



# EMPLOYER PARTNER RESOURCE MANUAL 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 University Employer Partner:

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

We are so pleased to partner with you through our Academic Internship Program. 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 your organization's recruitment efforts by training a future employee.

This resource manual will provide you with an overview of Experiential Education at Loyola, tips and guidelines for optimizing the internship experience, and sample documents that you will encounter as you work with Loyola students and faculty. We suggest that you review it carefully so that you are fully aware of the components of this 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 internship experiences at your organization.

Sincerely,



Patrick M. Green, Ed.D.  
Executive Director  
Center for Engaged Learning, Teaching, & Scholarship  
(773) 508-3945  
[pgreen@LUC.edu](mailto:pgreen@LUC.edu)

### **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.

CELTS 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.

**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 Program Manager  
[shaarman@LUC.edu](mailto:shaarman@LUC.edu), 773-508-7080

**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 Kaufman, PhD, Undergraduate Research Program Manager  
[kkaufm2@LUC.edu](mailto:kkaufm2@LUC.edu), 773-508-3886

## Why Employ *Student Interns*?

One of the first questions that a potential employer may ask when considering whether to hire Loyola students as interns is, “**What are the benefits?**” Internships are a great way to bring in talented students to contribute to the organization. Interns provide additional support and increase an organization’s workforce, helping to accomplish the goals and mission of the organization. At the same time, they allow experienced professionals to share their skills and cultivate the next generation of leaders in their field.

**Employers** benefit from internships because they provide:

- **Enthusiastic, innovative, and dedicated workers** who bring with them a fresh perspective and new ideas
- Access to students with **skills and/or knowledge**
- An opportunity for current employees to develop their **supervisory skills**
- The **personal satisfaction** of helping students progress in their personal and career development

**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



### LOYOLA FAST FACTS (2020)

16,893 students—11,612 undergrad

80+ undergrad majors/minors

85 M.A., 31 Ph.D. degree programs

Pre-law, pre-engineering, and pre-health programs

98% of incoming students receive financial assistance

Student/faculty ratio 14:1

Four campuses:

#### LAKE SHORE CAMPUS

6525 N. Sheridan Road  
Chicago, IL 60626

#### WATER TOWER CAMPUS

820 N. Michigan Ave.  
Chicago, IL 60611

#### MEDICAL CENTER CAMPUS

2160 S. First Ave.  
Maywood, IL 60153

#### JOHN FELICE ROME CENTER

Rome, Italy



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### **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 Program Manager and CELTS 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 Handshake system and by directly referring students to specific opportunities that would match their academic and professional interests.

## *Determining an Intern's Contribution*

In order for an internship to be successful, **both the site supervisor and the intern must commit to working together** to make the most of the opportunity.

### ▪ *Special Projects*

Most employers have a long "**wish list**" of **special projects** that need to be done but don't have the personnel resources to organize and implement them. Because of the nature of their academic schedules, students often look for internship opportunities of **limited duration** (generally 3+ months), so employers find interns to be an ideal solution to this problem. For example, interns can be assigned to organize **research projects**, plan **special events**, develop special **promotional campaigns**, or design **web pages**. When developing an internship involving special projects: identify goals, timelines, and outcomes so that everyone understands the purpose and expectations involved.

### ▪ *On-Going Operations*

Certain businesses and organizations routinely experience **peak periods** where additional staff is needed. Others may operate under very **limited budgets** and need additional staff throughout the year. Again, interns may be able to alleviate some of these problems. For example, interns may be assigned to serve as **facilitators** for youth groups, human resource management **support staff**, public relations **assistants**, or marketing **associates**. Do remember, however, that students are looking for internships that provide them with **pre-professional experience** with an opportunity to learn. Therefore, it is probably not a good idea to assign an intern to a position which is strictly clerical. Of course, as with any job, there may be some clerical duties involved in the internship, they should not be the only duties of the intern.

*See the Appendix for a worksheet that can assist in the development of a job description for an intern.*



## *Recruiting Interns*

**Fall Semester:** To have an intern start in September, it is best to advertise position availability in April or May, and to continue posting until classes begin in late August.

**Spring Semester:** To have an intern start in January, it is best to advertise the position in October or November and continue to post at least until the beginning of January.

**Summer:** To hire an intern for the summer, begin advertising early in the spring semester for March or April deadlines.

*Loyola University invites employer partners to **advertise internship positions** on its Handshake site (see page 8 for instructions).*

*Generally, **screening of applicants** is done by the internship site. We encourage you to interview students to determine if their goals and abilities match the needs of your organization.*

## *Intern Orientation & Supervision*

### ▪ *Student Orientation*

Providing an orientation and training period for interns serves to maximize the value of the internship experience, both for the student and for the organization. The most important part of the orientation is to develop an understanding of the objectives of the internship and the setting in which these objectives are to take place. It also is important to establish with the student a schedule that includes time for consultation and deadlines for completing specific on-site objectives. The schedule may be revised from time to time, but no project should begin without a preliminary schedule.

**The following are additional suggestions for orienting the intern:**

**Give the intern a tour** of the office and introduce him or her to the people with whom he or she will be working. Share with these people the intern's role, assignments and schedule. If possible, share with the intern the job responsibilities of co-workers.

**Explain** the goals, functions, services and procedures of the agency or department and its relationship to the larger organization or profession. Go over an organizational chart if one is available.

**Introduce** the student to brochures, manuals, reports, and journals pertinent to the organization, professional field, or on-site intern assignments.

**Clarify** what is expected of the student with respect to deadlines, dress, quality of work, degree of independence, and confidentiality of certain information.

**Discuss** the specific projects or tasks on which the intern will work. Explain how these projects fit into the larger goals of the organization.

**Determine** the intern's work schedule. Make the necessary physical arrangements for work space.

### ▪ *Supervision of the Intern*

Ongoing supervision of the student intern is critical to the success of the internship! Students should be reminded that what they are doing is of importance and is to be measured on the basis of usefulness and quality as well as in terms of personal growth.

**The following are additional suggestions for supervision:**

**Schedule** a regular meeting time (preferably weekly) with the intern to go over questions, give assignments, evaluate work, and to look at how the internship might be improved.

**Give** the intern an opportunity to attend staff, committee, public or legislative meetings, when possible.

**Explain** to the intern how you make decisions, develop alternative solutions and arrive at your conclusions.

**Identify** the key individuals to whom the intern can turn for assistance with specific questions or tasks.

**Evaluate** the intern's performance with a mid-semester review and end-of-semester evaluation.



## 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.

## Handshake Job Portal

One of the most important ways community partners communicate directly with Loyola students is through Loyola’s **Handshake job portal**, an interactive, searchable database of community partners and service/internship opportunities at their agencies maintained by CELTS and Loyola’s Career Services. Partners can use Handshake to post agency and volunteer/paid position descriptions, to change and update contact information, to process student applications for posted positions, and to search web-based resume books for qualified Loyola students and alumni seeking volunteer and employment opportunities.

*We encourage you to post all internship and volunteer service opportunities on Handshake.* This is a FREE site to help employer partners engage students at Loyola University.

Access Handshake [here](#)

## Writing an Effective Organization Description

One of your first tasks in posting on Handshake is provide a **description of your organization** on your “Company Profile” page. (You can enter and edit it using the text box labeled “Description.”) This description will be students’ “first impression” of your organization. Note that sections of this description can refer students to other, more detailed information posted in eRecruiting, or to your organization’s website. **For best results, we suggest your description include:**

- A brief (2-3 sentence) introduction to your organization and its mission;
- A summary of where your organization works, whom it serves, and what services it provides;
- A description of the kinds of work/projects students might expect to be doing at your agency;
- A summary of public transportation options for getting to your site(s); and
- A “who to contact” statement for students who want more information  
Include COVID -19 Safety Measures
- Include whether opportunity is in-person, virtual, and/or remote
- 

The following is a **sample Handshake description**; it also serves as a more detailed introduction to Loyola’s Center for Engaged Learning, Teaching, & Scholarship.

### **Company Name:** Loyola University Chicago – Center for Engaged Learning, Teaching, & Scholarship

The Center for Engaged Learning, Teaching, & Scholarship (CELTS) at Loyola University Chicago serves as an academic supportservice for students, faculty, staff, and community partner organizations with resources for academic experiential learning opportunities. Such opportunities provide students with an enriched academic experience by engaging them in direct service in the community, by connecting them with faculty in mentoring relationships, and by exploring field-based work through academic internships. Such academicexperiences extend students’ learning beyond the walls of the classroom and shape their academic, civic, personal, social, ethical, and career development, while responding to real community-defined needs.

(continued)

CELTS is based at Loyola's Lake Shore Campus, located in Chicago's diverse Rogers Park neighborhood on the north end of the city, but works with students, faculty, and staff from all of Loyola's campuses. Its community partner agencies are located throughout the city of Chicago and in the surrounding suburbs. Loyola students have also engaged in academic internships throughout the United States and in numerous foreign countries.

CELTS provides the following services:

For STUDENTS, CELTS serves as a clearinghouse for information about community partners, connecting students with community service and internship opportunities in Chicago and around the world.

For FACULTY and STAFF, CELTS serves as an academic resource, offering training on service-learning and academic internship course development, facilitating the development of relationships with relevant community partner organizations, and supporting service-learning and academic internship courses.

For COMMUNITY PARTNER ORGANIZATIONS, CELTS serves as an "entry point" into Loyola University, working to facilitate the development of diverse and long-lasting partnerships between members of the Loyola Community and community organizations that are beneficial to all parties.

INTERNS with CELTS might be invited to coordinate specific programs; job responsibilities would include agency site visits, conducting student and community partner interviews, maintaining program databases, and updating the program website. (See posted jobs for more specific internship opportunities.) Intern creativity is encouraged! Contact Louise Deske, Internship Coordinator, for more information about internships with CELTS (see Contacts for Louise's information).

Possible VOLUNTEER projects with CELTS might include the development and implementation of promotional/marketing campaigns aimed at particular audiences; researching, contacting, visiting, and evaluating new community partners; developing and presenting CELTS programming aimed at engaging a broader range of the Loyola community in Experiential Learning opportunities. (See posted volunteer projects for more specific opportunities.) Volunteer creativity is encouraged! Contact Chris Skrable, Service-Learning Coordinator, for more information about volunteering with CELTS (see Contacts for Chris' information).

Most volunteer/internship opportunities with CELTS are available on week days (M-F) during normal business hours (9 AM-5:30 PM), though occasional evening and weekend events are possible.

For more information about opportunities with CELTS, contact us at [experientialluc@gmail.com](mailto:experientialluc@gmail.com)

CELTS is based in the Sullivan Center for Student Services (6339 N. Sheridan Rd., Chicago), on Loyola's Lake Shore Campus. A map of the Lake Shore Campus can be found at [LUC.edu/info/maps/](http://LUC.edu/info/maps/). The Lake Shore Campus is easily accessible by the CTA "L" Red Line (Loyola stop) and by CTA buses #136, #147, #151, and #155.

## Internship Job Description Worksheet

*At Loyola University Chicago, we recommend that internships engage students on their job sites for about 10 hours per week over the course of a typical (3.5 month) semester for a minimum of 100 hours on the job. In an academic internship, the students' placement functions as a primary "textbook" for their academic reflection, a place where they can observe real world examples of concepts previously studied only in the classroom and encounter new information to help them think critically about the material they have learned. In the context of the community organization where students are interning, their efforts provide additional staff support of ongoing programs or initiate, design, and execute new projects in response to agency-defined needs.*

***For each intern position, indicate the following (example below):***

Job title:

Role of intern(s):

Special skills required/desired:

Students in this position will learn about:

Location where student will be working:

Days/hours available for student interns to work:

Number of positions available:

Position is (circle one):      PAID   UNPAID   IN-PERSON   REMOTE   VIRTUAL

Students can apply for this position by:

Any special requirements for applicants (e.g. special training, group orientation, criminal background check, TB test):

Direct supervisor:

- Phone:
- Email:

For more information about this position, students should contact:

- Phone:
- Email:

## 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 LOCUS 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 Internship Supervisor Evaluation

(Student/Intern Name)

(Student's Major)

(Internship Site)

(Supervisor's Title)

(Supervisor's Name)

Internship Period:     FALL             SPRING         SUMMER

Year:   20  

**PURPOSE:** This evaluation will assist in determining the student's grade. Your assessment of the student's learning experience, the attainment of goals, and the professional development achieved over the internship period is valued.

**PROCEDURE:** Please write in the appropriate number 1 through 5 corresponding to the student's performance in each of these areas:

1 = Unacceptable    2 = Below Average    3 = Average    4 = Above Average    5 = Excellent

**Basic Work Expectations**

Arrives on time consistently. Informs supervisor and makes arrangements for absences. Reliably completes requested or assigned tasks on time. Completes required hours or days on site. Adheres to site norms about appearance, attire, conduct, language, etc.

Comments:

---

Basic Work  
Expectations

**Knowledge, Skills and Learning**

Able to apply previously learned knowledge and skills to tasks at the site. Understands the goals and functions of the site. Receptive to learning when new information is offered. Actively seeks new information from staff or supervisor. Demonstrates an ability to learn, apply and understand new information. Understands concepts, theories and information.

Comments:

---

Knowledge,  
Skills, Learning

**Ethical Awareness and Conduct**

Knowledgeable of ethical guidelines. Demonstrates awareness and sensitivity to ethical issues. Personal conduct is consistent with ethical standards. Consults with others about ethical issues if necessary.

Comments:

---

Ethical  
Awareness &  
Conduct

**Interpersonal Relations**

Appears comfortable interacting with clients/customers/staff. Initiates interactions and builds rapport. Communicates effectively and is sensitive and responsive to others' needs. Effectively conveys information and expresses own opinions.

Comments:

---

Interpersonal  
Relations

**Response to Supervision**

Performs independently without excessive supervision. Actively seeks supervision when necessary. Receptive to feedback and implements suggestions from supervisor. Aware of and willing to further explore personal strengths and weaknesses.

Comments:

\_\_\_\_\_  
Response to  
Supervision

**Work Productivity**

Completes required work according to established expectations and schedule. Written and/or verbal reports are accurate, factual, and presented in a professional manner.

Comments:

\_\_\_\_\_  
Work  
Productivity

**OVERALL**

\_\_\_\_\_  
**OVERALL**

Would you recommend this intern for employment following this internship?  YES  NO

Comments:

Would you provide an internship opportunity to another Loyola University Chicago student?

YES  NO  MAYBE

**ANY OTHER COMMENTS OR SUGGESTIONS:**

**Authorized By:**

**Date:**

*Thank you for your time and effort in supervising this intern and in completing this form.*



Student Name: \_\_\_\_\_

**Student Hours Log**

*Please enter the responsibilities and duties you have performed during your internship/community-based service experiences on the lines provided. Pay close attention to what you have accomplished and what you have learned during your experience.*

<b>Date</b>	<b>Total Daily Hours</b>	<b>Work Completed/Comments</b>	<b>Supervisor Signature</b>

**TOTAL HOURS:** \_\_\_\_\_

## Academic Calendar (2023-2024)

Updated 09/2/2021

<b>August 28</b>	<b>Monday</b>	<b>Fall semester begins</b>
September 1	Friday	Labor Day weekend begins Classes that begin at 5:30 p.m. or later are canceled
September 5	Tuesday	Classes resume after Labor Day weekend
September 6	Wednesday	Part-Time Job, Internship, and Service Fair
October 9-10	Monday & Tuesday	Mid-Semester Break: No classes
October 11	Wednesday	Classes resume after Mid-Semester Break
November 22-25	Wednesday-Saturday	Thanksgiving Break: No classes
November 27	Monday	Classes resume after Thanksgiving Break
December 9	Saturday	Fall Semester classes end
December 11-16	Monday - Saturday	Final Examinations
December 13	Wednesday	Study Day: Final Examinations begin at 4:15 p.m.
January 15	Monday	Martin Luther King, Jr., Holiday: No classes
<b>January 16</b>	<b>Tuesday</b>	<b>Spring Semester begins</b>
March 4-9	Monday-Saturday	Spring Break: No classes
March 11	Monday	Classes resume after Spring Break
March 28 - April 1	Thursday-Monday	Easter Holiday: No classes Thursday evening through Monday afternoon. Offices closed Good Friday, March 29
April 26	Friday	Spring Semester classes end
April 29 - May 4	Monday-Saturday	Final examinations
May 1	Wednesday	Study Day: Final examinations begin at 4:15 p.m.
TBD	TBD	Graduation Events and Ceremonies