How can I get help with deciding what internship I should pursue?

You can start by meeting with a Career Services advisor for assistance – they can help you assess your interests, strengths and skills, create a resume, participate in practice interviews and research organizations and employers for opportunities. To make an appointment for general or career field-specific internship advising, call 773.508.7716.

Do employers come on campus to recruit for internships?

Yes. Make plans to check Handshake for employers hosting information tables and information sessions throughout the year. Also, be sure to participate in the Part-time Job, Internship and Service Fair in September, the Non-Profit Fair held in January and school specific fairs held throughout the year.

What if my question are not answered here?

One of the most effective ways to get answers and plan for your internship search is to meet with a Career Advisor. Career Services offers both 15-minute walk-ins and 60-minute appointments. To make an appointment for general or career field-specific internship advising, call 773.508.7716



At a glance...

ALWAYS connected to an **academic course**, for which student must **register (and pay)**

10-15 hours/week on-site

Student works for the entire semester (**3+ months**) or **summer**

100-150 hours total work

Paid or service internship

Student has a **clearly defined role** at the organization

Organization provides a **mentor/supervisor** for the intern

Mentor/supervisor provides **ongoing feedback** to the intern

FOCUS: pre-professional development and academic mastery in subject area

Academic Internships – an Overview

An **academic internship** is an internship experience that is connected to an **academic course** in the student intern's major or an area of interest. The course instructor (who serves as the intern's **faculty supervisor**) evaluates the intern's learning throughout the internship and assigns him/her credit (and a grade!) for that learning. Students must **register (and pay for) for an academic course** in order to receive academic credit for an internship at Loyola.

Most Loyola **undergraduate academic internships** require students to work approximately **10-15 hours/week**, for a total of 100-150 hours/semester. Such internships may be **paid or service internships**, but their focus is on **student learning**, with the on-site internship supervisor functioning as a co-educator (along with the student's supervising faculty member) to enhance students' "real-world" knowledge of a discipline.

An academic internship should:

- Provide **meaningful work experiences** for the student, directly linked with the student's major or academic program
- Be **professionally and academically rigorous**, resulting in a defined project or product benefiting the organization *and* student learning
- Provide a **job description** with clear responsibilities, establish clear expectations of job performance, dress, and hours/schedule.
- Provide the student with **individualized attention** from a mentor at the organization
- Provide **formal and informal evaluations** throughout the experience and a final assessment from both the student and organization mentor. Feedback is essential to the learning process!

The Academic Internship Program Manager and CELTS team work with students to support engaging, meaningful, and balanced academic internship experiences, helping students to clarify their interests and needs, connect with an appropriate Loyola academic program, and identify particularly interesting community-based opportunities.

Academic Internship FAQs

What is an academic internship? How do I earn credit for my internship?

An academic internship at Loyola connects the internship experience to an academic course in the student's major or an area of interest. There are over forty academic internship courses for undergraduate students. Students must register for an academic internship course in order to receive academic credit for an internship at Loyola.

Which academic programs require students to complete an academic internship for graduation?

Currently the following programs require an academic internship: HSM, HMSV, SOWK, and ENVS. Please consult with your academic advisor to confirm.

Who teaches academic internship courses?

Refer to the CELTS Academic Internship website to find the internship coordinator for your program to learn more about the course. All academic internship courses are enrollment by instructor only.

What are the requirements for the academic internship course?

Requirements vary depending on the course. For example, some academic internship courses require you to be in your third or fourth year, and some require pre-requisite courses. To find more details about the academic internship course in your program, refer to the CELTS Academic Internship website.

If I enroll in an academic internship course, will the course instructor help me find an internship?

The process varies depending on the program. For example, some academic internship courses have a list of approved internship sites, while others encourage you to find your own internship, working with Career Services. To find more details about the academic internship course in your program, refer to the CELTS Academic Internship website.

I already have an internship. Who approves my internship site for credit?

To earn credit, you will need to enroll in an academic internship course. Please find the list of courses offered each semester on the CELTS Academic Internship website. Usually the faculty member teaching your class will approve your internship. Find the internship coordinator for your program on the CELTS Academic Internship website to inquire about the process for requesting enrollment and having your internship site approved.

A company I am interviewing with requires that students earn academic credit to participate in their internship program – what should I do?

If you are interested in earning academic credit for an internship, contact the internship coordinator of your program and include the internship description. If the internship coordinator decides that the position is appropriate, you will be able to enroll in the academic internship course.

Academic Internship FAQs (continued)

If I am earning credit through an academic internship course, can I obtain payment for my internship?

Yes! Loyola University Chicago supports the National Society for Experiential Education's position regarding paid and unpaid internships:

“... to favor paid work positions for students whenever pay can be arranged in work environments that have the potential for meeting the student's goals ...Credit is for what students learn; pay is for what they provide to the field sponsor. The two are neither mutually exclusive nor conflicting ... “(National Society for Experiential Education, 2011)

However, please also check with your department's internship coordinator for any specific requirements for your program.

Can I earn credit for an internship that I did in the past?

Academic internship courses are designed to run simultaneously with your internship; thus, if you've already completed an internship, you will be unable to take an academic internship course after the fact. To confirm the process in each department, find the internship coordinator for your program on the CELTS Academic Internship website.

Planning for your Academic Internship

As with any successful endeavor, finding an internship requires careful **thought and planning!**

*Questions to consider when exploring **internship options***

- What are your **career goals** and how do you perceive your internship can help with your future plans?
- What **previous jobs or volunteer experiences** have you had? Which ones did you like and dislike, and why?
- Why did you choose your **major**? If you haven't yet chosen a major, what are your favorite classes and what majors are you considering?
- What are your **hobbies** and what do you like to do for fun?
- What **skills** do you have to offer an employer and what skills would you most like to develop or improve?
- How much time can you realistically allocate to an internship each week? **Carefully consider the requirements for school work and other commitments in your life.** Specify the days and times you will be available to travel to and work at the site.

*Obtaining an Academic Internship: **A Timeline***

Searching for an internship takes time and effort. Competitive internships may have application deadlines several months (even a year) before the starting date. Use this timeline as a guide as you begin your internship search.

6 months before preferred starting date:

- Assess** your interests: identify goals and priorities for the internship (see "Questions to consider")
- Develop** a rough draft of your resume and cover letter (LUC.edu/career/resume.shtml)
- Begin** searching online for opportunities relevant to your interest
- Visit** CELTS in the Sullivan Center
- Determine** your academic learning objectives
- Meet** with your academic advisor, to discuss course, major, and core requirements

5 months before preferred starting date:

- Narrow** your search and save internships in a folder for future access
- Finalize** your resume; cover letter and list of references (visit Career Services)
- Review** interviewing techniques/participate in a mock interview at Career Services

4 months before preferred starting date:

- Send** your resume, cover letter and application materials to potential sites/programs
- Follow-up** with sites two weeks after information is sent
- Interview** with companies...but keep sending out resumes to new ones, too!
- Wait** for a decision or decisions
- Complete** necessary forms required by academic department
- Register** for the academic course associated with your internship experience

Making the Most of Your Internship

Follow these guidelines for getting the most out of your academic internship experience:

Focus on your learning:

- Clarify your internship role up front so you will know exactly what your position entails.
- Review the [Intern Orientation Checklist \(see A2\)](#) with your supervisor.
- Use the [Learning Objectives Guide \(see A3\)](#) to craft tangible yet challenging learning goals and objectives to help focus your activities.
- Complete and submit your [Academic Internship Agreement \(see A1\)](#) with your supervisor.
- Enter your engaged learning information into LOCUS – see an online tutorial at LUC.edu/CELTS

Tips for a engaged internship experience:

- Begin observing and understanding workplace culture from the very first day.
- Start building relationships with your supervisor(s) and co-workers to build your professional network.
- Establish regular meeting times with your supervisor and revisit your learning objectives periodically to mark progress or adapt to changing situations.
- Practice good business etiquette.
- Use break times to ask other staff members about their jobs and career histories.
- Ask if you can participate in meetings to learn more about the company or industry.

Remember to:

- Ask appropriate questions.
- Ask for feedback and support from your supervisor and co-workers.
- Cultivate key feedback sources and starting building your professional network.
- Always listen actively to directions and instructions.
- Show enthusiasm for your work.
- Be flexible and attentive. Take initiative.
- Always follow through on projects, and reach out if you need additional clarification.
- Follow tips for serving and working safely in your internship.



Internship Courses

Loyola offers over 45 academic internship courses, including:

BSAD 351 Business Internship

COMM 393 Communications Studies Internship

CRMJ 390 Capstone Experience Internship

HIST 398 History Internship

HONR 370 Fieldwork in Honors - Internship

INTS 370 International Studies Internship

PLSC 370 Fieldwork in Political Science Internship

PSYC 390 Internship in Human Services

SOCL 380 Internship

SPAN 395 Internship

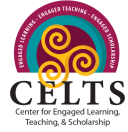
THEO 348 Supervised Ministry

WSGS 398 Women's Studies Internship

Go to luc.edu/CELTS to see a list of the internship courses offered each semester.

ACADEMIC INTERNSHIP DOCUMENTS AND RESOURCES

A1:Academic Internship Agreement



Engaged Learning Agreement – EMPLOYER/COMMUNITY PARTNER Page

INSTRUCTIONS: LOYOLA STUDENT is responsible for filling out this ENTIRE PAGE, which should then be detached and left with the organization's volunteer/intern coordinator or the student's supervisor at the community/internship site.

STUDENT INFORMATION:

Student Name: _____

Student Major(s): _____ Year (circle one): FR SO JU SE GRAD

Student Phone #: _____ Student LUC e-mail: _____

COURSE & INSTRUCTOR INFORMATION:

Course Title(s): _____

Course/Section # (e.g. UNIV 290-01E): _____ Class start/end dates: _____

Total hours of engagement required for this class: _____ Completion date: _____

Instructor Name(s): _____

Instructor e-mail(s): _____ Instructor office phone: _____

Student: what are the top three things you/your instructor(s) hope you will learn from the fulfillment of your responsibilities with this organization?

- 1.
2.
3.

STUDENT AGREEMENT: As an experiential learning student from Loyola University Chicago, I agree to:

- Attend any required orientation or trainings and complete any required background checks or paperwork associated with working/serving at this site in a timely manner.
Serve my scheduled hours as agreed upon with my site, even if those hours should be more than the minimum required by my class(es), in a timely manner.
Contact my site/supervisor in advance if I am unable to complete my scheduled duties for any reason.
Act in a professional and responsible manner and always abide by the Loyola Code of Conduct .
Maintain personal health insurance or Loyola student health insurance along with liability insurance if my personal vehicle will be used.
Notify my site supervisor immediately if I encounter any problems in the fulfillment of my duties.
Keep track of my hours and complete all duties/projects agreed upon with my site supervisor by the end of my term as a volunteer or intern.

Student Signature

Date

GENERAL INFORMATION for Engaged Learning Partners/Employers

Dear Employer/Volunteer Supervisor:

The student who has presented you with this form is enrolled in one or more classes at Loyola University Chicago that require him/her to engage with the broader community as part of his/her academic coursework. It is our intention that our students not only LEARN from this experience, but also make a **real and valuable contribution to your organization's work and mission.**

As an **employer/volunteer supervisor** of Loyola experiential learning students, you have the right to:

- Require students to fulfill ALL the requirements and expectations of non-student interns/volunteers, including minimum commitments that exceed those required by the students' classes.
- Terminate the internship/volunteer position of any Loyola student whose inadequate performance of his/her role would constitute a threat to the student, the staff, or the clients of the experience provider.
- Maintain insurance appropriate to operations.
- Hold Loyola University Chicago harmless from any liability for loss or damage arising from the acts or omissions of the employer/volunteer supervisor.
- Refuse to document/approve student hours that are incomplete or conducted in an inappropriate or unprofessional manner.
- Contact students' course instructors and/or the Center for Engaged Learning staff at any time to clarify students' roles, expectations, and learning outcomes in connection with this experience.

As a **co-educator** of Loyola experiential learning students, we ask that you:

- Ensure the focus of opportunities provided is for educational purposes and intends to benefit the student(s);
- Establish clear boundaries for students' roles, duties, and schedule, and provide them with all necessary training and supervision required to complete their assigned responsibilities.
- Aid students in recognizing and managing risks associated with performance of their duties and regard the safety of Loyola students as a priority equal to that of your employees/clients.
- Place students in roles that are complementary to their course's stated learning outcomes, insofar as possible without compromising your organization's priorities.
- Be available to discuss problems or concerns that may arise during the students' performance of their assigned duties;
- Communicate any concerns with students' performance to course instructors and/or the Center for Engaged Learning staff in a timely, clear, and appropriate manner.

TO REPORT AN INCIDENT/CONCERN WITH A STUDENT:

Course instructor contact information is available on the front of this sheet.

Susan Haarman, Service-Learning Program Manager.....shaarman@luc.edu | 773.508.7080

Or complete the Engaged Learning **Incident Report**: http://luc.edu/experiential/incident_report.shtml



Engaged Learning Agreement – INSTRUCTOR Page

INSTRUCTIONS: STUDENT is responsible for filling out this ENTIRE PAGE during initial interview/orientation with employer or volunteer supervisor. ALL INFORMATION ON THIS PAGE **MUST BE ENTERED INTO LOCUS** by the student in order to substantiate his/her completion of the University Engaged Learning Requirement. Once this information has been entered into LOCUS, this signed form should be given to the Course Instructor for his/her records and to verify the student’s volunteer/internship position.

STUDENT NAME: _____

Course/Section # (e.g. UNIV 290-01E): _____ Instructor Last Name: _____

SERVICE or INTERNSHIP SITE INFORMATION:

Organization Name: _____

Department/Program: _____ Position: _____

Address of primary service/internship site: _____

City, State: _____ Zip Code: _____

Position start/end dates: _____ Projected Total Hours of Service: _____

INTERNSHIPS ONLY Approximate hours/week: _____ Compensation: \$ _____

SUPERVISOR INFORMATION:

Supervisor Name: _____

Supervisor Title: _____

Supervisor E-mail: _____ Supervisor Phone: _____

*Student: Based on your class requirements and on your conversation with your supervisor/employer, what are the **top three things** you hope to learn/accomplish in the fulfillment of your responsibilities to this site?*

- 1.
- 2.
- 3.

SUPERVISOR SIGNATURE: _____ **Date:** _____

On behalf of my organization, I agree to provide supervision to the above-named student in the fulfillment of his/her duties as a volunteer or intern for the time and terms stated above. I am aware of my rights and responsibilities as stated on the previous pages of this document, and have received course and instructor contact information from this student in compliance with the policy of Loyola’s Center for Engaged Learning, Teaching & Scholarship (www.luc.edu/celts).

GENERAL INFORMATION for Engaged Learning Course Instructors

Dear Course Instructor:

Thank you for supporting this student in your experiential learning (i.e. service-learning or academic internship) class.

Please use the information recorded on the previous page to contact this student's site supervisor in case of questions or concerns about his/her volunteer or internship experience. This information should also be available via your class roster in the Faculty Center in LOCUS.

Upon receipt of this form, **please VERIFY that student-entered site and supervisor information in LOCUS is complete and correct.** Once you have reviewed the student's information, **please click the box next to "Instructor Approval"** to electronically sign off on the student's engaged learning commitment in connection with your class. This approval is essential for risk management and documentation purposes, and we appreciate your cooperation.

As the course instructor of an experiential learning class at Loyola University Chicago, you agree to:

- Clearly communicate the expected learning outcomes of students' community-based work;
- Verify the details of students' class-related community-based commitments in LOCUS;
- Provide reflection opportunities and assignments to help your students relate their community-based learning to other course content;
- Communicate with your students regarding their community-based learning on an on-going basis;
- Communicate as needed with site supervisor(s) regarding students' fulfillment of their community-based commitments;
- Keep in contact with Center for Engaged Learning, Teaching & Scholarship staff to discuss any problems or issues that may arise regarding students' community-based work.

TO REPORT/RESPOND TO A CONCERN WITH A STUDENT'S COMMUNITY-BASED WORK:

Site supervisor contact information is available on the front of this sheet.

Center for Engaged Learning, Teaching & Scholarship (CELTS) program staff

Susan Haarman, Service-Learning Program Managershaarman@luc.edu 773.508.7080

*Or complete the Center for Engaged Learning Teaching & Scholarship's **Incident Report**:*
http://luc.edu/CELTS/incident_report.shtml

A CELTS staff member will respond to your concern as soon as possible.

ACADEMIC INTERNSHIP DOCUMENTS AND RESOURCES

A2: Internship Orientation Checklist

Internship Orientation Checklist

This checklist is designed to help you get set up successfully in your internship. If your organization provides a formal intern orientation, you will likely cover many of these items in that session. If your organization does not provide a formal intern orientation, you can share this checklist with your supervisor to establish how they will share with you this information during the first few days of your internship. Due to COVID-19, additional requirements have been added for the safety and health of all interns and the sites where they may have direct contact.

Before First Day

- Establish schedule, coordinating with class times and other important dates
- Confirm start time for first day, instructions for arriving and who you will be meeting with
- Collect any paperwork or identity verification you may need to bring with you
- Clarify work attire

COVID -19 Safety Measures

- Sanitized and spaced seating/desks at least 6 feet apart when feasible.
- Replace in-person meetings with video- or tele-conference calls whenever possible.
- Conduct trainings virtually or ensure social distancing is practiced during training.
- If internship is remote, provide students with all the appropriate software and equipment (at no cost).
- Personal protective equipment (e.g. facemasks, N95 respirators, gloves, eye protection, shields), as fitting to the job/site, for each shift
- Maintaining University, City, State, and Internship Site safety guidelines.

General Workplace Orientation

- Tour of office, facilities and work area
- Meet other staff members
- Workplace etiquette, formal and informal
- Expectations for lunch and breaks, personal cell phone use
- Office technology and protocol (copier, fax, email, voicemail, passwords, etc.)
- Intern workspace, computer and supplies and expectations for workplace appearance (clarify if workspace is shared so you can be considerate of others with whom you are sharing)
- Budget codes, expense forms, supply requests
- Office hours and how to access building (keys, codes, etc.)
- Parking (if applicable)

Organizational Policies and Procedures, including but not limited to:

- Security
- Emergency
- Values and Code of Ethics/Conduct

- Workplace Harassment
- Appropriate Attire
- Intellectual Property
- Liability
- Grievances
- Social Media
- Confidential Information
- Use of Computers and E-mail

Knowledge of Organization

- Mission, history, culture and structure
- Staff directory and department descriptions
- Organization materials (brochures, annual report, etc.)

Intern Role and Co-educator Support and Supervision

- Confirm work schedule, reviewing any important school and organizational dates
- Procedures for calling in sick or vacation/time off requests
- Discuss internship description, including any important projects and timelines
- Learn how feedback will be provided during and at the conclusion of the internship
- Sign in/out procedures and hours tracking
- Pay schedules (if applicable) and any final paperwork necessary
- Procedures for signing off on work and any regular reports needed
- Establish how to contact supervisor during non-work hours (in case of emergency)
- Establish who on staff to go to if supervisor is unavailable
- What training is necessary for internship role, and what other training is available for your learning and professional development?
- Schedule regular (weekly or biweekly) supervisor check-in meetings
- Staff meeting schedule and expectations around staff meeting attendance and reporting
- Channels of communication (e.g., emails, cc/bcc)
- Learning objectives (share internship course syllabus) and learning agreement

Other Items:

- _____
- _____
- _____
- _____
- _____

ACADEMIC INTERNSHIP DOCUMENTS AND RESOURCES

A3: Learning Objectives Guide

How to Write an Effective Learning Objective

Your internship experience should be organized around your learning and development. This worksheet will guide you and your supervisor on how to craft tangible yet challenging learning goals and objectives that correspond with your internship responsibilities and projects. Submit your learning objectives with your [Academic Internship Agreement \(see A3\)](#) to your course instructor.

OBJECTIVE = (When) + (Who) + WILL BE ABLE TO + MEASURABLE VERB + (Task) + (Criteria)

Learning Objective	Examples
When	As a result of participating in X
Who	For LOCUS Learning Objectives, this will mostly be "I"
Measureable Verb	A comprehensive list is below. Choose the verb that is most applicable or use a verb not listed.
Task	What comes after the verb? What are you hoping you will be able to recall, learn, understand, apply, etc.?

One tip to help guide you toward identifying verbs that are measurable is to use Bloom's Taxonomy. Ordered from more basic to more advanced, Bloom's taxonomy provides a broad array of verbs that can be used when writing objectives to help define how you will:

- (1) *Know* - what content knowledge do you need to have for this experience?
- (2) *Be* - what do you hope to become from this experience?
- (3) *Do* - how will you practice and refine your skills learned from this experience?

Measurable Verbs

Remembering: define, count, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, and write

Understanding: conclude, demonstrate, discuss, explain, generalize, identify, illustrate, interpret, paraphrase, predict, report, restate, review, summarize, and tell

Applying: apply, change, choose, compute, dramatize, interview, prepare, produce, role-play, select, show, transfer, use

Analyzing: analyze, characterize, classify, compare, contract, debate, deduce, diagram, differentiate, discriminate, distinguish, examine, outline, relate, research, and separate

Evaluating: appraise, argue, assess, choose, conclude, critique, decide, evaluate, judge, justify, predict, prioritize, prove, rank, rate, select

Creating: compose, construct, create, design, develop, integrate, invent, make, organize, perform, plan, produce, propose, rewrite

How to Write an Effective Learning Objective (continued)

Criteria for Measurement (evidence)

While this may not be part of your actual learning outcome, it is important to know how you will know you have succeeded. What will you point to that will allow you to say “I accomplished my objective and here’s the proof!”?

Domains and Dimensions of Learning*

Your learning objectives might focus on different domains of learning such as:

- Knowledge (facts, concepts, terminology, new information)
- Skills (things you want to learn to do)
- Attitude or Values (things that you believe are important and want to improve in yourself)

Your learning objectives can also guide your development in different dimensions such as:

- Personal development (strengths, habits, learning and work styles)
- Professional development (how you will grow as a professional, or learn about a profession)
- Civic/justice-orientation (connecting to the public purposes or social issues in the field)

Consider the examples below and discover what domains and dimensions may be considered:

<u>Learning Objective</u>	<u>Domain</u>	<u>Dimension</u>
<i>As a result of interning at TV News Chicago, I will be able to develop my communication skills by greeting guests and answering phone tips.</i>		
<i>As a result of interning at XYZ Law Group, I will gain practical information about immigration and our legal system.</i>		
<i>As a result of interning with Peoples Bank, I will develop an understanding of my work style and preferred work environment.</i>		
<i>As a result of my accompaniment of elderly residents of my local community, I will be able to critically evaluate popular narratives about aging in America.</i>		
<i>As a result of my internship with Alderman Citizen’s office, I will gain new insights into the role of community voices in local policy decisions.</i>		
<i>As a result of my research into sustainable daily living, I will be able to produce a website that can teach elementary and middle school students what they can do to promote sustainability in their homes.</i>		

*Adapted from Sweitzer, H., & King, M. (2013). *The successful internship*.

Learning Objectives in your Internship

How will your internship experience support your learning objectives? Compare your internship description, tasks and projects with your learning objectives to determine how you and your supervisor can align your responsibilities with your learning and development goals.

*To learn more about partnering with
Loyola through the Center for
Engaged Learning, Teaching, &
Scholarship, or to contact CELTS
staff, visit:*

[LUC.edu/celts](https://luc.edu/celts)



Preparing people to lead extraordinary lives