



ACADEMIC INTERNSHIPS

A RESOURCE MANUAL

FOR FACULTY



Preparing people to lead extraordinary lives

The Center for Experiential Learning

Learn. Serve. Experience. *Transform.*

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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 Faculty and Instructors:

Welcome to the Center for Experiential Learning (CEL) and the Academic Internship Program!

We are glad you are interested in the Academic Internship Program at Loyola University Chicago. Internships for credit are valuable educational experiences that may enhance a student's academic program, provide significant experience in a professional field and contribute to an organization's recruitment efforts by training a future employee.

As part of the CEL's desire to see Academic Internship Programs thrive on campus, this Resource Manual has been created to provide faculty with important resources and information. We want to support your work with students as they connect professional experience with academic learning. Included in this packet are the following:

- ✓ Opportunities for Experiential Learning at Loyola
- ✓ Resources to Support Academic Internships
- ✓ Enhancing Internships with Academic Course Content
- ✓ Academic Internship Program Documents

Please review these documents so that you are aware of the components of the Academic Internship Program. Of course, please feel free to contact us throughout this process if you have any questions, concerns, or new ideas!

We look forward to collaborating with you in this educational process and connecting Loyola University Chicago students to outstanding internship experiences.

Sincerely,

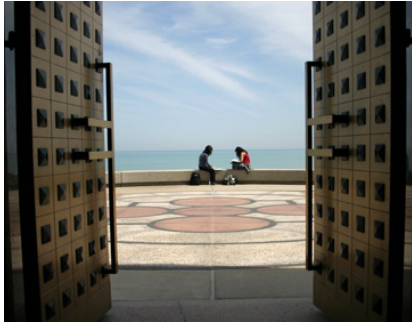
Sincerely,



Patrick M. Green, Ed.D.
Director, Center for Experiential Learning
(773) 508-3945 | pgreen@LUC.edu

Our Mission

The Center for Experiential Learning serves students, faculty, staff and community partners of Loyola University Chicago as a resource for experiential learning opportunities and partnerships. We offer information, resources and support for the development of academic internships, service-learning courses, community-based Federal Work Study opportunities and undergraduate research experiences. In collaborating with the community, we align our work with the Jesuit Catholic mission and vision of our university, seeking "to expand knowledge in the service of humanity," and broaden learning through extraordinary experiences and critical reflection on those experiences.



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.

The CEL provides the following opportunities to Loyola students.

ACADEMIC INTERNSHIPS: As interns, individual students engage in a long term commitment of at least **one semester** (3+ months) with intensive work responsibilities in an internship position (usually **10-15 hours/week**) to gain professional experience. 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.

- Louise Deske, Academic Internship Coordinator
ldeske@LUC.edu, 773-508-3952

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.

- Chris Skrable, Service-Learning Coordinator
cskrabl@LUC.edu, 773-508-2380

COMMUNITY-BASED FEDERAL WORK-STUDY: Through its Community-Based **Federal Work-Study (FWS)** program, Loyola establishes relationships with community service organizations. These employ Loyola students for **10+ hours/week** at a salary of **\$8-10/hour, 75% of which is reimbursed** to the organization from the students' FWS financial aid awards. Students gain valuable experience in and give valuable service to the community sites while earning money for their education.

- Joanna Buchmeyer, FWS Community Partner Coordinator
jbuchmeyer@LUC.edu, 773-508-6090

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.

- Dr. Patrick Green, CEL Director
pgreen@LUC.edu, 773-508-3945

An Internship? Why?

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 can be **paid or unpaid**. If the internship experience is paired with an academic course, students can receive **academic credit** for the learning that they demonstrate through their work.

Students benefit from internships because they provide opportunities to:

- Apply what they've learned in the classroom to a **real work experience**
- Find out how to **prepare for a career** in a certain field
- Determine an **appropriate career path**
- Build a strong **resume**
- Develop a **network** of professional contacts for future opportunities and references
- Learn which **workplace skills** they need to develop
- Find out **what to expect** when making the transition to a full-time job

For companies or community agencies, internships are a great way to **bring in talented students** to contribute to the organization's goals and mission. Interns provide **additional support** and increase an organization's workforce. At the same time, they allow experienced professionals to share their skills and **cultivate the next generation of leaders** in their field.



Student reflections:

As an intern there were a lot of opportunities for others in the company to kind of show us the way things were to be done, but we also found ways to be leaders ourselves. There were some times when the interns would remind the event planners how to get out of the old ways and to embrace new ideas and ways of doing things.

*Julie Hilgendorf '08
(MedHealth Group)*

Even before receiving the internship offer, I was astonished how the atmosphere at the Chicago Children's Museum was like at a "real job." Before this internship experience, I have not been in a professional working environment... Analyzing my work experience, performance, and surroundings has helped me become more conscious of my overall presence in a working environment.

*Irina Kramskay '08
(Chicago Children's Museum)*

At first, it was difficult for me to see the importance of my work at my internship. In fact, I felt insignificant at times.... But in retrospect, I understand that my role was much more significant than I previously thought...[and] began to reaffirm my role in the organizational development at CAR.

*Matthew McGarry '08
(Chicago Artists' Resource)*



At a glance...

10-15 hours/week

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

100-150 hours total work

Paid or unpaid

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

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 unpaid**, 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.
- Take into account that the internship experience is only **one of several courses** that the student is likely taking during the semester
- 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 Coordinator and CEL staff can work with employer partners to develop meaningful, appropriate, and balanced internship experiences for Loyola undergraduates. They also assist organizations with already-developed internship programs to attract qualified candidates from Loyola, both by posting positions on Loyola's online eRecruiting system and by directly referring students to specific opportunities that would match their academic and professional interests.



A helpful timeline...

Employers are encouraged to post opportunities on eRecruiting. Here is a helpful timeline for students to begin searching online for opportunities:

Fall Semester:

Announcements are posted in April or May for positions which start in September.

Spring Semester:

Announcements are posted in October or November for positions which start in January.

Summer:

Begin searching early in the spring semester for March or April deadlines.

Furthermore:

The Academic Internship Coordinator is able and willing to make important contacts with employers that may assist faculty broaden and deepen the internship experiences of their students. In some instances, the CEL and CDC staff may be able to strengthen a relationship with an employer by helping to meet the employer's needs in new ways: helping the employer to find internship or job candidates in new areas.

Supporting Academic Internships

The CENTER FOR EXPERIENTIAL LEARNING serves as a resource to support faculty, students and employer/community partners in the academic internship process and offer assistance as needed.

STUDENT REFERRALS:

As a matter of course, the CEL refers students to appropriate resources on campus. Often, students are encouraged to seek out specific academic departments to inquire about choice of major and the appropriateness of doing an academic internship.

RESOURCES:

As a part of the CEL's goal to support and strengthen academic internship programs on campus, a Resource Manual has been created for students, employers and faculty. The student manual refers students to information on existing academic internship programs at Loyola. The web addresses of those programs are also made available on the CEL web site (listing academic internship coordinators and course listings). Students can easily access this information and be aware of the many academic internship opportunities they have at Loyola.

STUDENT PREPARATION:

The staff of the CEL and the Career Development Center (CDC) assist students in resume preparation, interviewing skills, dressing for success, and understanding the nature of the internship experience. Practicing good business etiquette while at the internship site can make a real difference for future career success. It also enables an academic program to continue to place students at high quality internship sites

EMPLOYER CONTACTS:

Hundreds of employers and community partners are affiliated with the CEL and CDC. Loyola's online resource, which uses the eRecruiting system, connects students to a wide range of potential employers and is available to all faculty involved in internship programs on campus. (See "Using eRecruiting", page 8).

Enhancing Internships with Academic Course Content



The faculty advisor/instructor role is primarily one of connecting the student's learning in the internship to academic and theoretical learning in the classroom. The faculty advisor/instructor also acts to provide the student with feedback on their assignments, professional advice on career related issues and career tracks in their field. The faculty advisor/instructor and employer are often the student's first formal contact with professionals in their chosen field and can offer invaluable advice to students.

ACADEMIC INTERNSHIP LEARNING AGREEMENT:

The Learning Agreement is the formal agreement between the student and his or her faculty advisor/instructor that will structure the learning experience and justify academic credit for the internship. It should be reviewed by the site supervisor to ensure that the intern's goals and objectives fit the site supervisor's understanding of the internship. (See "Academic Internship Learning Agreement", page A1)

It is in reflecting upon their experiences in the field that students can begin to make valuable connections between those experiences and the academic course content. The following are various techniques which instructors can use both to help students reflect on their experiences and also to assess the level of student learning:

REFLECTIVE JOURNALING

Students record daily or weekly impressions of the setting, activities, and areas of growth they are experiencing. Journal entries should relate back to the learning goals and responsibilities that were agreed upon with the site supervisor and recorded in the Learning Agreement. Additionally, the act of creating a written journal of what has been learned assists students in consciously reflecting on their work as interns and integrating their experiences with other learning. Rather than vaguely assimilating skills knowledge, students create an articulated record of their experiences.

PORTFOLIO

Students create a portfolio to keep samples of written work, photographs, videos, reports, interview transcripts, summaries, certificates of training, reference letters and other documentation of the internship experience and their contribution to the work of the organization in which they were interns. The portfolio is to illustrate what the student has learned and how his/her skills or knowledge base has expanded through the internship.

TOPICAL PAPER

At the conclusion of the internship, students write a paper which integrates the internship experience with one or more topics related to specific courses or other academic interests. Researched references should be cited to support conclusions drawn. The paper is to indicate how the student has integrated the experience with his or her academic knowledge base as well as to identify areas or questions for further exploration. The topics should be selected by the student and faculty advisor/instructor as part of the academic component of their internship experience.

Academic Internship Evaluation

Evaluation is extremely important to the experiential learning process. At the beginning of the semester, the CEL invites all students participating in the Academic Internship Program to respond to a series of questions designed to assess their attitudes towards service, community engagement, their motivations for seeking an academic internship, and their self-assessment of their apprehension of key values promoted by Loyola's core curriculum. At the end of the semester, students are given another series of questions. In addition to revisiting many of the topic areas from the beginning of the semester, this second evaluation invites students to reflect on their experiences. It is the hope of the Center for Experiential Learning staff that such regular and comprehensive evaluation can provide constructive feedback to faculty, employers, and the CEL, for the continual improvement of the academic internship program and of campus/community relations. CEL also uses data gathered in the evaluation process to conduct research in experiential learning with the consent of those parties surveyed.

All CEL evaluations are administered through **Opinio**, Loyola University's online survey system. Participants in the evaluation process are informed of the availability of a new survey via email, and sent periodic reminders until they have completed the survey (or the survey's expiration date). Invitation emails contain a link to the survey itself. All responses are kept in the strictest confidentiality, both in the survey platform and by CEL staff.

Sample Evaluation Questions

The following are the questions which interns are asked about their experience in the post-course evaluation. Aggregate student responses are shared with students' instructors shortly after the end of each semester. Students' responses are on a standard 5-point Likert scale (5=Strongly agree, 1=Strongly Disagree):

- I was invited to identify personal learning goals for my academic internship experience (e.g. using a student learning agreement).
- I received all the guidance and support I needed (from my faculty advisor and CEL staff) to choose an appropriate internship site.
- My faculty advisor provided timely feedback and assistance when needed.
- This academic internship improved my understanding of concepts that I learned from coursework in college.
- My duties (work activity) were relevant to my academic requirements.

Final free response questions:

What, if anything, could have improved the quality of this internship and the internship program in general?

What new opportunities did this internship experience create or provide for me?

Academic Internship Learning Agreement

(Student is responsible for filling out and retrieving signatures. Once your final version is complete, make 3 copies. Retain 1 copy and provide copies to your faculty and site supervisor. Submit the original signed agreement to the Academic Internship Coordinator within the first 2 weeks of the start of the internship.)

Name: _____ Phone: _____ E-mail: _____

Starting Date: _____ Ending Date: _____ Hours per Week: _____

On-site Schedule (Day/s, Time/s): _____

LEARNING OBJECTIVES (see the course objectives in your syllabus; discuss with site supervisor also)
 What do you hope to learn about the organization, social issues, and/or your professional field as related to your course?

1. _____

2. _____

3. _____

Student Agreement: In my internship commitment to the organization named below, I agree to:

- a) Attend an orientation or training, and serve my scheduled hours, as agreed upon with my site supervisor
- b) Contact my site if I am unable to make my normal scheduled hours
- c) Act in a professional manner, serving as a member of Loyola University Chicago and the community
- d) Complete all required paperwork and assignments related to this academic internship
- e) Notify my site supervisor if there are any problems I am having at my site
- f) Keep track of my hours and complete the required number of on-site hours for the course (100+ hours)

Student Signature **Date**
 Site (organization/agency): _____

Site supervisor: _____ Title: _____

Phone: _____ E-mail: _____

Fax: _____ Best time to contact: _____

Job Description: (see attached)

Site Supervisor Agreement: As a community partner of Loyola University Chicago, I agree to:

- a) Work directly with the student and make explicit arrangements with the student concerning the expectations, hours, duties and overall goals
- b) Provide a good learning environment for the student presenting opportunities to contribute to the success of the organization
- c) Communicate periodically with the student about his or her performance
- d) Keep in contact with Loyola staff / faculty member and provide feedback on student performance
- e) Complete an evaluation of the student's performance and review with the student

Site Supervisor Signature **Date**
 Course: _____ Faculty Advisor/Instructor: _____

Faculty Agreement: As the faculty advisor/instructor for the course, I agree to:

- a) Provide guidance to help the student relate work experience to the student's major or academic program
- b) Provide reflection opportunities and assignments to allow the student critical reflection on community issues
- c) Communicate with the student regarding work on an on-going basis
- d) Keep in contact with Center for Experiential Learning staff to discuss any problems or issues

Faculty Signature **Date**

Academic Year 2009 - 2010

August 24	Monday	Fall Semester 2009 begins
September 2	Wednesday	Community Service and Job Opportunities Fair 1-4 PM, Gentile Center
September 7	Monday	Labor Day: No classes
September 8	Tuesday	Classes resume after Labor Day weekend
October 5-6	Monday & Tuesday	Fall Break: No classes
October 7	Wednesday	Classes resume after Fall Break
November 25-27	Wednesday-Friday	Thanksgiving Break: No classes
November 30	Monday	Classes resume after Thanksgiving Break
December 5	Saturday	Fall Semester classes end
December 7-15		Final Examinations
December 9	Wednesday	Undergraduate Study Day: No classes or examinations
January 18	Monday	Martin Luther King, Jr., Holiday: No classes
January 19	Tuesday	Spring Semester 2010 begins
March 8-12	Monday-Friday	Spring Break: No classes
March 15	Monday	Classes resume after Spring Break
April 1-5	Thursday-Monday	Easter Holiday: No classes Thursday evening through Monday afternoon. Offices closed Good Friday, April 2
May 1	Saturday	Spring Semester classes end
May 3-11		Final examinations
May 5	Wednesday	Undergraduate Study Day: No classes or examinations
May 13-15	Thursday-Saturday	Graduation Weekend