



# ACADEMIC INTERNSHIPS

## A RESOURCE MANUAL

### FOR STUDENTS



*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.*

## *Contents*

<b>WELCOME</b>	<b>2</b>
Our Mission	
<b>EXPERIENTIAL LEARNING AT LOYOLA</b>	<b>3</b>
<b>AN INTERNSHIP? WHY?</b>	<b>4</b>
<b>ACADEMIC INTERNSHIPS – AN OVERVIEW</b>	<b>5</b>
<b>PLANNING YOUR INTERNSHIP</b>	<b>6</b>
Questions to Consider	
Timeline	
<b>MAXIMIZING YOUR INTERNSHIP EXPERIENCE</b>	<b>7</b>
<b>DOCUMENTS</b>	<b>A1-3</b>
Worksheet: Exploring Internship Options	A1
Academic Internship Agreement	A2
Student Hours Log	A3
<b>ACADEMIC CALENDAR (2009-2010)</b>	

Dear Loyola Students:

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 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
- Maximizing Your Internship
- Sample Academic Internship Program 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.

Sincerely,



Patrick M. Green, Ed.D.  
Director, Center for Experiential Learning  
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#### 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 internship opportunities, service-learning courses 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 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](mailto: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](mailto: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](mailto: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](mailto:pgreen@LUC.edu), 773-508-394

## *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 can 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:**

**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...

***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 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*

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 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.
- 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 work with students to find 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.

## *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 (cf. "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 (see "Using eRecruiting")
- Visit** the CEL 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 the Career Development Center)
- Review** interviewing techniques/participate in a mock interview at the Career Center

#### **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

## *Maximizing Your Internship*

Once you've obtained the academic internship of your dreams, take advantage of these tips for getting the most out of your internship experience:

### *Focus on your internship priorities:*

- Clarify your employer's expectations of you up front so you will know exactly what your position entails.
- Ask about the employer's dress codes.
- Clarify your work days and hours. Remember, this is the "real world"!
- Begin observing and understanding workplace culture from the very first day.
- Start building a good relationship with your supervisor(s) and co-workers. Remember, this internship also is your chance to start a professional network.
- Practice good business etiquette. Develop your professionalism.

### *Don't just work there, learn something!*

- 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.
- Watch for signals as to where or when you can help.
- Ask for feedback and support from your supervisor and co-workers.
- Find out whom you should go to for help.
- Cultivate key feedback sources and start building your professional network.
- Always listen actively to directions and instructions.
- Show enthusiasm for your work.
- Be flexible and take initiative.
- Always follow through on projects, even if it means needing additional clarification.
- Be a good listener. Don't interrupt.
- Take initiative.

### *Do NOT:*

- Use work e-mail/phone for non-business use.
- Download programs or viruses to the office computer.



## **Internship Courses**

*Loyola offers many academic internship courses, including:*

**CMUN 396** Communications Internship (public relations, advertising, journalism)

**CRMJ 390** Criminal Justice Field Internship

**HIST 398** History Internship

**INTS 370** International Studies Internship

**PLSC 370** Political Science Internship (law-based, Chicago and Washington, D.C., programs)

**PSYC 390** Internship in Human Services

**PSYC 392** Applied Psychology Internship

**SOC 380** Sociology Internship

**SPAN 395** Internship in Spanish

**SPRT 350** Sport Management Internship

**UNIV 390** Internship Seminar in Organizational Change and Community Leadership

**WORKSHEET: EXPLORING ACADEMIC INTERNSHIP OPTIONS...**

**“We do not learn from experience;  
We learn from processing that experience”**

-John Dewey

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1) Complete/Update Profile in RamblerLink - <https://luc-csm.symplicity.com/students/>**

**Note:**

a) The staff of the Center for Experiential Learning helps students search for the right internship and connect them to organizations relevant to their course internship requirements.

b) Students are highly encouraged to search for available academic internship positions through **RamblerLink** the online job and internship posting system maintained by the **Career Development Center** - [http://www.luc.edu/career/pdfs/student\\_quickstart.pdf](http://www.luc.edu/career/pdfs/student_quickstart.pdf)

**2) Review RamblerLink and identify two (2) Internship options (of interest to you).**

**3) Create a Resume - <http://www.luc.edu/career/pdfs/resume.pdf>**

**4) Make an appointment with Louise Deske, Academic Internship Coordinator – [ldeske@luc.edu](mailto:ldeske@luc.edu)**

**Not sure of your options? Answer these Questions...**

**Previous Field Experience**

(List previous field work experience you have had, if any.)

**Academic Classes or Skills Training**

(List any coursework or skills training that would be relevant to your internship placement)

**Organizational Setting**

(What types of organizational settings would best match your abilities and interests? Why?)

**Clients Served**

(What types of clients (e.g., ages, cultural backgrounds, problems) are you most interested in working with? Why?)

**Learning Opportunities**

(What sorts of learning opportunities do you hope to have at your internship and what level of involvement and responsibility would be most appropriate for you?)

**Time**

(Carefully considering the requirements for school work and other commitments in your life, how much time can you realistically allocate to an internship each week? Specify the days and times you will be available to travel to and work at the site.)

**(Post-Graduation) Education Plans**

(Do you plan on pursuing a professional degree/graduate school?)

**Career Plans**

(What experiences will be most useful in helping you explore your future career path?)

## 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 (minimum 100 hours)

_____	_____
<b>Student Signature</b>	<b>Date</b>
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

_____	_____
<b>Site Supervisor Signature</b>	<b>Date</b>
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

_____	_____
<b>Faculty Signature</b>	<b>Date</b>



## Academic Calendar (2009-2010)

Updated 07/09/09

<b>August 24</b>	<b>Monday</b>	<b>Fall Semester 2009 begins</b>
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
<b>January 19</b>	<b>Tuesday</b>	<b>Spring Semester 2010 begins</b>
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